



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the Postgraduate Study Program of:

Language Education for Refugees and Migrants
School of Humanities

Institution: Hellenic Open University (HOU)
Date: 9 September 2023



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2014-2020
ανάπτυξη - εργασία - αλληλεγγύη



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Program of **Language Education for Refugees and Migrants** (L.R.M.) of the **Hellenic Open University (HOU)** for the purposes of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation.....	5
III. Postgraduate Study Program Profile.....	7
Part B: Compliance with the Principles	8
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMS OF THE INSTITUTION AND THE ACADEMIC UNIT	8
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMS	15
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT	18
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION	21
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMS	24
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT	27
PRINCIPLE 7: INFORMATION MANAGEMENT	30
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMS	33
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMS	36
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMS	38
Part C: Conclusions	40
I. Features of Good Practice.....	40
II. Areas of Weakness.....	40
III. Recommendations for Follow-up Actions.....	40
IV. Summary & Overall Assessment.....	42

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study Program of the Postgraduate Study Program of **Language Education for Refugees and Migrants** of the **Hellenic Open University (HOU)** for the purposes of granting accreditation comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Assoc. Prof. Georgia (Gina) Ioannitou-Valavanidou**
Le Mans Université, Le Mans, France (Chair)
- 2. Assoc. Prof. Eka Tchkoïdze**
Ilia State University, Tbilisi, Georgia
- 3. Ms. Eleni Kioura, Postgraduate Student**
Department of English Language and Literature, Aristotle University of Thessaloniki
- 4. Dr. Katerina Papatheu**
Dipartimento di Scienze Umanistiche, Università degli Studi di Catania

II. Review Procedure and Documentation

In preparation for the visit of the Postgraduate Study Program of Language Education for Refugees and Migrants(L.R.M.) of the Institution Hellenic Open University (HOU), the members of the External Evaluation and Accreditation Panel (EEAP) could examine a wide variety of documents provided in advance by HAHE, including the School's Proposal for Accreditation of the Postgraduate Program, the Guide of Studies, the description of courses, the HAHE Guidelines and other relevant information about the Program (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Website of the School.

The visit was online. The visit took place on Monday 04/09 to Wednesday 09/09/20232023. It was preceded by a private meeting of the EEAP on Monday, (via Zoom), and was followed by further private meetings of the EEAP on the following days to finalize the report. During the visit the EEAP had the following meetings:

Monday 04 September 2023

a) 16:00 - 17:00 Meeting with the Dean School of the Humanities Prof. Emmanouil Koutouzis, and the Directors of the two PSP: the Head of the Program Associate Prof. Nektaria Palaiologou PSP1 and Prof. Marios Chrissou PSP 2. The Vice-President of MODIP Prof. Ioannis Sibetheros, OMEA members, and other MODIP member Associate Prof. Dimitrios Fillipis and staff.

The Dean of the School of Humanities, the Head of the MODIP, the Head of the Program of PSP1 and the Head of the Program of PSP2 gave a short overview of the current situation of the programs and provided the EEAP with information about it.

b) 17:00 - 17:30: meeting with Teaching staff members (DEP) PSP1 Associate Prof. Nektaria Palaiologou, Adjunct Teaching Staff PSP1, Adjunct Teaching Staff PSP2, Chief Administrative Officer, where the EEAP discussed about learning materials, equipment earning resources and of the two PSP.

c) 17:30 – 18:00 Debrief Meeting EEAP members

Tuesday, 05 September 2023

a) 15:00 - 15:45 Meeting with the teaching staff of the PSP1. The EEAP discussed professional development, opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; projects and research activities directly related to the Program; possible areas of weakness.

b) 17:30 - 18:15 Meeting with PSP1 graduates The EEAP discussed Students' satisfaction from their study experience and their postgraduate studies and their career path.

c) 18:30 - 19:15 Meeting with employers, social partners who discussed with EEAP members various forms and opportunities of collaboration with the Program, relations of the PSP1 with external stakeholders from the private and the public sector. institution and more.

d) 19:30- 20:00 Debrief Meeting EEAP members where discussed the outcomes of the virtual visit and prepare the oral report.

e) 20:00 - 20:30 Closure meeting with the Director of the PSP1, the Head of the Program, MODIP, and PSP1 Steering Committee/ OMEA members. In this final meeting the EEAP provided a general view of some of the conclusions reached.

The EEAP members want to underline that all the above meetings were held in a very constructive atmosphere. Overall, the faculty and staff had prepared a rigorous visit program with presentations and discussions. A series of reports and other documents were provided to the EEAP during the visit at the request of the EEAP members. All members of the Program were ready and eager to answer the questions by the EEAP, and this facilitated the latter's task in the evaluation and accreditation process.

III. Postgraduate Study Program Profile

The Postgraduate Study Program of Language Education for Refugees and Migrants numbers 18 members of Teaching and Research Staff. Only one of them is DEP member, the Director of the Program.

The PSP L.R.M. was established in 2019 with a 2-year study program. The students of the 2- year Postgraduate program are required to complete, in order to receive the degree, 11 Compulsory courses taught by the Faculty Members (of which 2 compulsory courses are related to Teaching Practice/Practicum). More specifically to obtain the Master degree, 120 credit units (ECTS) are required, divided into 4 semesters. The curriculum is composed of 9 mandatory modules (10 ECTS each), the practicum during the 4th semester (20 ECTS), and the dissertation/thesis during the 4th semester (10 ECTS), all online.

Admission to the Program (L.R.M.) takes place according to the general procedures and regulations of the Greek Ministry of Education. They are accepted students that have an undergraduate degree in higher education of a related subject, and certified English language proficiency at B2 level. For the 2nd academic semester of 2022 there are registered 217 students. The participation and success in examinations per acad. semester is 69.07% for the 2nd academic semester of 2022 The students have to pay fees. The total cost of the Program of Studies amounts to 3.600€.

According to its mission statement, the PSP Language Education for Refugees and Migrants provides students with knowledge, competences, and skills, which relate to the educational field and to the subjects of humanities. The main goals of the program are:

- To meet the educational needs related to modern teaching requirements in education for students with different linguistic and cultural characteristics (culturally and linguistically diverse students).
- To respond at a social level to the societal diversity and especially the diversity of migrant and refugee students, for whose education teachers are needed properly trained.

The PSP L.R.M. also familiarizes the students with their future professional field through Teaching Practice/ Practicum.

The program has not yet been evaluated by any external committee – the present evaluation is the first one.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMS OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMS OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study Programs offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study Program (PSP), its purpose and field of study; it will realise the Program's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the Program's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of postgraduate study Programs
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7
- c) the promotion of the quality and effectiveness of teaching at the PSP
- d) the appropriateness of the qualifications of the teaching staff for the PSP
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP
- f) the level of demand for the graduates' qualifications in the labour market
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)

Documentation

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

Study Program Compliance

Findings

- a) The suitability of the structure and organisation of postgraduate study Programs

The organization of the PSP L.R.M. is explained in comprehensive documents provided to the EEAP that illustrate how the structure and organization of the postgraduate study program conforms with internationally established scientific field of Education Professional

Development designated by the international categorization of scientific fields in education, UNESCO ISCED-2011 for level 7, and ISCED-2013 0114 for Teacher Training with subject specialization.

The Program's core mission is the effective professional development of teachers specialized in migrants' and refugees' language education. The Program "Language Education for Refugees and Migrants (L.R.M.)" started in 2019 in order to provide innovative pedagogy and practice, cutting edge international research and a socially responsible educational agenda. The objectives of the Program are to advance knowledge in the sciences of education of migrants through teaching and research, and to prepare highly qualified professional level educators with emphasis on teachers of Language Education for Refugees and Migrants.

- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7

HOU follows the European Credit Transfer and Accumulation System (ECTS) which is based on the principle of transparency in learning, and on specific teaching and assessment processes (ECTS Guide). One of the key features of the ECTS system is the mapping of the level of knowledge, skills and competences that are acquired by the student upon completion of the educational process and verified after evaluation (Annex A of ADIP). This is achieved by writing learning outcomes which are attributed to individual Thematic Units and to the Program of Study as a whole (Outline Form Course).

- c) the promotion of the quality and effectiveness of teaching at the PSP

To promote the quality and effectiveness of teaching the LRM PSP has four strategic objectives: (1) monitoring and upgrading the quality, (2) widening the awareness regarding the PSP, (3) strengthening the Academic Development of the DEP and SEP Members, and (4) promoting the PSP interface with external organizations. The University assesses the quality of the educational process at the end of each semester through questionnaires. Surveys are anonymous and allow students to provide appropriate feedback.

The Centre for Teaching and Learning (CTL) at the HOU plans and implements targeted educational and research actions for the further development and interconnection of learning communities, as well as the promotion of educational innovation. These actions contribute to strengthening the quality and effectiveness of the education provided and the teaching and learning work issues. In order to achieve the above objectives, the CTL cooperates with all the academic structures of the HOU, but also with corresponding structures in the internal and external environment of the University, with the aim of improving the didactic methods and the development of effective learning techniques.

d) the appropriateness of the qualifications of the teaching staff for the PSP

The teaching staff for the PSP consists of highly qualified professionals with expertise in various fields related to language education, migration, intercultural communication, and applied linguistics. This diversity of expertise ensures that students receive a well-rounded education that addresses the complex challenges of teaching languages to diverse groups.

The faculty members possess strong multilingual and multicultural competence, which is crucial for teaching in diverse educational settings. This competence enables them to effectively address the linguistic and cultural needs of refugees and migrants.

Several faculty members are actively engaged in research related to language education, multiculturalism, and refugee integration. This research orientation ensures that the teaching staff remain up to date with the latest developments in the field and can impart cutting-edge knowledge to students.

Several faculty members also have practical teaching experience in multicultural and multilingual classrooms, including those with refugee and migrant students. This first-hand experience allows them to share real-world insights and best practices with their students.

e) The drafting, implementation, and review of specific annual quality goals for the improvement of the PSP

The implementation and review of specific annual quality goals for the improvement of the PSP include the continuous monitoring and evaluation of the critical components in order to ensure it remains on the forefront of social/cultural change and demands of society. The operational structure of the program includes learning outcomes that are research-based and data-driven and subsume the European and National Qualifications Framework for Higher Education. The specific annual quality goals include a focus on effective faculty development, and research and teaching calculated to result in well-prepared postgraduates ready to assume a variety of professional roles not limited to teaching.

The Strategic Objectives for each axis of activity (1. Education, 2. Research, 3. Connection with society, 4. Internationalization, 5. University environment and 6. Quality Assurance) of the program, are accompanied by more specific actions measured by metrics. Some of the objectives of the PSP, as described in document A3 are:

- Increase the participation of students in the evaluation procedure
- Strengthen the presence of the PSP in Internet
- Consolidate communications with Alumni

The EEAP observed that (1) the drafting, implementation, and review of specific annual quality goals are clearly outlined and include critical objectives and desired outcomes and (2) that the support of the members of the PSP assures: (a) the efficacy of the structure and organization, (b) the continual review of learning outcomes vis a vis desired competencies that conform with the European and National Qualifications Framework for Higher Education, (c) the continual

review and improvement of the quality and effectiveness of course delivery and instruction, and
(d) appropriate faculty qualifications.

f) the level of demand for the graduates' qualifications in the labour market

The Program is designed to cater to the needs of teachers and graduates who aspire to enhance their skills and knowledge in teaching language to diverse populations. The Program addresses primary and secondary education levels as well as tertiary graduates interested in teaching, and it encompasses teachers working in adult education within refugee and migrant contexts. The primary objectives of this Program are to provide specialized pedagogical knowledge, deepen understanding in applied linguistics and second language acquisition, and foster critical pedagogy and translanguaging principles in language teaching. The Program is practical and experiential, offering opportunities for creating teaching materials, visiting educational institutions, and engaging in project work. Moreover, it focuses on multicultural, multilingual, and critical language awareness.

The Program consists of 11 modules, with each module contributing to the development of language educators' skills and knowledge in various aspects of language teaching, including linguistics, pedagogy, culture, and technology. These modules span across four semesters and cover diverse topics such as applied linguistics, second language acquisition, critical pedagogy, language teaching for adult refugees and migrants, design and development of educational material for digital media, introduction to Arabic language and culture, human rights, and international law for refugees and migrants, and research methodology in multilingual contexts. The Program culminates in a practicum and a master's dissertation.

Furthermore, the Program's recognition of the importance of multilingualism and multiculturalism aligns with the growing awareness of the benefits of diverse linguistic and cultural backgrounds in educational settings. By incorporating these elements into the curriculum, the Program equips educators to create inclusive and culturally responsive learning environments.

The acceptance of graduates or diploma holders from related disciplines with B2 certification in English, along with the option for additional foreign language proficiency, ensures that the Program attracts a diverse pool of students who can contribute to the Program's international character. Moreover, the Program's adherence to international language proficiency standards enhances its credibility and ensures that students have the necessary language skills to engage effectively in an English-medium program.

g) The Quality of Support Services for the PSP

The Program has taken substantial measures to provide essential support services to its PSP students. These services encompass administrative support, access to libraries, and a student welfare office. Additionally, the wide array of support services, including scholarship and

internship offices, underscores the institution's commitment to comprehensive student development.

h) The Efficient Utilization of Financial Resources for the PSP

Concerning the effective management of financial resources derived from tuition fees, the provided information lacks a comprehensive breakdown of resource allocation and utilization within the PSP. While tuition fees for the Program are clearly delineated, a transparent and detailed tuition utilization plan is absent.

i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)

The internal evaluation procedures carried out at the level of the Foundation, Schools and Study Programs are the responsibility of the Internal Quality Assurance System (IQAS) of the HOU. The competent Units/Offices that collaborate and carry out actions for the operation of the HOU are:

1. The Internal Assessment Unit (IAU/ MEA)
2. The Office of Strategic Planning and Development
3. The Quality Assurance Unit of the HOU (QAU/MODIP).

The Internal Evaluation Group (IEG) obtains information to determine the level of quality of all aspects of the educational process. The main goal of this process is to contribute to the continuous quality upgrade of the services provided by the University. The current evaluation focuses on the teachers, the organization of the Thematic Units, the educational material, the logistical infrastructure, and the administrative services.

The assessment takes place in electronic form via the internet and then the data is fed into an algorithm to calculate the average level per target module. Both electronic assessment and reporting are ISO certified processes in the HOU's internal ISO certification system.

Analysis

The Program is based on a global view of the educator as being perforce connected to societal demands, having competence in subject matter specialization, and developing critical thinking and creativity. The students as "life-long learners" have successfully completed a practicum and have experience in teaching in classrooms with refugees' children or adults.

The PSP LRM offers a variety of Thematic Modules/Units for the theoretical training of students concerning both the theory of language education for refugees and immigrants, as well as the practical application of all modern methods of educational planning, teaching and research. A special emphasis is given to interdisciplinarity - combining the fields of linguistics, pedagogy,

teaching, multilingual policy, intercultural communication, research methodology and human rights.

The qualifications of the teaching staff for the Program are highly appropriate for the program's objectives and target audience. The Program's diverse expertise, multilingual competence, research engagement, and practical experience align with the program's focus on preparing teachers and graduates to work effectively in multicultural and multilingual educational settings.

The Program appears to be well-structured and comprehensive, offering a holistic approach to language education for refugees and migrants. Its design aligns with the current needs and challenges in the field of language education, particularly in contexts marked by diversity and multiculturalism. The Program's focus on critical pedagogy and translanguaging is noteworthy, as it empowers educators to not only teach language skills but also promote social justice, equality, and activism within their teaching practices. The inclusion of modules covering topics like human rights and international law for refugees and migrants demonstrates a commitment to addressing the broader social and political issues that affect language learners in these contexts. Additionally, the emphasis on practical experiences, such as visits to educational institutions and project work, ensures that graduates are well-prepared to apply their knowledge and skills in real-world settings.

The Program provides comprehensive support services to PSP students. The emphasis on electronic resources in the library system aligns with contemporary educational needs, ensuring that students have immediate access to vital academic information. These findings reflect positively on the Program's efforts to create an environment conducive to effective learning and student success. The Hellenic Open University has demonstrated a strong commitment to providing robust support services to its PSP students.

conclusion

The Program presented the EEAP with documents that clearly and comprehensively elaborate the suitability of the structure and organisation of the PSP. The materials presented to the EEAP also verified the ostensibly sound form and function of the Program and the PSP. The curriculum design provides critical elements for competent migrants' educators.

The Centre for Teaching and Learning (CTL) at the HOU plans and implements targeted educational and research actions for the further development and interconnection of learning communities, as well as the promotion of educational innovation. These actions contribute to strengthening the quality and effectiveness of the education provided and the teaching and learning work issues.

The interdisciplinary approach adopted by the teaching staff enriches the program's curriculum and ensures that students receive a holistic education that combines theoretical knowledge with practical insights. Overall, the teaching staff's qualifications contribute

significantly to the program's effectiveness in training educators who can make a positive impact on the lives of refugees and migrants through language education.

The quality goals presented by the personnel for the improvement of the PSP are consistent with the best practices in education and concomitant research agendas that are connected to cutting edge scientific inquiry in the higher education sphere in Europe.

The Program stands as a well-structured and comprehensive program that equips educators with the knowledge, skills, and perspectives needed to teach languages effectively in diverse and multicultural contexts. Its commitment to critical pedagogy, social justice, and inclusivity makes it a valuable contribution to the field of language education. Furthermore, its emphasis on practical experiences and engagement with real-world contexts prepares graduates to be effective and compassionate educators in today's globalized world. This Program's recognition of the importance of multilingualism and multiculturalism is particularly commendable, as it reflects an understanding of the rich linguistic and cultural tapestry of modern society. Overall, this Program is a significant step towards addressing the educational needs of refugees and migrants and promoting language education as a tool for empowerment and social change.

While the tuition fees for the PSP are clearly defined, there is a need for greater transparency regarding the utilization of these financial resources.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study Programs of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMS

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMS FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMS. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMS, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAM'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study Programs following a well-defined procedure. The academic profile and orientation of the Program, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the Program, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- the Institutional strategy
- the active involvement of students
- the experience of external stakeholders from the labour market
- the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7
- the option of providing work experience to students
- the linking of teaching and research
- the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution

The procedure of approval or revision of the Programs provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- Senate decision for the establishment of the PSP
- PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities
- Labour market data regarding the employment of graduates, international experience in a relevant scientific field
- PSP Student Guide
- Course and thesis outlines
- Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)

Study Program Compliance

Findings

The EEAP found that the HOU PSP in Language Education for Refugees and Migrants (LRM) is following a well-defined procedure. The features outlined in the Study Guide (2022-2023) of the LRM Postgraduate Program include the description and objectives of the organization of the program - including the educational, scientific, and professional focus of it. The Program is in English, was founded in 2016/17, is based on the current concepts and findings of the scientific fields and, more specifically, as they are designated by the international categorization in education, by UNESCO ISCED-2011 for level 7, and ISCED-2013 0114 for Teacher Training with subject specialization.

The Study Guide outlines in detail a clear path for student progression which includes the delivery and assessment methods of the curriculum, as well as its alignment with the European Course Credits System (ECTS). To obtain the Master degree, 120 credit units (ECTS) are required, divided into 4 semesters. The progression in the modules from the first through the last semester is clearly outlined, with a focus on the teacher training for refugees and migrants, adults and children. The curriculum is composed of 9 mandatory modules (10 ECTS each), the practicum during the 4th semester (20 ECTS), and the dissertation/thesis during the 4th semester (10 ECTS), all online. The formative component of the assessment is evaluated with the appropriate tools and comprises of a series of activities with which students engage, namely various Evaluation Activities (EAs) and a Short Essay (SE). There are six Evaluation Activities and one Short Essay in each semester. Students need to submit at least three of these to proceed to the summative component of their assessment. The summative assessment of the module is a Final Essay. To prepare students for their thesis, a module of Research Methodology is provided during the 3rd semester.

The linkage between teaching and research is achieved by integrating recent research findings into the modules taught by the faculty members, and by engaging the students through assignments, within the framework of the subjects taught, as well as the thesis.

Several stakeholders and social partners are collaborating with the program, such as the Agency of the Refugee Education, the Intercultural Education of the Ministry of Education, the Red Cross, the UN Refugee Agency in Greece, UNICEF and others. During our meeting with several of the stakeholders, they informed the EEAP that they offer regular informal feedback to their colleagues and provide information on opportunities for field experiences.

The direction of the Program of Studies is undertaken by the Director who is a DEP member. She calls at regular intervals the Curriculum Committee to discuss issues and make decisions or suggestions to the School of Humanities. The official procedure for the approval of the PSP in Language Education for Refugees and Migrants is approved by the School of Humanities and it is published on the website of the University.

Analysis

The PSP finds that the subject module of study is appropriate and that it conforms with universally accepted standards for Education for Refugees and Migrants.

There is a procedure in place for periodic revisions of the Program curriculum. As a result, the teaching staff in the Program have recently updated the content of the on-line modules, in order to better correspond to the new challenges in our multilingual and multicultural society. They are all committed to the continuous improvement of teaching. The EEAP assesses the curriculum as one that provides the required skills for the specialization of the students in their field.

Conclusions

The EEAP concludes that the subject PSP amply considers both the needs of the students and the realities of the labour market and, more specifically, the migrants' education (in public and private schools, tutorial schools, and special educational structures). The practicum is mandatory, and it is well attended by all students. During discussion with the students, the EEAP learned that the identification of practicum sites could be improved, especially for those students who are not working.

This PSP is following a well-defined process which involves all appropriate approval committees, the objectives, and the intended professional qualifications. The participation of both the students and the external stakeholders from the labour market is found to be unofficial and incomplete and should be improved.

Panel Judgement

Principle 2: Design and approval of postgraduate study Programs	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends that the School could consider further developing the PSP by adding seminars to the existing modules, and/or updating modules following the latest trends in the field of multilingual studies such as: multilingual approaches including Awakening to Languages, Inter-comprehension among Languages and Translanguaging, in order to broaden issues of interculturalism, multilingualism and inclusion with reference to educational multicultural environments.
- The EEAP found the module of Introduction to Arabic Language and Culture very interesting and believe that it can be updated to embrace languages like Albanian and Ukrainian that have become more prevalent in the Greek society.
- In both recommendations above faculty hires would have to also be re-envisioned and vacancies filled appropriately.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMS PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the Program's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- respects and attends to the diversity of students and their needs by adopting flexible learning paths
- considers and uses different modes of delivery, where appropriate
- flexibly uses a variety of pedagogical methods
- regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement
- regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys
- strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff
- promotes mutual respect in the student-teacher relationship
- applies appropriate procedures for dealing with the students' complaints
- provides counselling and guidance for the preparation of the thesis

In addition

- The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.
- The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.
- Student assessment is conducted by more than one examiner, where possible.
- Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.
- A formal procedure for student appeals is in place.
- The function of the academic advisor runs smoothly.

Documentation

- Sample of a fully completed questionnaire for the evaluation of the PSP by the students
- Regulations for dealing with students' complaints and appeals
- Regulation for the function of academic advisor
- Reference to the teaching modes and assessment methods

Study Program Compliance

Findings

The LRM postgraduate program encourages student evaluations on a semester base. All professors encourage the students to complete the evaluation questionnaires several times during every semester. The student evaluations are a major part of the quality monitoring

procedure. For the last two years, students seem to be familiar with the electronic method of completing these questionnaires. For Academic Year 2021-2022, the percentage of the students answering the surveys is satisfactory. Specifically, in the Fall Semester, the percentage of participation for evaluation of study program was 37.64%, while for the School it was 58.36%, and for the HOU 55.05%; in the Spring Semester, the percentage of participation for evaluation of study program questionnaire was 38.8%, for the School 53.55%, and for the HOU 50.45%. During the interviews, both current and graduated students confirmed that they are familiar with this process and all of them participated actively in it at the end of every semester. It has also been stressed that they receive continuous monitoring and feedback, which helps them to improve their performance. Grade components and assessment methods are published in advance.

During interviews, the students praised several aspects of the quality of instruction of courses they had to take. It is impressive how effectively the Program adapted their courses and evaluations methods for online teaching. The quality indicators of the courses and the teachers was higher than average (in all questions no student gave a grade lower than 3 out of a maximum of 5).

Analysis of Judgement

The educational process is evaluated through questionnaires completed each academic semester. By comparing progress over time, these questionnaires provide significant data, which contribute to the improvement of the offered courses. The student participation ensures continuous improvement of the Program's quality and guarantees that student opinions are considered and taken into account when appropriate.

The Program provides appropriate structures and procedures for dealing with student complaints through a complaint form available online. Students are given support to their questions.

It also provides counselling and guidance for the preparation of the thesis by first establishing the topic, identifying a three-member faculty committee, and ensuring the student's submission of the research proposal. Students have regular communication with their coordinator. As this PSP is delivered online, no consideration is given to alternative modes of delivery.

Conclusion

The Program regularly evaluates and adjusts the content of the modules and the quality and effectiveness of teaching, as documented especially through student surveys.

The EEAP finds that the Program of the postgraduate program LRM at the HOU employs specific modes of instruction appropriate for a program which is delivered online. Given that the whole teaching and learning process takes place online, the flexibility of the choosing various learning paths is limited. The program follows an asynchronous type of instruction which does not allow any direct teaching. During the three meetings per module, the interaction between the teaching staff and the students is limited to exchange of information and inquiries about the curriculum material.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends the addition of more meetings during each semester in order to help the students with their needs and to attend to the diversity of students by adopting flexible learning paths.
- The EEAP also recommends that a more proactive approach for this online program should be taken. This will strengthen the program and will benefit the students. Some ideas towards this end are the following: make the deadlines for submitting assigned work more flexible, use more creative assessment methods such as analysis of video-recorded case studies, micro-teaching applications etc).

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- the student admission procedures and the required supporting documents
- student rights and obligations, and monitoring of student progression
- internship issues, if applicable, and granting of scholarships
- the procedures and terms for the drafting of assignments and the thesis
- the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies
- the terms and conditions for enhancing student mobility

All the above must be made public in the context of the Student Guide.

Documentation

- Internal regulation for the operation of the Postgraduate Study Program
- Research Ethics Regulation
- Regulation of studies, internship, mobility, and student assignments
- Degree certificate template

Study Program Compliance

Findings

To support incoming students and facilitate their admission to the University with exclusively online teaching, the Program organizes at the beginning of each academic year several online meetings, where new students are informed about the services offered by the University in general and, in particular, about the organization of the study program and the functioning of the Program.

The role of the professor-teacher at the HOU is transformed into a professor-advisor since his/her goal is to help and advise the student on issues related to the way of studying. All professors at the HOU are trained through special seminars on teaching to ensure their familiarity with the specific education system. In addition, faculty members appear eager to help students by providing them assistance either through emails, or through phone conversations, as the students interviewed by the EEAP confirmed.

The Program publishes a complete Study Guide annually; it is available on the web in both Greek and English. Students are offered the opportunity to participate in a practicum/traineeship program (πρακτική άσκηση). The Program has established a wide network of collaboration with a variety of external institutions and social partners.

The study program includes the completion of an MA thesis. Before the topic and the three-member faculty committee are established, student must submit a research proposal. Each thesis' defence is online and open to the public.

Finally, the Program has some mobility agreements to promote the mobility of students and faculty members. The LRM Program has Mobility Agreements with ERASMUS MOBILITY FOR TEACHING PLACEMENT KA1. In 2018-2019 and 2022-2023 – mobilities were carried out in four Universities (Czech republic, Spain, Germany, Poland). The LRM collaborates also with Pennsylvania State University (supported by The Fulbright Specialist Program), the University of Korea, and the University of Hong Kong (Targeted Research Exchange Scheme: mobility, research project, Department of Curriculum and Instruction, The Education University of Hong Kong & HOU).

Analysis of Judgement

The program has a well-established process for students to register and matriculate through the study program.

The practicum is well attended and organized for all students. Moreover, in teaching practicum, students have the chance to discuss potential problems and difficulties that have arisen during its implementation with their academic supervisor. As many of the students are already working in the field of education, the EEAP highly endorse the proposal of the Program, which takes into consideration the expertise of the students. The students, in their field of expertise, can make use of their experience with in-school training and publishing Portfolios or Teaching methods/ materials with new data. These documents can be presented to the Program, to their educational community, to their schools or other educational structures they are working in.

The thesis is part of the curriculum giving the students the opportunity to develop their research interests and skills.

Conclusions

All procedures concerning students' admission, progression, recognition, and certification are based on the institutional study regulations. The ECTS system is applied across the study program and the diploma supplement is issued in Greek and English for all graduates.

The Program promotes students' voluntary participation in training courses carried out in the context of research programs promoted by the Faculty of Humanities of the HOU.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Program should continue its efforts to facilitate students in finding fields for their practicum. Special agreements with Diplomatic authorities of countries, from where migration and refugee waves are high would be very helpful. In this regard, more institutional support is needed.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMS

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- Procedures and criteria for teaching staff recruitment
- Employment regulations or contracts, and obligations of the teaching staff
- Policy for staff support and development
- Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)
- List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin

Study Program Compliance

Findings

The PSP L.R.M. currently has 1 faculty member Teaching Research Staff (DEP) and 31 members of Collaborating Teaching Staff (SEP)

There is no system for collecting the teaching workload in distance learning which is divided into:

- Group Counselling Meetings with students for discussion/guidance on the material (at least 3 times/academic semester with a duration of four (4) hours at a time).
- Communication with students outside the meetings for resolving questions.
- Preparation of assignments and support students in the preparation of them.
- Correction of assignments and personalized feedback of each student.

The HOU does not have autonomy in opening new positions. Funding is controlled by the Ministry of Education. The HOU takes all necessary steps to fill new positions with highly qualified staff in order to meet the teaching and research needs of the program. It follows clear, transparent, and fair processes in recruitment according to Greek legislation. Care is

taken to have a balance among the core scientific domains: linguistics, didactics, multilingual studies, and methodology.

The PSP L.R.M. organizes a large range of scholarly activities to strengthen the link between education and research. Staff bring cutting edge research into the classroom by organizing lectures and seminars within their research interests, by engaging students in research projects, and by inviting top scientists to present seminars and lectures. Some good examples of such activities are the International Scientific Day to celebrate World Human Day Rights; the Peer Learning Event with experts from Oslo University the UNHCR and the International Research Centre for Bilingualism in the Netherlands; the International Scientific Day, to celebrate International Human Rights Day.

The teaching staff of the PSP encourages innovation in teaching methods and the use of new technologies. Most teaching material is based on writing assignments that require student involvement, presentations, and coursework writing.

The HOU follows quality assurance processes for all staff members including processes focused on the organization of the thematic units, in the educational material, in the material and technical infrastructure and in the administrative services.

The evaluation by the students is done by filling out a questionnaire, online; the electronic system fully ensures the anonymity of participants. For evaluation of the teaching staff, the main axes are:

- Teacher's assessment of communication outside Group Counselling Meetings
- Teacher's assessment during the ACPs.
- Teacher's assessment of the correction of written assignments

Analysis of judgement

The AEEP analysed all documents submitted on file, including the updated documents and presentations during the visit and took into consideration the discussions with staff about the processes of staff recruitment, workload, and the supporting system in place for the advancement of the scientific work of the academic staff. It also took into consideration discussion with students, graduates, employers, and other stakeholders regarding the link between teaching and research. The HOU provides staff with a supportive environment that promotes the advancement of their scientific work. It applies fair and transparent processes for the recruitment of development of the teaching staff.

Conclusions

The EEAP members confirmed, through their review of the relative documents, that the HOU has adopted all the relevant rules and has taken all measures to monitor the adequacy of the teaching staff of the academic unit teaching at the Program, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, and staff development policy.

Panel Judgement

Principle 5: Teaching staff of postgraduate study Programs	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP believes that the HOU should maintain the transparent and fair processes for the recruitment of properly qualified staff, and the advancement of their scientific work, and the excellent initiatives that link education with research. More DEP members should be hired, but this issue depends on the Ministry of Education.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAM. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND-FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)
- Informative/promotional material given to students with reference to the available services
- Tuition utilisation plan (if applicable)

Study Program Compliance

Findings

Provision of Facilities for the Teaching and Learning Environment

The Program has established an Online Library and Information Centre, overseen by the Library Committee, to cater to its students' academic needs. It employs a dual approach, focusing on both electronic and print resources, ensuring immediate access to essential information. Emphasis on electronic resources aligns with modern demands for rapid data retrieval. Additionally, the Program's administrative branches provide accessible libraries and reading rooms, benefiting students and the general public alike. Students and alumni have reported easy accessibility to the digital library, databases, and IT infrastructure. Moreover, the Program grants access to the University of Athens' library for both teaching staff and students.

Range of Support Services

The Program offers a comprehensive suite of support services tailored to the diverse needs of PSP students. These services include the Scholarship Office, Internship Office, and Protocol and Information Office. Each service addresses specific aspects of student requirements, including financial aid, career guidance, and public relations to enhance the overall student experience. The Public Relations department plays a pivotal role in promoting the university's activities and managing cultural groups and events, enriching the academic and cultural landscape within the Program. Students and alumni receive detailed information about these services upon joining their respective programs.

Awareness and Accessibility of Services

Feedback from teaching staff, students, and alumni indicates that the services are generally user-friendly. Administrative staff not only provide extensive guidance but also assist with technical issues through email or telephone (<https://www.eap.gr/en/helpdesk/>). Video manuals offering step-by-step instructions for the Program's online platforms are also available. It's worth noting that teaching staff actively assist students in using these services.

Administrative Staff for Support Services

The Program of Academic Bodies (TAO) serves as the executive body responsible for implementing decisions within the Program, ensuring seamless coordination of academic entities. TAO plays a crucial role in supporting the Steering Committee and all academic bodies, handling various tasks such as organizing committee meetings, maintaining records, and providing administrative assistance. TAO is instrumental in executing the decisions of the Board and fostering cohesion within the university community.

The ERASMUS+ Office

The ERASMUS+ Office manages KA1 Learning Mobility within the Program, encompassing European Mobility (KA103) and International Mobility (KA106) opportunities. It also serves as a vital source of information for the Hellenic Open University academic community, offering details about program-related services and other activities such as Strategic Partnerships (KA2) and Support for Policy Reform (KA3).

Educational Platforms and Videoconferencing

In addition to support services, the Program provides educational platforms, including semi-annual (<https://courses.eap.gr/login/index.php>) and annual educational platforms (<https://study.eap.gr/login/index.php>), complementing the curriculum. A dedicated videoconference platform facilitates real-time interaction and collaboration among students and instructors. Detailed instructions for accessing and using these platforms are available on the Program's official website, ensuring transparency and accessibility. Students and alumni have reported a smooth experience using these services.

Analysis of Judgement

The EEAP has scrutinized these findings and highlighted the Program's robust foundation for providing essential support services to its PSP students. The focus on electronic resources in the library system aligns with contemporary educational needs, facilitating immediate access

to vital information necessary for academic success. The extensive range of support services, scholarships, practicum, financial planning, and cultural promotion, underscores the university's commitment to holistic student development.

Conclusions

In conclusion, the Program demonstrates a strong commitment to supporting its PSP students through various services and resources. Prioritizing electronic resources in the library system caters to the evolving needs of modern learners. The wide spectrum of support services, managed by dedicated administrative departments, adds value to the overall student experience.

In essence, the Program has made commendable strides in supporting its students, and with a commitment to continuous improvement, it can further elevate the quality and impact of its support services.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP believes that there is room for improvement in assessing and enhancing awareness and accessibility of these services among students. Conducting surveys or feedback mechanisms to gauge students' knowledge of available support and their ease of access can provide valuable insights for further refinement.
- Additionally, the EEAP suggests that a tuition utilization plan would offer transparency in financial matters related to student support. This, coupled with efforts to bolster awareness and accessibility, can collectively contribute to the university's mission of providing an integrated, effective, and easily accessible support system for postgraduate study programs.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMS AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study Programs and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- key performance indicators
- student population profile
- student progression, success, and drop-out rates
- student satisfaction with their Programs
- availability of learning resources and student support

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP
- Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)
- Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP

Study Program Compliance

Findings

Data Collection Procedures

The Program has established robust procedures for the systematic collection of data regarding various aspects of its academic unit. These procedures encompass information on the student body, teaching methods, student progression, employability, and the career paths of graduates. Data collection occurs at multiple levels within the Program to ensure comprehensive coverage.

Information Systems and Collection Methods

The Program utilizes a combination of information systems and methods to collect data efficiently. These include electronic databases, surveys, academic records, and collaboration with relevant departments and stakeholders. The Program employs a data-driven approach to gather accurate and up-to-date information.

Student Satisfaction Surveys

Regular student satisfaction surveys are a fundamental component of the Program's data collection efforts. These surveys provide valuable insights into students' experiences, concerns, and suggestions for improvement. They are conducted periodically, once in every semester, to capture evolving sentiments and expectations.

Analysis of Judgement

The Program demonstrates a commitment to utilizing the information obtained from satisfaction surveys effectively. The data collected is systematically analysed to identify trends, areas of improvement, and areas of strength. The findings are communicated to relevant stakeholders, ensuring transparency and accountability. Importantly, the data is actively used to drive improvements in various aspects of the academic unit, including teaching methods, support services, and resource accessibility.

The Program consistently analyses and evaluates data related to the availability and accessibility of resources, including equipment, social services, and IT facilities. This analysis helps in identifying any deficiencies or areas where enhancements are needed. It ensures that resources align with the evolving needs of the student body and the academic programs offered.

The Program excels in presenting collected data effectively. The Program employs graphical representations that clearly demonstrate trends and allow for direct interpretation and comparisons. Graphs, charts, and visual aids are used to make the data accessible and actionable for decision-makers, promoting transparency and informed decision-making. However, the data are not presented to the students. It is vital that the data should be accessible to both the teaching staff and the students.

Conclusions

In conclusion, the Program has established robust procedures for the systematic collection of data, covering various aspects of its academic unit, including the student body, teaching methods, student progression, employability, and career paths of graduates. The Program utilizes a combination of information systems and methods to ensure the accuracy and comprehensiveness of data collection.

Regular student satisfaction surveys play a pivotal role in capturing students' feedback and expectations. The Program effectively employs the data obtained from these surveys to identify areas for improvement, communicates findings to relevant stakeholders, and actively implements changes to enhance the student experience.

Furthermore, the Program consistently evaluates resource availability and accessibility, ensuring that resources align with the evolving needs of the academic community. The data collected is presented in a clear and visually informative manner, facilitating informed decision-making and fostering transparency.

Overall, the Program's commitment to data-driven decision-making and continuous improvement is evident through its comprehensive data collection procedures, effective utilization of survey data, and transparent presentation of findings. These efforts collectively

contribute to the Program's mission of providing a high-quality educational experience for its students.

Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP finds that the data are not presented to the students and suggests it is vital that the data should be accessible to both the teaching staff and the students.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMS

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMS IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- Dedicated segment on the website of the department for the promotion of the PSP
- Bilingual version of the PSP website with complete, clear and objective information
- Provision for website maintenance and updating

Study Program Compliance

Findings

Availability of Key Information

The key information about the academic unit and the Postgraduate Program (PSP) is indeed available online. This includes details about the program's structure, mode of attendance, assessment criteria, the degree awarded, and the CVs of teaching staff. However, the availability of this information in various languages may vary, with English typically being the primary language for such content.

Dedicated Website Segment

There is a dedicated section on the Program's website that serves the purpose of promoting the Postgraduate Program (PSP). This segment is designed to provide comprehensive information to prospective students and other interested parties.

Availability of Course Outlines

All course outlines for the PSP are accessible online. These outlines offer a detailed overview of the program's curriculum, including course descriptions, learning objectives, and assessment methods. They are a valuable resource for both current and prospective students.

Policy for Quality Assurance

The Program's Policy for Quality Assurance is accessible online via the PSP website. This policy outlines the strategies and measures in place to ensure the program's quality and effectiveness. MODIP is the quality assurance unit within the Program. It was founded as part of the continuous evaluation of the educational and research activities, as well as the functioning and performance of the institution. Its purpose is to guarantee and enhance the quality of these aspects, in alignment with global standards and the principles outlined by the Authority for Quality Assurance and Accreditation in Higher Education (ADIP). The role of

MODIP extends to providing advice to the university's administration and coordinating efforts to establish policies and procedures that promote Quality Assurance and efficient Evaluation, all in accordance with the existing institutional framework.

Clarity and Accessibility of Information

The information published on the PSP website is generally up-to-date, clear, and easily accessible. This accessibility is crucial for prospective students who rely on accurate and current information to make informed decisions about their academic pursuits.

Analysis of Judgement

While key information is available online, there might be room for improvement regarding the provision of this information in multiple languages. Offering content in additional languages can enhance accessibility and attract a more diverse pool of international students. However, English as the primary language of instruction is commonly accepted in higher education.

The presence of a dedicated website segment for promoting the PSP demonstrates a commitment to transparency and communication. This is essential for attracting potential students and providing them with a comprehensive understanding of the program's offerings.

The availability of course outlines online is a positive aspect, as it assists students in understanding the program's structure and content. These outlines serve as a valuable resource for both students and educators, ensuring transparency in the learning process.

The accessibility of the academic unit's Policy for Quality Assurance on the PSP website underscores a commitment to maintaining high educational standards. This transparency helps build trust among students and stakeholders, demonstrating a dedication to program quality.

Ensuring that all online information remains up to date is crucial for providing accurate guidance to prospective and current students. Regular maintenance and updates are necessary to reflect any changes in program offerings, faculty, or policies. The EEAP observes an ongoing maintenance on the website as well as consistency with the students' and alumni's opinions.

Conclusions

In conclusion, the Program responsible for the Postgraduate Program (PSP) has made commendable efforts to make key information readily available online. The presence of a dedicated website segment for program promotion, complete course outlines, and accessible policies for quality assurance is indicative of a commitment to transparency and accountability.

To further enhance the program's accessibility, the Program may consider expanding the availability of information in multiple languages, particularly for the benefit of international students. Additionally, maintaining the up-to-date nature of all online content is crucial to ensure that the information remains accurate and relevant.

Overall, the Program's efforts in providing clear, comprehensive, and accessible online information contribute positively to the program's reputation and appeal to prospective students.

Panel Judgement

Principle 8: Public information concerning the postgraduate study Programs	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMS

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMS, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study Programs aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the Program in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date
- b) the changing needs of society
- c) the students' workload, progression and completion of the postgraduate studies
- d) the effectiveness of the procedures for the assessment of students
- e) the students' expectations, needs and satisfaction in relation to the Program
- f) the learning environment, support services, and their fitness for purpose for the PSP in question

Postgraduate study Programs are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the Program is adapted to ensure that it is up-to-date.

Documentation

- Procedure for the re-evaluation, redefinition and updating of the PSP curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process
- Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes

Study Program Compliance

Findings

The quality of the postgraduate program of LRM is monitored and evaluated by Internal Quality Assurance System, in order to ensure its compliance with the applicable legislation, and its currency in accordance with the developments in the discipline. The self-assessment reports of the Program are prepared annually on the platform of the MODIP. These are discussed and items are identified and agreed upon for improvement.

At the end of each spring semester the Program starts the planning of the courses that will be offered in the next academic year. When the process is completed, the list is approved (together with the teaching assignments) by the Assembly.

Analysis of Judgement

Based on results of internal evaluation report of 2020-2021, the MODIP gave some recommendations to the Program in order to improve their organization and curriculum.

It should be emphasized that the Program's action plan includes attempts to provide even better international presence, and research collaborations with universities abroad. These attempts include the continuous efforts to upgrade educational and research work carried out by faculty, the support of students and faculty staff, and finally the improvement of its community/social character.

Conclusions

There is a regular monitoring, review, and revision of study program from the Program, which aims to maintain the level of educational provision and to create a supportive and effective learning environment for students and to meet the students' expectations, needs and satisfaction in relation to the program. The information collected is analysed and the program is adapted to ensure that it is up to date. Revised Program specifications are published. The program is reviewed and revised regularly with the participation of students and faculty members. The information collected is analysed and the program is modified according to the internal evaluation data. The student evaluations are a major part of the quality monitoring procedure.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study Programs	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends that the School should encourage stronger representation of students and professional bodies in the design process of the postgraduate program.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMS

THE POSTGRADUATE STUDY PROGRAMS SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of Programs, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the Program to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the Program.

Documentation

- Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study Programs

Study Program Compliance

Findings

This is the first external evaluation that is conducted for the PSP. As such there are no prior recommendations to be followed. There is a process for reviewing the findings and recommendations of such external evaluations. This includes a preliminary review by the Director of the Program and notification of the evaluation to all faculty and staff for their review. A faculty meeting should be scheduled to discuss the findings and recommendations and identify next steps of action.

In February 2014 an external evaluation has been conducted for the School of Humanities of the Hellenic Open University. At that time the PSP was not founded.

The following are some of the actions that the School presents as Priorities, Ideas for the future of the Programs. The EEAP acknowledge these actions and encourage the director and the members of the PSP for their realization over the next few years.

- Certificate of Pedagogical Competence for the students of the LRM
- Creation of two directions of the postgraduate program (with elective modules)
- Emphasis on the development of students' skills as cultural mediators
- Creation of international academic partnerships (joint PhD)
- Creation of the Cooperation Protocol (under development) between the Independent Coordination Program for Monitoring the Refugees' Education - Ministry of Education- and the Open University (for training, and scholarships awarded by the Foundation to refugees)
- Memoranda of Understanding (under discussion) with actors/ institutions/organisations involved in the refugee and migrant crisis.

Analysis

The EEAP reviewed all available documents and the website and conducted online interviews with the Head of the Program and the teaching staff. The EEAP finds that the School has undertaken a multidimensional activity in creating the digital modules and hours of practical training, and it has balanced the distribution of all courses in the Scientific Fields of the program. They have also provided information to the EEAP about its activities, including the postgraduate Program, the intended learning outcomes, the degree awarded, the teaching, learning and assessment procedures used and the learning opportunities available to their students.

Conclusions

This is the first external evaluation of the Program, so there is no track record of prior recommendations. The discussions with the faculty indicated that they understand and value the importance of such external reviews, are receptive to recommendations to improve their program and showed an attitude of addressing such suggestions.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study Programs	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommendations for the next external evaluation are presented in part C.

PART C: CONCLUSIONS

I. Features of Good Practice

- Regular communication, forums, direct cooperation, and guidance to the students from the professors; the support of the students in self-study, so they can learn the material and solve questions, is a good practice of the program.
- The surveys that have been carried out to identify students' needs (for internships, for orientation Program and for absorption into the labour market) at Program level have been taken into consideration in order to adjust and enrich the program.
- The scientific workshops and seminars with the participation of students and graduates, as well as the invited scientific talks by fellow professors abroad and the training activities of SEPs members at regular intervals, are actions that promote research and the program.

II. Areas of Weakness

- A stronger representation of students and professional bodies in the design process of the postgraduate program is vital for the program.
- The student participation in mobility Program is low.

III. Recommendations for Follow-up Actions

- The EEAP also recommends that a more proactive approach for this online program should be taken. This will strengthen the program and will benefit the students. Some ideas towards this end are the following: make the deadlines for submitting assigned work more flexible, use more creative assessment methods such as analysis of video-recorded case studies, micro-teaching applications etc). The EEAP also recommends adding more meetings during the semester in order to help the students with their needs and to attend to the diversity of students by adopting flexible learning paths.
- The creation of international academic partnerships (joint PhD) and other research activities should be encouraged. The School should continue its efforts to increase student participation in mobility programs and to facilitate students in finding fields for their practicum. Special agreements with Diplomatic authorities of countries, from where migration and refugee waves are high would be very helpful. In this regard, more institutional support is needed.
- The EEAP suggests that a tuition utilization plan would offer transparency in financial matters related to student support. This, coupled with efforts to bolster awareness and accessibility, can collectively contribute to the university's mission of providing an integrated, effective, and easily accessible support system for postgraduate study programs.

- The EEAP suggests that encouraging stronger representation of students and professional bodies in the design process of the postgraduate program is vital.
- The Certificate of Pedagogical Competence for the students of the LRM, and all students in Education fields, is an important goal and the EEAP encourages the School in this direction.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **3.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Assoc. Prof. Georgia (Gina) Ioannitou-Valavanidou**
Le Mans Université, Le Mans, France (Chair)
- 2. Assoc. Prof. Eka Tchkoïdze**
Ilia State University, Tbilisi, Georgia
- 3. Ms. Eleni Kioura, Postgraduate Student**
Department of English Language and Literature, Aristotle University of
Thessaloniki
- 4. Dr. Katerina Papatheu**
Dipartimento di Scienze Umanistiche, Università degli Studi di Catania