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Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
Τ. +30 211 1903 400 • Ε. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the Postgraduate Study Programme of:

Digital Communication Media and Interaction Environments

Institution: National and Kapodistrian University of Athens

Department: Communication and Mass Media

Date: December 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Digital Communication Media and Interaction Environments** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation

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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 programme of **Digital Communication Media and Interaction Environments** of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. **Prof. Dimitris Michailakis** (Chair)
University of Linköping, Sweden
2. **Prof. Anastasia Karakasidou**
Wellesley College, United States of America
3. **Prof. Elisabeth Kirtsoglou**
Durham University, United Kingdom
4. **Assoc. Prof. Ioanna Lykourantzou**
Utrecht University, The Netherlands
5. **Ms Evangelia Papasiozou**
University of Patras, Greece

II. Review Procedure and Documentation

The accreditation review of the Postgraduate Study Programme (PSP) of the National and Kapodistrian University of Athens (NKUA) took place in December 2025, following the procedures and guidelines set by the Hellenic Authority for Higher Education (HAHE). The review process adhered to the European Standards and Guidelines (ESG 2015) and to national accreditation requirements, ensuring that the PSP Digital Communication Media and Interaction Environments aligns with best practices in higher education.

The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format. The material was complete, thorough, and very well prepared. Ahead of the review, EEAP members studied the information provided by HAHE. To coordinate its work and allocate tasks and priorities prior to the scheduled online presentations by the Department, the EEAP held a private meeting on the first day (Monday, 1 December). The purpose of the meeting was to establish common terms of reference vis-à-vis the accreditation principles and criteria, to allocate tasks to each member of the EEAP and to ensure that all members had full access to—and had carefully reviewed—the digital materials.

Later that day, the EEAP met with the Director of the PSP, the Head of the Department, MODIP members, Steering Committee/OMEA members, and MODIP staff. The EEAP then participated in an online tour during which classrooms, lecture halls, libraries, laboratories, and other facilities relevant to the PSP were presented. This virtual tour was followed by a discussion about the facilities shown in the video produced for this purpose. The first day concluded with a debriefing session for EEAP members only.

On the second day (2 December), the EEAP met the teaching staff of the PSP across all academic ranks. This was followed by a scheduled meeting with current PSP students to discuss matters such as their satisfaction with their study experience, the facilities available to them, their involvement in quality assurance processes, and broader issues concerning student life and welfare.

The next meeting took place with PSP graduates, who were invited to discuss their experience of the programme and their subsequent career paths. The EEAP then met a group of external stakeholders from both the private and public sectors in order to gather their perspectives on their collaboration with the University, the Department, and specifically with the PSP under evaluation.

After a short debriefing meeting among EEAP members, the Panel held an informal session with the Director of the PSP, the Head of the Department, MODIP members, and the PSP Steering Committee/OMEA to discuss several points requiring further clarification and to present the EEAP's key findings.

Across all meetings, the EEAP had the opportunity to engage with participants, who were encouraged to express their views freely on their academic experience, strategic considerations, and resource adequacy. All participants welcomed the opportunity to speak with the Panel and to share their perspectives.

Discussions were informative and constructive, conducted in a cooperative and collegial manner. Meetings included presentations as well as Q&A sessions. Throughout the site visit, interactions with university representatives were characterised by professionalism and a strong commitment to the principles of quality assurance.

This Accreditation Report is based on information collected and views expressed during the online meetings, as well as on the internal evaluation report and other documents submitted by HAHE before and during the review process.

III. Postgraduate Study Programme Profile

The Senate of the National and Kapodistrian University of Athens (NKUA) decided to launch the PSP Digital Communication Media and Interaction Environments at the Department of Communication and Mass Media of NKUA.

The aim of the PSP is to provide high-level postgraduate education in the scientific field of designing, developing, and evaluating modern and innovative frameworks for information management, communication, and interaction through digital media. Particular emphasis is placed on data science for journalism and communication, virtual environment experience design, participatory governance, and digital social and humanitarian innovation. The PSP is directly linked to the undergraduate study programme of the Department of Communication and Mass Media, drawing on its long-standing academic expertise. The structure and content of the PSP also build on the experience gained from delivering the Department's existing postgraduate programme.

Successful completion of the PSP leads to the award of a Master of Science in Digital Communication Media and Interaction Environments.

The PSP accepts graduates from universities in the fields of Information Technology, Computer Science, Digital Technology, Design and Applied Arts, Architecture, Graphic Arts, Digital Creation and Fine Arts, Communication, Culture, Journalism and Media, Philosophy, Social Sciences, Law, Politics, Economics, Humanities, Education Sciences, Health Sciences, and other related disciplines in Greece or recognised equivalent institutions abroad. It also accepts graduates of Technical Educational Institutes (TEI) in relevant fields, as well as graduates of other university departments or equivalent higher education institutions in Greece and internationally.

The maximum number of students admitted to the PSP is twenty. This limit is determined on the basis of the number of available instructors, the student–instructor ratio, the material and technical infrastructure, the capacity of teaching spaces, and the ability of the labour market to absorb graduates.

Students are selected in accordance with the applicable legislation, the Regulations for Postgraduate and Doctoral Studies at the National and Kapodistrian University of Athens, and the specific provisions of the PSP Regulations.

Candidates are evaluated and selected on the basis of the following criteria:

- Degree grade (15%).
- Average grade in three undergraduate courses related to the subject area of the MSc program (15%).
- Certified knowledge of English (15%).
- Performance in a thesis or dissertation, where applicable in the first cycle of studies

(5%)

- Possession of a second degree in the first or second cycle of studies (5%)
- Published scientific papers with a review process (5%)
- Certified knowledge of languages other than the mother tongue and English (5%)
- Professional and/or research activity (5%)
- Oral interview with a three-member committee, which assesses the interests and general ability of candidates to meet the requirements of the Program (30%).

The duration of study in the PSP leading to a master's degree is set at three academic semesters, including the time required for the completion of the thesis. The PSP begins in the winter semester of each academic year and is offered on a full-time basis. A total of 90 ECTS are required for the award of the MSc degree. All courses are taught weekly and, where appropriate, include laboratory exercises, seminars, and other educational activities. The language of instruction is Greek or, when necessary, English. The language of scientific papers and of the master's thesis is Greek for domestic students and English for international students. The thesis is undertaken in the third semester and is credited with 30 ECTS.

One ECTS corresponds to 25–30 hours of student workload, which includes attending lectures, tutorials or workshops, participating in seminars, independent study, preparation of assignments, practical training, and examinations [Article 1, Ministerial Decision Φ5/89656/B3 (Government Gazette 1466 B' 2007)]. Each course offered in the PSP corresponds to 250–300 hours of workload per semester, of which 39 hours are allocated to lecture attendance, with the remaining 211–261 hours devoted to the activities listed above. For a course to be delivered, it must be selected by at least four postgraduate students.

Courses are taught in person. Distance learning may be used only in exceptional cases and for up to 35% of the programme's courses (paragraph 3, no. 30, Law 4485/2017). Courses are organised by semester, taught on a weekly basis, and conducted in Greek or, in the case of foreign guest speakers, in English. They include teaching and research components as well as all educational and research activities required for the award of the degree.

The PSP does not include an internship as part of its study programme and has therefore not developed relevant regulations. The decision not to incorporate practical training is justified by the intensive structure of the programme, which spans three academic semesters. The first two semesters consist of full-time coursework, while the third is dedicated to the completion of the master's thesis, with each semester carrying a workload of 30 ECTS. This academic structure fully occupies the students' workload and leaves no scope for the inclusion of an internship.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES 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 PROGRAMMES 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 programmes 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 programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme'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 programmes*
- 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 Programme Compliance

I. Findings

Quality Assurance and Strategic Development of the PSP Digital Communication Media and Interaction Environments

The Postgraduate Study Program (PSP) Digital Communication Media and Interaction Environments offered by the Department of Communication and Mass Media at the National and Kapodistrian University of Athens (EKPA) is designed to uphold the highest academic standards while fostering innovation, societal

engagement, and continuous improvement. Its quality assurance framework is fully aligned with the University's Internal Quality Assurance System (IQAS) and reflects European and national standards for postgraduate education at Level 7 of the Qualifications Framework.

Quality Assurance Policy: The Department has established a comprehensive Quality Assurance Policy that is appropriate to the PSP and publicly communicated to all stakeholders. This policy emphasizes:

- a) Commitment to implementation and continuous improvement.
- b) Efficient use of financial resources derived from tuition fees.
- c) Alignment with EKPA's institutional quality assurance strategy.
- d) Promotion of a creative environment for research, academic freedom, and professional engagement.

The policy is operationalized through annual inspections, reviews, and revisions conducted by the Internal Evaluation Group (OMEA) in cooperation with the University's Quality Assurance Unit (MODIP).

Implementation of Quality Assurance policy: In order to implement this policy, the academic unit commits itself to put into practice quality procedures that will ensure:

- a) the suitability of the structure and organization of postgraduate study program
- 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
- d) the appropriateness of the qualifications of the teaching staff
- e) the drafting, implementation, and review of specific annual quality goals for the improvement
- f) the level of demand for the graduates' qualifications in the labor market
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office
- h) the efficient utilization 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

Strategic Goals and Continuous Improvement: The PSP pursues specific strategic goals supported by measurable indicators and actions:

- a) Improvement of Graduation Rates: Structured advising, semester monitoring, and targeted workshops ensure timely completion of studies, strengthening the Program's credibility.
- b) Strengthening Quality Culture: Certification by the HAHE (EQAAE) is pursued through the establishment of a Certification Working Group, collaboration with MODIP, and active student/alumni participation.
- c) Flexibility of Studies and Student-Centered Learning: Modern assessment methods and expanded course options enhance autonomy and engagement.
- d) Activation of Academic Advising: Increased student consultations with academic advisors and e mentoring opportunities support success and graduation.
- e) Active Participation in Internal Evaluation: Students and alumni contribute

feedback through surveys, interviews, and focus groups, ensuring transparency and accountability.

f) Connection with Society and the Labor Market: Partnerships with NGOs, media, and public agencies, internships, alumni networks, and employability workshops strengthen societal impact and graduate competitiveness.

These goals are monitored through Key Performance Indicators (KPIs), regularly updated, and communicated to stakeholders.

Processes and Procedures: The PSP implements a robust cycle of monitoring and improvement:

a) Implementation of Quality Assurance Policy: Includes specific quality assurance actions, aiming to establish a framework within which all Postgraduate Study Program must operate.

b) Annual Quality Objectives: Set collaboratively between Department and Program leadership, assessed through measurable indicators (SMART).

c) Periodic Internal Evaluation: Conducted annually with MODIP, identifying areas for improvement and applying corrective actions.

d) Collection of Quality Data: Student performance, teaching methods, and course organization are systematically recorded and fed into national and institutional information systems.

e) Publication of Information: Program details are made accessible and bilingual, ensuring transparency and international visibility.

f) External Evaluation: Ensures compliance with European and national standards, teaching quality, staff qualifications, and graduate employability.

g) Allocation and Management of Resources: Ensures optimal choices, creating an appropriate environment for achieving the Institution's objectives in quality assurance.

Outcomes and Impact: Through this integrated quality assurance system, the PSP achieves:

a) Sustained academic excellence and compliance with accreditation standards.

b) Enhanced student satisfaction, autonomy, and employability.

c) Stronger societal connections and contributions to public debate.

d) Continuous improvement of teaching, research, and administrative processes.

Overall, the PSP operates within EKPA's Internal Quality Assurance System (IQAS), applying the procedures outlined in the institutional Quality Manual. The Department's Quality Assurance Policy is publicly communicated and includes commitments to: a) Continuous improvement and stakeholder engagement; b) Efficient resource management, including tuition-derived funding; and, c) Transparent evaluation and revision processes.

II. Analysis

The Kapodistrian University of Athens (EKPA) applies a quality Assurance Policy as part of its strategic management that includes the PSPs of the institution and its academic units. This policy is published and implemented by all stakeholders. This PSP has a good model of structured quality assurance and strategic development, demonstrating its commitment to excellence, accountability, and relevance in both academic and societal contexts. It focuses on the achievement of specific

goals related to the quality assurance of the PSP offered by the academic unit. More specifically, the quality policy statement of the academic unit includes its commitment to implementing quality assurance procedures that will promote the academic profile, orientation, purpose and field of study of the PSP. It commits for the realization of the program's goals and identifies the means and ways for attaining them. It implement appropriate quality procedures periodically, aiming at the program's continuous improvement.

Specifically, for the implementation of this policy within the Postgraduate Study Program (PSP) "Digital Communication Media and Interaction Environments," the Department is committed to applying the quality processes and procedures prescribed and detailed in the Quality Manual of the Institution's Internal Quality Assurance System (IQAS). These procedures are applied at the level of the Department's Study Programs, with the necessary specialization and adaptation to this particular PSP, and in close cooperation with the University's Quality Assurance Unit (MODIP). All quality assurance procedures of the Department's PSPs are subject to inspection, review, and revision, which are carried out annually by the Internal Evaluation Group (OMEA), in collaboration with the Institution's MODIP

The academic unit and this PSP set specific, measurable, achievable, relevant, and timely (SMART) goals regarding the PSP, particularly in relation to teaching methods, student satisfaction, learning outcomes, and research output. All quality assurance procedures of the Department's PSPs are subject to inspection, review, and revision, which are carried out annually by the Internal Evaluation Group (OMEA), in collaboration with the Institution's MODIP.

III. Conclusions

The PSP "Digital Communication Media and Interaction Environments" offered at Kapodistrian University (EKPA) Department of Communication and Mass Media follows a quality assurance policy, which is in line with the quality assurance policy of the Institution and is formulated in a public statement, which is communicated to and implemented by all stakeholders.

The Panel finds the PSP to be fully compliant with Principle #1.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes 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 PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, 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 programme, 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 programmes 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 Programme Compliance

I. Findings

The Postgraduate Study Program (PSP) Digital Communication Media and Interaction Environments offered by the Department of Communication and Mass Media at the National and Kapodistrian University of Athens (EKPA) exemplifies a rigorous and forward-looking approach to postgraduate education. Its design, implementation, and quality assurance mechanisms are aligned with national and European standards, ensuring academic excellence, relevance to the labor market, and continuous improvement.

Program Design and Strategic Alignment: The PSP was developed through a clearly defined institutional procedure that specifies the roles of academic committees, sources of information, and approval pathways. The program's objectives, expected learning outcomes, and employment prospects are articulated in the documents available on the HAHE platform. These objectives reflect the strategic priorities of both the Department and EKPA. As detailed in document A1.3, the curriculum is largely based on the active participation of students. It also aims to create a pool of graduates capable of staffing services in both the public and private sectors, political institutions at national, regional, or local government levels, as well as media industries and creative industries. In addition, the curriculum for the next academic year is always published in advance on the Department's website, prior to the announcement of the call for applications.

The curriculum is structured around four thematic cycles, each offering specialized electives that integrate research methodology, data science, virtual reality design, and participatory governance.

Course Cycle: Longitudinal Approaches to the New Technological Communication Environment

1. Research Methodology and Quantitative Data Analysis
2. Qualitative Methodology and Mixed Methodological Designs
3. Narrative in the New Technological Communication Environment

Course Cycle: Data Science in Journalism and Communication

1. Methodology of Interactive Systems Design
2. Big Data Analysis with Python
3. Machine Learning Algorithms in Data Understanding and Processing

Course Cycle: Design of Virtual Reality Experiences

1. Design of Digitally Mediated Communication Environments
2. User Experience Design and Evaluation
3. Development of 3D Content and Virtual Environments

Course Cycle: Participatory Governance and Digital Social and Humanitarian Innovation

1. E-Governance and Digital Public Participation
2. Digitally Organized Social Solidarity and Digital Media for Good
3. Humanitarian Technology, Participatory Design, and Low-Resource Innovation

The program's structure is rational, clearly articulated, and benchmarked against internationally accepted standards. It incorporates the European Credit Transfer and Accumulation System (ECTS) and adheres to Level 7 of the European and National Qualifications Frameworks (EQF/NQF), ensuring that graduates acquire

advanced knowledge and skills applicable across academic, professional, and societal domains.

Learning Outcomes and Curriculum Evaluation: The PSP defines its learning outcomes in accordance with the Dublin Descriptors for Level 7. Graduates are expected to demonstrate:

- a) Highly specialized knowledge, including frontier-level concepts and methodologies.
- b) Critical awareness of disciplinary and interdisciplinary issues.
- c) Advanced problem-solving skills applicable in academic and professional settings.
- d) Autonomy and responsibility in collaborative environments.
- e) Adherence to scientific and research ethics.

Each elective course contributes to these outcomes through targeted content, methodological depth, and integration with other courses in its cycle. The curriculum is evaluated annually by the Coordinating Committee, which considers student performance, feedback, and evolving research and labor market needs. Course structures and assessment methods are communicated in advance, and students are encouraged to submit draft work for formative feedback, thus enhancing both student-centered and individualized learning.

Annual internal evaluations are conducted by the Internal Evaluation Group (OMEA) in collaboration with MODIP, and corrective actions are implemented to address areas for improvement. Quality data—including student demographics, course organization, teaching methods, and support services are systematically collected and reported to the National Quality Information System.

The Coordinating Committee of the PSP convenes at least twice per year and whenever issues arise. These meetings assess the implementation of the program design, address problems, and make decisions on matters such as, continuation or replacement of courses in the following academic year and replacement or reconfiguration of teaching staff in specific courses, etc.

Stakeholder Involvement and External Review: The PSP actively involves students and alumni in its evaluation processes through surveys, interviews, and committee representation. External stakeholders from the labor market contribute to curriculum revisions, ensuring relevance and responsiveness. The program is subject to external evaluation and certification by the Hellenic Authority for Higher Education (HAHE), reinforcing its credibility and alignment with European standards.

Academic and Professional Impact: Graduates of the PSP are equipped for careers in:

- a) Greek and international universities.
- b) Research centers.
- c) Data journalism, communication, and creative industries.
- d) Public and private sector institutions at national, regional, and local levels.

II. Analysis

The design of the PSP “Digital Communication Media and Interactive Environments” takes into account both the overall strategy of the Department to which it belongs and the broader strategy of EKPA regarding the production of high-level knowledge and skills.

The PSP's commitment to academic quality, interdisciplinary innovation, and social engagement ensures that it remains a dynamic contributor to the evolving landscape of digital communication and media studies in Greece. The program has been designed based on appropriate standards, and well-defined factors were taken into consideration. The curriculum compares with appropriate, and internationally accepted standards for the specific area of study. The structure of the program appears to be rational and clearly articulated.

The program design clearly set out the objectives, the expected learning outcomes, and the employment prospects of graduates. During the implementation of the PSP, the degree of achievement of the learning outcomes is discussed and assessed.

These details, together with information on the program's structure, are published in the official Student Guide. The document (A5 for academic year 2022-2023) appears to be short in length and needs to be expanded to include more information to the students.

There is also in place a procedure/regulation for periodic revisions of the program's curriculum, and faculty, students, graduates, social partners, and leadership work together to consider and implement changes.

Specifically, in the design of the PSP's curriculum, recent developments in the field of research, as well as the needs emerging in the labor market, are taken into account. In the organization of each course, consideration is given to the performance of students in previous years of teaching the same or related courses, as well as to the evaluation of the course by the students.

The structure of each course is communicated to students in advance, prior to the beginning of the semester in which the course is delivered. Equally in advance, the methods of student assessment (e.g., written assignment, oral presentation, etc.) are announced. Assessment is carried out according to procedures established from the outset.

III. Conclusions

The academic unit developed this PSP following a well-defined procedure which has a distinct academic profile and orientation, a research character, scientific objectives, specific subject areas, and specializations which are clearly described. The expected learning outcomes are determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7.

Graduates are expected to acquire highly specialized knowledge that serves as a foundation for original thinking and research. Students are also expected to demonstrate critical awareness of knowledge-related issues within the field and its connections to relevant disciplines.

Given the PSP's careful design and learning outcomes, the Panel finds the PSP to be compliant with Principle #2.

Panel Judgement

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

Panel Recommendations

Expand the Study Guide to include more information for the students.

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

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES 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 programme'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 Programme Compliance

I. Findings

Student-centered Learning in the Department of Communication and Mass Media
The Department of Communication and Mass Media applies student-centered learning in both undergraduate and postgraduate program of study. The Department believes that student-centered learning and teaching play a significant role in enhancing student motivation, fostering self-assessment, and

encouraging active participation in the learning process.

Student-centered learning also requires the continuous attentiveness of teaching staff and the adaptation of curricula to the needs of students, based on the feedback received from them. Students are regarded as co-creators of the curricula, as well as of the individual course program, and are encouraged to interact with their instructors.

Accordingly, the Department's postgraduate programs employ flexible and diverse educational processes, respecting the different needs of each student. The teaching of courses is grounded in mutual respect between instructor and student, aiming both at guiding the student and simultaneously strengthening their sense of autonomy.

Students are regularly invited to evaluate the teaching work and the methods employed, thereby providing opportunities for the revision of teaching methods or content. This does not mean, however, that any student position is adopted uncritically.

Teaching Methods, Use of ICT, and e-Class

In the courses, PowerPoint presentations with images, maps, diagrams, tables, and text are used to facilitate better understanding of the course content and the specific topics under discussion. Additionally, in certain cases and to a lesser extent, recorded material or excerpts from recorded material are shown.

All seminar courses are supported by the e-Class platform, in which all students are enrolled. Instructors make extensive use of the tools provided by this platform, primarily:

1. Announcements – for sending notifications to all enrolled students.
2. Documents – enabling instructors to upload course-related files (notes, images, articles, bibliographies), accessible to all students.
3. Links – providing access to websites relevant to the course.
4. Multimedia – allowing instructors to upload image and audio files related to the course.

Description of the Course Evaluation System by Students

The special conditions created by the pandemic altered the way instructors are evaluated by students. Currently, course evaluation is conducted through the anonymous completion of electronic digital questionnaires developed by the Internal Evaluation Group (OMEA), available at the link <https://submit.survey.uoa.gr>.

The digital questionnaire includes questions regarding:

1. The course (objectives, organization of content, level of difficulty)
2. Assignments (choice of topic, guidance provided by the instructor)
3. The instructor (organization of the seminar, responsiveness to questions, consistency in communication)

Mechanism for Managing Student Complaints

With regard to the overall study process, the Regulation on Complaint Management and the Regulation on the Functioning of the Academic Advisor apply, as approved by the Department Assembly during its 4th meeting of the academic year 2022–23 (20 December 2022) (see Appendices A10 and A11). In

addition, at the beginning of each academic semester, every instructor sets office hours during which students may discuss any issue of concern, such as personal or professional problems, research questions, or difficulties encountered in the course. During the teaching process, instructors avoid continuous lecturing and ensure that at least part of each class is conducted in a way that encourages student participation. Beyond asking questions at any time, students are organized so as to function as co producers of knowledge rather than passive recipients.

A key aim of the postgraduate program of the Department of Communication and Mass Media is the creation of processes that strengthen students' critical capacity and autonomy, enabling them to pursue their own research paths.

Accordingly, teaching employs techniques that foster critical thinking—such as discussion, question and answer methods, group collaboration, presentation, and critical commentary on individual assignments—while also taking into account the individual skills and preferences of each student in the allocation of tasks. With the necessary vigilance against potential problems that might arise from an emphasis on student centered learning, the Department's PSPs apply student centered learning principles, which are incorporated into both teaching and student assessment.

Mutual respect: Student-centered learning and teaching play 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-centered learning and teaching process:

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

II. Analysis

Students are encouraged to take an active role in their learning process and the PSP has assessment methods that reflect this approach. While they are encouraged to develop individual skills, they also learn how to be ethically responsible researchers and workers. The Panel held conversations with current and past students, and they all expressed satisfaction with their professors. They felt that they were regarded as active partners in the teaching/learning process. At the same time, they expressed satisfaction with the assessment criteria and

methods, which are clearly published in advance. In addition, student satisfaction surveys are regularly conducted to measure the effectiveness of teaching and course content.

The structure of each course is communicated to students in advance, prior to the beginning of the semester in which the course is delivered. Equally in advance, the methods of student assessment (e.g., written assignment, oral presentation, etc.) are announced.

The assessment criteria and methods are published in advance., and it 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. Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.

A formal procedure for student appeals is also in place, including specific and fair regulations for dealing with students' complaints and appeals. The function of the academic advisor also appears to run smoothly.

III. Conclusions

The Panel evaluates the PSP's commitment to student-centered teaching from interviews and reading the necessary documents. Given the relatively small size of the student-body, the Panel concludes that the PSP offers almost an individualized learning experience. The Panel finds the PSP to be fully compliant with Principle #3.

Panel Judgement

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

Panel Recommendations

None

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 Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The PSP applies published and detailed admission regulations, included in the Study Regulations' document (Κανονισμός Σπουδών). Admission is annual, subject to availability of places, with a maximum intake of 20 students, plus additional special-category candidates (IKY scholars, EEP/EDIP/ETEP staff) as specified in the Regulations. Admission requirements and supporting documents are published and include degree prerequisites, documentation, evaluation criteria and ranking procedures.

The programme contains clear, published procedures relating to all phases of study, including attendance obligations, assignment submission rules, evaluation procedures, examination arrangements and conditions for academic progression. Progression across semesters follows the ECTS structure: 30 ECTS in Semester A, 30 ECTS in Semester B, 30 ECTS dissertation thesis in Semester C. Attendance is compulsory and students have to attend at least 10/13 sessions (77%) to meet the attendance requirement for each module. Should a student fail a course, they can be re-examined in September. The PSP fully applies the ECTS system: each taught course carries 10 ECTS, and the dissertation carries 30 ECTS (a total of 90 ECTS). It explicitly provides for student mobility, with provisions for recognition, duration of studies, recognition of degrees and mobility conditions in the Regulations. Mobility provisions follow well defined institutional rules for postgraduate mobility and recognition.

The dissertation is compulsory, placed in Semester C, worth 30 ECTS, with detailed procedures for supervision, drafting, submission and evaluation included in the Study Regulations and Study Guide.

A Research Ethics Regulation is provided and applies to thesis research, detailing responsibilities, approval processes and ethical compliance requirements.

The programme includes the option of practical training, but internship is not compulsory and does not form part of the required 90 ECTS.

Academic advising is formally in place: the function of the Academic Advisor (ακαδημαϊκός σύμβουλος) is described in the official regulation and complaint-handling mechanism documents.

The Study Regulation outlines structured support for new entrants including orientation, communication with academic staff, access to support services and integration guidance

Complaints and appeals are governed by a dedicated Regulation that ensures procedural clarity, timelines, confidentiality and defined roles for complaint resolution.

Procedures for award of the degree, recognition of postgraduate studies, certification and completion requirements are clearly published and follow the relevant legal frameworks. A degree certificate template is part of the required documentation and all processes follow institutional and national regulations for postgraduate certification.

II. Analysis

The PSP demonstrates full alignment with Principle 4 requirements. Regulations governing admission, progression, thesis drafting, complaints and certification are fully documented, published and accessible, satisfying the structural expectations outlined in the Standards. The coherent framework in place ensures transparency and predictability for students across all phases of study.

The admissions framework is well-defined and equitable, setting clear criteria and procedures, which strengthens academic integrity and ensures appropriate selection for a specialised Level 7 programme. The progression monitoring system is explicit, well-structured and fully aligned with ECTS standards, demonstrating effective quality management.

The Academic Advisor system and the formal complaints and appeals mechanism constitute strong evidence of student support structures, meeting HAHE expectations for transparency, protection and responsiveness.

The area that would benefit from strengthening concerns mobility provisions. Although mobility is mentioned in the Study Regulation, the programme does not provide explicit examples of active mobility pathways, collaboration agreements, or structured mobility arrangements. This does not constitute non-compliance,

but further development would bring the programme into even stronger alignment with the principle's spirit.

Similarly, while internship is optional, the programme could extend its internship provisions capitalising on its existing, strong connections with external stakeholders in order to further support applied learning pathways.

Beyond these points, all core elements of Principle 4 are effectively met.

III. Conclusions

The PSP presents a clear, comprehensive and well-functional regulatory framework covering all key aspects of Principle 4: admission, progression, rights and obligations, thesis drafting, recognition and certification. The ECTS requirements are applied consistently and in full accordance with European and national standards. Student support mechanisms—including academic advising, complaints procedures and newcomer support—are adequately specified and implemented.

Minor enhancements could involve providing more explicit detail and visibility regarding mobility opportunities and optional internship networks, though these do not detract from compliance.

Overall, Principle 4 demonstrates strong structural compliance and effective implementation.

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 programme team could consider extending mobility and internship opportunities.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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 Programme Compliance

I. Findings

All staff engaged in the PSP have documented academic subject areas that precisely aligned with the four thematic cycles of the PSP, ensuring clear subject-matter relevance. Their employment status, teaching assignments and annual workload are explicitly recorded.

All teaching staff are active researchers. Their research fields map directly onto the PSP's thematic areas, including human-centered design, data analytics, machine learning, virtual reality, digital communication and participatory technologies. The programme's course structure explicitly draws from these areas, ensuring that teaching is research-led.

Staff recruitment follows standard ΕΚΠΑ procedures for postgraduate teaching appointments, which confirm the staff's academic qualifications, contractual relationships and teaching duties.

Teaching staff are subject to regular student evaluations, as required by

institutional QA processes and consistent with PSP documentation.

Although the documents do not provide a standalone policy on staff professional development, they confirm active research engagement and participation in research laboratories. During the accreditation process we had the opportunity to discuss workload and development opportunities. All staff stated that their workloads are manageable and that their teaching commitments to the PSP do not distract them from research and personal development. Indeed, staff research profiles appear congruent with their respective career stages.

All staff engaged in the PSP have documented academic subject areas that align precisely with the four thematic cycles of the programme, ensuring clear subject-matter relevance and full coverage of its scientific domains. Their employment status, teaching assignments and annual workloads are explicitly recorded, demonstrating transparency and a structured approach to resource allocation. The team displays a strong sense of collegiality: teaching responsibilities are clearly shared, complementary expertise is evident across the cohort and communication structures support coordinated programme delivery.

All teaching staff are active researchers, and their research fields map directly onto the PSP's thematic areas. The active research centres boast sustained collaborations with internationally excellent Universities abroad and create a natural and robust foundation for research-led teaching. Course content, assessment formats and learning activities are grounded in contemporary scientific practice, reflecting the staff's ongoing scholarly engagement. During discussions held as part of the accreditation process, staff articulated a sustained commitment to maintaining high standards of research-informed pedagogy and expressed clear responsibility towards supporting students' academic development.

Although the uploaded documentation does not include a standalone institutional policy for staff professional development, it clearly confirms ongoing research engagement and participation in established research laboratories. Additionally, in the accreditation discussions, all staff reported that their workloads are manageable and that their teaching commitments to the PSP do not limit their research productivity or professional development. Indeed, their research profiles appear fully congruent with their respective career stages and staff described the PSP as academically rewarding and aligned with their intellectual trajectories.

Their statements collectively indicate a strong commitment to the programme's sustainability and to the success of its students.

Staff recruitment follows standard ΕΚΠΑ procedures for postgraduate teaching appointments, ensuring that teaching staff possess appropriate academic qualifications and are appointed through fair and transparent processes. Contractual arrangements and teaching duties are formally specified, reinforcing

the stability and accountability of the teaching team.

Teaching staff are subject to regular student evaluations, as required by the Institutional Quality Assurance System. These evaluations contribute to continuous improvement and reflect a shared ethos of responsiveness to student needs. Staff also demonstrated awareness of the importance of constructive feedback, inclusive teaching practices, and maintaining a supportive learning climate.

II. Analysis

The PSP demonstrates strong and well-substantiated compliance with Principle 5. The composition of the teaching staff is appropriate in number, qualifications and disciplinary breadth, ensuring that all thematic areas of the programme are delivered by specialists whose research outputs align directly with their teaching responsibilities. This close alignment underpins a robust and authentic research-teaching nexus, which is a central expectation of HAHE for Level 7 provision.

The presence of twelve qualified staff members for a maximum cohort of twenty students provides an excellent staff-student ratio, allowing for individualised supervision, meaningful feedback and high-quality support—particularly important in modules that involve laboratory work, design practice, or advanced methodological training. Staff displayed a clear sense of commitment to the PSP and articulated a shared understanding of their pedagogical role, which contributes to the coherence and stability of the programme.

Workload allocations are clearly documented and disaggregated by teaching hours and course responsibilities, offering transparency and demonstrating that teaching duties are appropriately distributed. This level of clarity supports effective programme management and offers assurance that staff are able to maintain their active research profiles, which in turn strengthens the academic credibility of the programme. During the accreditation discussions, staff confirmed that the PSP workload is manageable and does not impede research productivity or professional development activities. Their statements reflect a responsible attitude toward maintaining high academic standards and delivering consistent support to students.

The involvement of postdoctoral and doctoral-level scientific associates from the Laboratory of New Technologies further enriches the learning environment. Their contribution brings cutting-edge expertise in rapidly evolving fields such as virtual reality, machine learning, data analytics and interactive systems design. This integration of emerging research areas ensures that the programme remains contemporary, technically informed and responsive to developments in the wider scientific and professional landscape.

Equally important is the staff's demonstrated collegiality and commitment to student experience. Teaching staff participate actively in evaluation processes, respond constructively to student feedback and demonstrate a reflective

approach to their teaching practice. These characteristics strengthen the PSP's culture of quality, uphold high academic standards and promote a respectful, student-centred learning environment.

Overall, the programme benefits from a teaching team that is academically strong, professionally engaged and demonstrably committed to the PSP's aims and responsibilities.

III. Conclusions

The PSP meets the requirements of Principle 5 to a very high standard.

Teaching staff are adequate in number, highly qualified, and fully aligned with the programme's scientific objectives and thematic areas.

Workload, subject allocation and teaching responsibilities are clearly documented and transparent.

Strong research-teaching integration is evident across all modules.

The programme maintains a high staff-student ratio, supporting quality teaching and supervision.

Mechanisms for evaluation of teaching and internal quality assurance are in place.

Although a written policy for staff professional development is not explicitly included in the documents, staff activities and affiliations show that development opportunities are well embedded within academic structures.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. 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, 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 Programme Compliance

I. Findings

The Panel conducted a thorough review of the documentation submitted by the Postgraduate Study Programme (PSP) and engaged in extensive discussions with academic, student, and administrative staff regarding the adequacy and effectiveness of the learning resources and student support mechanisms. The evidence demonstrates that the PSP provides an inclusive, well-structured, and academically stimulating environment, supported by sufficient resources that effectively foster student learning and contribute substantially to the programme's overall quality and integrity.

II. Analysis

The Department of Communication and Media Studies of the National and Kapodistrian University of Athens, under which the Postgraduate Study Programme (PSP) operates, provides a comprehensive range of services and

facilities to support students' teaching and learning needs. The physical infrastructure includes an auditorium, a computer laboratory, and fully equipped teaching rooms, all featuring the necessary instructional technologies, audiovisual teaching aids, and accessibility provisions for persons with disabilities. The Department additionally offers a wide array of modern technologies and digital learning platforms that further enhance the educational experience.

Students enrolled in the PSP have full access to all services provided by the University—including boarding, career counselling, student welfare services, and sports and cultural facilities—as well as to libraries with specialised journals and monographs and to electronic databases that support their academic work. The Department is supported by sufficient administrative staff, who provide consistent guidance and assistance to students throughout their studies. Finally, a clearly defined plan is in place for the utilisation of tuition fees, detailing their allocation and ensuring transparency in financial management.

III. Conclusions

The PSP demonstrates a clear and sustained commitment to supporting its students through a comprehensive array of services and resources, thereby ensuring the effective, transparent, and purposeful utilisation of all assets at its disposal.

Panel Judgement

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

Panel Recommendations

The Panel recommends that the programme continue to uphold its strong level of academic and student support, ensuring the ongoing effectiveness and quality of its services.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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 programmes 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 programmes*
- *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 Programme Compliance

I. Findings

The Institution collects a variety of data to support decision-making. This data is collected at the institute, department, and program levels.

At the institute/university level, information on multiple Key Performance Indicators (KPIs) is gathered, including the number of bachelor's and MSc programs, the number of students, data on administrative services, financial data, infrastructure information, research activity data, and information regarding the institution's quality assurance systems.

At the department level, the collected data include information on the department's identity, staff data (e.g., active, retired), staff development and mobility, financial data, infrastructure data, and data related to research activities.

Program-level data include program-specific information such as the number of

available student places, the number of active students (male and female), the number of students exceeding the typical study duration, and the number of withdrawn students. Additional program-level KPIs cover the attendance mode, tuition fees, quantitative course information (number of courses, electives, etc.), faculty data (faculty from the same department/university, external collaborators), as well as student-related data (number of incoming and graduating students).

The data provided to the committee extends up to the year 2021. Interviews with program representatives indicated that similar types of information, data, and KPIs continue to be collected up to the present evaluation year. However, this more recent data was not made available to the committee.

II. Analysis

The institute has established a robust process and information system for managing and monitoring data across a wide range of activities, resources, and people (students, staff, courses, administration, and organization) at the university, department, and program levels. A recommended area for improvement is the incorporation of graphs or visual summaries to facilitate the easier interpretation and comparison of the collected data, particularly across multiple years. A second point of recommendation is to improve the availability of up-to-date datasets to support a more effective evaluation and decision-making regarding the program.

III. Conclusions

Overall, the institution's information/data collection, analysis, and management processes and systems are efficient.

Panel Judgement

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

Panel Recommendations

R7.1: Further enhance the information collection processes with visual means (e.g., comparative graphs across the years) to facilitate the easier comparison of data of the program, and across programs.

R7.2: Improve the availability and sharing of up-to-date datasets about the program to support its more effective internal and external evaluation.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES 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 Programme Compliance

I. Findings

The Panel conducted a thorough review of the documentation submitted by the Postgraduate Study Programme (PSP) and engaged in extensive discussions with academic, student, and administrative staff regarding the adequacy of the publicly available information concerning the programme. The evidence indicates that both the Department and the PSP maintain well-organised websites that provide sufficient information to prospective and current students. The Department's website is available in both Greek and English, while the PSP's website is currently available only in Greek.

II. Analysis

The Department of Communication and Media Studies of the National and Kapodistrian University of Athens, as well as its Postgraduate Study Programme (PSP), maintain websites that provide adequate, up-to-date, clear, and easily accessible information. The Department's website includes a dedicated section presenting the PSP. The PSP website offers detailed information on the programme's structure, study regulations, assessment procedures, the degree awarded, and the academic profiles of the teaching staff. In addition, all course descriptions are provided in a separate appendix containing comprehensive and well-structured information. The Quality Assurance Policy of the academic unit is also publicly available.

III. Conclusions

The programme demonstrates a strong commitment to ensuring the continuous updating and provision of essential public information related to the PSP through its website.

Panel Judgement

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

Panel Recommendations

The Panel recommends that the programme continue to provide clear and regularly updated information on its website and enhance accessibility by making this information available in English as well.

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

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, 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 programmes 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 programme 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 programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme 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 Programme Compliance

I. Findings

The programme undergoes both ongoing monitoring and a periodic (yearly) evaluation by the institution, involving students, teaching staff, administrative and technical support staff, and the program's coordination committee. This internal evaluation process is conducted in accordance with existing legislation, the institution's internal evaluation and quality assurance system, and HAHE's regulations. More specifically, the program evaluates: i) its curriculum content, aiming to ensure that the MSc program remains up to date, ii) the students' course workload, academic progress, and program completion rates, iii) the students' satisfaction with the program, and iv) the course content (on a semi-annual basis), based on questionnaires completed by the MSc students.

These evaluation results are used to ensure the program's sustainability and quality, as well as to enhance teaching effectiveness. The coordinating committee reviews and analyzes the internal course evaluation results and takes the

necessary actions to improve the program.

The Quality Assurance Unit (QAU) conducted a thorough internal evaluation of the program at the end of 2022 (Document A8). This review examined: i) the course outlines, ii) the available quality data from the HAHE information system, iii) student evaluation questionnaires, iv) the annual internal report of the working group responsible for the certification of the postgraduate program, and v) the objectives set for the 2022–2023 academic year.

The review concluded that the program's internal evaluation processes were lawful, aligned with the institution's internal quality assurance principles, and complied with HAHE's standards. The evaluation identified several strengths, such as strong scientific training, high-quality educational material, effective administrative support, adequate student participation in evaluation processes, and a sufficient number of lecturers, as well as certain weaknesses, including infrastructure limitations, delays in thesis submission, and difficulties faced by some students.

The evaluation concluded with a set of recommended corrective actions (e.g., infrastructure development, remedial course offerings, provision of the diploma supplement in Greek and English) and preventive actions (e.g., integrating evaluation participation into oath-taking, highlighting corrective changes based on student feedback, strengthening distance-learning material, seeking collaborations with organizations, and promoting the program to the local community and stakeholders). The program subsequently scheduled the implementation of these actions, with a target date of 31 December 2023.

An indicative example of corrective/preventive actions following the received feedback concerns infrastructure improvements. Here, the interviews with program representatives revealed that several actions took place, including the laboratory transitioning from Mac to Windows systems, improved internet coverage, integrated digital projects, enhanced audio infrastructure, and adopted recent technologies (e.g., the Google Colab suite). The interviews also indicated that the program is considering further enhancement of the hybrid learning infrastructure, such as installing 360-degree cameras.

Students participate in the evaluation processes at both the program level and the individual course level. Approximately 55% of students take part in the program-level evaluation. As indicated in interviews with department and program representatives, the program aims to increase this participation rate. Interviews with students further showed that teachers actively seek student feedback and encourage them to share their views.

Interviews with the faculty indicated that they review student feedback (informal, oral, or collected through questionnaires) after each semester and discuss the necessary corrective or preventive actions at the program's coordinating committee level. However, the process from receiving student feedback to implementing follow-up actions is not yet fully documented in a systematic

manner.

Finally, discussions with societal and corporate stakeholders revealed that they are generally satisfied with their collaboration with the department and program. Regarding the internal evaluation process, certain stakeholders (e.g., the Athens-Macedonian News Agency) already have a Memorandum of Understanding (MoU) with the Institute, and subsequently with the program, which facilitates the communication of stakeholder feedback to the program and vice versa. Other stakeholders follow more informal processes, which also function effectively but rely more on personal connections. Stakeholders suggested that it would be beneficial to i) extend formal agreements (in the form of MoUs) between the institute/department/program and additional stakeholders, ii) provide feedback tailored to the stakeholders' needs, and iii) implement a more structured recording of collaboration agreements with the stakeholders (e.g., documented minutes of monthly discussions). The stakeholders emphasized that these measures would not only ensure the proper incorporation of information and feedback to improve the program but also support the continuity and institutionalization of collaboration expertise.

II. Analysis

The programme is commendable not only for implementing thorough internal evaluation processes but also for scheduling concrete follow-up actions based on its evaluation results, both as corrective and as preventive measures. Student participation in the evaluations is satisfactory, and the program's intention to further increase this participation is commendable. Staff are actively involved in reviewing student feedback and contributing to follow-up actions to improve the program. It is recommended to enhance the reporting of internal evaluation results and follow-up actions, particularly those currently collected informally after each semester through the teachers' communication with the students. Additionally, it is recommended to formalize the collaboration and feedback processes with external stakeholders to improve the program's internal evaluation processes further. As the stakeholders pointed out, this can be achieved, for example, through Memoranda of Understanding, structured documentation of agreements, and processes to provide tailored feedback to and from the stakeholders. Such measures would also help preserve tacit knowledge regarding the collaboration between the program and its stakeholders, and ensure its continuity.

III. Conclusions

Overall, the programme has put in place sufficient monitoring and internal evaluation systems, as well as follow-up actions on the basis of the evaluation results.

Panel Judgement

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

Panel Recommendations

R9.1: Continue monitoring concrete Key Performance Indicators for the program and ensure they are evaluated internally on an annual basis. Ensure that follow-up actions (corrective and preventive) based on this evaluation are scheduled and implemented.

R9.1: Improve the documentation of the internal evaluation process by clearly recording the follow-up actions (corrective or preventive) taken in response to student feedback, especially feedback collected each semester informally through teacher-student communication.

R9.3: Ensure that the internal evaluation processes structurally incorporate stakeholder feedback through, e.g., Memoranda of Understanding, recording of meeting minutes, and tailored feedback towards the stakeholders.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES 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 programmes, 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 programme 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 programme.

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 programmes*

Study Programme Compliance

I. Findings

The recommendations of the previous external evaluation were utilised by the department as proposals for improving the PSP. These recommendations formed the basis on which the present EEAP have reviewed the PSP in question. It is documented that since the previous external evaluation of the PSP has been a period of careful work to analyse the recommendations and plan the implementation of the necessary actions (see A18). The department through internal procedures adopted Action Plans drafted and adopted, through its collective bodies, the Strategic Plan, the Quality Policy, the organization of the IQAS, and the Quality Targets of the Institution. During the quality assurance process, a series of important actions were implemented, such as course evaluation, data and indicator collection and processing, and the preparation of internal and external evaluations. Several actors, all of whom have an important role, were involved in the effort to improve the services provided by the institution e.g. all teaching and research staff, administrative staff, students of all levels, and external stakeholders.

All PSPs in the department are subject to periodic certification by the Hellenic Authority for Higher Education (HAHE). The department is convinced that the periodic external evaluation of the PSP ensures (a) the suitability of the structure and organization of its curriculum, (b) that the learning outcomes and the resulting qualifications of the graduates of the PSP correspond as closely as possible to the European and National Qualifications Framework for Higher Education level 7, (c) the promotion of the quality and effectiveness of the teaching work of the PSP through its monitoring by its coordinating committee, the OMEA, the Department administration, and the MODIP of the University of Athens, (d) that the qualifications of the teaching staff, and in particular of the

external collaborators, are appropriate for the education of postgraduate students.

II. Analysis

The findings and recommendations of the external evaluation committee are discussed in special meetings of both the OMEA and the group of stakeholders and the Director of the PSP, in order to analyse the comments in the Certification Report, decide which ones are acceptable, set specific, measurable, achievable, and time-bound objectives, and plan appropriate actions to ensure compliance with the comments and recommendations of the External Evaluation Committee. The Department's Internal Quality Assurance Committee, in collaboration with the Institution's Internal Quality Assurance Committee, ensures that the committee's recommendations and the actions taken to implement them form the main axes of the quality assurance procedures. Within two months of the completion of the external evaluation process, a comprehensive action plan is drawn up that incorporates the EEAP's observations.

III. Conclusions

In conclusion, the committee considers that the PSP ensures: (a) the suitability of the structure and organisation of its curriculum, (b) that the learning outcomes and the resulting qualifications of graduates correspond to the European and National Qualifications Framework for Higher Education at level 7, (c) the promotion of the quality and effectiveness of the teaching work of this PSP through its monitoring by its coordinating committee, the OMEA, the Department administration, and the MODIP of the NKUA, (d) that the qualifications of the teaching staff, and in particular of the external collaborators, are appropriate for the education of postgraduate students.

Thus, the PSP comply with the principles of the HAHE's quality standards and the quality assurance principles of the European standards and Guidelines (ESG).

Panel Judgement

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

Panel Recommendations

Continue the positive attitude towards external evaluations.

PART C: CONCLUSIONS

I. Features of Good Practice

- Effective information management systems and processes.
- Commendable follow-up actions (corrective/preventive) after internal program evaluation results.
- The recommendations of the previous external evaluation are utilised by the program as proposals for improving the PSP.
- The provision of sponsored studentships constitutes a notable feature of good practice, as it enhances accessibility, supports academic excellence, and strengthens the programme's capacity to attract high-quality candidates.
- The systematic integration of staff research into teaching represents a strong feature of good practice. The curriculum is clearly informed by current scholarly work, ensuring that students engage with contemporary methodologies, debates, and technological developments at the forefront of the field.
- The teaching staff demonstrate a commendable commitment to student learning and well-being. Their responsiveness, accessibility, and supportive approach contribute to a high-quality learning environment characterised by collegiality, constructive feedback and sustained academic guidance.

II. Areas of Weakness

- The reporting of the collected quality assessment data can be improved (presentation, timeliness)
- Internal evaluation processes can be further systematized to include informal student and stakeholder feedback

III. Recommendations for Follow-up Actions

- The programme team could consider extending mobility and internship opportunities.
- Further enhance the information collection processes with visual means (e.g., comparative graphs across the years) to facilitate the easier comparison of data of the program, and across programs.
- Improve the availability and sharing of up-to-date datasets about the program to support its more effective internal and external evaluation.
- Continue monitoring concrete Key Performance Indicators for the program and ensure they are evaluated internally on an annual basis. Ensure that follow-up actions (corrective and preventive) based on this evaluation are scheduled and implemented.
- Improve the documentation of the internal evaluation process by clearly recording the follow-up actions (corrective or preventive) taken in response to

student feedback, especially feedback collected each semester informally through teacher-student communication.

- Ensure that the internal evaluation processes structurally incorporate stakeholder feedback through, e.g., Memoranda of Understanding, recording of meeting minutes, and tailored feedback towards the stakeholders.
- Expand the Study Guide to include more information for the students.
- Enhance the website's accessibility by making its information available in English.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

The Principles where substantial compliance has been achieved are: **None**

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

MICHAILAKIS DIMITRIS

KARAKASIDOU ANASTASIA

KIRTSGLOU ELISABETH

Lykourantzou Ioanna

PAPASIOZOU EVANGELIA

Signature

Signed by MICHAILAKIS DIMITRIS

Signed by KARAKASIDOU ANASTASIA

Signed by KIRTSGLOU ELISABETH

Signed by Lykourantzou Ioanna

Signed by PAPASIOZOU EVANGELIA