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Accreditation Report for the Postgraduate Study Programme on:

Journalism and New Media

Institution: National and Kapodistrian University of Athens
Department: Communication and Mass Media
Date: November 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 **Journalism and New Media** 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 **Journalism and New Media** 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. KARAKASIDOU ANASTASIA (Chair)**
Wellesley College, United States of America
2. **Prof. GIANNAKOS SYMEON**
Salve Regina University, United States of America
3. **Prof. KIRTSGLOU ELISABETH**
Department of Anthropology, Durham University, United Kingdom
4. **Prof. KOUBI VASSILIKI**
University of Bern, Switzerland
5. **Mr. VAGIATIS KONSTANTINOS**
University of the Aegean, Greece

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) responsible for the accreditation review of the Postgraduate Study Program (PSP) on “Journalism and New Media” of the Kapodistrian University (EKPA), department of Communication and Media Studies, comprised of the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020: 1. Anastasia Karakasidou, Wellesley College (Chair); 2) Elizabeth Kirtsoglou (Durham University); 3) Symeon Giannakos (Regina Salve University); 4) Vasiliki Koubi (Zurich Polytechnic), and 5) Konstantionos Vagiatis, PHD Candidate, University of the Aegean, Sociology Department.

The above EEAP conducted the accreditation review of the PSP with meetings, interviews and discussions which were held virtually on November 24-29, 2025. In addition to these formal online meetings with intuitional leadership, faculty students, graduates and social partners, the EEAP read the extensive documentation provided by the Hellenic Authority for Higher Education (HAHE). The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format, and the documents were complete, thorough, and well prepared.

The Panel studied beforehand the full accreditation files provided at the HAHE platform that included: A1. Proposal for Academic Accreditation of the Postgraduate Program (PSP) Journalism and New Media of the Institution; A2. Quality Policy of the academic unit for the development and improvement of the PSP Journalism and New Media of the Institution; A3. Quality Objectives of the academic unit for the PSP Journalism and New Media; A4. Senate Decision for the establishment of the PSP Journalism and New Media; A5. Study Guide for the current academic year for the PSP Journalism and New Media; A6. Course outlines of the PSP Journalism and New Media; A7. Nominal list of teaching staff; A8. Results of the internal evaluation of the PSP Journalism and New Media by MODIP (Quality Assurance Unit); A9. Evaluation by students; A10. Regulation for the operation of the mechanism for managing student complaints and appeals; A11. Regulation for the operation of the Academic Advisor institution; A12. Internal regulation of operation of the PSP Journalism and New Media; A13. Code of Research Ethics; A14. Regulation of studies, internships, mobility, and thesis preparation; A15. Diploma Supplement template in Greek and English; A16. Summary report on the teaching staff’s performance in scientific research and teaching work; A17. OPESP (National Higher Education Information System) data reports for all previous academic years; A18. Progress report for the PSP; and A19. Other supporting documentation (A19.1. Tuition fee utilization plan, A19.2. Graduate absorption (employment outcomes), and A19.3. Historical and Critical Review of the PSP Journalism and New Media

To coordinate its work and allocate tasks and priorities ahead of the scheduled on-line presentations by the Department, the EEAP met in private on the first day (Monday, November 24). The purpose of the meeting was to establish common terms of reference vis à-vis the accreditation principles and criteria, and to ensure that all members had full access to digital materials and had read them carefully beforehand.

During the same day the EEAPs met with the Director of the PSP, the Head of the Department, the MODIP representative and Steering Committee, and a representative of OMEA. They provided a short overview of the postgraduate program about its history, academic profile, current status, strengths, and possible areas of concern. We discussed the degree of compliance of the program to the Standards for Quality Accreditation, as well as student assignments, thesis research and writing, exam papers & examination material, among others. However, during these conversations, the EEAP realized that the PSP leadership was drawing from updated information (2024-2025). The above-mentioned documents uploaded on HAHE's platform are dated to 2023 (when the documents were submitted by the PSP to HAHE) and 2024 when they were approved by the HAHE. Since the 2024-2025 updated documents were not approved yet by HAHE, the EEAP writes this report based on the uploaded documents and the interviews it has conducted.

Next in the EEAP's schedule was an on-line tour which presented classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSPs, followed by a discussion about the facilities presented in the video produced for this purpose.

On Tuesday 25/11/2025, the EEAP held four meetings with: a) the teaching staff members of the PSP; b) currently enrolled students; c) Program graduates; and d) social partners. During these meetings, the EEAP had the opportunity to discuss professional development prospects, mobility, competence, and adequacy of the teaching staff to ensure learning outcomes, as well as workload, student evaluations, link between teaching and research, teaching staff involvement in applied research, projects and research activities directly related to the program, and possible areas of weaknesses. Noteworthy was the conversation with the external social partners from both the public and private sectors.

After the meetings, the EEAP held a debrief meeting, and the members discussed the outcomes of the virtual visit and prepared an oral report, which they presented and discussed key findings in a closure meeting with the Vice Rector, the Director of the PSP, the Head of the Department and the MODIP Supervisor.

During all virtual meetings, the EEAP had the opportunity to meet, talk, and interact with all participants who were encouraged to express their views freely about their overall role and academic experience. Discussions were informative and constructive and were conducted in a cooperative manner. The review was characterized by professionalism and a spirit of cooperation from all parties involved. During the virtual meetings, all representatives engaged openly and constructively, demonstrating a strong commitment to the principles of quality assurance. This Accreditation Report is based on information collected and views expressed during the virtual meetings and on the internal evaluation report and other documents submitted before and during the virtual meetings.

The department and the PSP leadership worked diligently to prepare all the relevant materials and organize and host the virtual meetings. It is the feeling of the Panel that the

Department has done a good job throughout the external evaluation process and that the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. The Panel wishes to express its gratefulness and appreciation to the Department and the University administration for their co-operation and professionalism.

Overall, the Panel believes that it was provided with comprehensive and coherent documentation, and that the meetings allowed for clarification of key aspects of the design, governance, and quality assurance of the PSP.

III. Postgraduate Study Programme Profile

Program Objectives: The PSP “Journalism and New Media” has several objectives: it aims to provide its students with a strategic and systematic understanding of the theory and practice of journalism. Its purpose is to equip them with the knowledge, skills, and competencies required to function effectively as professional journalists in an environment that is radically different from the past and increasingly competitive. The Program is designed for candidates interested in pursuing careers in media and journalism. It seeks to train them across a broad spectrum of knowledge in the field of communication, while developing the skills and abilities necessary to respond to new developments arising from the convergence and digitalization of media, as well as from the economic conditions shaping the sector. This Postgraduate Study Program (PSP) is dedicated to deepening knowledge, fostering research engagement, and promoting a systematic understanding of the theory and practice of journalism. It explores the rapid transformations taking place in the field of mass media and examines their political, social, and economic implications for journalism. The purpose of the Program is to apply knowledge of media operations to contemporary conditions, while providing education and training in the investigation of new developments within the field of journalism. Particular emphasis is placed on analyzing how technological advancements influence the structure and functioning of media and journalism. The Program also aims to introduce new tools and cultivate new skills required to operate effectively in today’s dynamic media environment.

Curriculum and Specialization: Students are provided with opportunities to explore specialized areas and attend eight courses on important topics, such as: 1) General theories and approaches in Communication Media and Journalism; 2) Quantitative Research Methods and Analysis; 3) The Institutional Framework of New Media; 4) Design of News Websites and Applications of Data Science in Journalism; 5) Advertising, Social Media, and Marketing; 6) Multimedia Journalism; 7) Journalism and Social Media; 8) Qualitative Research Methods

Program Structure and ECTS Allocation: The Program adheres to conventional European standards for postgraduate education. All courses offered within the Program are of equal weight, each carrying 10 ECTS credits. Over the course of one academic year, students complete six courses, thereby accumulating 60 ECTS credits. This total corresponds to a full year of study in accordance with European standards. The Master’s Thesis carries 30 ECTS credits, bringing the overall total for the second cycle of studies to 90 ECTS credits, fully aligned with the European framework. This structure ensures that, should students choose to participate in international mobility schemes or exchange programme, they will be able to select courses from another university without disrupting their academic trajectory toward the completion of the Master’s degree.

Academic Staff and International Positioning: The Program is well positioned within the international field of journalism and new media. It is supported by academic staff from the Department, but it also employs faculty from other Greek Universities. and collaborating

universities in Greece and abroad. All teaching staff hold doctoral degrees and are active scholars and researchers. The Postgraduate Study Program (PSP) Journalism and New Media are staffed by: Seven (7) faculty members (Teaching and Research Staff) from the Department of Communication and Media Studies (EMME); Two (2) administrative staff members from the Department of Communication and Media Studies (EMME); and three (3) external collaborators who undertake teaching responsibilities within the Program.

Teaching and Learning Approach: The Postgraduate Study Program (PSP) employs flexible and diverse educational processes, designed with respect for the varying needs of its students. Teaching is grounded in mutual respect between instructors and students, aiming both to provide guidance from faculty and, at the same time, to strengthen students' sense of autonomy. Students are regularly invited to evaluate the teaching practices and methods employed. This process ensures the possibility of revising teaching methods or course content where appropriate, while maintaining academic rigor and avoiding the uncritical adoption of any individual student position.

Structure and Delivery: Language of instruction is Greek, while the mode of delivery is in-person. The Duration of the PSP is three semesters and grants 90 ECTS. Tuition fees are €1,950 per academic cycle.

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

The Postgraduate Study Program (PSP) "Journalism and New Media" 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 communicates 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: 1) Improvement of Graduation Rates; 2) Strengthening Quality Culture; 3) Flexibility of Studies and Student-Centered Learning; 4) Activation of Academic Advising; 5) Active Participation in Internal Evaluation; and 6) Connection with Society and the Labor Market.

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: 1) Implementation of Quality Assurance Policy; 2) Annual Quality Objectives; 3) Periodic Internal Evaluation; 4) Collection of Quality Data; 5) Publication of Information; 6) External Evaluation; and 7) Allocation and Management of Resources.

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 to 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 to the realization of the program's goals and identifies the means and ways for attaining them. It implements appropriate quality procedures periodically, aiming at the program's continuous improvement.

Specifically, for the implementation of this policy within the Postgraduate Study Program (PSP) "Journalism and New Media" 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 "Journalism and New Media" 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 be considered:

- *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 PSP “Journalism and New Media” was designed and approved through NKUA’s formal procedures for postgraduate programs and in line with the national regulatory framework. The proposal, internal regulations and Study Guide describe a three-semester, 90-ECTS programme with a small number of taught courses (mandatory and electives, each carrying 10 ECTS) and a 30-ECTS Master’s thesis with a clear research component. The program’s aims and expected learning outcomes are explicitly linked to the European and National Qualifications Frameworks and the Dublin Descriptors for level 7 and are made public through the Study Guide and course descriptions. These documents present learning outcomes at programme and course level, together with teaching methods and assessment criteria, including a research methods course and a substantial thesis. The quality policy and quality objectives documents show that the PSP is embedded in NKUA’s institutional QA framework (MODIP, internal evaluation, preparation for HAHE accreditation) and that student questionnaires are used as part of regular monitoring.

From the site-visit presentation, the panel also saw basic numerical data for 2018–2025 (239 candidates, 114 registered students, 89 graduates). While these cumulative figures indicate that a substantial proportion of enrolled students eventually complete the programme, they do not allow an assessment of timely completion. Indeed, during the meeting with students, many in the 3rd semester indicated that they expect to need a 4th semester to complete their thesis, suggesting that completion within the nominal three semesters may not be the norm.

External stakeholders from major news media in Greece- mainly in Athens- reported that the programme’s graduates are well prepared and that they see a strong match between the education provided and workplace needs, while also expressing a desire for stronger coverage of AI-related tools and cyber-security/cyberattacks in the curriculum.

Student participation in course evaluations appears recently improved, but their more active involvement in programme design and decision-making is not clearly documented. Formal provisions for mobility exist, and one group visit to a US center in 2022 was reported, but no students have yet taken up outgoing mobility through schemes such as Erasmus, and no systematic benchmarking with MA programmes abroad was provided. Structurally, the MA has relatively few taught courses compared to many international programmes, with a high ECTS value per course (10 ECTS) and 30 ECTS for the thesis.

The course outlines provided in A6 include general descriptions, learning outcomes, assessment methods and, in most cases, the relative weight of assessment components. However, they lack several elements normally expected in postgraduate syllabi internationally. They do not present weekly topics or a structured session-by-session plan and do not distinguish clearly between mandatory and recommended readings. As a result, students do not have a transparent view of what material will be covered each week or what preparation is expected. Furthermore, the workload tables (Δραστηριότητα / Φόρτος Εργασίας Εξαμήνου) uniformly state a total workload of 250–300 hours per

course, in line with the 10-ECTS norm. This workload does not only refer to weekly study, which alone is $5 \times 3 = 15$ hours for 13 weeks = 195 hours, but also includes the $13 \times 3 = 39$ hours of attending classes, the written final exam assignment with approximately 40-50 hours, possible midterm-progress exam, possible technical/practical assignment etc. All these component hours added together, sum up to 250-300 hours total workload per semester. The module-specific assessment methods and weightings are well communicated to students in advance in the beginning of each course and posted on eClass.

Overall, the allocations appear generic and very similar across courses and are not anchored in concrete weekly content or reading requirements. This limits their value as evidence of realistic workload planning and transparency for students and makes it difficult to see how research-led teaching is integrated into coursework over the semester.

II. Analysis

Overall, the panel finds that the MA has been designed on the basis of appropriate academic and quality standards. The clear formulation of aims and learning outcomes with reference to EQF/NQF and level 7 descriptors, the inclusion of research methods and a substantial thesis, and the balance between theoretical, analytical and applied components are consistent with good practice for a Master's programme in journalism and media. The link to the Department's academic profile and to NKUA's quality-assurance policy is well established in the foundational documents. External stakeholders' positive views and the successful graduation numbers presented to the panel support the impression that the programme design functions effectively in practice and that the PSP leads to meaningful academic and professional outcomes.

At the same time, the cumulative data presented does not provide a clear picture of timely completion or consistency across cohorts. Without cohort-by-cohort breakdowns or time-to-degree information, it is difficult to assess whether learning outcomes are achieved within the intended three-semester structure. Student testimony during the visit, indicating that many expect to require a fourth semester, reinforces this uncertainty.

Student involvement is currently visible mainly through course evaluations. More explicit roles for students in programme-level committees or consultations, and a clearer "feedback loop" showing how their input leads to changes, would bring the programme closer to the standard's expectations on active student participation.

The programme's structure, i.e., few courses with a relatively high ECTS value, differs from what is common in many comparable European MAs; in the absence of documented international benchmarking and a transparent rationale for workload distribution, this design choice is more difficult to assess. The limitations of the syllabi reinforce this difficulty: the absence of weekly topics and detailed reading plans, together with generic and sometimes internally inconsistent workload tables, makes it hard to verify that the 10-ECTS allocation per course is fully substantiated by the planned learning activities and that the expected workload is realistic for Master's level study. Low actual participation in mobility schemes, despite formal provisions, is another area where the design could be

better aligned with the programme's stated extroversion and international orientation.

III. Conclusions

The MA "Journalism and New Media" is a coherent and well-structured postgraduate program, with clearly articulated aims and learning outcomes aligned with level 7 standards, an appropriate structure for a 90-ECTS, three-semester degree, and recognition from relevant external stakeholders. The issues identified relate largely to the currency and depth of documentation, the systematic use of data for monitoring learning-outcome achievement, the formalization of student involvement, limited actual mobility, and lack of documented benchmarking and integration of emerging topics, such as AI, and cyber-security. In addition, the structure and level of detail of the course syllabi, particularly regarding weekly content, reading requirements and realistic workload planning, fall short of international good practice and make it harder to demonstrate that the high ECTS weighting per course is fully warranted. These are areas for improvement rather than fundamental weaknesses in design.

Panel Judgement

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

Panel Recommendations

Update formal documentation to reflect current program practices and new initiatives.

Develop and regularly use a simple set of progression and outcome indicators (e.g. time-to-degree, thesis completion, cohort trends).

Strengthen structured student involvement and make the feedback loop visible.

Document international benchmarking and clarify the rationale for the high ECTS weighting per course.

Expand coverage of AI, digital security and cyberattacks in response to stakeholder feedback.

Promote student mobility more actively and document participation rates.

Develop complete, standardized course syllabus including weekly topics, clearly specified mandatory and optional readings, detailed assessment criteria, and a realistic, internally consistent workload analysis that demonstrates how the 10 ECTS per course are achieved in practice, in line with international MA-level standards.

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

The PSP has adopted the core principles of student-centred learning as defined by HAHE. The programme design places emphasis on the principles of active learning and skills acquisition rather than passive content delivery. The learning environment combines lectures, seminars, laboratory training, project work, small-group activities and

interactive teaching methods. Courses make systematic use of the University's eClass platform for posting notes and teaching material, issuing announcements and facilitating digital communication with students. All modules of the PSP are expected to use eClass and laboratory courses are organised with an emphasis on simulations and practical applications rather than traditional seminar-only formats.

Assessment practices, as documented, are diverse based on a variety of methods, including written examinations, written assignments, research papers, technical/practical work, oral examinations, public presentations and continuous assessment of presence and participation. Several course outlines specify explicit weighting schemes (for example, progress tests, written assignments, research papers and practical work with defined percentage contributions to the final grade) and state that students are explicitly informed of the assessment procedure in the first class session, with the assessment arrangements described in detail in the notes provided to them. Assessment of the final thesis is carried out by a three-member examination committee, with both evaluation of the written work and a public presentation/oral examination contributing to the final grade. Decisions on failure and potential repetition or rejection of the thesis are taken on the basis of a reasoned recommendation by the committee and approval by the Department Assembly.

Course and programme student evaluations are now conducted electronically and anonymously through the institutional survey platform within a set time window between the 8th and 10th teaching week and the submission of the final research assignment. Completed questionnaires are made available in PDF or Excel format to the teaching staff after grade submission. The Coordinating Committee then compiles and analyses all questionnaires at the end of each semester and of each study cycle, in order to evaluate teaching and the programme as a whole. In addition to numerical results, particular value is attached to students' written comments in the open questions which are used in planning course and programme improvements, including the organisation of new modules and research/academic activities. The presentation material confirms that, in the most recent cycle, students participated in the evaluation of the programme through electronic questionnaires and includes indicative graduate comments regarding the perceived quality and relevance of their studies.

The internal quality-assurance description for the PSP indicates that the programme has adopted the University's internal evaluation process, which involves systematic evaluation of teaching and other academic activities on a continuous basis with the participation of students, teaching staff and other stakeholders. The outcomes of these evaluation processes are used to improve teaching approaches, the content of the study programme and the overall functioning of the PSP, including sustainability and adequacy of resources.

The programme provides an Academic Advisor who offers guidance and support to students on issues related to the PSP and to their further study plans and is also available to discuss other matters that may concern them. A range of services

supporting student needs is available through the PSP, the Department and the University, with additional information hosted by the respective websites.

Regarding complaints and appeals, the programme appears to have adopted a specific regulation for the handling of student complaints and appeals, in force from the academic year 2022-23. This regulation applies to active students of the PSP and is intended to resolve problems or disagreements related to (a) study and attendance issues, (b) inappropriate behavior by academic or administrative staff and (c) insufficient information or guidance provided by such staff. The procedure is described as being governed by principles of transparency and integrity.

II. Analysis

The programme demonstrates a clear commitment to student-centred learning through the diversity of its teaching methods.

The course outlines show consistent use of lectures, seminars, laboratory sessions, project work, interactive activities, and, in several modules, simulations and hands-on exercises. This structure aligns with the applied nature of a postgraduate programme in Journalism and New Media and supports the development of both analytical and practical skills.

Assessment practices, however, show variation in clarity across modules. Some modules provide fully defined, module-specific assessment methods with detailed percentage breakdowns, such as combinations of written exercises, progress examinations, research papers and technical work. Other modules, however, retain a generic list of possible assessment methods, for example written exams, written assignments, research papers, oral examinations, practical work and presentations, without specifying which of these are actually used in that specific module, nor providing weighting or explicit evaluation criteria. This inconsistency limits transparency and does not fully meet conventional academic expectations that assessment criteria and methods be clearly published in advance and be directly tied to module learning outcomes.

Although bibliographic material is provided for each course, the programme does not supply week-by-week syllabi or structured reading plans. Instead, outlines include only a brief narrative description and an indicative bibliography, often extensive, but without sequencing or required readings per teaching week. The lack of weekly structure makes it difficult to evaluate how learning is scaffolded across the semester and may reduce predictability for students.

There is evidence of research-led teaching. Instructors are active researchers in journalism, political communication, media studies and digital media, while course outlines incorporate theoretical, methodological and analytical frameworks reflecting these research areas. This ensures alignment between staff expertise, research outputs and teaching content.

Student evaluation is systematic and institutionalized. Evaluations are conducted electronically and anonymously during a fixed window (weeks 8–10), results are made available to instructors after grade submission, and the Coordinating Committee compiles and analyses all questionnaires each semester and annually. The program also reports that qualitative comments are used to inform curricular improvements. This reflects genuine integration of student feedback into programme development.

Formal support mechanisms—including an explicitly regulated Academic Advisor system and a defined complaints and appeals procedure—reinforce student autonomy and provide structured channels for guidance and problem resolution.

III. Conclusions

The programme integrates a wide range of teaching and learning methods that actively engage students and support the development of both theoretical understanding and practical competencies.

Student feedback mechanisms are formal, systematic and embedded within the programme's internal quality processes. The regular use of the University's electronic survey system, the analysis undertaken by the Coordinating Committee and the documented use of student comments to inform improvements all indicate a programme culture that treats students as active contributors to the learning process. The existence of formal procedures for academic advising and for handling complaints and appeals further supports a student-centred learning environment characterised by mutual respect, responsiveness and structured support.

Overall, the programme aligns well with student-centred teaching expectations in terms of pedagogical diversity, use of practical learning environments, research integration and student feedback processes. However, inconsistencies in the definition of assessment methods across modules and the absence of week-by-week syllabi with structured readings represent areas where transparency and pedagogical clarity can be strengthened.

No further shortcomings in the implementation of Principle 3 were identified in the available documentation. The programme is therefore assessed as meeting the requirements of the Principle.

Panel Judgement

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

Panel Recommendations

The Panel recommends that the programme ensure full transparency in learning and assessment by

- (a) defining module-specific assessment methods and weightings in every course outline (replacing generic lists of possible methods);
- (b) providing structured week-by-week syllabi with clearly sequenced required and recommended readings to support predictability, consistency and alignment with HAHE expectations for postgraduate study.

To strengthen areas already functioning effectively and to reinforce the program's commitment to a fully student-centered learning environment the program team could also consider strengthening systematic reporting back to students on survey outcomes. Although student feedback is collected and analysed each semester, the program could further enhance transparency by routinely communicating with students the key findings of evaluations and the specific improvements implemented as a result.

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 Panel thoroughly reviewed the documentation submitted by the PSP and engaged in extensive discussions with the relevant stakeholders regarding the Regulations for Student Admission, Progression, Recognition of Postgraduate Studies and Certification. A series of regulations has been developed and published, as required by the institutional framework, with the aim of ensuring smooth operation, transparency and effective programme management. In its report, the PSP listed the Internal regulation for the operation, Regulation of studies including thesis drafting, internship, mobility, student assignments and University Code of Ethics as well as Degree certificate template.

II. Analysis

Student admission is carried out in accordance with current legislation, the Postgraduate and Doctoral Studies Regulations of the National and Kapodistrian University of Athens and the specific provisions of the PSP Regulation. During the spring semester of every academic year, a call for applications is announced for the available positions. Each academic year, the programme can admit up to sixteen postgraduate students. The selection process is based on academic and professional criteria. The ranking score is formed by combining the degree grade, any previous postgraduate qualification, foreign language competency at a minimum B2 level, relevant professional experience, scientific publications and the interview which plays a particularly important role in the final evaluation. The

Coordinating Committee is responsible for overseeing the selection procedure and ensuring that all stages of the process are conducted with transparency and consistency. The PSP regulation of the programme outlines in detail matters related to the duration of studies, student attendance, academic progression and support throughout the course of study. It also establishes the framework for teaching and coursework requirements, absence policies and the conditions under which a student may request a suspension of studies. Teaching is primarily delivered through in-person instruction, fostering interaction and active engagement among students and academic staff, enriched by the presence of external guests. In exceptional circumstances teaching may be conducted using distance-learning methods. The regulation further defines the assessment process, including examination periods, grading procedures and the means through which academic performance and progress are monitored. A regulation for the preparation and completion of the thesis is also in place outlining the steps and procedures that students must follow. In addition, there are established mobility regulations that govern student participation in schemes such as ERASMUS+ or CIVIS. With regard to mobility opportunities, although members of the teaching staff and alumni referred to participation in European mobility programmes both graduates and current students noted that they would like to see a wider range of options available along with more frequent opportunities to take part in such initiatives. Upon successful completion of their studies graduates are awarded the Certification in both Greek and English.

III. Conclusions

The PSP is demonstrating alignment with the relevant academic, administrative and procedural standards that govern postgraduate programmes.

Panel Judgement

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

Panel Recommendations

Enhancing incentives for student participation in mobility programmes.

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 relationships, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The PSP is taught by a combination of permanent academic staff of the Department of Communication and Media Studies and external collaborators with recognised expertise in journalism, communication, media studies, new media technologies and thematic areas such as political communication, data journalism, digital storytelling, media literacy and audiovisual production.

Recruitment of teaching staff follows the University's regulations for postgraduate teaching and the requirement that external instructors possess academic or professional qualifications relevant to the modules they teach. Staff are selected to ensure the coverage of the scientific areas of the programme, including specialised and applied subjects.

Teaching assignments are approved by the Department Assembly and the structure of the PSP requires instructors with the capacity to deliver both theoretical and laboratory-based components.

Course outlines link each module to specific instructors, indicating alignment between staff expertise and module content. Examples include modules in multimedia journalism taught by instructors with professional backgrounds in audiovisual production, digital publishing and newsroom technologies; modules in communication theory or media analysis taught by academic staff specialising in communication science; and modules in political communication or investigative journalism taught by staff with corresponding academic or professional expertise.

Regarding workload, teaching staff participate in teaching, supervising master's theses and supporting the programme administratively. Laboratory courses require additional preparation due to the use of digital tools, audiovisual equipment, simulations and practical exercises. The programme structure involves a combination of lecture, seminar and laboratory formats organised to support staff in maintaining an appropriate teaching load, although no numerical workload data are provided.

Professional development opportunities for teaching staff are referenced indirectly through the University's broader quality-assurance framework. Teaching staff participate in continuous assessment of teaching quality and programme functioning, and the outcomes of student evaluations and internal review processes are used to enhance teaching approaches.

The PSP maintains an active and appropriate research strategy. Staff profiles demonstrate research outputs in relevant fields, including publications, conference participation and involvement in research projects. This is consistent with the programme's intention to provide students with teaching informed by current research and professional developments.

II. Analysis

The PSP "Journalism and New Media" meets the core requirements of Principle 5 with respect to staff qualifications, recruitment and evaluation. The core programme teachers possess appropriate academic backgrounds, while other instructors contribute substantial professional experience in journalism, audiovisual production and digital media. This blend supports the applied nature of the curriculum and ensures that students are taught by staff with both scholarly expertise and relevant industry knowledge.

There is consistent evidence of research-led teaching, and this is a notable strength. The research fields represented among staff—including political communication, journalism studies, digital storytelling, media theory, data journalism and communication methodologies—are directly reflected in the curriculum. Modules covering research methods, political communication, multimedia journalism and digital-media production demonstrate alignment between staff expertise and teaching content. Students are required to undertake research projects and engage with methodological tools that correspond to the research profiles of the academic staff. This ensures that the curriculum is

informed by current research and that students develop skills connected to active scholarly debates.

Recruitment procedures appear to be merit-based and consistent with institutional regulations, ensuring that external collaborators meet academic or professional standards relevant to the modules they deliver. The matching of staff to modules in the course outlines supports pedagogical coherence and demonstrates that teaching responsibilities are assigned based on expertise.

Workload considerations are acknowledged but not quantified. The programme proposal notes the additional preparation required for laboratory-based instruction, which involves specialised software, audiovisual equipment and hands-on exercises. While this indicates awareness of the demands placed on staff, the absence of explicit workload data hinders the ability to evaluate long-term sustainability.

Professional development is implicit rather than explicit. Although the internal quality-assurance framework requires continuous involvement of staff in evaluation and programme enhancement, the documentation does not present a structured strategy for academic development through research leave, sabbatical planning or systematic participation in research-oriented events. Strengthening this area would support long-term staff development and help maintain research intensity within the programme.

Similarly, while staff research activity is strong, there is no reference to a regular weekly research seminar or similar mechanism that would foster intellectual exchange, visibility of ongoing research and integration of students into the programme's research culture. Such a forum would enhance academic cohesion and create additional opportunities for embedding research into learning.

III. Conclusions

The evidence reviewed demonstrates that the PSP "Journalism and New Media" meets the requirements of Principle 5.

The teaching staff possess appropriate academic qualifications and/or substantial professional experience directly relevant to the programme's scope, ensuring that students receive instruction grounded in both scholarly knowledge and contemporary journalistic practice. Recruitment procedures appear to follow merit-based institutional regulations and ensure that staff expertise corresponds to the scientific and applied fields covered by the curriculum.

Teaching is clearly linked to staff research activity, particularly in areas such as communication studies, journalism and digital media. The course outlines show coherent alignment between module content and instructor specialisation. Regular evaluation of teaching staff by students through the University's electronic survey system provides a structured mechanism for enhancing teaching

quality, and the programme's internal quality-assurance processes indicate that student feedback contributes to programme improvement.

The main developmental needs relate to formalising research-support structures, particularly through a more defined approach to sabbatical/research leave planning and the establishment of a regular research seminar series that supports both staff development and the student learning environment.

Overall, the programme is assessed as compliant with the requirements of Principle 5.

Panel Judgement

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

Panel Recommendations

The programme team is strongly encouraged to consider the following recommendations conceived to consolidate existing strengths.

-Formalize research-support structures for teaching staff.

To strengthen research-led teaching and sustain academic development, the program is strongly encouraged to articulate a clearer framework for supporting staff research—this may include defining a strategy for sabbaticals and research leave and establishing a regular research seminar series that fosters academic exchange among staff and invited speakers and enhances students' exposure to current research.

-Provide clearer information on workload allocation.

While the program structure suggests that staff workload is organised to support effective teaching, a brief description of the workload distribution framework would enhance transparency.

-Introduce explicit documentation of staff development activities.

Although continuous improvement is supported through internal evaluation procedures, the program could strengthen evidence of staff development by recording participation in pedagogical workshops, digital-skills training or other structured professional-development activities relevant to teaching and supervision.

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 examined the PSP's thoroughly submitted documentation and held extensive discussions with teaching and administrative staff, students, graduates as well as social partners associated with the programme regarding Learning Resources and Student Support. The programme seems to operate in a welcoming, resourceful and intellectually stimulating environment that encourages students to learn and contributes to the overall academic experience. In its own report, the PSP pointed out that students can make use of several forms of support. These range from access to library as well as access to online databases, well-equipped laboratories, and learning platforms for both synchronous and asynchronous teaching, digital services, student support services and efficient administrative assistance.

II. Analysis

The PSP as part of the National Kapodistrian University of Athens has established a comprehensive framework of services and facilities to enrich every aspect of student experience in a holistic way. The Library of the School of Economics and Political Sciences (<https://econpol.lib.uoa.gr/index.html>) offers an extensive collection of books and academic journals and is fully equipped with modern infrastructure and facilities. In addition to printed material, students have access to a wide range of electronic databases, which can also be reached remotely through the VPN service. The PSP provides amphitheatres and lecture rooms for teaching, as well as the Laboratory of Journalism Studies and Communication Applications, both of which are equipped with modern audiovisual and computer technology. Student learning is further supported by modern electronic infrastructures, including eClass, an integrated learning management system, as well as the Multimedia Content Hosting and Retrieval Service and various other digital tools. Additional services such as institutional email, access to Wi-Fi and others. Although reference is made to an alumni network, graduates highlighted the need for a more formal and structured framework for its operation. The PSP benefits from sufficient and specialized administrative support that effectively will meet students' needs provided both by Department's staff and through the development of information and electronic management systems. The PSP is supported by a wide range of services that enhance students' capacity to receive holistic academic, professional and personal support throughout their studies such as the Academic Advisor system, the Student Ombudsman, the Foreign Language Teaching Centre, the Career Office, the University Gym and Swimming Pool. Furthermore, specialised support is available for students with specific needs, including services offered by the Accessibility Unit for Students with Disabilities, which provides tailored assistance to ensure full participation in university life. Tuition fees amount to €1,950 per academic cycle and are allocated primarily to cover the programme's operational needs as set out in the PSP's tuition utilisation plan. Students also have the option to apply for a fee exemption which may be granted on the basis of academic merit and income-related criteria. Lastly, student feedback indicates that the PSP effectively communicates information about the resources and services available to them.

III. Conclusions

The PSP works to make sure students can draw on a wide range of academic, digital and personal support, creating a learning environment that feels responsive to student needs and encourages steady progress and success throughout their studies.

Panel Judgement

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

Panel Recommendations

The establishment of a formal Alumni Network.

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 programme operates within NKUA's institutional system for information management, drawing on several mechanisms that provide data relevant to the PSP's monitoring and development. The OPESP/NISQA institutional quality-assurance system supplies administrative indicators at institutional, departmental, and programme level, and these are referenced in the PSP's internal evaluation. The programme also maintains structured administrative procedures, as described in the Progress Report, which refers to the use of the electronic secretariat and e-class for student records, communication, and monitoring of academic processes.

Student feedback data are collected systematically through electronic course evaluations, which cover teaching, course organization, facilities, and digital infrastructure. Additional information channels include the formal complaints

mechanism and the Academic Adviser system, both of which provide structured ways to gather qualitative information on student experience and needs. The site-visit presentation provided aggregated figures on applications, enrolments, and graduates for the period 2018–2025, indicating that basic quantitative data about the programme’s student body are maintained.

However, the documentation does not provide PSP-level time-series indicators or detailed analyses of progression, time-to-degree, or drop-out patterns. No formal alumni or employability tracking exists, and resource monitoring at programme level appears to rely mainly on student evaluations rather than systematic assessment. Additional material provided in A19 offers some qualitative information on graduates’ employment paths and typical employers, but this remains descriptive and is not yet part of a systematic alumni- and employability-tracking process. Data is available across several systems, but they are presented in a fragmented way and without consolidated trend analysis.

II. Analysis

The PSP benefits from a solid institutional framework for information management, and several mechanisms function reliably: electronic student evaluations, OPESP/NISQA administrative data, e-secretariat records, complaints management, and Academic Adviser interactions. These satisfy the basic expectation that the programme collects information on students, teaching, and administrative processes.

Where the programme falls short of full alignment with the Principle is in the scope, integration, and systematic use of the information collected. While aggregate student numbers are maintained, the PSP does not analyze cohort progression, time-to-degree trends, or drop-out data, and the students’ own testimony suggests that these indicators would be important for understanding real completion patterns. Likewise, the absence of any alumni or employability tracking limits the programme’s ability to evaluate long-term outcomes, which are central to quality assurance for postgraduate study.

Student satisfaction surveys are conducted consistently, but the documentation does not show clear procedures for analyzing results over multiple years or feeding the findings back to students in a transparent way. The same applies to monitoring of learning resources: feedback exists, but structured programme-level assessments are not documented. Overall, information collection occurs, but it is not yet fully consolidated into a coherent evidence base that systematically informs programme development and decision-making.

III. Conclusions

The programme meets the basic requirements of Principle 7 by operating within the university’s information-management systems and by maintaining several effective channels for collecting data related to students, teaching, and administration. However, to reach full compliance, the PSP would need to strengthen the depth and integration of its information practices by developing

clear PSP-level indicators, analyzing trends over time, and enriching its monitoring framework with progression data and alumni outcomes. These enhancements would provide a more robust foundation for evidence-based programme improvement and strengthen internal quality assurance.

Panel Judgement

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

Panel Recommendations

Develop systematic PSP-level indicators, including cohort progression, time-to-degree, thesis completion timelines, and dropout data.

Introduce a simple alumni- and employability-tracking mechanism to collect and store systematic data on graduates' career paths.

Consolidate data from OPESP, evaluations, and administrative systems into an integrated and accessible format for trend analysis.

Strengthen analysis and communication of student evaluation results, ensuring a clear feedback loop.

Implement structured PSP-level monitoring of learning resources and student support services rather than relying primarily on student comments.

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

HAHE's standard eight requires a "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, [and] Provision for website maintenance and updating." The internal evaluation report notes that information via the website is made available in Greek and English. At the same time, the report notes that one of the priorities of the program in the near future is the upgrading of the website's English version. The internal report was written in January 2023. The Department and the PSP do not seem to be contributing resources or effort to the development of the website for postgraduate programs; the Hellenic version of the website is as basic as basic can be. It is limited to a series of links that connect to files with the basic necessary information. When one compares this website with those of other postgraduate programs at universities in Athens, the lack of this website is glaring.

II. Analysis

The program seems to attract students easily since there is hardly any competition. There are no other similar postgraduate programs in Greece within the public educational system, and programs at private institutions do not appear to be competitive. This largely explains the lack of attention paid to the program's website. However, the website does not convey the distinguished status expected from Greece's oldest University. Both the Greek and English versions of the website need significant improvements and proper documentation. Academics outside Greece should be able to explore the program's details, look up faculty members, and potentially contact individuals for connections and collaboration.

III. Conclusions

The internal report acknowledged in 2023 the necessity of upgrading the website and the PSP is working towards this end.

Panel Judgement

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

Panel Recommendations

Develop both the Greek and English version of the website to meet international practices

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 PSP file includes documents confirming participation in NKUA's internal quality-assurance framework (IQAS/MODIP), particularly the internal evaluation report (A8) and the Progress Report (A18), both of which describe aspects of monitoring, communication with students, course documentation, and teaching processes, and quality improvements. The Quality Policy and Quality Objectives (A2, A3) set out general expectations for continuous improvement, student involvement, and alignment with institutional QA procedures.

The internal evaluation (A8) uses OPESP/NISQA data to assess aspects of the programme and identifies areas of good practice and areas needing improvement. The Progress Report (A18) describes a number of measures undertaken in recent years, such as updating course outlines, improving communication channels,

strengthening digital tools, which reflect an awareness of weaknesses and a willingness to address them.

Although the PSP has participated in NKUA's internal evaluation process and A8 documents a formal MODIP-approved review, the available evidence does not yet demonstrate a clearly structured, recurrent internal review cycle that is planned, led, and documented at PSP level. The internal evaluation provided appears to have been prepared for the accreditation cycle rather than as part of an established yearly process. No minutes or reports from annual MODIP submissions are included in the PSP file, and there is no evidence of a recurring internal cycle for the systematic review of items such as curriculum fitness, students' workload, progression, or the alignment of the programme with developments in journalism, media technologies, or societal needs.

Student satisfaction is monitored regularly through electronic evaluations (A9), and student representatives testified that communication with staff is good and the learning environment supportive. Still, there is no evidence of a structured process to integrate student feedback into the periodic revision of the programme or to close the loop by informing students about resulting actions. Likewise, while external stakeholders expressed positive views during the site visit and suggested curricular updates in areas such as AI and cyber-security, there is no documentation of formalized stakeholder involvement in curriculum review or in the quality cycle.

The PSP description in A1 presents a detailed annual internal evaluation procedure with specific timelines, questionnaires, and links to curriculum updating. Taken together, the MODIP internal evaluation of the PSP (A8) and the PSP Progress Report (A18) provide evidence of at least one completed internal evaluation cycle and some follow-up at programme level. However, the PSP did not provide evidence of its own annual self-evaluation being implemented systematically over multiple years such as PSP-produced annual reports, minutes, action plans, or follow-up reviews. As a result, it is difficult to assess the maturity and continuity of the internal review cycle. There is also no PSP-specific tracking of students' progression, time-to-thesis completion, or dropout rates. Although the aggregated figures presented during the site visit demonstrate monitoring of admissions, enrolments, and graduates, they do not constitute a structured monitoring system for progression or workload. The effectiveness of student assessment procedures is described in the Study Guide and course outlines, but the QA documents do not include systematic evaluation of assessment methods. Overall, while some monitoring activities clearly take place and improvements have been implemented, the evidence does not demonstrate a fully formed, periodic, and documented internal review cycle at PSP level.

II. Analysis

The PSP operates within a robust institutional QA framework, and several of its components, e.g., student evaluations, OPESP/NISQA data, internal evaluation reports, offer meaningful avenues for monitoring quality. There is also evidence of responsiveness as both internal documents and the site visit discussions indicate

that staff have taken steps to update course materials, improve communication, and enhance the digital environment. This shows a culture of care and incremental improvement.

However, the PSP does not yet appear to implement the full cycle of ongoing monitoring and periodic internal evaluation envisioned by Principle 9. The process remains mostly reactive and dispersed across various documents rather than part of a coherent, recurring mechanism. The programme does not provide documentation of yearly internal reviews, systematic analysis of key performance indicators, or structured discussions of curricular relevance in light of evolving research, technologies, and societal needs, e.g., data journalism, AI, cybersecurity, misinformation, although these issues were recognized by stakeholders during the site visit.

Similarly, systematic monitoring of students' workload, progression, and completion is not documented. Students reported that many require a fourth semester to finalise their thesis, which demonstrates the need for structured analysis of time-to-degree and workload realism. The absence of formal alumni tracking also limits the programme's ability to evaluate its success in meeting employment and societal needs.

While the PSP collects useful data, particularly student evaluations, there is no formal process showing how these data lead to documented decisions, action plans, or programme modifications. Stakeholder involvement, though present informally, is not yet integrated into a regular quality cycle. Taking together, these elements indicate substantial, but not full, alignment with Principle 9 since the programme demonstrates goodwill and some effective practices, but lacks the formalization, periodicity, and comprehensiveness required for full compliance.

III. Conclusions

The PSP demonstrates a commitment to quality and continuous improvement, supported by institutional QA structures, internal evaluations, and regular student feedback mechanisms. Several improvements have been implemented in recent years, and the program benefits from a positive learning environment and strong staff–student communication. However, the programme does not yet operate a structured, annual, and fully documented internal evaluation cycle that encompasses all aspects required under Principle 9, i.e., curricular relevance, societal needs, student workload and progression, assessment effectiveness, learning environment fitness, and stakeholder input. Monitoring is present but fragmented, and the absence of yearly reviews, formal action plans, and systematic stakeholder participation reduces the programme's ability to demonstrate ongoing adaptation and evidence-based revision.

Panel Judgement

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

Panel Recommendations

Establish a formal annual internal evaluation cycle at PSP level, aligned with MODIP procedures and clearly documented.

Implement structured monitoring of student workload, time-to-degree, progression, and thesis completion, and use this data for curriculum and support adjustments.

Develop formal procedures for PSP re-evaluation and updating, including regular curriculum review in light of new research, technologies (AI, data journalism), and societal needs.

Strengthen mechanisms for student and stakeholder involvement in quality processes; create a clear system for responding to feedback and communicating resulting actions.

Use alumni and employability data systematically in the internal evaluation cycle to assess program outcomes and adjust the PSP in line with labor-market developments.

Produce documented action plans with timelines and responsibilities and monitor their implementation.

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

Principle 10 requires the safeguarding of continuous improvement/quality assurance of academic programs. This program's proposal outlines various mechanisms for internal evaluation, including annual planning, goal setting, and activation of electronic questionnaires for students. However, the proposal was written in 2023 and did not include any evidence of a plan for continuous improvement. There is no evidence of MODIP meetings, internal evaluation reports, and the like. The proposal includes no mention of alumni involvement or other external stakeholders in the evaluation process, except that graduated student testimonies indicate continuous personal contact with the faculty. This is an established program, but it never hurts to institutionalize alumni and external stakeholders' participation in the internal evaluation process.

II. Analysis

The program proposal includes mechanisms for internal evaluation, such as annual planning, goal setting, and electronic questionnaires for students. However, the lack of institutionalized involvement from alumni and stakeholders in the evaluation process is quite evident. Alumni, who are now in the workforce, can provide critical insights into the program's effectiveness and relevance, while stakeholders like employers or industry experts can offer valuable input on how well the program meets labor market needs.

III. Conclusions

The Program proposal aligns with Standard 10, particularly in terms of student evaluation, but it lacks a comprehensive approach to the ongoing program evaluation and continuous improvement.

Panel Judgement

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

Panel Recommendations

Involve the alumni and the stakeholders in the internal evaluation process.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP “Journalism and New Media” 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 PSP is taking into consideration the labor market trends, the comparative analysis with other postgraduate programs in Greece and abroad, the views of market stakeholders and representatives of domestic and foreign academic institutions, as well as the existing teaching staff of the department.

This PSP is strategically designed to address the increasing need for training of journalists in the ever-changing world of communication and mass media with a primary focus on creativity, ethics, and transparent investigation. This PSP aims to integrate several components of journalism and mass media that can equip professionals with knowledge and skills to provide truthful knowledge to the public.

The PSP is a natural continuation of the department's tradition of providing high-quality communication studies and tangible proof of the efforts to continuously improve and adapt in view of contemporary developments in the field of mass and social media.

The PSP's structure and learning outcomes are in accordance with EU specifications of achieving a total of 90 ECTS during three (3) semesters, or 30 ECTS per semester. The PSP is delivered in person and in Greek language, although English language is also important in covering a substantial proportion of the bibliography and learning materials. Coursework is devised such so that, overall, all students attend eight (8) courses, which are spread across the first two semesters. These are complemented by an independent thesis to be researched and written during the third semester.

Graduates of the program are expected to exhibit skills and knowledge in such areas of expertise that include new media and the changing world of journalism.

This is a well-organized PSP program, the design of which is guided by standards of research excellence and relevance to both the local and national community. Hiring and development processes are transparent, adequate and follow national

regulations.

The design of the program was informed by extensive external stakeholder consultation in the journalistic world of Athens/Greece,

The PSP demonstrates a clear commitment to supporting its students through a comprehensive range of services and resources, ensuring the effective and purposeful use of the available assets.

The program aligns well with student-centred teaching expectations in terms of pedagogical diversity, use of practical learning environments, research integration and student feedback processes.

The PSP maintains an active and appropriate research strategy. Staff profiles demonstrate research output in relevant fields and their specialisations are directly reflected in the curriculum ensuring alignment between staff expertise and teaching content.

II. Areas of Weakness

The PSP “Journalism and New Media” is a coherent and well-structured postgraduate program, with clearly articulated aims and learning outcomes aligned with level 7 standards, an appropriate structure for a 90-ECTS, three-semester degree, and recognition from relevant external stakeholders. The issues identified relate largely to the currency and depth of documentation, the systematic use of data for monitoring learning-outcome achievement, the formalization of student involvement, limited actual mobility, and lack of documented benchmarking and integration of emerging topics, such as AI, and cyber-security. In addition, the structure and level of detail of the course syllabi, particularly regarding weekly content, reading requirements and realistic workload planning, fall short of international good practice and make it harder to demonstrate that the high ECTS weighting per course is fully warranted. These are areas for improvement rather than fundamental weaknesses in design.

Assessment practices show some variation in clarity across modules. Similarly, although bibliographic material is provided for each course, the programme does not supply week-by-week syllabi or structured reading plans.

Research support and workload structures could be further formalized and strengthened

The program meets the basic requirements of Principle 7 by operating within the

university's information-management systems and by maintaining several effective channels for collecting data related to students, teaching, and administration. However, to reach full compliance, the PSP would need to strengthen the depth and integration of its information practices by developing clear PSP-level indicators, analyzing trends over time, and enriching its monitoring framework with progression data and alumni outcomes. These enhancements would provide a more robust foundation for evidence-based program improvement and strengthen internal quality assurance. The internal review report conducted in 2023 needs an upgrading, as does the website in the near future.

The PSP demonstrates a commitment to quality and continuous improvement, supported by institutional QA structures, internal evaluations, and regular student feedback mechanisms. Several improvements have been implemented in recent years, and the program benefits from a positive learning environment and strong staff–student communication. However, the programme does not yet operate a structured, annual, and fully documented internal evaluation cycle that encompasses all aspects required under Principle 9, i.e., curricular relevance, societal needs, student workload and progression, assessment effectiveness, learning environment fitness, and stakeholder input. Monitoring is present but fragmented, and the absence of yearly reviews, formal action plans, and systematic stakeholder participation reduces the program's ability to demonstrate ongoing adaptation and evidence-based revision.

The Program proposal aligns with Principle 10, particularly in terms of student evaluation, but it lacks a comprehensive approach to the ongoing program evaluation and continuous improvement.

III. Recommendations for Follow-up Actions

The program team is strongly encouraged to consider the following recommendations conceived to consolidate existing strengths.

Update formal documentation to reflect current program practices and new initiatives.

Develop and regularly use a simple set of progression and outcome indicators (e.g. time-to-degree, thesis completion, cohort trends).

Strengthen structured student involvement and make the feedback loop visible.

Document international benchmarking and clarify the rationale for the high ECTS

weighting per course.

Expand coverage of AI, digital security and cyberattacks in response to stakeholder feedback.

Promote student mobility more actively and document participation rates.

Develop complete, standardized course syllabi including weekly topics, clearly specified mandatory and optional readings, detailed assessment criteria, and a realistic, internally consistent workload analysis that demonstrates how the 10 ECTS per course are achieved in practice, in line with international MA-level standards.

The Panel recommends that the program ensures full transparency in learning and assessment by:

- (a) defining module-specific assessment methods and weightings in every course outline (replacing generic lists of possible methods).
- (b) providing structured week-by-week syllabi with clearly sequenced required and recommended readings to support predictability, consistency and alignment with HAHE expectations for postgraduate study.

To strengthen areas already functioning effectively and to reinforce the program's commitment to a fully student-centered learning environment the program team could also consider strengthening systematic reporting back to students on survey outcomes. Although student feedback is collected and analyzed each semester, the program could further enhance transparency by routinely communicating to students the key findings of evaluations and the specific improvements implemented as a result.

Enhancing incentives for student participation in mobility programs.

Formalize research-support structures for teaching staff: To strengthen research-led teaching and sustain academic development, the programme is strongly encouraged to articulate a clearer framework for supporting staff research—this may include defining a strategy for sabbaticals and research leave, and establishing a regular research seminar series that fosters academic exchange among staff and invited speakers and enhances students' exposure to current research

Provide clearer information on workload allocation: While the programme structure suggests that staff workload is organised to support effective teaching, a brief description of the workload distribution framework would enhance transparency.

Introduce explicit documentation of staff development activities: Although continuous improvement is supported through internal evaluation procedures, the programme could strengthen evidence of staff development by recording participation in pedagogical workshops, digital-skills training or other structured professional-development activities relevant to teaching and supervision.

Develop systematic PSP-level indicators, including cohort progression, time-to-degree, thesis completion timelines, and dropout data.

Introduce a simple alumni and employability tracking mechanism to collect and store systematic data on graduates' career paths.

Consolidate data from evaluations, and administrative systems into an integrated and accessible format for trend analysis.

Strengthen analysis and communication of student evaluation results, ensuring a clear feedback loop.

Implement structured PSP-level monitoring of learning resources and student support services rather than relying primarily on student comments.

Develop both the Greek and English version of the website to meet international practices and update it to 2025.

Establish a formal annual internal evaluation cycle at PSP level, aligned with MODIP procedures and clearly documented.

Implement structured monitoring of student workload, time-to-degree, progression, and thesis completion, and use this data for curriculum and support adjustments.

Develop formal procedures for PSP re-evaluation and updating, including regular curriculum review in light of new research, technologies (AI, data journalism), and societal needs.

Strengthen mechanisms for student and stakeholder involvement in quality processes; create a clear system for responding to feedback and communicating resulting actions.

Use alumni and employability data systematically in the internal evaluation cycle to assess program outcomes and adjust the PSP in line with labor-market developments.

Produce documented action plans with timelines and responsibilities and monitor their implementation.

Involve the alumni and the stakeholders in the internal evaluation process.

Establish a formal Alumni Network.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2, 7, 8, 9**

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

KARAKASIDOU ANASTASIA

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Signature

Signed by KARAKASIDOU ANASTASIA

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