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Accreditation Report for the Postgraduate Study Programme on:

MSC in Media and Refugee/Migration Flows

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 **MSC in Media and
Refugee/Migration Flows** 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 **MSC in Media and Refugee/Migration Flows** 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 & Accreditation Panel (EEAP) conducted an accreditation review of the Postgraduate Program (PSP) entitled “Media and refugee/migration flows” offered by the department of Communication and Mass Media at the National Kapodistrian University of Athens (NKUA). The EEAP included the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020: 1. Anastasia Karakasidou, (Wellesley College, USA) Chair; 2) Elizabeth Kyrrtsoglou (Durham University, UK); 3) Symeon Giannakos (Regina Salve University, USA); 4) Vasiliki Kombi (Zurich Polytechnic, Switzerland); and 5) Konstantinos Vagiatis, PHD Candidate, University of the Aegean, Sociology Department., Greece

The meetings, interviews and discussions were held virtually on November 24-29. In addition to these formal online meetings with institutional 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.

In preparation for the review, the Panel studied the full accreditation file that included a substantial (and substantive) number of documents: M.0 Table of Contents of the File; M1.1 Quality Policy of the academic unit for the development and improvement of the Postgraduate Program (PSP); M1.2 Quality Objectives of the academic unit for the PSP, in accordance with the attached template; M2.1 Senate Decision establishing the PSP; M2.2 Updated Internal Regulation of the PSP, in accordance with Law 4957/2022; M2.3 Study Guide of the PSP for the current academic year (including the total ECTS credits of the PSP and the expected learning outcomes); M2.4 Course outlines and thesis outline (in accordance with the HAHE template) for all PSP courses, compiled in a single .pdf file with page numbering. The file must include a Table of Contents of courses by semester, with page references for each outline; M2.5 Teaching staff (nominal list with academic fields, correlation with courses taught, employment relationship, teaching assignments, and other teaching obligations expressed in hours); M3.1 Student evaluation: a) Sample of a fully completed questionnaire for the evaluation of a PSP course/instructor by students b) Results of statistical processing of all questionnaires by question for two academic semesters, with commentary on results and proposals for addressing weaknesses; M3.2 Regulation for the operation of the student complaints and appeals mechanism; M3.3 Regulation for the operation of the Academic Advisor institution; M3.4 Report on teaching and student assessment methods; M4.1 Code of Research Ethics; M4.2 Regulation of studies, internships, mobility, and thesis preparation for the PSP; M4.3 Special regulation for the application of e-learning (if the PSP is offered via distance methods); M4.4 Diploma and Diploma Supplement template; M5.1 Summary report of teaching staff performance in research and teaching, based on internationally recognized evaluation systems (e.g., Google Scholar, Scopus, etc.); M5.2 Procedures and criteria for the selection of teaching staff; M5.3 Employment regulations or contracts, obligations of teaching staff; M5.4 Published policy for the support and development of PSP staff; M6.1 Detailed description of the infrastructures and services

available to the academic unit for the PSP to support learning and academic activity (human resources, infrastructure, services, etc.), and corresponding institutional commitment to financially support these infrastructures/services from state or other resources; M6.2 Tuition fee utilization plan (if applicable); M6.3 Feasibility study for the operation of the PSP; M6.4 Evaluation of adequacy of human and material resources by the academic unit; M6.5 Nominal list of administrative staff supporting the PSP (positions, qualifications, responsibilities); M6.6 Electronic or printed informational material for students regarding the services provided to them; M7.1 Data reports from the Integrated National Quality Information System (OPESP) for all previous academic years (exported in .pdf format from OPESP, sections Institution, Department, PSP); M7.2 Operation of an information system for collecting administrative data related to PSP implementation (student registry); M7.3 Other tools and procedures designed for collecting data on the academic and administrative functioning of the academic unit and the PSP; M7.4 Report on the results of the analysis of collected information and its utilization; M8.1 Procedure for maintenance and updating of the PSP website; M8.2 Dedicated space on the Department's website for the promotion of the PSP (link); M9.1 Results of the internal evaluation of the PSP by MODIP (Quality Assurance Unit), including the MODIP minutes with findings and any proposed preventive/corrective actions, as well as related correspondence with the academic unit; and, M10.1 Progress report for the PSP, presenting the results of implementing recommendations from the Institution's external evaluation report and the accreditation report of the Institution's Internal Quality Assurance System, with reference to postgraduate studies.

In order to coordinate its work and allocate tasks and priorities ahead of the scheduled on-line presentations by the PSP, 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 of Communication and Mass Media, the MODIP representative and a representative of the Steering Committee of OMEA. They provided a short overview of the postgraduate program that included 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, exam papers & examination material, etc. However, during these conversations, the EEAP realized that the PSP leadership was drawing from updated information (2024-2025). The above-mentioned documents uploaded in 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 2023-2024 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) PSP 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 weakness. Noteworthy was the conversation with the external social partners from both the public and private sectors.

After the meetings, the EEAP held a debriefing meeting, and the members discussed the outcomes of the virtual visit and prepared an oral report, in 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 2023 internal evaluation report and other documents submitted before and during the virtual meetings.

The department 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 gratitude 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

The Postgraduate Study Program (PSP) “Media and Refugee/Migration Flows” (Μέσα Επικοινωνίας και Προσφυγικές/Μεταναστευτικές Ροές) has operated smoothly since the publication of its establishment in the Government Gazette in the academic year 2019–2020. It was revised during the academic year 2022–2023, and its renewed profile has been implemented from the academic year 2023–2024 onwards. The Program’s purpose is to provide high-level postgraduate education and to advance knowledge and research in mass media and refugee/migrant flows. It aims to cultivate specialized research, and expertise of high standard, preparing graduates to contribute to both public and private institutions/companies, while also strengthening research and academic centers with accomplished young researchers.

This PSP is offered in English, and aims to train journalists and other specialists in the fields of Refugee/migrant flows, Communication, Media, Culture, thus equipping them with the ability to cover cross-border phenomena related to refugee and migration flows.

Program Design and Objectives: The design of this PSP was carried out by the Program’s Coordinating Committee during meetings in which the academic profile and orientation of the Program were defined, along with its research character, scientific objectives, specific subject areas, and directions. In designing the PSP careful consideration was paid to the academic profile of the Department of Communication and Mass Media at NKUA, its history, scientific fields, mission, teaching staff, and future plans, as well as to the Program’s orientation in refugee studies.

Generally speaking, the aim of the PSP is to develop a body of scientific expertise specialized in issues of journalistic coverage and communicative representation of migration and refugee matters. Its main objective is to train journalists and communication experts to cover cross-border events related to refugee and migration flows. In Greece, as well as in the countries of Southeastern, Central, and Northern Europe, the arrival of refugees and migrants generates tensions and conflicts at multiple levels. The role of the Media is crucial in this context. The situation is further complicated by the influence of new media (such as social media), the involvement of national and international Non-Governmental Organizations (NGOs), the multicultural nature of the phenomenon (flows from Syria, Pakistan, Afghanistan, and other countries in Asia and Africa), and its political implications for the internal affairs of nation-states. These dynamics require a comprehensive and objective communication approach and management. As a country of first entry into Europe, a transit point, and increasingly a destination country, Greece must provide comprehensive, well-rounded, and reliable information both to European citizens and to the citizens of countries of origin of refugee flows. The issues to be addressed include public opinion, national, European, and international policies for managing the phenomenon, the role of NGOs, and the communication management of these flows by professionals working in public, private, and community-sector institutions.

Across all three specializations, there is close collaboration with international organizations such as the United Nations High Commissioner for Refugees (UNHCR Greece) and the

International Organization for Migration (IOM Greece), as well as with NGOs active in Greece, particularly in the island of Lesbos and other regions. For the third specialization, collaboration is also established with the Foreign Language Teaching Centre of NKUA. Memoranda of Cooperation have been signed with all the aforementioned entities, formally defining the collaboration between the Department of Communication and Mass Media and these partners.

Curriculum and specializations: This PSP leads to the award of a Master of Science (MSc) in Media and Refugee/Migration Flows”) and offers the following specializations:

1. News Media of Refugee Flows (Ειδησεογραφική κάλυψη των προσφυγικών ροών)
2. Communication Management of Refugee/Migration Flows (Επικοινωνιακή διαχείριση προσφυγικών/μεταναστευτικών ροών)
3. Cultural Mediators (Πολιτισμικοί διαμεσολαβητές)

The first two specializations prepare executives to work in newsrooms in Greece or abroad, as well as in public agencies dealing with the communication management of refugee/migration issues, while the third is expected to be activated in the next academic year, and focuses on the training of Cultural Mediators.

The Core Courses offered for all three specializations are: 1) Forced Migration; 2) International, European, and National Law on Refugee/Migration Flows; 3) Refugee/Migration Flows, Old and New Mass Media; and 4) Methodology of Quantitative and Qualitative Social Research. For the 1st specialization on “News media and refugee flows,” the required courses are: 1) Online Journalism and Refugee/Migration Flows’ and 2) Investigative Journalism and Refugee/Migration Flows. For the second specialization on “Communication Management of Refugee/Migration Flows,” the required courses are: 1) Strategic Communication and Utilization of European Integration Resources; and 2) Public Relations and Perception Management of the Refugee/Migration Issue. For the third specialization on “Cultural Mediators,” the required courses are: 1) Theory and Practice of Cultural Mediation; and 2) Comparative Analysis of the Cultures of Western Europe, the Eastern Mediterranean, and Eastern Europe

Program Structure and Credit Allocation: During a full academic year, students attend six courses: four core (compulsory) courses and two specialization courses, which they select and declare at the end of the winter semester. Students accumulate 45 ECTS upon successful completion and examination of the six courses, 5 ECTS from the mandatory evaluated internship, 10 ECTS from successful participation in the summer school, and 15 ECTS from the successful defense of their Master’s thesis, amounting to a total of 75 ECTS, in line with European standards. Postgraduate students choose a thesis topic from broad thematic areas offered and submit an application to the Program’s Coordinating Committee. The application must include the proposed thesis title, the suggested supervisor, and a summary of the proposed work.

Expected Learning Outcomes: The expected learning outcomes of the Postgraduate Study Program (PSP) “Media and Refugee/Migration Flows” are defined in accordance with the European and National Qualifications Frameworks and the Dublin Descriptors for Level 7. Graduates are expected to acquire highly specialized knowledge, including some cutting-edge knowledge, in the aforementioned field, knowledge that can serve as a foundation for

original thought and research. They are also expected to develop critical awareness of knowledge-related issues within the field, as well as its connections with adjacent disciplines. In parallel, graduates are anticipated to possess specialized problem-solving skills, enabling them to apply and transform this knowledge in professional or academic environments. The PSP's graduates should be able to contribute responsibly and autonomously to the functioning of high-level working groups.

Teaching and Evaluation Framework: Within the framework of all courses in the PSP, instructors introduce students to topics related to their research and actively encourage their participation in the educational process. This engagement enriches learning with new knowledge and methodological approaches through independent research projects and presentations undertaken by the students. In addition, the design of the Program takes into careful consideration both the evaluation of each course and each instructor, conducted by postgraduate students via a dedicated electronic questionnaire at the end of every semester, as well as the overall assessment of the Program, which is carried out in the same manner upon its completion.

Practical Training and Professional Exposure: As previously noted, students of this PSP gain initial professional experience already during their studies, since a mandatory internship is required that lasts at least one month of full-time employment or at least two months of part-time employment. The internship performance is formally assessed. Within the same framework, participation in the Program's two-week long summer school in the island of Lesbos is also compulsory and subject to evaluation. In addition, students have the opportunity, through other activities of the PSP, to engage with organizations and stakeholders in the labor market.

Student Admission: The selection of students for the PSP is carried out in accordance with current legislation, the Regulations for Postgraduate and Doctoral Studies of the National and Kapodistrian University of Athens (NKUA), and the provisions of the PSP's own Regulations. The maximum number of postgraduate students admitted to the Program is 40 per academic year, i.e., 20 per specialization. It is further stipulated that 10 students will be admitted to the specialization "Cultural Mediators" once it is implemented, beginning in the academic year 2024–2025.

Human Resources: The human resources engaged to date in the PSP consist of: 1) 6 faculty members (Teaching and Research Staff) from NKUA; 2) 10 faculty members from other Greek universities; 3) 5 professors from foreign universities; 4) 1 emeritus professor; 5) 2 members of Special Teaching Staff (EDIP); 6) 2 researchers assigned teaching responsibilities; 7) 5 scientific collaborators assigned teaching responsibilities, 3 of whom are from the Department of Communication and Mass Media, NKUA; 8) 3 PhD holders who have undertaken part of the teaching work or are invited as guest lecturers in courses; 9) 14 experts in various aspects of the PSP's subject area, invited as guest lecturers in courses; 10) 27 Greek and foreign specialists in different aspects of the PSP's subject area, participating in applied training during the Summer School; and, 11) 2 administrative staff members from the Department of Communication and Mass Media, plus 1 administrative staff member employed exclusively for the needs of the PSP "Media and Refugee/Migration Flows"

Overall, the design of the PSP "Media and Refugee/Migration Flows" takes into account the

Institution's strategy for the internationalization of higher education and its adaptation to the specific field covered by the Department. The significant increase in refugee and migration flows, their practical management, and the crucial role of their communication management render the PSP "Media and Refugee/Migration Flows" both scientifically and socially timely, as well as essential in the labor market.

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 Refugee/migrant flows offered by the Department of Communication and Mass Media at the National and Kapodistrian University of Athens (EKPA) is designed to uphold the highest academic standards while fostering innovation, societal engagement, and continuous improvement. Its quality assurance framework is fully aligned with the University's Internal Quality Assurance System (IQAS) and reflects European and national standards for postgraduate education at Level 7 of the Qualifications

Framework.

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

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

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

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

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

Strategic Goals and Continuous Improvement: The PSP pursues specific strategic goals supported by measurable indicators and actions: 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 a quality Assurance Policy as part of its strategic management that includes the PSPs of the institution and its academic units. This policy is published and implemented by all stakeholders. This PSP has a good model of structured quality assurance and strategic development, demonstrating its commitment to excellence, accountability, and relevance in both academic and societal contexts. It focuses on the achievement of specific goals related to the quality assurance of the PSP offered by the academic unit. More specifically, the quality policy statement of the academic unit includes its commitment to implementing quality assurance procedures that will promote the academic profile, orientation, purpose and field of study of the PSP. It commits for the realization of the program's goals and identifies the means and ways for attaining them. It implement appropriate quality procedures periodically, aiming at the program's continuous improvement.

Specifically, for the implementation of this policy within the Postgraduate Study Program (PSP) "Journalism and Refugee/migrant flows" 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.

Conclusions:

The PSP "Journalism and Refugee/migrant flows" 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.

III. Conclusions

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

Saturday classes should start at noon to allow students to recover from the Friday evening classes. Consider offering classes in the evening hours of the working week.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The MSc Media and Refugee/Migration Flows has been designed and approved through the formal and clearly defined institutional process set out in NKUA's regulatory framework and national legislation. The Senate decision establishing the programme (M2.1), the Internal Regulation (M2.2), and the Programme Proposal (M1-new) demonstrate adherence to the legal requirements for postgraduate programme design, including consultation, departmental approval, and final validation by the University.

The programme's academic profile, scientific objectives, and specializations are thoroughly described in M1-new and operationalized through the Study Guide (M2.3). The curriculum reflects the interdisciplinary nature of the field, drawing on media studies, journalism, law, migration studies, and cultural mediation. Learning outcomes are aligned with the European and National Qualifications Frameworks and the Dublin Descriptors for Level 7, and assessment criteria are publicly available in the Study Guide and course syllabi (M2.4).

The programme integrates theoretical, some methodological, and applied training. Core courses in the first semester build foundational knowledge, while the second semester offers three specializations, and students complete both an internship and a summer school as structured experiential components. The curriculum also includes a research methods course and a dissertation ensuring the development of independent research capability, as formally required for a level-7 qualification, although the documentation does not yet fully clarify how methodological training is integrated across the different parts of the programme. While the Study Guide (M2.3) is comprehensive and includes the programme structure, ECTS allocation, admissions information, learning outcomes, assessment methods, and support services, some updated operational details, such as the Friday–Saturday intensive teaching schedule and certain recent changes highlighted in the presentation slides, are not yet fully incorporated. At the same time, certain elements of the programme's design are not sufficiently specified in the documentation. The internship, which is a central applied component and carries 5 ECTS, is described in general terms in the Study Guide and course materials, but there is no standardized framework for its assessment. The documents do not set out common internship learning outcomes, required student deliverables, host-institution evaluation procedures or clear criteria for grading. Given that internships take place in a variety of organizations under different supervisors, the absence of shared guidelines makes it difficult to ensure transparency and comparability in the evaluation of this component.

The design and documentation of individual taught courses are also uneven. In several core modules the syllabi presents course-level learning outcomes, forms of assessment, teaching activities and an overall workload that is compatible with the assigned ECTS credits. However, this information is not accompanied by a detailed weekly breakdown of topics or by a clear allocation of readings to specific sessions. In most syllabi the bibliography is provided as a long, undifferentiated list, without indicating which texts students are expected to read in preparation for each class. During the site visit, students reported that specific readings are often distributed shortly before the session, sometimes only the day before. This

practice, in the context of a compressed Friday–Saturday delivery pattern, limits their ability to prepare adequately and to organize their workload in a systematic way.

With regard to staffing, the programme relies on a mixed model that includes members of the home Department, staff from other Greek universities and a significant number of external collaborators (M2.4). This arrangement supports the programme’s interdisciplinary and applied orientation and enables the inclusion of specialized expertise. At the same time, several courses are co-taught by two or more instructors. Students acknowledged that this can be enriching, but they also reported instances of overlap and repetition when coordination among co-teachers has been insufficient. In a one-year, intensive programme with long teaching blocks, such redundancies can affect the coherence of the teaching and the perceived workload.

Student perspectives obtained during the site visit confirm that the programme’s design is functioning as intended. Current and former students reported strong satisfaction with the programme’s multidisciplinary character and emphasized the added value of the curriculum, which successfully integrates rigorous theoretical training, substantial field-based components (especially the summer school), and applied professional experience through the internship. Students also noted that the programme is intensive, given the Friday–Saturday teaching model, but they generally considered the workload manageable and appropriate for the learning outcomes.

Employers and social partners, mainly NGOs and international organizations with Memoranda of Understanding with the programme, reported that graduates are well prepared academically, with strong analytical and writing skills and very good professional performance in demanding field contexts. Stakeholders emphasized that graduates cope effectively with roles requiring intercultural sensitivity, communication abilities, and an understanding of migration dynamics, and they highlighted the balance between theoretical training and practical components as a key strength of the programme. They also expressed a clear preference for a longer internship period, ideally two months, to allow students to gain deeper practical experience. This both confirms the relevance of the existing design and provides a concrete suggestion for further enhancement.

The Internal Regulation (M2.2) establishes the procedure for curriculum revision, involving the Programme Committee, Department Assembly, and NKUA’s Postgraduate Studies Committee, followed by approval by the Senate. This process was recently used in the 2023 curriculum revision. While the formal process is robust, the documentation does not explicitly show structured involvement of students and graduates in periodic revisions; external stakeholders contribute regularly through internship supervision, but their input is not systematically recorded.

II. Analysis

The programme exhibits a coherent and well-designed structure that is appropriate for a Level 7 postgraduate degree. Its academic aims, learning outcomes, and orientation are clearly articulated across documents and are aligned with European standards. The curriculum effectively integrates theoretical, methodological, and applied components, providing students with

both analytic and practical skills relevant to contemporary challenges in communication and migration management.

The programme's design reflects institutional strategy and labor-market relevance. Its strong collaborations with NGOs and international organizations confirm external recognition of the programme's value and ensure authentic work-based learning opportunities. Graduate performance, as attested by employers and social partners during the site visit, corroborates the programme's alignment with professional expectations.

The structure of the programme is rational, with a clear progression from foundational courses to specialization and applied training. Students reported that, although intensive, the structure supports learning and personal development. The workload is demanding but appropriate for an accelerated 90 ECTS programme, and the internship and summer school ensure that experiential learning is embedded in the programme's design. At the same time, the lack of a standardized assessment framework for the internship means that transparency and comparability of evaluation across different placements cannot be guaranteed, even though this component is central to the programme's applied character.

The programme's procedures for approval and revision are clearly defined and have been applied in practice. However, while student and stakeholder input is collected through evaluations and informal exchanges, their role in the formal curriculum revision process remains limited. Strengthening these mechanisms would improve alignment with best practice and enhance transparency. In addition, the uneven quality of course-level documentation – in particular, the absence of weekly structures and clearly assigned readings and the extensive use of co-teaching with external staff that, according to students, can lead to overlap and repetition – indicates that the implementation of the curriculum at the level of individual modules does not yet fully match the ambitions set out at programme level. The Study Guide is appropriate in content and format but should be updated more consistently to reflect current practices and the information presented during the site visit.

III. Conclusions

The programme meets the requirements of Principle 2 to a high degree. It has been designed and approved through appropriate institutional procedures, is aligned with relevant European and national standards, and reflects a strong academic and professional rationale. The curriculum is clearly structured, coherent, and effectively integrates theoretical and practical training, and students and external partners confirm that the programme delivers the intended learning outcomes.

At the same time, the analysis of the documentation and the discussions during the site visit point to a number of weaknesses in the detailed design and presentation of key components. The internship, although highly valued by students and employers, lacks a standardized assessment framework that would ensure consistent and transparent evaluation across placements. Course syllabi often do not provide weekly structures or clearly assigned readings and rely instead on long undifferentiated bibliographies, with readings circulated at short notice, which limits students' ability to prepare systematically within an intensive

teaching model. The extensive use of external teaching staff and co-teaching, while enriching in terms of expertise, can lead to overlap and repetition when coordination is insufficient. Some refinements are also needed in formalizing social partners' involvement in curriculum revision and ensuring that the Study Guide and related documents fully reflect current practice. These areas do not undermine the overall quality and coherence of the programme's design, but they should be addressed in order to align more fully with international expectations for the design and approval of postgraduate study programmes.

Panel Judgement

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

Panel Recommendations

Update the Study Guide regularly to ensure complete alignment with current practices, including the programme's weekly timetable, intensive delivery format, and revised applied components.

Formalize mechanisms for student, graduate, and social partners' involvement in curriculum revision, building on the strong informal cooperation with NGOs and social partners.

Document social partners' feedback systematically, especially regarding internship duration, content, and labor-market expectations, and use it, together with a standardized internship assessment framework, to strengthen the design and evaluation of the internship.

Clarify workload expectations in line with EQF Level 7 and ensure transparent communication of how the programme manages its intensive structure.

Strengthen course syllabi by introducing a common format with weekly topics and assigned readings, and clarify coordination arrangements for co-taught modules so as to minimize overlap and redundancies.

Ensure full synchronization between M1-new, the Study Guide, course syllabi, and the public presentation of specializations and course content.

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 adopts a student-centred approach through a clearly structured combination of lectures, seminars, workshops, independent study and applied tasks.

The curriculum is organised around interactive learning, where teaching is not limited to passive delivery but includes case studies, in-class debates, critical analysis exercises, and media-related practical components.

Learning outcomes across modules emphasise the development of analytical capacity, autonomy, and the ability to integrate theory and method—elements which require active learner engagement rather than passive receipt of information. Teaching modes support different learning strategies (discussion-led, task-based, research-based), accommodating diverse backgrounds and learning preferences.

The programme documentation shows systematic support for individual skill development. Modules embed learning outcomes linked to critical thinking, methodological competence, writing and presentation skills, argument construction and applied analysis of media and communication phenomena. Students are encouraged to develop personal academic trajectories through elective choices; thesis research topics aligned with their interests and continuous interaction with teaching staff. Teaching is research-led and provides opportunities for students to build methodological and investigative skills from early stages in the programme.

The programme treats students as active participants in their education. Academic advisors enable students to co-shape their dissertation plans and research directions. Continuous communication mechanisms (course leaders, administrative support, and teaching staff availability) further reinforce participatory engagement.

Assessment methods and criteria are documented and published. The same is true for institutional regulations (late submission, plagiarism, appeals) that ensure transparency and fairness.

The PSP participates in institutional evaluation systems. Student surveys and internal quality assurance procedures confirm that students regularly provide feedback which is then channeled to programme leadership. Students have access to formal mechanisms for raising concerns regarding assessment, supported by the institution's broader regulatory framework.

Overall, the documentation demonstrates that the PSP is delivered in an environment that promotes interaction, respect for diverse viewpoints, and collaborative learning.

II. Analysis

The programme demonstrates a coherent and well-structured approach to student-centred learning. Teaching methods—rooted in seminar interaction, guided discussion and independent critical engagement—create conditions that encourage active participation rather than passive reception. Learning outcomes across modules are appropriately aligned with Level 7 expectations and support the development of advanced skills in research, analysis, and communication. Students are positioned as active partners through expectations of preparation, contribution to seminars, and engagement with staff via academic advising and dissertation supervision.

Assessment criteria are published and aligned with module aims, contributing to transparency and fairness. Feedback mechanisms, including institutional student evaluations, are in place and support continuous monitoring of teaching effectiveness. The documentation also reflects appropriate regulatory structures for appeals, academic integrity, and student support, contributing to a respectful and professional learning environment.

Despite the programme's clear articulation of aims, learning outcomes, and assessment philosophy, the documentation does not provide week-by-week syllabi and, in several cases, lists only a range of possible assessment methods rather than specifying the exact assessment per module. This limits transparency and predictability, as students do not consistently receive a fully defined assessment structure or a detailed weekly breakdown in advance.

Overall, the evidence indicates strong alignment with HAHE Principle 3, with student-centred pedagogy, transparent assessment frameworks, and structured academic support clearly in place, though documentary precision regarding weekly structure and fixed assessments could be strengthened.

III. Conclusions

The documentation and evidence provided demonstrate that the PSP operates in a manner fully consistent with the principles of student-centred learning, as defined by HAHE. Teaching methods emphasise active engagement, analytical participation and independent study; assessment criteria and processes are aligned with learning outcomes; and structured mechanisms for student support—academic advising, appeals procedures and feedback channels—are in place and clearly articulated.

The programme's pedagogical design supports autonomy, critical thinking, and the development of advanced academic and professional skills appropriate to Level 7 of the National and European Qualifications Framework. Students are provided with an environment that is interactive, respectful, and conducive to meaningful participation in their own learning process.

Despite these strengths, the documentation does not include week-by-week syllabi and, in several cases, lists only a range of possible assessment methods rather than specifying the exact assessment required for each module. This reduces transparency and predictability for students, who do not always receive a detailed weekly structure or a fully defined assessment plan in advance.

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 academic unit develop and publish week-by-week syllabi for all modules, outlining weekly topics, readings, and activities, to enhance clarity, predictability, and alignment between teaching content and learning outcomes.

The Panel recommends that each module specify a limited set of clearly defined assessments (including type, weighting, word count, and deadlines) rather than listing possible assessment methods, to ensure full transparency and enable students to plan their academic workload effectively.

The programme team could further consider enhancing the visibility of student feedback outcomes. While student satisfaction surveys are conducted, the documentation does not clarify how survey findings are communicated back to students. The programme could strengthen transparency by systematically informing students of key outcomes and follow-up actions arising from their feedback.

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 conducted a detailed examination of the PSP documentation and held in-depth discussions with academic and administrative staff, students, graduates and social partners concerning the principle of Student Admission, Progression, Recognition of Postgraduate Studies and Certification. A set of regulations has been formulated in accordance with institutional framework in order to promote transparency and effective programme management. The report submitted by the PSP details 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 conducted in accordance with the applicable legislation, the University's Regulation of Postgraduate and Doctoral Studies and the internal regulation of PSP. The number of admitted students per academic year is 40 (20 each per specialisation). Specific supporting documents are required at the application stage as set out in the PSP regulation. The evaluation of applicants and subsequent selection of admitted students is based on criteria defined in the PSP regulation. A sufficient command of the English language at a minimum level of C1 is mandatory for admission. The internal regulation also specifies the duration and conditions of study including the right to apply for part-time attendance, the possibility of suspension of studies and participation in the summer school. In addition, it sets out the procedures for examinations and student assessment. Teaching is mainly conducted face-to-face encouraging interaction and active

involvement with learning further enhanced through contributions from external guests. Progression is systematically monitored, with students required to complete a set number of ECTS credits per semester to maintain their status in the programme. The thesis regulation, applicable to the third semester, outlines all procedures regarding topic allocation, format requirements and support throughout the preparation and defense process. In parallel, the Code of Ethics sets out the principles and standards of research process. There is also a student mobility regulation within the framework of Erasmus+ and CIVIS programmes. Several mobility activities have already been carried out including visits to Turkey and Finland. A compulsory internship is required and a relevant regulation is in place to govern its implementation. A plenty of memorandum of understanding have been signed between the PSP and social partners, such as Governmental sectors, NGOs and UN agencies facilitating the placement of students in internship positions. Social partners noted that extending the duration of the internship would be beneficial for them and it would give them more time to work with students and involve them meaningfully in ongoing activities. From the student perspective, the priority is not only securing a placement but also understanding what options exist and how these relate to their professional goals. Students expressed the need for a clear and accessible list of internship providers including key information for each organisation such as scope of action, responsibilities, participation criteria, and the number of students that can be hosted. Such information was not currently available in an organised format. For example, an FAQ-style guide could enhance clarity and better support student preparation and decision-making. Finally, upon successful completion of their studies graduates receive English-language certification as the programme is taught exclusively in English.

III. Conclusions

The PSP demonstrates strong compliance with Principle as all matters relating to the student life cycle from admission to graduation including student progress, thesis preparation, internship placement, and mobility procedures are governed by established regulations.

Panel Judgement

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

Panel Recommendations

Develop a structured internship directory containing essential information for each provider to support student preparation and alignment with professional goals.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The programme documentation shows that teaching staff are appointed through the institutional framework of the National and Kapodistrian University of Athens (EKPA), which applies formal academic recruitment procedures governed by national legislation.

Teaching is delivered by qualified academics as well as specialist external experts where relevant. The recruitment of external staff follows established EKPA procedures for contracting professionals with specific expertise in journalism, communication management, and cultural mediation.

There is evidence that the programme team is research active, participating in research projects, conferences, scholarly publication, curriculum development, and Erasmus mobility schemes. The presence of staff with ongoing research portfolios implies access to professional development through academic networks and institutional support.

The programme benefits from regular collaboration with external experts and organisations, particularly in areas relating to refugee and migration issues (e.g.,

UNHCR Greece, IOM, NGOs).

There is strong evidence of research–teaching integration. Courses across the PSP explicitly incorporate research methodologies, contemporary case studies and theoretically informed analysis of media and refugee/migration flows. Students are expected to develop research-led assignments and a supervised thesis. The alignment of module content with staff research profiles (e.g., journalism, media representations of migration, communication management, cultural mediation, sociopolitical analysis) confirms that teaching is informed by current scholarly work and sector expertise.

Although the uploaded documents do not present a stand-alone “PSP research strategy,” evidence across staff profiles and programme materials demonstrates a coherent research orientation centred on: media and communication; migration and refugee flows; journalism and digital media; intercultural communication; cultural mediation. These areas align closely with the programme’s academic remit. Staff are active in publishing in these fields, and course content reflects these research domains. The research–teaching link and thematic consistency function as a de facto research strategy embedded in programme delivery.

The breadth of staff backgrounds ensures that each module is taught by appropriately specialised personnel whose expertise aligns with the module’s learning outcomes. The presence of external experts further enriches disciplinary coverage where niche applied knowledge is required.

Although the precise institutional workload model is not included, the distribution of teaching responsibilities across multiple staff members indicates an appropriate balance, preventing undue concentration of workload on any one individual. Teaching staff listed in the programme include multiple senior academics and professionally active specialists, distributing the responsibility for six taught modules, elective teaching, the summer school and thesis supervision. This demonstrates a structure that supports both teaching quality and the continuation of staff research activity.

II. Analysis

The teaching team consists of appropriately qualified academic members of staff appointed through EKPA’s formal, merit-based procedures. While internal HR processes are not described in the submitted documentation, the staff list and institutional affiliations confirm recruitment through recognised academic structures and the selective use of external experts where their specialised knowledge strengthens the programme.

A major strength of the PSP is the exceptionally strong alignment between staff research activity and the programme’s curriculum and supervision needs. The team’s publications and ongoing research projects correspond directly to the programme’s core thematic areas—journalism and media analysis, migration and refugee studies, communication strategy, digital cultures, and intercultural mediation. This close mapping ensures that teaching is consistently research-led

and that dissertation supervision is undertaken by staff with deep expertise in precisely the fields in which students are expected to develop advanced analytical and methodological skills. In this respect, the PSP demonstrates a level of scholarly coherence that exceeds what is typically observed in comparable programmes.

The programme also benefits from meaningful external engagement: collaborations with UNHCR, IOM, NGOs and professional bodies introduce applied insights and practitioner perspectives into teaching and guest sessions.

Teaching responsibilities appear well distributed across a sufficiently large team, enabling staff to maintain active research portfolios alongside pedagogical duties. However, the absence of a documented workload model limits formal evaluation of how teaching, research, supervision, and administrative duties are balanced institutionally. In addition, the programme documentation does not describe any formal mechanisms for research support and development, such as a transparent research leave or sabbatical rota, which would help sustain the high level of scholarly activity that currently characterises the team. Likewise, although the team's collective research output is substantial, the documentation does not indicate the existence of a regular internal research seminar or structured forum through which staff might coordinate collaborative projects, invite external scholars, or build systematic cross-university partnerships.

Despite these gaps, the programme is underpinned by a team whose scholarly strengths, thematic convergence, and research productivity create a distinctive academic profile. Their combined expertise places them in a strong position to develop more ambitious, outward-facing initiatives—particularly in areas such as ethical journalism, responsible communication, and media representation practices, where their existing research already provides a solid foundation for national-level thought leadership.

III. Conclusions

The programme meets the HAHE requirements for teaching staff provision in a clear and comprehensive manner. The academic team consists of appropriately qualified and research-active scholars whose expertise aligns directly with the programme's thematic focus on media, journalism, communication, migration, and intercultural studies. Recruitment processes, while not described in procedural detail in the submitted documents, are demonstrably grounded in established EKPA institutional and national frameworks that ensure merit-based appointment.

Teaching responsibilities are distributed across a sufficiently large team, enabling manageable workloads and supporting staff engagement in ongoing research activity. The research output table and presentation materials confirm that staff produce relevant scholarly work, directly informing the curriculum and supporting robust research–teaching link. Students evaluate teaching performance regularly, ensuring that teaching quality is monitored and incorporated into programme development. Collaboration with external professionals and organisations further

enriches the curriculum and provides students with exposure to contemporary sector practices.

Overall, the evidence reflects a well-qualified, research-active, and appropriately supported teaching team that ensures high-quality postgraduate instruction. To further develop and enhance these strong foundations, the Panel encourages the academic unit to formalise workload and research-support structures—including transparent leave arrangements—and to establish a regular internal research seminar to strengthen collaboration, visibility, and sustained scholarly development.

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:

Formalise and present the PSP's research strategy in a dedicated document.

Staff research profiles and module content indicate a coherent thematic orientation; however, the programme would benefit from a concise written research strategy outlining priorities, thematic clusters, and how research activity informs curriculum development and thesis supervision.

Document professional development opportunities more explicitly and formalise research support mechanisms —such as a transparent research leave or sabbatical rota—to sustain and further strengthen the high level of scholarly activity demonstrated by the teaching team.

Strengthen documentation on workload allocation principles.

Teaching assignments appear balanced, yet a short statement describing the workload model or allocation rationale would clarify how NKUA ensures that staff have adequate time for research, thesis supervision, and professional development.

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 reviewed the PSP's comprehensive documentation and engaged in detailed conversations with academic and administrative staff, students, graduates and social partners concerning the principle of Learning Resources and Student Support. The PSP operates within a well-organized infrastructure and services framework that demonstrates a wide range of resources supporting learning and academic engagement.

These resources encompass faculty and administrative staff, physical facilities, support services, access to library, learning platforms and digital services.

II. Analysis

As part of the National Kapodistrian University of Athens, the PSP has established a comprehensive framework of services and infrastructure to enhance the quality of learning and student support. This includes lecture rooms equipped with

modern audiovisual and computer facilities. Despite the fact that lecture rooms are assigned and referred to in PSP proposal, students noted that they frequently differ creating challenges in identifying where lessons are held. Students have access to the Library of the School of Economics and Political Sciences of the University (<https://econpol.lib.uoa.gr/index.html>) which hosts an extensive collection of books and academic journals and is supported by modern facilities. In addition, they can access a wide range of electronic academic databases through VPN service. The PSP provides students with a range of digital services including the e- class platform, a course management system that supports asynchronous learning, email services, access to open academic course and other useful tools that support the academic experience. Students are offered a range of support services, such as the Career Office, the Psychosocial Support Unit, the Student Ombudsman, and the Foreign Language Teaching Center contributing to a holistic approach to student support. Moreover, specialized services are provided to students with disabilities in cooperation with the Accessibility Unit for Students with Disabilities of the University. Students noted the absence of a structured alumni–newcomer networking framework to facilitate the exchange of experiences. The PSP provides administrative support through the department’s staff and a range of digital services, for which students expressed high levels of satisfaction.

III. Conclusions

The PSP exhibits a commitment to delivering a diverse array of services and resources to students while effectively utilizing its available assets.

Panel Judgement

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

Panel Recommendations

1. Timely notification of lecture rooms.
2. Establishment of a formal alumni network and development of mechanisms for interaction between alumni and students.
3. Correction and alignment of tuition fee information.

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 MSc is integrated into NKUA's institutional information-management framework and relies on a combination of centralised digital systems and programme-level procedures to collect, manage, and analyse data. The documentation submitted under M7.1–M7.4 confirms that information relevant to the programme's operation and quality assurance is gathered systematically.

The central platform UNITRON (M7.2) functions as the institutional backbone for administrative data collection and monitoring. It records student enrolment, course declarations, grades, progression, and completion, while supporting teaching schedules, resource allocation, documentation, and communication. The system provides personalised access for students, staff, and administrative personnel and facilitates the generation of statistical reports. Teaching-related information is further supported by e-Class and Webex, which allow instructors to upload course materials, monitor attendance in online sessions, and distribute evaluations. The annual submission to the national ΟΠΕΣΠ system (M7.1) includes student population profiles, admissions figures, grade distributions, staff teaching

contributions, and indicators on resource adequacy.

Student satisfaction surveys are conducted through NKUA's centralised electronic evaluation platform. M7.4 summarises the analysis of survey responses and shows that the Programme Director and Programme Committee review these data annually as part of the internal evaluation process. Students confirmed during the site visit that they receive invitations to complete evaluations, although participation rates continue to be low.

The programme also monitors the availability of learning resources, including classrooms, equipment, IT infrastructure, and student support services. Both the internal evaluation materials (M7.4) and the site-visit presentations described the facilities as adequate. Students expressed general satisfaction with the physical and digital resources available to them.

Feedback from social partners is present in practice but not systematically captured in formal written procedures. NGO and international-organisation partners involved in the internship and summer school reported during the site visit that they regularly communicate observations to the programme; however, their input is not routinely incorporated into a documented data-collection mechanism.

Overall, although data collection is regular and reliable, the documentation shows that information remains somewhat dispersed across different systems and formats. The analysis is undertaken internally but is not always consolidated into accessible, visualised summaries, and communication of findings to students is uneven.

II. Analysis

The programme's information-management practices satisfy the central expectations of Principle 7. The institutional systems UNITRON, e-Class, and Webex provide a secure, structured framework for recording and monitoring student progression, teaching activities, and administrative operations. Reporting to ΟΠΕΣΠ ensures alignment with national quality indicators and enables comparisons across programmes and years.

The data collected through satisfaction surveys, internal evaluations, and administrative monitoring inform the programme's annual review process. According to M7.4, the Programme Committee analyses these data when planning adjustments related to curriculum organisation, teaching assignments, scheduling, and resource provision. Students conveyed during the site visit that the programme's structure, while demanding, provides a coherent learning environment and that the multidisciplinary and applied components align with their expectations.

Despite these strengths, several limitations remain. The persistently low participation rate in student evaluations reduces the representativeness and analytical value of the data, limits the programme's ability to identify systematic issues in teaching and workload, and weakens the feedback loop between students and the Programme Committee. The documentation shows that evaluation results are reviewed internally, but communication back to students is limited, and students indicated during the site visit that they are not always aware of how their feedback is used.

Furthermore, the programme's cooperation with social partners is strong and

longstanding, yet their feedback is not fully formalised within the data-collection system. Given their central role in internships and applied components, a more structured mechanism for recording and analysing their input would improve the programme's evidence base.

Finally, while the information collected is extensive, its presentation in the documentation is fragmented. Multi-year trends, visual summaries, or consolidated data tables are largely absent, making it difficult to draw clear longitudinal conclusions.

III. Conclusions

The programme is substantially compliant with Principle 7. It operates within a robust institutional information-management system that ensures regular and reliable data collection across key dimensions, including student progression, teaching activity, resource availability, and satisfaction. This data are used by the Programme Committee to support internal decision-making and improvements.

To achieve full alignment with international good practice, the programme would benefit from increasing student participation in evaluations, strengthening the communication loop with students, formalising the collection of social-partner feedback, and consolidating multi-year data into more coherent and accessible formats.

Panel Judgement

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

Panel Recommendations

Enhance student participation in course and programme evaluations and ensure that results and follow-up actions are systematically communicated to students and staff.

Formalise mechanisms for collecting structured feedback from social partners, especially regarding internship performance and labour-market relevance.

Consolidate dispersed information into coherent, visualised multi-year analyses to strengthen evidence-based monitoring and decision-making.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The MSc in Media and Refugee/Migration Flows features an English-language website that is easy to read, comprehensive, and inclusive. All the key information regarding applications, admissions, academic progress, instruction, administrative services, assessment criteria, the list of teaching staff, the program structure, and specializations is readily available. There is no Greek-language website, but since the program is offered in English, the website effectively promotes the program with current data and information. For example, the program publishes the schedule of MA thesis presentations for interested attendees. The website also includes a list of all necessary documents for students, from admission criteria to the application form and graduation application. Finally, the website features a section dedicated to news and events.

II. Analysis

There is little to say about principle eight for this program. The sharing of information through the program's website is thorough. It should serve as an example for other programs in the department. That said, the development of a website in Greek may be beneficial.

III. Conclusions

The program fully complies with the guidelines of principle eight.

Panel Judgement

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

Panel Recommendations

No recommendations

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 MSc Media and Refugee/Migration Flows operates within NKUA's Institutional Quality Assurance System (IQAS) and is subject to an annual internal evaluation. The Internal Evaluation Report for 2022–2023 (M9.1new) confirms that the self-assessment procedure was carried out in accordance with institutional and national quality assurance requirements and was submitted to and approved by ΜΟΔΙΠ. The report explicitly states the quality data on which the evaluation is based, including programme documentation, ΟΠΕΣΠ indicators, student evaluations, and the IQAS manual.

The internal evaluation examines the programme against the standard dimensions: academic relevance and up-to-datedness of the content, links

to societal needs, student workload, progression and completion, assessment procedures, student satisfaction, and the learning environment. M9.1new identifies the programme's main strengths, such as its thematic focus on a socially salient issue, its research orientation, its international and interdisciplinary character, its applied components, and the strong employability of graduates. At the same time, it recognises weaknesses, including relatively low graduation rates, limited student participation in electronic evaluations, low engagement in mobility schemes, the particular challenges faced by international students (especially delays related to visa and residence permits), and constraints in physical infrastructure and financial resources.

Corrective and preventive measures are described within M9.1new, together with responsible actors and indicative timelines. These include efforts to improve communication with students, to encourage evaluation participation, to enhance the visibility of the programme, to support international students more effectively within the institution's possibilities, and to strengthen collaboration with external partners. The report also notes that certain issues, particularly those linked to central infrastructure or national administrative procedures, cannot be fully resolved at programme level.

The findings of the internal evaluation are discussed within the Programme and at Department level. Teaching staff are informed about the results and about proposed actions. Students contribute indirectly through electronic evaluations and more informally through advisory contacts and discussions with the Programme Director and staff. External partners provide feedback primarily in the context of internships and joint activities, although this feedback is not yet systematically integrated into the written internal evaluation. During the site visit, students confirmed that they experience the programme as demanding but coherent and valuable, while social partners expressed satisfaction with graduate performance and the relevance of the applied training.

II. Analysis

The programme demonstrates a structured and recurring internal evaluation process that is well aligned with the expectations of Principle 9. The annual self-assessment is formally embedded in NKUA's IQAS, draws on appropriate sources of evidence, and is subject to review by ΜΟΔΙΠ. The Internal Evaluation Report for 2022–2023 shows that the process is not merely formal but includes a critical appraisal of both strengths and weaknesses, together with proposed measures for improvement.

The scope of the internal evaluation is appropriate. It covers the curriculum's alignment with current scientific and societal developments, student workload, progression and completion patterns, assessment procedures, student satisfaction, and the adequacy of learning resources and support services. In this sense, the programme's monitoring and review practices address all key aspects of the learning environment.

However, there are also limitations. Student participation in evaluation surveys

remains low, which reduces the representativeness of the data and the extent to which student perspectives can be systematically incorporated into the review. This constrains the programme's capacity to identify systematic issues in teaching, workload, and organisation, to monitor the impact of changes over time, and to demonstrate to external bodies that quality enhancement is firmly grounded in student feedback. In addition, although external partners are closely involved in the programme through internships and applied activities, their feedback is not yet captured in a structured manner within the written internal evaluation, which means that an important source of information on programme relevance and graduate preparedness is under-utilised.

Finally, while M9.1new refers to data and trends, the presentation remains largely descriptive, and multi-year indicators are not always consolidated in a way that would facilitate longitudinal analysis by the programme's stakeholders. Enhancing the visibility of trends over time would further strengthen the capacity of the internal evaluation to support strategic planning and continuous improvement.

III. Conclusions

The MSc exhibits a robust and institutionally integrated system for on-going monitoring and internal evaluation. The annual self-assessment is systematically conducted, draws on relevant data, is reviewed by ΜΟΔΙΠ, and leads to clearly articulated corrective and preventive measures. The process covers the key dimensions envisaged by Principle 9 and demonstrates a genuine commitment to continuous improvement.

At the same time, the internal evaluation cycle would benefit from a stronger and more formalised involvement of students and external partners and from a clearer presentation of multi-year trends. Ensuring that evaluation results and follow-up actions are more visibly communicated to students and that employer and internship-host feedback is systematically incorporated into the written self-assessment would further enhance the effectiveness and transparency of the quality assurance process.

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

Improve the visibility of internal evaluation outcomes to students and social partners, ensuring that they are informed about key findings and planned follow-up actions.
Formalise mechanisms for gathering and documenting feedback from social partners,

particularly internship hosts and employers, and integrate this systematically into the annual internal evaluation.

Increase student participation in evaluation processes by complementing electronic surveys with structured consultation opportunities, such as dedicated meetings or focus groups.

Consolidate multi-year indicators on progression, completion, satisfaction, and resource adequacy into coherent, easily interpretable formats to strengthen longitudinal monitoring and planning.

Continue efforts, within the limits of institutional and national constraints, to address the specific challenges faced by international students and to reflect these efforts explicitly in the internal evaluation.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The department underwent an external evaluation in 2022, and the program has incorporated the feedback received. Based on the website, interviews with the teaching faculty, students, alumni, and stakeholders, it is clear that the program recognizes the importance of external evaluations and their role in improvement. The stakeholders especially emphasized the value and significance of the program in both the academic and political spheres of the country.

Most procedures for leveraging the benefits of external evaluation are in place, and the website outlines specific goals to support continuous improvement, such as increasing graduation rates, involving more students in the internal evaluation process, boosting student mobility, fostering cooperation and networking with alumni and stakeholders, enhancing Erasmus participation, expanding connections with the job market, promoting the program internationally, and improving administrative and logistical aspects of instruction.

II. Analysis

The program does generate considerable tuition from international students, and this is reflected in the effort of the program to improve constantly and serve its students in the best possible way.

III. Conclusions

The program fully complies with the guidelines of principle ten.

Panel Judgement

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

Panel Recommendations

Include in the website an advisory board with established yearly meetings

PART C: CONCLUSIONS

I. Features of Good Practice

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 and other experts in reporting and dealing with refugee/migrant flows in the European landscape, with a primary focus on 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 refugee and migrant flows.

The PSP's structure and learning outcomes are in accordance with EU specifications of achieving a total of 90 ECTS. The PSP is delivered in person and in English language. Coursework is spread across the first three semesters. These are complemented by an independent thesis to be researched and written during the fourth semester.

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, and humanitarian world of 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 has submitted a comprehensive list of documents related to ongoing improvement efforts. It used the institution's external evaluation and created a detailed report with specific steps to implement the evaluation's recommendations. Document M10.1 includes all the relevant external evaluation recommendations for graduate programs and outlines the necessary actions to apply them.

Based on the program's website and interviews with administration, faculty, students, alumni, and stakeholders, the program demonstrates a focused and serious commitment to continuous improvement. It has established clear, measurable, achievable, and relevant goals for enhancing teaching, research, student satisfaction, and learning outcomes.

The learning outcomes are regularly monitored and communicated at all levels and are appropriate for level seven.

The PSP meets the requirements of Principle 2 to a high degree. It has been designed and approved through appropriate institutional procedures, is aligned with relevant European and national standards, and reflects a strong academic and professional rationale.

The curriculum is clearly structured, coherent, and effectively integrates theoretical and practical training, and students and external partners confirm that the programme delivers the intended learning outcomes. The PSP is delivered in an environment that promotes interaction, respect for diverse viewpoints, and collaborative, student-centered learning.

The program's pedagogical design supports autonomy, critical thinking, and the development of advanced academic and professional skills appropriate to Level 7 of the National and European Qualifications Framework.

The PSP demonstrates an exceptionally strong alignment between staff research activity and the program's curriculum and supervision needs (research-led teaching).

The PSP has a research active and extrovert Program Team with established national and international collaborations with hubs of academic and professional expertise.

The program is substantially compliant with Principle 7. It operates within a robust institutional information-management system that ensures regular and reliable data collection across key dimensions, including student progression, teaching activity, resource availability, and satisfaction. This data are used by the Program Committee to support internal decision-making and improvements.

The program does generate considerable tuition from international students, and this is reflected in the effort of the program to improve constantly and serve its students in the best possible way.

II. Areas of Weakness

Despite the programme's strengths, the absence of clearly delineated weekly

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structures and assessments specified in advance limits transparency and student planning.

Structures of workload and research development are not properly formalized.

The internship, although highly valued by students and employers, lacks a standardized assessment framework that would ensure consistent and transparent evaluation across placements.

Course syllabi often do not provide weekly structures or clearly assigned readings and rely instead on long undifferentiated bibliographies, with readings circulated at short notice, which limits students' ability to prepare systematically within an intensive teaching model.

The extensive use of external teaching staff and co-teaching, while enriching in terms of expertise, can lead to overlap and repetition when coordination is insufficient. Some refinements are also needed in formalizing social partners' involvement in curriculum revision and ensuring that the Study Guide and related documents fully reflect current practice.

These areas of concern do not undermine the overall quality and coherence of the program's design, but they should be addressed in order to align more fully with international expectations for the design and approval of the PSP.

III. Recommendations for Follow-up Actions

Update the Study Guide regularly to ensure complete alignment with current practices, including the programme's weekly timetable, intensive delivery format, and revised applied components.

Formalize mechanisms for student, graduate, and social partners' involvement in curriculum revision, building on the strong informal cooperation with NGOs and social partners.

Document social partners' feedback systematically, especially regarding internship duration, content, and labor-market expectations, and use it, together with a standardized internship assessment framework, to strengthen the design and evaluation of the internship.

Clarify workload expectations in line with EQF Level 7 and ensure transparent communication of how the program manages its intensive structure.

Strengthen course syllabi by introducing a common format with weekly topics and

assigned readings, and clarify coordination arrangements for co-taught modules so as to minimize overlap and redundancies.

Enhance student participation in course and program evaluations and ensure that results and follow-up actions are systematically communicated to students and staff.

Formalize mechanisms for collecting structured feedback from social partners, especially regarding internship performance and labour-market relevance.

Consolidate dispersed information into coherent, visualized multi-year analyses to strengthen evidence-based monitoring and decision-making.

Ensure full synchronization between M1-new, the Study Guide, course syllabi, and the public presentation of specializations and course content.

Develop and publish week-by-week syllabi for all modules, outlining weekly topics, readings, and activities, to enhance clarity, predictability, and alignment between teaching content and learning outcomes.

Specify a limited set of clearly defined assessments (including type, weighting, word count and deadlines) for all modules.

Enhance the visibility of student feedback outcomes.

Formalize and present the PSP's research strategy in a dedicated document.

Document professional development opportunities more explicitly and formalise research support mechanisms.

Strengthen documentation on workload allocation principles.

To reach full alignment with international good practice, the program would benefit from increasing student participation in evaluations, strengthening the communication loop with students, formalizing the collection of social-partner feedback, and consolidating multi-year data into more coherent and accessible formats.

Improve the visibility of internal evaluation outcomes to students and social partners, ensuring that they are informed about key findings and planned follow-up actions.

Formalize mechanisms for gathering and documenting feedback from social partners, particularly internship hosts and employers, and integrate this systematically into the annual internal evaluation.

Increase student participation in evaluation processes by complementing electronic surveys with structured consultation opportunities, such as dedicated meetings or focus groups.

Consolidate multi-year indicators on progression, completion, satisfaction, and resource adequacy into coherent, easily interpretable formats to strengthen longitudinal monitoring and planning.

Continue efforts, within the limits of institutional and national constraints, to address the specific challenges faced by international students and to reflect these efforts explicitly in the internal evaluation.

Include on the website an advisory board with established yearly meetings.

Timely notification of lecture rooms, especially for the courses held on Saturdays.

Establishment of a formal alumni network and development of mechanisms for interaction between alumni and students.

Correction and alignment of tuition fee information.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2, 7, 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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KIRTSGLOU ELISABETH

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VAGIATIS KONSTANTINOS

Signature

Signed by KARAKASIDOU ANASTASIA

Signed by GIANNAKOS SYMEON

Signed by KIRTSGLOU ELISABETH

Signed by KOUBI VASSILIKI

Signed by VAGIATIS KONSTANTINOS