



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the New Postgraduate Study Programme on:

Social Psychology Applications in Education

Department: Humanities
Institution: Democritus University of Thrace
Date: December 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the External Evaluation & Accreditation Panel appointed by the
HAHE to undertake the review of the New Postgraduate Study
Programme of **Social Psychology Applications in Education** of the
Democritus University of Thrace 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 External Evaluation & Accreditation Panel responsible for the Accreditation Review of the new postgraduate study programme of **Social Psychology Applications in Education** of the **Democritus University of Thrace** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

- 1. Prof. MICHAILAKIS DIMITRIS (Chair)**
University of Linköping, Sweden
- 2. Prof. KARAKASIDOU ANASTASIA**
Wellesley College, United States of America
- 3. Prof. KIRTSGLOU ELISABETH**
Durham University, United Kingdom
- 4. Assoc. Prof. KOKALIARI EFROSINI**
Springfield College, United States of America
- 5. κ. ΠΑΠΑΣΙΩΖΟΥ ΕΥΑΓΓΕΛΙΑ**
University of Patras, Greece

II. Review Procedure and Documentation

The accreditation review of the new Postgraduate Study Programme (PSP) of the Democritus University of Thrace (DUTH) was carried out in December 2025, in accordance with the procedures and guidelines set by the Hellenic Authority for Higher Education (HAHE). The review process adhered to the European Standards and Guidelines (ESG 2015) and national accreditation requirements, ensuring that the PSP “Social Psychology Applications in Education” aligns with best practices in higher education.

The External Evaluation and Accreditation Panel (EEAP) received all documentation relevant to the accreditation process in an easily accessible digital format. The documentation was complete, thorough and very well prepared. Prior to the review, External Evaluation & Accreditation Panel members studied the material provided by the Hellenic Authority for Higher Education (HAHE). In order to coordinate its work and allocate tasks and priorities ahead of the scheduled online presentations by the Department, the External Evaluation & Accreditation Panel met in private on the first day (Monday, 08 December). The purpose of the meeting was to establish common terms of reference with regard to the accreditation principles and criteria, to allocate tasks to individual External Evaluation & Accreditation Panel members and to ensure that all members had full access to, and had carefully reviewed, the digital materials.

On the following day (09 December), the External Evaluation & Accreditation Panel met with the Vice-Rector and President of MODIP, the Director of the PSP, the Head of the Department and the MODIP Supervisor in order to discuss the academic profile of the PSP, its status, strengths and potential areas of concern. The External Evaluation & Accreditation Panel also discussed the degree of the programme’s compliance with the Standards for Quality Accreditation.

In the subsequent meeting, the External Evaluation & Accreditation Panel met with teaching staff members of the PSP across all academic ranks to discuss professional development opportunities, mobility, and the competence and adequacy of the teaching staff in relation to the achievement of learning outcomes. The discussion also covered workload, student evaluation, the link between teaching and research, staff involvement in applied research, projects and research activities directly related to the programme, as well as possible areas of weakness.

Thereafter, the External Evaluation & Accreditation Panel participated in an online tour during which classrooms, lecture halls, libraries, laboratories and other facilities related to the PSP were presented. This online tour was followed by a discussion of the facilities showcased in the video produced for this purpose.

Subsequently, the External Evaluation & Accreditation Panel met with a group of external stakeholders from both the private and public sectors in order to obtain their views on their collaboration with the Department and, more specifically, with the new PSP under evaluation.

Following a short internal debriefing meeting among External Evaluation & Accreditation Panel members, the External Evaluation & Accreditation Panel held an informal meeting with the Vice-Rector, the Director of the PSP, the Head of the Department and the MODIP Supervisor. During this meeting, several points and findings requiring further clarification were discussed, and the External Evaluation & Accreditation Panel's key preliminary findings were presented.

Throughout all meetings, the External Evaluation & Accreditation Panel had the opportunity to meet, speak and interact with all participants, who were encouraged to express their views freely regarding their overall academic experience, their involvement in the PSP, matters of strategy and vision, as well as the adequacy of resources. All participants welcomed the opportunity to engage with the External Evaluation & Accreditation Panel and to share their perspectives. Discussions were informative and constructive and were conducted in a cooperative manner. All meetings included presentations and question-and-answer sessions.

All meetings held during the review process were characterised by professionalism and a strong spirit of cooperation among all parties involved. During the site visit, the University's representatives engaged openly and constructively, demonstrating a clear commitment to the principles of quality assurance.

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

III. Postgraduate Study Programme Profile

The Department of Humanities at the Democritus University of Thrace is organising a Postgraduate Study Programme (PSP), commencing in the academic year 2026–2027, entitled “Social Psychology Applications in Education”, in accordance with the provisions of Law 4957/2022 (Government Gazette A 141).

This is an inter-institutional PSP, taught by faculty members from the Democritus University of Thrace, as well as from the Universities of Crete and Ioannina. The teaching staff involved are professors with extensive experience in undergraduate and postgraduate education. It should be noted that, of the seven (7) members of the teaching staff, five (5) are faculty members of the School of Humanities at DUTH and form the Programme’s Coordinating Committee.

The aim of the PSP is to explore scientific issues, theoretical concepts and relevant research findings, with a particular focus on their application in the field of education through the lens of social psychology.

The normal duration of study leading to the award of the Master’s degree is a minimum of two (2) semesters and one summer period, corresponding to a total of 75 ECTS credits. To obtain the degree, each postgraduate student must successfully complete eight (8) courses—four (4) courses per semester—corresponding to 60 ECTS credits, as well as a Master’s thesis equivalent to 15 ECTS credits. The minimum duration for the completion of the Master’s thesis is three (3) months. During the summer period, students are expected to complete and publicly present their Master’s thesis.

The course material is rationally distributed and takes into account both the learning level of postgraduate students and the working hours required to achieve the objectives of each course. From the outset, the PSP has sought to distribute the workload as evenly as possible across all courses, so that student participation is guided by learning needs and academic interests rather than by workload considerations. All courses in the programme include thirty-nine (39) teaching hours per semester and carry 7.5 ECTS credits. For the calculation of ECTS, the PSP applies the European Credit Transfer and Accumulation System, in accordance with the relevant national framework (Government Gazette 1466/13-8-2007).

Holders of first-cycle degrees from Greek universities and technological institutions, or from equivalent institutions abroad, are eligible for admission to the PSP. The programme awards a Master’s degree (MSc) in “Applied Social Psychology in Education”. The level of studies corresponds to Level 7 (Master’s or equivalent level) within the framework of UNESCO’s ISCED 2011 (International Standard Classification of Education). Upon completion of the PSP, graduates will possess the theoretical and methodological competences required to pursue third-cycle studies at universities in Greece or abroad.

Applied social psychology is a relatively new and rapidly developing scientific field. In disciplinary terms, it lies at the intersection of social psychology, educational/school psychology and pedagogy. As the PSP focuses on the application of social-psychological theories to education—both in the narrow sense of the school classroom and in the broader educational context—there is currently no equivalent PSP within the domestic higher education landscape.

It is a highly applied scientific field in which core theories of social psychology are employed as analytical frameworks to study and interpret phenomena and behaviours occurring within educational settings. The classroom is approached as a space of dynamic interaction between teachers and students.

Admissions per academic year will range from a minimum of thirty-five (35) to a maximum of one hundred (100) students. In all courses offered, the primary mode of teaching is lectures, enabling all postgraduate students to attend and actively participate in the teaching and learning process remotely.

The workload required for the award of the MSc amounts to a total of 75 ECTS credits (equivalent to at least 1,875 hours of work), distributed as 30 ECTS credits (or at least 750 hours of work) per academic semester and 15 ECTS credits (or 375 hours of work) during the summer period for the completion of the Master's thesis.

At the end of the thirteen (13) teaching weeks, final assessment takes place and consists of: (a) a short bibliographic review assignment, contributing 30% of the final grade, and (b) a final oral examination, contributing 70% of the final grade. The oral examination is conducted via a modern distance-learning platform and takes place in groups of four (4) students. This assessment evaluates the extent to which learning outcomes have been achieved and also provides feedback on teaching design.

The curriculum of the PSP does not include optional or mandatory internships as a requirement for the award of the Master's degree. However, students are encouraged to participate in the Erasmus+ Internship mobility programme.

The total tuition fees for the entire programme amount to two thousand seven hundred euros (€2,700.00). Payment is made in three (3) equal instalments of €900.00. In accordance with paragraph 4 of Article 84 of Law 4957/2022, thirty per cent (30%) of the total revenue from tuition fees is withheld by the Special Account for Research Grants (ELKE).

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

Strategic Goals: According to Decision 25/97/16-11-2023 of the Senate of Democritus University of Thrace (DUTH), the central strategic goal of the University in developing Postgraduate Programs (PSPs) is excellence in education and its connection with research, innovation, and entrepreneurship. The PSPs organized by the University aim to promote original scientific research and make a substantial contribution to the advancement of knowledge.

Through its PSPs, the University seeks to: 1) Provide all the knowledge, skills, and competencies, enabling graduates to pursue successful careers; 2) Educate new scientists across a wide range of scientific disciplines; 3) Train new executives and professionals in areas essential for local and national development, supporting businesses, organizations, and the economy and society at large; 4) Support both basic and applied research; 5) Achieve excellence in postgraduate education, learning, teaching, research, and innovation, while supporting researchers, academic teachers, and administrative staff distinguished for their scientific interest, professional commitment, and integrity; 6) Provide the knowledge, skills, and competencies required for doctoral-level studies; and, 7) contribute to prosperity, social progress, and culture within the national, European, and international academic space.

To achieve these goals, the University developed specific actions, having studied its strengths, weaknesses, and opportunities. Its e-Learning Strategy is a good example of such actions, a pedagogical framework provided for designing and implementing activities using remote learning and assessment methods. The University has in place Regulations that detail the requirements for designing

remote education, the content of the postgraduate courses, and the supporting material for an online course. The new PSP under review “Social Psychology Applications in Education,” will be conducted 100% via remote learning methods, in accordance with the institution’s special regulation on e-learning. The Department of Humanities has the necessary infrastructure to support remote teaching, including certified teleconference rooms, licensed remote learning software, and properly equipped faculty offices with computers, cameras, microphones, speakers, etc.

Quality Assurance Policy: The Department of Humanities, in collaboration with the Quality Assurance Unit (QAU) of the DUTH, has aligned the Institution’s Quality Policy with the PSPs it offers. Specifically, the PSPs of the Department are integrated into the strategic planning of the University, which aims at further advancing knowledge, developing research, thus meeting the educational, research, social, cultural, and developmental needs of the country, and providing high-level specialization to graduates in theoretical and applied areas of specific disciplines.

The Department’s PSPs commit to implement a quality policy that supports the academic identity and orientation of the study programs, to promote their purpose, and to achieve their strategic goals through well-defined means and methods for achieving them through continuous improvement.

The postgraduate programs of the Department of Humanities are expected to:

1. Design, modify, and improve their curricula with transparency and participation of all stakeholders.
2. Apply quality assurance procedures in teaching, fully aligned with the quality policy of the Department and the University.
3. Safeguard the quality (and quantity) of the research work of the academic unit’s members.
4. Ensure the connection between teaching and research.
5. Monitor the professional placement of graduates and share career information with students beyond formal channels.
6. Ensure an appropriate annual intake of students to provide high-quality education based on available resources (faculty and infrastructure).
7. Safeguard quality at all levels of programme operation and take appropriate actions for improvement.
8. Post the Quality Assurance Policy of the study programme on their website and communicate it to all stakeholders.
9. Keep the postgraduate programme websites updated so they remain reliable sources of information for students.

Overall, the PSP commits to implementing a quality policy that supports its academic identity, promotes its purpose, achieves its strategic goals, defines the means and methods for achieving them, and aims at continuous improvement.

PSP Goals: The programme designs, modifies, and improves its curriculum with transparency and participation of all stakeholders so that it:

1. Meets modern scientific requirements and teaching needs.
2. Achieves learning outcomes and qualifications as described in course outlines, aligned with the European Qualifications Framework for Higher Education.
3. Ensures in-depth training and theoretical and methodological competence for students.
4. Provides knowledge enabling graduates to apply theoretical, methodological, and practical communication.
5. Cultivates applied academic skills to help graduates mobilize their potential, support their academic performance, and manage classroom dynamics effectively in order to create an inclusive, productive, and open learning environment.

The PSP also applies quality assurance procedures in teaching, research, and administration, including:

1. Selecting qualified instructors according to legislation.
2. Evaluating teaching by students each semester.
3. Participating in internal evaluation processes coordinated by QAU.
4. Using diverse teaching methods with emphasis on student-centered approaches.
5. Encouraging students to publish articles and present at national or international conferences.
6. Ensuring accessible learning resources.
7. Implementing the Academic Advisor system.
8. Promoting respect, collaboration, and problem-solving best practices.
9. Supporting faculty research, international collaborations, and alternative funding sources.
10. Monitoring professional outcomes of graduates and sharing career information.
11. Maintaining appropriate student intake numbers to ensure high-quality education.
12. Posting its Quality Assurance Policy on its website.

Communication of Quality Policy: The postgraduate programme “Social Psychology Applications in Education” communicates its quality policy through:

1. Its official website and the Department of Humanities website.
2. The DUTHNET e-Class asynchronous learning platform.
3. The University’s electronic registry platform.
4. University structures such as the Career Office, Innovation & Entrepreneurship Unit, Europe Direct, and alumni associations.
5. Printed and digital material available on the program’s website.
6. Publications in local press.
7. Interviews and reports in local media.

8. Distribution of printed material at academic events and conferences.
 9. Announcements on notice boards and at the program's reception area.
- Key Performance Indicators: Quality goals and their corresponding KPIs are outlined in document A7, which details strategic objectives across six institutional activity axes: Education, Research, Societal Engagement, Internationalization, University Environment, and Quality Assurance. Each axis includes specific actions assessed through performance indicators.

In the PSP's annual target-setting process, effectiveness and efficiency indicators are defined and may be revised as needed. Additional strategic objectives may be introduced for each activity axis. The planning and definition of objectives and actions within the PSP are consistent with the approved framework and include:

1. Upgrading and quality control of the postgraduate program
2. Broadening recognition of the postgraduate program
3. Strengthening student welfare
4. Advancing academic development within the program
5. Establishing links with external organizations

II. Analysis

Democritus University of Thrace (DUTH.) aims for excellence in postgraduate education, tightly linking teaching with research, innovation, and entrepreneurship. Its programs foster original scientific research, interdisciplinary collaborations, and international partnerships, while equipping graduates with advanced knowledge, skills, and competencies for academic and professional careers.

The new PSP "Social Psychology Applications in Education" is integrated into DUTH's strategic planning, aiming to further advance knowledge, develop research and meet the educational, research, social, and developmental needs of the country. It commits to implement a quality policy that supports its academic identity and orientation, promotes its purpose and subject matter, achieves its strategic goals, defines the means and methods for achieving them, and aims at continuous improvement.

According to the University's Quality Assurance Manual, this new PSP publicizes its educational and academic activities, quality assurance policies, and evaluation results. The Quality Policy of the PSPs offered by the Department of Humanities is posted at: <https://hs.duth.gr/> as well as on the website of each postgraduate programme of the Department. For the postgraduate programme "Social Psychology Applications in Education," the Quality Policy is posted at: <https://spae.hs.duth.gr/quality-policy>.

The new PSP will be delivered fully online, using synchronous and asynchronous methods. The Department of Humanities has the necessary infrastructure that includes certified teleconference rooms, licensed tele-education software, and faculty offices equipped for remote teaching. The curriculum design is transparent, participatory, and aligned with European Higher Education Qualifications. It emphasizes student-centered teaching, using diverse teaching methods, and continuous evaluation.

It encourages students to conduct research, publish, and participate in conferences. It also communicates its quality policy to the public via websites, platforms, printed/digital material, and media outreach. The academic unit 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. Its quality goals are paired with suitable Key Performance Indicators (KPIs) and these goals are duly monitored, updated, and communicated. The learning outcomes of the PSP are appropriate for Level 7, in accordance with the European and National Qualifications Frameworks for Higher Education.

III. Conclusions

The PSP provides graduates with the knowledge and skills needed for successful careers. It trains scientists and professionals in the fields of social psychology and education which are vital to local and national development. At the same time, it supports both basic and applied research. It promotes a culture of innovation, creativity, and social progress within national, European, and international academic spaces. It also encourages an interdisciplinary and ethical approach to educational problems, thus ensuring inclusion and respect for diversity. The Quality Assurance Policy is implemented and published for all parties. The External Evaluation & Accreditation Panel finds the new PSP to be fully compliant with Principle #1.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

Programme identity, object and overall design choices:

The PSP Social Psychology Applications in Education (Εφαρμογές Κοινωνικής Ψυχολογίας στην Εκπαίδευση) awards a Masters in Applied Social Psychology in Education Εφαρμοσμένη Κοινωνική Ψυχολογία στην Εκπαίδευση. It operates within a clearly defined national and institutional regulatory framework. Its establishment has been formally approved through a Senate Decision, in accordance with the provisions of Law 4957/2022 and related legislation governing postgraduate studies in Greece. The Senate Decision specifies the programme's title, award, duration, structure, ECTS requirements and mode of delivery. The Study Regulations further define progression rules, assessment procedures and dissertation requirements. Together, these documents demonstrate that the PSP has undergone the official institutional approval process and operates with full regulatory legitimacy.

The PSP offers postgraduate-level teaching of scientific issues, theoretical concepts and research findings, with emphasis on their application to educational settings through the lens of social psychology, treating education as a dynamic field of social interactions, interpersonal and intergroup dynamics and aiming at the in-depth training and methodological competence of its future graduates.

The PSP is an intensive postgraduate programme of one academic year (two semesters plus a summer period), it is delivered through 100% synchronous distance learning and requires 75 ECTS in total. The taught component comprises of eight (8) compulsory modules, distributed as four (4) modules in Semester A' and four (4) modules in Semester B', totalling 60 ECTS (i.e., 7.5 ECTS per module). Each compulsory module is delivered over 39 teaching hours per semester (per module). Teaching is delivered over thirteen (13) teaching weeks per semester. The assessment model follows a uniform pattern for all modules: 30% from a written literature review assignment and 70% from the final oral examination. All modules have detailed (weekly) course outlines (syllabi).

The Dissertation/Thesis (Μεταπτυχιακή Διπλωματική Εργασία) is compulsory, worth of 15 ECTS and undertaken in the summer period (1st July to 30th September). It is examined via public presentation and conventional evaluation. Dissertations are expected to follow the structure/standards of a scientific work (cover page, contents, abstracts in Greek and English, introduction with theory and prior findings, etc.) and topics must fall within the programme's objectives. All dissertation requirements are outlined in the detailed dissertation course outline.

Mobility/recognition arrangements exist and they are documented for students in the Study Guide which includes an Erasmus+ section. The recognition of courses is based on the ECTS framework and is assessed by the Erasmus+ responsible academic in collaboration with relevant staff.

At the end of each academic year, teaching staff submit analytical reports to the PSP Coordinating Committee (also referred here as 'the Programme Team'), including measurable data on student performance and progress, enabling the committee to evaluate achievement of learning objectives and propose targeted improvements.

The Learning outcomes of the PSP are articulated at two levels.

At programme level, the PSP aims to ensure that graduates:

Possess advanced theoretical knowledge in social psychology as applied to education;

Demonstrate methodological competence in analysing educational contexts;

Are able to design, implement and evaluate interventions in classroom and school environments;

Exhibit advanced communication, leadership and group-management skills;

Can critically reflect on diversity, inclusion and group dynamics within education;

These outcomes are explicitly aligned with Level 7 descriptors, particularly in relation to: specialised knowledge, problem-solving in new or unfamiliar contexts, autonomy and responsibility in professional and academic settings.

At module level, each module includes:

Clearly stated learning outcomes;

Explicit linkage between outcomes, teaching methods and assessment;

Alignment with Level 7 expectations regarding analytical depth and applied competence;

The module templates follow a uniform institutional format, ensuring consistency across the curriculum.

Course Content, Teaching Methods, and Assessment.

Module content covers:

Core social psychological theory;

Research methodology in the social sciences;

Language, communication, and social interaction;

Violence, aggression, leadership, group relations, culture, and differentiated pedagogy in education.

The content demonstrates internal coherence, with conceptual and methodological links between modules rather than isolated thematic units.

Teaching is delivered through synchronous distance learning, supported by the use of institutional digital platforms (e-class, MS Teams). Learning activities include lectures, guided discussion, bibliographic analysis, applied exercises and case-based approaches. This mode of delivery is consistently specified across course outlines and is supported by the institutional digital infrastructure.

Assessment is clearly defined at module level and typically includes: Semester-based written assignments; Final oral examinations.

Assessment weighting is transparent and consistent, with clear criteria communicated to students. Assessment methods are fully aligned with the stated learning outcomes.

Workload and Student Effort

Each module includes a detailed breakdown of student workload, specifying contact hours, independent study, assignment preparation and examination time. For each taught module (7.5 ECTS), the total student workload is 187.5 hours, comprising of:

Lectures (contact hours): 39 hours

Semester assignment (preparation & completion): 68 hours

Independent study & bibliographic analysis: 77.5 hours

Examination: 3 hours

The total workload per module [187.5 hours = 7.5 ECTS × 25 hours/ECTS] corresponds to 7.5 ECTS, and cumulative workload across semesters is consistent with expected Level 7 study intensity.

The Study Regulations clearly define programme duration; ECTS requirements for progression and completion; rules governing assessment, re-assessment and dissertation submission; conditions for successful completion of the Dissertation. Admission requirements, language requirements, and evaluation procedures are formally defined and consistent with the Senate approval decision.

Institutional strategy

The design and establishment of the PSP are explicitly aligned with the strategic objectives of the Institution and the Department of Humanities Studies. As documented in the Senate Decision and the departmental presentation, the programme contributes to the University's strategic emphasis on the development of postgraduate programmes with applied orientation, responsiveness to contemporary social and educational needs, and expansion of distance-learning postgraduate provision. The PSP is embedded within the Department's broader academic profile and operates under the institutional quality framework and regulatory provisions of Democritus University of Thrace, ensuring consistency with institutional priorities and long-term academic planning.

Active involvement of students

Student involvement is embedded structurally in the programme design that provides for systematic student participation in internal evaluation processes, including course and programme evaluation mechanisms. Continuous assessment components also require and promote sustained interaction with teaching staff throughout each module. The public presentation and evaluation of the Master's Dissertation further supports active student participation in academic dialogue and scholarly exchange.

Experience of external stakeholders from the labour market

The programme's academic orientation explicitly targets professional fields related to education, including school environments, educational administration and applied psychosocial intervention contexts. The curriculum is explicitly designed to equip graduates with applied competences directly relevant to professional practice, such as classroom management, leadership, group dynamics and intervention design. The applied focus of the PSP reflects systematic consideration of labour-market relevance and professional applicability within the educational sector.

The PSP does not include a separate, formal work-placement or internship component. However, work-related experience is integrated indirectly through applied coursework and the Master's Dissertation, which require students to engage with real or realistic educational contexts, case studies and applied research questions. This design choice reflects an emphasis on application of theory to professional practice, rather than on formally credited external placements.

Linking of teaching and research

The programme design demonstrates a clear link between teaching and research. Research methodology is a core component of the taught curriculum and students are progressively prepared for independent scholarly work. The Master's Dissertation constitutes a substantial research-based component, requiring students to design, conduct and present an academic study aligned with the programme's scientific object. Teaching staff are actively involved in supervising dissertations, thereby reinforcing the integration of current research perspectives into teaching and student learning.

II. Analysis

The Postgraduate Study Programme is well-structured, coherent, and fully aligned with Level 7 requirements. Its curriculum design, learning outcomes, assessment framework, and regulatory provisions demonstrate clarity, consistency, and academic integrity, supporting effective learning progression and attainment of advanced competences in applied social psychology within educational contexts.

The PSP demonstrates a high level of formal and substantive alignment with the national and institutional regulatory framework governing postgraduate studies. Its establishment through a Senate Decision under Law 4957/2022 provides a clear legal and procedural basis, while the Study Regulations translate this framework into operational academic rules. The coherence between the Senate Decision, the Study Regulations, the Study Guide and the course outlines indicates that the programme design is not only formally approved but also internally consistent and institutionally embedded. From an analytical perspective, this alignment reduces regulatory risk and supports predictable programme operation.

Coherence and structure of the curriculum

The overall structure of the PSP reflects a clear and logically sequenced curriculum design. The distribution of eight compulsory modules across two semesters, followed by a dissertation period, supports a progressive learning trajectory from theoretical and methodological foundations to applied and research-based work. The uniform ECTS allocation (7.5 ECTS per module) and the standardised assessment pattern across modules contribute to curricular transparency and coherence. This design choice limits fragmentation and ensures that student workload and assessment expectations are consistent across the programme.

ECTS allocation and workload at Level 7

The explicit definition of student workload at module level, including a detailed breakdown of contact hours and independent study, demonstrates full adherence to ECTS principles. The allocation of 187.5 hours per 7.5-ECTS module corresponds precisely to the standard ECTS calculation and reflects a workload appropriate to Level 7 study intensity, balancing guided learning with autonomous academic work. The consistency of this workload model across all taught modules supports fairness and predictability for students. The programme's overall ECTS structure (75 ECTS) is coherent with its one-year intensive format and does not raise concerns regarding under- or over-crediting.

Teaching, assessment and learning outcomes alignment

The PSP exhibits a strong constructive alignment between learning outcomes, teaching methods and assessment practices. Learning outcomes are articulated at both programme and module level and are explicitly aligned with Level 7 descriptors. Teaching methods and assessment formats are consistent with these outcomes, particularly in their emphasis on critical analysis, applied problem-solving and oral academic communication. The use of a uniform assessment model across modules enhances transparency, though it also limits assessment diversity. Analytically, this represents a deliberate design choice that prioritises comparability and clarity over methodological variation.

Delivery mode and learning environment

The exclusive use of synchronous distance learning is clearly specified and consistently implemented across modules. From an analytical standpoint, this mode of delivery is appropriate to the programme's target audience and institutional strategy, provided that interaction and engagement are maintained through structured teaching activities and continuous assessment. The programme design accounts for this by embedding regular assignments, oral examinations and supervised dissertation work, mitigating common risks associated with distance learning, such as student disengagement.

The dissertation component, weighted at 15 ECTS and positioned in the summer period, functions as a capstone research experience rather than as a large-scale independent research project. Within the context of a 75-ECTS programme, this weighting is proportionate and analytically defensible. The explicit requirements for scientific structure, public presentation and supervision indicate a meaningful integration of research into the programme. The inclusion of research methodology in the taught curriculum further supports this integration, ensuring that students are adequately prepared for independent scholarly work.

Labour-market orientation and professional relevance

The programme's applied focus and thematic orientation towards educational settings demonstrate clear professional relevance. Although the PSP does not include formal work placements—an understandable and proportionate design choice given its fully synchronous distance-learning mode—the curriculum is structured to support professional applicability through academically grounded, applied training rather than location-specific practical arrangements. The balance achieved between research-oriented training and applied social psychology is analytically significant. Students are systematically equipped both with methodological and analytical tools and with the capacity to translate social-psychological knowledge into educational and psychosocial contexts.

This balance reflects a considered response to contemporary professional and societal needs within education and is distinctive within the national postgraduate landscape, insofar as it explicitly integrates applied social psychology with rigorous research preparation. Furthermore, the programme's development is informed by the Department's longstanding engagement with the social, cultural and educational complexities of the Thrace region, a context characterised by diversity and multi-ethnic coexistence. This experience appears to have shaped a curriculum that is sensitive to issues of inclusion, group dynamics and social interaction, while remaining transferable and relevant to educational settings across the country. Analytically, this combination of contextual awareness and generalisable academic design strengthens the programme's professional relevance without relying on formalised work-based learning structures.

Student engagement and quality assurance mechanisms

Student engagement is supported through continuous assessment, dissertation supervision and participation in evaluation processes. The requirement for annual analytical reports submitted by teaching staff to the Coordinating Committee provides a structured internal feedback loop that links student performance data to programme review. This mechanism strengthens the programme's capacity for informed academic oversight, although its effectiveness will depend on systematic implementation and follow-up actions, which are assessed under later principles.

Research-led teaching and staff research engagement

The programme is explicitly oriented to the delivery of research-led teaching. The academics contributing to the PSP have produced a substantial and sustained body of scholarly work, corresponding to an average of 23.85 publications per staff member in the last five years. The active and ongoing research engagement of the programme team clearly demonstrates recognised scholarly contribution within the humanities and social sciences and provides a robust foundation for research-led teaching within the PSP. The close connection between staff research trajectories and the programme's thematic focus supports the systematic integration of contemporary research questions, methods and debates into teaching. This is particularly relevant given the programme's dual orientation towards applied social psychology and research-based analysis: students are taught by staff who are themselves actively engaged in producing knowledge in related fields. As a result, the programme's emphasis on methodological competence, critical analysis and dissertation-based research is credibly supported by staff expertise and ongoing scholarly practice, strengthening the academic depth and integrity of the PSP.

Overall, the PSP demonstrates a well-designed, coherent and regulatorily sound structure, with clear alignment between institutional strategy, curriculum design, workload allocation and learning outcomes at Level 7. The programme's strengths lie in its clarity, internal consistency and adherence to ECTS principles.

III. Conclusions

On the basis of the evidence examined, the External Evaluation & Accreditation Panel concludes that the Postgraduate Study Programme is soundly designed, coherently structured, and fully compliant with the requirements of Principle 2. The programme demonstrates clear alignment with the national and institutional regulatory framework governing postgraduate studies and has been established through the appropriate formal approval procedures. The Senate Decision and the Study Regulations provide a robust legal and operational foundation, ensuring clarity in governance, progression rules, assessment procedures and academic responsibilities.

The curriculum structure is internally consistent and pedagogically well-sequenced. The distribution of compulsory modules across two semesters, followed by a dissertation period, supports a progressive learning trajectory from theoretical and methodological foundations to applied and research-based work. The allocation of ECTS credits and the explicit definition of student workload reflect appropriate calibration to Level 7 expectations and adherence to ECTS principles, supporting transparency, predictability and fairness for students.

The External Evaluation & Accreditation Panel further concludes that the programme demonstrates strong constructive alignment between learning outcomes, teaching methods and assessment practices. Learning outcomes are clearly articulated at both programme and module level and are appropriately aligned with Level 7 descriptors. Teaching and assessment methods are consistent with these outcomes and support the development of advanced analytical, methodological and applied competences in social psychology within educational contexts.

The delivery of the programme through synchronous distance learning is clearly specified and coherently integrated into the overall design. The External Evaluation & Accreditation Panel considers that the programme's structure, continuous assessment practices and supervised dissertation component provide appropriate mechanisms to support student engagement and academic progression within this delivery mode.

The dissertation component, weighted at 15 ECTS, is proportionate to the overall size and intensive nature of the programme and constitutes a meaningful research-based capstone. Its formal requirements, including public presentation and supervision, support the integration of research into the curriculum and the development of independent scholarly skills.

The External Evaluation & Accreditation Panel notes positively the programme's applied orientation and professional relevance, particularly in relation to educational and psychosocial contexts. While the programme does not include formal work placements, this is considered a reasonable and proportionate design choice given the fully distance-learning format. Professional applicability is instead addressed through academically grounded applied training and research-informed coursework.

The External Evaluation & Accreditation Panel also recognises the distinctive contribution of the Department's engagement with the social and educational context of Thrace, which has informed a curriculum sensitive to issues of diversity, inclusion and group dynamics while remaining transferable to educational settings nationally.

Finally, the External Evaluation & Accreditation Panel concludes that the programme is strongly underpinned by research-led teaching, supported by the documented research engagement and scholarly output of the teaching staff. This provides a credible foundation for the programme's emphasis on methodological competence, critical analysis and dissertation-based research and strengthens the academic depth and integrity of the PSP.

Overall, the External Evaluation & Accreditation Panel concludes that Principle 2 is fully met. The Postgraduate Study Programme demonstrates a clear, coherent and regulatorily sound design, appropriate workload and credit allocation, strong alignment with Level 7 expectations, and a well-judged balance between applied and research-oriented postgraduate education.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The graduate programme titled Social psychology applications in education demonstrated a comprehensive and compliant regulatory framework from admission, progression in the degree, thesis and criteria for graduation.

The programme hopes to admit maximum 100 students. It provides explicit processes for student mobility, support , recognition of prior learning, and certification through templates aligned with European standards (ECTS, EQF). There rules are explicitly mentioned in the documents submitted.

As this is an online programme it is supported by an e-learning rules , apps, that outline teaching methodology, technological infrastructure, assessment modes, student authentication procedures, and faculty training requirements. The submitted documents reflect a strong institutional commitment to transparency, academic integrity, and student support throughout the study cycle.

II. Analysis

The programme follows a well-defined and legally compliant admission process. Applicants are required to submit a full application file, that includes degree transcripts, language proficiency, curriculum vitae, personal statement, and other additional supporting materials. To ensure transparency and fair selection of candidates decisions on admission are made through an transparent competitive selection process, as outlined in the Internal Regulation submission Student progression is monitored systematically through academic policies governing attendance, assessment, assignment preparation, and thesis development, all is clearly described along with support by faculty advisor. The Study Guide specifies the rules for coursework, supervision, thesis drafting stages, originality requirements, evaluation criteria, and the composition of examination committees. Regulations also define the expected duration of studies, and requirements for successful progression toward degree completion. For programs delivered via distance learning, the institution applies a well developed e-learning structure. This includes:

- the methodology for online course development and delivery,
- standards for course structure,
- diverse teaching and assessment methods,
- mandatory training for faculty in digital pedagogy,
- technological infrastructures available to students,
- systems for identity verification, academic integrity, and secure examinations.

The institution has policies to support students with disabilities, or extraordinary circumstances, ensuring equitable access and participation. Ethical issues such as data protection, intellectual property, plagiarism, and fraud are covered thoroughly under the e-learning and research ethics regulations.

Upon completion of the required 8 courses, thesis, and credit requirements, students are awarded a degree accompanied by a Diploma Supplement following European standards. This documentation ensures recognition of learning outcomes, supports student mobility, and enables graduates to progress to doctoral studies or professional roles aligned with the program's aims.

III. Conclusions

All phases of academic engagement from admission to graduation are thoroughly discussed. The programme fully meets the requirements of Principle 3.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The Study Guide and Internal Regulations describe the categories of academic staff involved, their qualifications, and responsibilities. The faculty includes members with strong academic profiles, holding PhDs and active research agendas relevant with the subject areas of the curriculum. Teaching assignments will be made annually to align with staff expertise and research fields, ensuring coherence between course content and instructor specialization. Processes for staff evaluation, development, and training are outlined, including participation in research, academic conferences, and pedagogical activities. The teaching team appears adequate in number and qualifications to support the program's needs. Overall, the PSP shows a established organizational structure, with clear rules governing academic responsibilities, workload, quality assurance, and the integration of digital teaching tools through the institution's e-learning guidelines.

II. Analysis

The institution demonstrates compliance with Principle 4 through clear well defined procedures for teaching staff recruitment and assignment. According to the Internal Regulation and Study Guide, teaching faculty must meet high academic standards, including holding a doctoral degree in a relevant field, maintaining active research, and high teaching skills.

Faculty selection takes place through procedures as determined in national legislation and the university's internal rules. These ensure fair recruitment, and alignment between subject expertise and course responsibilities.

Faculty are encouraged to participate in research, conferences, publications, mobility for professional development. The institution supports faculty training in digital pedagogy, of e-learning delivery including platform use, only instructional methodologies, and assessment integrity. This is the same for new instructors.

Quality assurance processes are in place. They include faculty evaluation, monitoring of teaching effectiveness, adherence to attendance and performance standards, and compliance with academic integrity and ethics. Research and Scholarly output is promoted

Finally, the institution tries to attract and retain qualified academic faculty with clear formal appointment procedures, and opportunities for continued development. These elements ensure that they are highly educated to meet the high standards of the department and the broader university framework.

III. Conclusions

The PSP is in full compliance with principle four.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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 External Evaluation & Accreditation Panel conducted a comprehensive review of the documentation submitted for the Postgraduate Study Programme (PSP) and held meaningful discussions with both academic and administrative personnel concerning the suitability and effectiveness of the learning resources and student support services. The available evidence shows that the PSP offers an inclusive, well-organised, and intellectually engaging environment, backed by adequate resources, which successfully enhances student learning and substantially strengthens the programme's overall quality and credibility.

II. Analysis

The Department of Humanities of the School of Humanities at Democritus University of Thrace, to which the Postgraduate Study Programme (PSP) belongs, offers modern, accessible, and well-equipped facilities. These include two renovated buildings comprising two large lecture halls, seventeen teaching classrooms, five meeting and seminar rooms, fifteen research laboratories, fifty faculty offices, and an administrative office. All facilities are additionally equipped with wireless internet access and state-of-the-art audiovisual systems.

The official websites of both the Department and the PSP are available in English, thus facilitating access to information for international students and external stakeholders. The PSP is delivered through distance-learning formats that employ contemporary teaching methods. The assessment scheme consists of an oral final examination (70%) and a written literature review assignment (30%).

Students receive continuous academic guidance from the teaching staff, as well as administrative support concerning enrolment procedures, examinations, announcements, and general information. They also benefit from complimentary information and communication services, including access to the library, the electronic registry (registar.duth.gr), the e-class platform, an institutional user account (students.duth.gr), an academic advisor, career and employment services, an innovation and entrepreneurship unit, the open-access research infrastructure registry (EVAP), the student ombudsman, and eligibility for scholarships and awards.

Finally, the programme is implemented based on a clearly defined plan for the utilisation of tuition fees, ensuring transparency and effective resource management.

III. Conclusions

The PSP shows a strong commitment to supporting its students through a broad and well-coordinated set of services and resources, ensuring that the available assets are utilised effectively and in a manner that meaningfully enhances the student experience.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The External Evaluation & Accreditation Panel recommends sustaining the existing high standard of academic and student support, ensuring that the services offered remain efficient, effective, and of consistently high quality.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- the entailed students' workload for the progression and completion of postgraduate studies*
- the satisfaction of the students' expectations and needs in relation to the programme*
- the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

Internal Quality Assurance framework and institutional responsibility

The Institution has in place a formally established Internal Quality Assurance System (IQAS), operating under the responsibility of the Quality Assurance Unit (QAU). The IQAS defines the principles, procedures and instruments through which academic programmes are internally evaluated, monitored and periodically reviewed.

These procedures apply to all study programmes, including newly established postgraduate programmes, and are aligned with the national quality framework and the Standards for Quality Accreditation of New Postgraduate Study Programmes set by HAHE.

The Quality Policy and Quality Aims documents set out the institutional approach to quality assurance, including mechanisms for internal audit, continuous improvement and preparation for external evaluation. The quality cycle includes the planning of academic provision, the implementation of approved programmes, the collection and analysis of evaluation data and the use of this evidence to inform corrective or enhancement actions.

The QAU coordinates internal evaluations, supports academic units in quality monitoring, verifies compliance with accreditation standards and organises external evaluation procedures. Academic units and programme teams are responsible for implementing quality procedures at programme level, collecting student feedback, monitoring curriculum delivery and workload and reporting outcomes to the competent institutional bodies. Decision-making responsibilities are allocated to the relevant governance structures, ensuring that quality assurance processes are embedded within routine academic management and oversight.

Internal evaluation of the new PSP at the proposal stage

The internal evaluation of the new PSP was conducted as part of the programme approval and establishment process, through the structured assessment of the accreditation proposal and accompanying documentation. This process involved the systematic review of the programme's objectives, curriculum design, learning outcomes, ECTS allocation, workload, delivery mode and regulatory compliance, in accordance with the Institution's IQAS procedures and the relevant HAHE standards.

The programme was internally reviewed against each applicable principle of the Standards prior to submission for external accreditation. This internal evaluation aimed to ensure academic coherence, regulatory compliance and alignment with institutional quality objectives before the programme's formal approval by the Senate.

Monitoring of curriculum, workload and academic provision

The IQAS framework provides for the ongoing monitoring of curriculum content, structure and workload. The programme team reviews the implementation of the curriculum, including the coherence of learning outcomes, assessment practices and student workload distribution.

The consistency of workload allocation forms part of the internal quality monitoring process. The Study Regulations and Study Guide outline the academic rules governing progression, assessment and completion, providing a stable reference framework for monitoring academic provision.

Student feedback and satisfaction mechanisms

The IQAS includes formal mechanisms for the collection and use of student feedback. Students are provided with structured opportunities to evaluate modules and the programme overall and these processes are integrated into the Institution's quality assurance cycle. The procedures for collecting, analysing and responding to student feedback are documented in the institutional quality framework and are applicable to the new PSP from the outset of its operation.

These mechanisms aim to support the identification of strengths and areas for improvement in relation to teaching, assessment, workload and the overall learning experience, contributing to the maintenance of academic standards and the creation of a supportive learning environment.

Learning environment and support services

The internal quality assurance framework encompasses the monitoring of the learning environment and student support services relevant to the PSP. Institutional digital platforms are in place for teaching, communication and access to academic and administrative support services. The suitability and functionality of these resources form part of the internal monitoring processes coordinated through the QAU and the corresponding academic units.

Communication of quality assurance actions

The IQAS provides for the communication of quality-related actions and decisions to relevant stakeholders, including teaching staff and students, through established institutional channels. Decisions arising from internal evaluation and monitoring processes are recorded within the programme's governance structures and inform subsequent planning and quality enhancement activities.

Organisation and support of external evaluation

The Institution, through the QAU and in cooperation with the relevant academic units, is responsible for the organisation and support of the external evaluation of the new PSP. The procedures for preparing documentation, coordinating the evaluation process and responding to external reviewers are defined within the IQAS and are aligned with the guidelines and directions provided by HAHE. This ensures that the PSP is externally evaluated in a structured and institutionally supported manner.

II. Analysis

The External Evaluation & Accreditation Panel considers that the Institution has established an adequate and clearly articulated quality assurance framework for the initial internal evaluation and ongoing monitoring of the new Postgraduate Study Programme. The existence of a formally constituted Internal Quality Assurance System, operating under the responsibility of the Quality Assurance Unit, provides a coherent institutional basis for audit, evaluation and quality monitoring in line with HAHE standards.

The internal evaluation of the PSP at the proposal stage demonstrates that the programme was subject to systematic scrutiny prior to formal approval, including assessment of its objectives, curriculum structure, learning outcomes, workload, delivery mode and regulatory compliance. The use of structured documentation and mapping against the applicable principles of the Standards indicates that quality assurance procedures were applied in a planned and transparent manner, supporting academic coherence and regulatory alignment before the programme's establishment.

The allocation of responsibilities between the Quality Assurance Unit, academic units and programme teams is appropriate and consistent with good practice. The central coordination role of the QAU, combined with programme-level responsibility for curriculum implementation, workload monitoring and student feedback, supports a distributed but accountable quality assurance model. This structure facilitates both institutional oversight and programme-specific responsiveness.

The External Evaluation & Accreditation Panel notes that mechanisms for monitoring curriculum delivery, student workload and academic provision are clearly embedded within the IQAS framework. The explicit definition of workload and academic rules provides a stable reference point for monitoring and review, while the inclusion of student feedback mechanisms from the outset supports the early identification of issues related to teaching, assessment and the learning environment. At the stage of initial accreditation, the existence of these mechanisms is considered sufficient; the effectiveness of their implementation will be subject to future review.

The arrangements for monitoring the learning environment and support services are appropriate to the programme's delivery mode. The use of institutional digital platforms and centrally supported services, coupled with their inclusion within quality monitoring procedures, provides assurance that the learning environment is considered as an integral part of programme quality rather than as a peripheral issue.

The procedures for communication of quality-related decisions and actions contribute to transparency and institutional learning, ensuring that outcomes of evaluation and monitoring processes can inform planning and improvement activities. In addition, the clearly defined role of the Quality Assurance Unit in organising and supporting external evaluation procedures demonstrates that the Institution is procedurally prepared for external scrutiny, in accordance with HAHE guidelines.

Overall, the External Evaluation & Accreditation Panel concludes that the arrangements for initial internal evaluation and monitoring of the new PSP are appropriate, systematic and fit for purpose. The Institution has put in place a coherent set of procedures that support compliance with Principle 6 and provide a sound foundation for the ongoing quality assurance and enhancement of the programme as it enters its operational phase.

III. Conclusions

On the basis of the evidence examined, the External Evaluation & Accreditation Panel concludes that the Institution has appropriate and well-defined arrangements in place for the initial internal evaluation and monitoring of the new Postgraduate Study Programme, in accordance with the requirements of Principle 6.

The Institution operates a formally established Internal Quality Assurance System, coordinated by the Quality Assurance Unit, which provides a clear procedural framework for the internal evaluation of new postgraduate programmes, including their assessment at the proposal stage. The allocation of responsibilities between the Quality Assurance Unit, academic units and programme teams is clearly defined and supports systematic quality monitoring, reporting and institutional oversight.

The External Evaluation & Accreditation Panel is satisfied that the new PSP was subject to structured internal evaluation prior to its formal approval, including review of its objectives, curriculum design, learning outcomes, workload, delivery mode and regulatory compliance, in line with the Institution's quality procedures and the applicable HAHE standards. Mechanisms for monitoring curriculum implementation, student workload, learning environment and student feedback are in place and applicable from the outset of programme operation.

The Institution has also established clear procedures for the organisation and support of external evaluation processes, ensuring readiness for external review in accordance with HAHE guidelines. Arrangements for communication of quality-related decisions and actions further support transparency and informed academic governance.

Overall, the External Evaluation & Accreditation Panel concludes that Principle 6 is fully met. The quality assurance framework provides a sound and fit-for-purpose basis for the internal evaluation, monitoring and external review of the new Postgraduate Study Programme as it enters its operational phase.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The External Evaluation & Accreditation Panel encourages the Programme Team to consider maintaining a structured and cumulative record of feedback received through internal evaluation processes (including student feedback and internal reviews), together with the actions taken in response, over successive quality assurance cycles. Such a record would support the systematic auditing of improvement over time and enhance the transparency and traceability of quality enhancement processes within the Institution's Internal Quality Assurance System.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP provides graduates with the knowledge and skills needed for successful careers.

The PSP trains professionals in the fields of social psychology and education which are vital to local and national development.

The External Evaluation & Accreditation Panel noted the high standard of student support regarding the services offered.

The PSP promotes systematic integration of research-oriented training with applied social psychology in educational contexts.

The PSP demonstrates particularly good practice in the explicit definition and calibration of student workload.

The External Evaluation & Accreditation Panel commends the use of detailed, week-by-week course syllabi across all taught modules.

The External Evaluation & Accreditation Panel noted the clear allocation of quality assurance responsibilities within a structured IQAS framework

The External Evaluation & Accreditation Panel noted as good practice the early and systematic integration of quality assurance procedures at the programme proposal and establishment stage.

II. Areas of Weakness

No specific areas of weakness were identified during the review process at this stage.

III. Recommendations for Follow-up Actions

The External Evaluation & Accreditation Panel encourages the Programme Team to consider maintaining a structured and cumulative record of feedback received through internal evaluation processes (including student feedback and internal reviews), together with the actions taken in response, over successive quality assurance cycles. Such a record would support the systematic auditing of improvement over time and enhance the transparency and traceability of quality enhancement processes within the Institution's Internal Quality Assurance System.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6.**

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

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
MICHAILAKIS DIMITRIS	Signed by MICHAILAKIS DIMITRIS
KARAKASIDOU ANASTASIA	Signed by KARAKASIDOU ANASTASIA
KIRTSGLOU ELISABETH	Signed by KIRTSGLOU ELISABETH
KOKALIARI EFROSINI	Signed by KOKALIARI EFROSINI
ΠΑΠΑΣΙΩΖΟΥ ΕΥΑΓΓΕΛΙΑ	Signed by ΠΑΠΑΣΙΩΖΟΥ ΕΥΑΓΓΕΛΙΑ