Αθήνα, 16-04-2025
Αρ. πρωτ.: QA_1078

ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α΄/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.

2. Την υπ΄ αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ), την υπ΄ αριθμ. 16384/Ζ1/15.02.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 137/τ. ΥΟΔΔ/19-02-2024), περί παράτασης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της ΕΘΑΑΕ, καθώς και την υπ' αριθμ. 88986/Ζ1/1.08.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 846/Υ.Ο.Δ.Δ/7.8.2024) περί της ανανέωσης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).

3. Την υπ΄ αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ.΄ ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)», όπως ισχύει.

4. Την υπ΄ αριθμ. QA_883/04-04-2025 Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΜΣ «Περιβαλλοντική Εκπαίδευση» του Τμήματος Επιστημών Προσχολικής Αγωγής και Εκπαιδευτικού Σχεδιασμού του Πανεπιστημίου Αιγαίου.

5. Την 49η/15-04-2025 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2 «Έγκριση εκθέσεων πιστοποίησης – Χορήγηση πιστοποίησης».

ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Μεταπτυχιακών Σπουδών

Περιβαλλοντική Εκπαίδευση
του Τμήματος Επιστημών Προσχολικής Αγωγής και Εκπαιδευτικού Σχεδιασμού
του Πανεπιστημίου Αιγαίου

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Προγραμμάτων Μεταπτυχιακών Σπουδών της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 7 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 15-04-2025 έως 14-04-2030.

Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας

Accreditation Report

for the Postgraduate Study Programme of:

Environmental Education

Department: Pre-school Education and Educational Design
Institution: University of the Aegean
Date: 07/02/2025

NOTES

- *Please do not modify styles, fonts, and language in this template.*
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Environmental Education** of the **University of the Aegean** 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 Environmental Education of the **University of the Aegean** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Makopoulou Kyriaki (Chair)
    (Title, Name, Surname)
    University of Birmingham
    (Institution of origin)

2. Almpanaki Xanthi
    (Title, Name, Surname)
    Regional Centres for Educational Planning (PEKES).
    (Institution of origin)

3. KYRIAKIDES LEONIDAS
    (Title, Name, Surname)
    Τμήμα Επιστημών της Αγωγής, Σχολή Κοινωνικών Επιστημών και Επιστημών της Αγωγής, Πανεπιστήμιο Κύπρου
    (Institution of origin)

4. LIZARDOU DIMITRA PANAGIOTA
    (Title, Name, Surname)
    National and Kapodistrian University of Athens
    (Institution of origin)

5. VALAVANIDOU-IOANNITOU GEORGIA (GINA)
    (Title, Name, Surname)
    Le Mans Université
    (Institution of origin)

II.   Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

In preparation for the online meetings scheduled for the external accreditation of the Postgraduate Study Programme (PSP) 'Environmental Education' of the University of Aegean (thereafter referred to as the PSP or the Programme), the members of the External Evaluation and Accreditation Panel (EEAP) had access to all appropriate documentation provided by the Hellenic Authority for Higher Education (HAHE). All material was readily available online, and included the Standards for Quality Accreditation, Mapping Grid, Assessment Guide, Assurance Policy Document, the European Qualifications Framework, and a variety of other supporting materials. In relation to the present accreditation, other material included the School's Proposal for Accreditation of the Postgraduate Programme, the description of modules, and other relevant information about the Programme (statistical data, quality indicators, student questionnaires, strategic goals, etc.). The EEAP also consulted the Website of the School. The visit was online, using Zoom. The first teleconference was conducted on Monday 13/01/2025 and the second on Thursday 16/01/2025. A number of private meetings of the EEAP (via Zoom) took place to finalise the report. An overview of the meetings taking place is provided below:

Monday 13 January 2025
1)   Meeting with the director of PSP-EE, the Head of Department, and members of the Steering Committee and MODIP
During this meeting, the EEAP were provided with a informative and succinct overview of the programme and evolvement over time. A formal presentation highlighted actions aimed at maintaining the quality of provision and addressing any areas of concern. It was acknowledged that emphasis is placed on continuous improvement and proactive measures to ensure the programme remains robust and responsive to both current and future needs. This comprehensive review facilitated a deeper understanding of the programme's trajectory.
2)   Online tour and discussion about facilities and available resources
In the presence of key administrative staff and technical support personnel, this meeting provided a comprehensive overview of the facilities and learning resources available to support both student engagement and learning. The discussion highlighted various materials and equipment designed to enhance the educational experience. Attendees were informed about the latest technological tools, study spaces, and other resources that are integral to

fostering an effective learning environment. The meeting also emphasized the importance of these resources in promoting active student participation and ensuring that both students and staff have the necessary support to achieve their academic goals.

Thursday 16 January 2025

3)   Meeting with teaching staff

The meeting covered a broad range of topics, such as professional development opportunities, staff mobility, and workload management. Discussions also delved into research-driven teaching strategies, student assessments, and evaluation processes for the programme, individual modules, and teaching staff. These matters were discussed to gain a comprehensive understanding of current practices and to identify areas for improvement.

4)   Meeting with current students

During this meeting, a wide range of topics were discussed. These included student satisfaction with their overall PSP experience, the quality of facilities and support services available to them, and their contributions and perspectives on quality assurance processes. Additionally, the discussion addressed other key issues that students identified as top priorities related to their studies, ensuring their voices and concerns were heard and valued.

5)   Meeting with graduate students

The meeting with graduates focused on sharing their experiences during their postgraduate studies, emphasizing how the programme supported them in navigating their academic journey. We also explored the impact of the postgraduate degree on their career paths, highlighting the specific skills and knowledge they acquired that have been crucial for their professional development. Graduates provided insights into how the degree has opened new opportunities, enhanced their expertise, and contributed to their growth in their respective fields.

6)   Meeting with employers and social partners

In this meeting, we examined the relationships the Programme has built with external stakeholders. The discussions focused on understanding the development and maintenance of these partnerships, exploring collaborative projects such as educational initiatives and professional development opportunities aimed at widely disseminating research-informed practices.

7)   Closure meeting

Following an intermediate private meeting of the EEAP, the closure meeting aimed to achieve two main objectives. First, it facilitated a discussion to clarify any points and findings that required further explanation. Second, it provided an informal and preliminary summary of the key findings, observations, and recommendations from the EEAP. This summary highlighted both the strengths of the programme and areas for improvement, ensuring that all stakeholders had a clear understanding of the preliminary evaluation outcomes and an opportunity for constructive discussion.

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Postgraduate Study Programme (PSP) 'Environmental Education' employs 34 members of Teaching and Research Staff. The programme was first established in 2004-05. The programme seeks to "provide specialisation in Education for the Environment and Sustainable Development, in the context of Education Sciences". The central aim of the PSP is to offer graduates the knowledge and skills necessary for planning, organizing, implementing and evaluating Environmental Education programs offered through the formal, non-formal and of informal education. It also seeks to promote the knowledge and the development of research, to sustain the educational, research, social, and cultural developmental needs of the country, and to support graduates develop high-level specialization in theoretical and applied areas in the specific discipline. A particularly distinctive feature of the programme is its focus on the diffusion of research results in the education system and social institutions involved in the protection of the natural and cultural environment, through the development of partnerships with research institutes and other bodies in Greece and abroad.

The programme objectives are summarised as follows: (1) To equip graduates with scientific knowledge and practical skills for promoting sustainable development and environmental management; (2) To advance research in educational sciences related to the environment and sustainability; (3) To disseminate environmental knowledge and to foster eco-friendly attitudes in educational, societal, and institutional frameworks; and (4) To build networks for collaboration among educators, researchers, and scientists. The curriculum encompasses a broad range of topics, catering to: a) teachers who wish to design and implement School Environmental Programs; b) university graduates seeking to acquire teaching and pedagogical skills for a career in education; and c) other professionals aiming to work in scientific institutions, organizations, and services that promote the principles of sustainable development, both directly and indirectly.

The Programme operates within the framework of the European Credit Transfer and Accumulation System (ECTS), which quantifies academic workload. The complete cost of the Postgraduate Programme amounts to 2.700€, reflecting the total number of 90 required credit units. Teaching is provided in the Greek language, although applicants are expected to have good knowledge of English language, to access the bibliography and other learning materials. The Postgraduate Study spans three academic semesters. These include the completion of a thesis and practical training (internship). To obtain the Master's Degree,

students must successfully complete ten modules (nine compulsory and one compulsory elective) and a Thesis. Each of the first and second semester consists of five modules, with 6 ECTS per module (or 30 ECTS per semester). The third semester involves the completion of a thesis (30 ECTS). Practical training (i.e., work placement module) is provided at several listed collaborating settings and is not supervised.

Upon successful completion of the PSP, graduates are awarded a Diploma of Postgraduate Studies in Environmental Education. This qualification opens up a wide array of career opportunities across various settings, including roles in the public and private sectors, as well as in educational institutions. The institution prides itself on providing high-quality infrastructure to support both face-to-face and web-based learning.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

The Quality Assurance (QA) Policy of the Programme aligns with the quality policy and procedures of the University (see Annex 1.1c). Specifically, the PSP is committed to maintaining and improving the quality of provision, while ensuring that it operates in accordance with the rules governing the Department of Early Childhood Education and Educational Planning of the University of the Aegean (see Annex 1.1b). More specifically, the PSP ensures compliance with strategic goals, internal quality systems, and stakeholder input, aiming for continuous academic and administrative improvements. The QA policy of the PSP (see Annex 1.1a) aims to enhance the academic profile and orientation of the programme and supports its purpose and objectives as these were outlined in section A (III) above in the present report. The program emphasizes implementing and periodically updating a quality policy that supports its academic character and goals.

The programme's commitment to quality is visible through: (1) Programme Structure and Organization: Ensuring that the design and structure of the Programme aligns with contemporary interdisciplinary and pedagogical approaches, as well as attempting to achieve learning outcomes that are consistent with the European and National Qualification Framework for Higher Education (Level 7); (2) Teaching and Learning Quality: Promoting the quality and effectiveness of teaching, by ensuring that the teaching staff has appropriate qualifications to support the program's objectives; (3) Evaluation and Improvement: Developing, implementing, and reviewing annual quality goals to improve the programme. Also, the PSP conducts regular internal evaluations in collaboration with the Quality Assurance Unit (ΜΟ.ΔΙ.Π.) of the University and the Internal Evaluation and Accreditation Team (ΟΜ.Ε.Α.); (4) Graduate Employability and Market Relevance: Monitoring the relevance of the graduates' qualifications in the job market. In this way, it strengthens the connection between the programme, professional experience, and labour market demands; (5) Support Services: Ensuring the quality of administrative, library, and student welfare services that support the programme; (6) Financial Management: Optimizing the efficient use of financial resources, including tuition fees; (7) Research Integration: Linking teaching to research by also encouraging collaboration between the programme and the broader research community; (8) Organizational Learning and Culture: Building a culture of organizational learning by encouraging knowledge sharing and team initiatives to improve the academic environment; and (9) Inclusivity and Accessibility: Promoting equality, non-discrimination, and removing barriers to ensure everyone has access to educational, administrative, and professional development opportunities.

The above commitments are integrated into six strategic goals (outline below) that drive continuous improvement across education, research, administration, and internationalization, ensuring the programme remains competitive and effective while serving the needs of students and the broader community:

- Enhance educational quality and student performance;

- Promote research;

- Strengthen connections with the community and the labour market;

- Promote internationalization of academic and research activities;

- Improve infrastructure, administration, and human resources;

- Ensure sustainable operations within the educational ecosystem.

The QA Policy of the PSP is published and available on the Department's website (http://www-tepaes.rhodes.aegean.gr/pms-pe/default.aspx?Menu=13) in Greek. The QA Policy is communicated to the public during the orientation sessions for new students and faculty. Additionally, regular updates are sent via email to all stakeholders to keep them informed.

II. **Analysis**

The QA Policy of the PSP demonstrates a comprehensive and systematic approach to ensuring academic excellence, research integration, and alignment with the broader goals of the University of the Aegean and the department of Early Childhood Education and Educational Planning. The policy is well-articulated, addressing key dimensions necessary for fostering a high-quality postgraduate program. More specifically, the policy aligns with the European and National Qualification Frameworks for Higher Education and covers a broad range of areas, from curriculum design and teaching quality to administrative support and inclusivity. The integration of research into teaching benefits students but also contributes to the field of Environmental Education, particularly in its application to sustainability and professional practice. The emphasis on periodic evaluations, quality reviews, and strategic goal-setting demonstrates a commitment to continuous improvement since such mechanisms are essential for maintaining relevance and adapting to the evolving educational and environmental landscape.

The six strategic goals outlined in the policy provide a clear roadmap for achieving excellence. More specifically, the PSP aimed to have achieved several goals by the end of 2024 (see Annex 1.2). These included increasing student participation in the evaluation process, ensuring academic quality, promoting excellence in research, strengthening alumni connections, and encouraging collaboration with local stakeholders. In addition, the programme focused on enhancing mobility for students and faculty through Erasmus+, supporting educator training, developing academic staff, and advancing Green University initiatives. To meet these goals, the program planned informational sessions for students, fostering collaborations with stakeholders, and engaging alumni while promoting the program on social media. These actions reflect the program's dedication to academic excellence, sustainability, and internationalization, while ensuring strong ties with students,

educators, and the broader community. These areas are aligned with the strategic objectives of the University and are accompanied by specific indicators, actions, responsibilities, and timeframes for implementation.

Through a comprehensive overview of the available evidence (i.e., provision of documents, accreditation meetings, students perspectives, department's and programmes websites), the PSP shows that is dedicated to providing postgraduate specialization in this field offering students a solid theoretical, methodological, and experiential background that promotes critical thinking and environmental awareness, as well as the development of skills and knowledge that can be applied to a wide range of career orientations. Nevertheless, there are two areas of improvement that can be discussed. First, although the QA policy mentions stakeholder input, it does not detail the processes for collecting and acting on feedback from students, alumni, or industry partners. A more transparent approach to stakeholder engagement could be included. Second, while internationalization is emphasized, the policy does not provide insights into benchmarking practices or collaborations with international institutions. Expanding on these aspects could enhance the program's global competitiveness.

III.   **Conclusions**

As evaluated by the EEAP, the QA policy prominently adheres to data-driven outcomes and promotes continuous improvement of the PSP in all aspects. The two recommendations above could strengthen the feasibility and sustainability of the programme. For example, by systematically collecting data from graduates, social partners, and employers would provide help to better understand the extent to which the programme responds to the labour market needs and develop closer collaborations with public and private educational institutions (e.g., organisation of events and information fairs). In conclusion, this QA policy underscores the department's dedication to providing high quality tertiary education to students that would be employed in the education sector. For these reasons, the quality assurance policy and quality goal setting are deemed fully complaint to achieving excellence within the PSP of Environmental Education, while demonstrating continuous dedication to improvement through well-established quality assurance processes.

Panel Judgement

Please tick one of the following:

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

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Systematic collection of data from graduates, social partners, and employers to strengthen the feasibility and sustainability of the programme.

Provide insights into benchmarking practices or collaborations with international institutions to enhance the programme's global competitiveness.

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 PRORAMME 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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts</u>.

I. **Findings**

The Postgraduate Study Programme in "Environmental Studies" is a cutting-edge programme that offers numerous benefits to its students. It was established by the decision of the Senate of the Aegean University and assumes administrative support of this programme. The pro-gramme provides a specialized focus on Education for the Environment and Sustainable Development, equipping students with the knowledge and skills necessary to address pressing environmental challenges. Participants gain a deep understanding of sustainable practices and environmental education, preparing them for impactful careers in various sectors. The programme's innovative approach ensures that graduates are well-prepared to contribute to the advancement of sustainable development and environmental stewardship.

Students have opportunities to deepen their knowledge and research skills through research-informed modules, interactive workshops and seminars, and other actions. Stu-dents gain the ability to integrate theory with practice, enabling them to effectively develop, teach and evaluate environmental subjects in schools, using methods and techniques ap-propriately applied in the school environment. Also, students in the program develop their research interests in the educational system and other institutions involved in the design and decision-making for the protection of the natural and cultural environment. After graduation the participants are expected to become professionally active in relevant innovative educational, social, and scientific working environments in Greece and abroad.

The curriculum covers a wide spectrum of topics, relevant to: a) teachers who are interested in designing and implementing School Environmental Programs; b) university graduates who are interested in acquiring the teaching and pedagogical competence to work in education; and c) other professionals interested in being recruited in scientific institutions, organizations and services which promote, directly and indirectly, the principles of sustainable development. The design of the programme is based on the premises of research empowerment and the importance of environmental sustainability in education and life. As de-signed and published in the Student Guide, the programme has mandatory courses and one mandatory elective course.

The module descriptors provide detailed information on several key aspects. They outline the learning objectives, specifying the knowledge and skills that students are ex-pected to acquire by the end of the course. They also detail the various teaching modes employed by teaching staff, as well as how each module is assessed. Lastly, the module de-scriptors provide comprehensive bibliographies, listing essential readings and resources that support the course content.

As detailed in section A (III) of this report, the Programme follows the European Cred-it Transfer and Accumulation System (ECTS). This system quantifies academic workload and indicates that a total of 90 credit units is required. Teaching is provided in the Greek language, although applicants are expected to have good knowledge of English language, to access the bibliography and other learning materials. The Postgraduate Study Programme spans three academic semesters, as outlined in section A (III). The first and second semesters consist of five modules each (6 ECTS per module – or 30 per semester). The third semester involves the completion of a thesis (30 ECTS). One module which offers students the opportunity for practical application, referred to in this report as the work experience module, is mandatory, and is divided in two semesters. In the first semester, 'Work Experience 1' focuses on the design, the implementation, and the evaluation of the environmental education in Schools. In the second semester, 'Work Experience 2' focuses on the design, implementation, and evaluation of environmental programs in institutions and organizations.

Upon successful completion of the PSP, graduates are awarded a Diploma of Post-graduate Studies in Environmental Education. This qualification opens up a wide array of career opportunities across various settings. Graduates are well-prepared to pursue roles in the public and private sectors, as well as in educational institutions.

II. **Analysis**

In all the documents reviewed for this principle, the overall provision of information is well articulated and presented and according to all the requirements of the proposal/accreditation templates. The programme is highly innovative, significantly expanding the concept, aims, and methodology of environmental sustainability in education. It introduces cutting-edge approaches and best practices that go beyond traditional methods, fostering a deeper understanding of sustainability principles among students. By broadening the scope of environmental education, the programme aims to equip students with the knowledge and skills necessary to address complex environmental challenges. The methodology employed in the programme is designed to be dynamic and interactive, encouraging active participation and critical thinking. Students engage in hands-on projects, fieldwork, and collaborative research, allowing them to apply theoretical concepts to real-world situations. This experiential learning approach not only enhances their understanding but also prepares them to

become effective advocates for sustainable development.

The modules on offer are appropriate to achieve the aims of the programme, their content is evidence- and research-informed, and their delivery is in line with contemporary pedagogies. The incorporation of both compulsory work experience modules and a research thesis in the third and final semester is commendable. Work experience modules offer opportunities for the application of theoretical knowledge in real-world settings, while offering students exposure to the relevant industry (enabling students to understand industry standards, practices and expectations). Completing a research thesis allows students to delve deeply into a specific topic, enhancing their expertise and understanding of the subject matter, developing research skills, and identifying and addressing complex problems.

It was also evident that the programme fosters a strong sense of community and collaboration among students and staff, creating a supportive environment where ideas can be shared and innovative solutions can be developed. By promoting a culture of sustainability, the programme aims to inspire future leaders who are committed to making a positive impact on the environment and society. A strength of the programme is its continuous interaction with key stakeholders, locally, regionally, and to some extent nationally. These external stakeholders and social partners have extensive experiences in various professional contexts, including in ministries, the hospitality industry (e.g., eco holidays), schools, and institutions dealing with sustainable environment. Such partnerships can offer a particularly valuable training ground for students conducting their compulsory research thesis. Although there was evidence of ongoing interactions with external stakeholders, a more regular and structured feedback mechanism from stakeholders should be organized.

Finally, the EEAP suggests that there is scope to develop the work experience modules further. As many of the students are already working in the field of education, the EEAP highly endorse that the Department takes into consideration the expertise of the students. The students, in their field of expertise, could create and publish Portfolios, teaching methods and teaching materials on environmental sustainability with new data in designing and implementing School Environmental Education. These materials can be presented to the Department, to the educational community, to the schools or other structures and institutions, creating a databank useful for all parties.

III.   **Conclusions**
Upon reviewing relevant documentation, we conclude that the programme is highly innovative, expanding the concept, aims, and methodology of environmental sustainability in education. It employs dynamic and interactive methodologies, encouraging active participation and critical thinking. Students engage in hands-on projects, fieldwork, and collaborative research, enhancing

their understanding and preparing them to become effective advocates for sustainable development. The curriculum includes compulsory work experience modules and a research thesis, providing practical industry exposure and supporting students developing research skills. The programme fosters a strong sense of community and collaboration. Continuous interaction with key stakeholders enriches the learning experience, though work experience modules can be further strengthened and a more structured feedback mechanism is recommended.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The EEAP recommends that the Programme team should continue its efforts to facilitate students in finding fields for their work experience, by taking into consideration and utilizing students' expertise in various placements. It is recommended that students, in their field of expertise, could create and publish Portfolios, teaching methods and, teaching materials on environmental sustainability with new data in designing and implementing School Environmental Education. These materials can be presented to the Department, to the educational community, to the schools or other structures and institutions, creating a databank useful for all parties.

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.

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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.*

</div>

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>*Findings,*</u> <u>*analysis of judgement*</u> *and* <u>*conclusions*</u> *should be developed below in* <u>*three distinct parts.*</u>

I.   **Findings**

Based on the series of documents provided and the meetings conducted as outlined above, there is clear evidence that a student-centred approach to learning, teaching, and assessment is one of the key priorities of the programme. Alongside lectures and presentations by experts, students also have opportunities to learn through case study analysis, debates, practical application, workshops etc. By employing such a diverse range of teaching approaches, and with a focus on student-centred provision, the programme ensures that students are engaged and supported in their learning journey.

One of the primary objectives of the programme is to equip postgraduate students with both theoretical knowledge and specialized skills necessary for professional practice. Additionally, the programme aims to cultivate their critical thinking abilities. This goal is achieved through a variety of approaches that encourage autonomous learning, collaboration, and self-reflection. Students are also fostered to engage in activities that promote independent study, allowing them to take ownership of their learning journey. Collaborative projects and group discussions foster teamwork and the exchange of ideas, enhancing their ability to work effectively with others. Self-reflection exercises are integrated into the curriculum, encouraging students to critically evaluate their own progress and identify areas for improvement.

A notable strength of the programme, as previously noted, is the requirement of conducting a research thesis in the third semester of the studies. Conducting a research thesis aims to facilitate learning that deepens students' scientific knowledge and enhances their critical thinking skills. In this context, each student is assigned to an academic supervisor, with the aim to promote collaboration between supervisors and students, with clear structures in place for supervisors to offer ongoing support and guidance to students. The role and expectations of project supervisors are well-defined; and there was evidence that students have opportunities to meet their supervisors regularly (one-on-one meetings) for personalized guidance and support.

Across all modules, there is evidence that the students are informed in advance of all assessment criteria and methods, which they can also be found in the online platform. Assessments of student learning for all modules is continuous and diagnostic in order to inform, further develop, and differentiate the quality of teaching. Additionally, the Department maintains collaborations with various external stakeholders such as local public bodies, non-governmental organizations, social partners, and other employers, which enhances the graduates' networking opportunities and possibilities for work experience. These partnerships also facilitate the implementation of other cooperative activities such as special events, conferences, workshops, visits, and interventions.

Regarding module and staff evaluations, staff members regularly remind and

encourage students to complete the student satisfaction surveys. For students who have negative experiences, there is a clear process in place for submitting formal complaints about any academic or administrative related matter. and this can be submitted to the administrative office of the Department. A dedicated committee handles each case individually and confidentially, proceeding to potential resolutions following a collaborative approach. Overall, the program strives to create an inclusive and dynamic learning environment, where students actively shape their educational path while gaining advanced knowledge and skills.

II.   **Analysis**

From the analysis, it is evident that the Programme follows the principles of student-centred learning, teaching and assessment. The course objectives and activities, as well as practices applied in the teaching practice, are also consistent with a student-centred approach. By adopting this approach, the programme ensures that students not only gain a deep understanding of their field but also develop the critical thinking and problem-solving skills essential for their professional and personal growth. This holistic approach prepares graduates to excel in their careers and to contribute meaningfully to their respective industries.

During the online meetings, the EEAP was well impressed with the unanimous satisfaction expressed by current students and graduates about the content and quality of delivery of this PSP. Everyone who spoke - and all of those present - complimented the dedication and expertise of members of staff, and the organization and structures in-place for supporting students throughout their studies. Staff offered evidence of the structure way students' feedback (via the end of semester questionnaires) is carefully considered and, whenever feasible, student opinions and suggestions are utilized toward the continuous improvement of the programme and quality of provision. In this way, students are encouraged and supported to take an active role in the learning and assessment process. It is finally important to note that all areas of the Department provide individual support and aim to meet the needs of students with disabilities.

III.   **Conclusions**

In conclusion, the EEAP finds that the Programme adheres to the principles of student-centred learning, teaching, and assessment, ensuring students gain deep knowledge and critical skills. This approach prepares graduates for successful careers and meaningful contributions to their fields. The EEAP noted high satisfaction among students and graduates regarding the programme's content and delivery, whilst there are clear processes in place of receiving and resolving student complaints. Overall, staff dedication, expertise, and support structures were highly praised. Student feedback is actively considered for continuous improvement, and the programme provides individual support, including for students with disabilities.

Panel Judgement

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

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

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

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

• *the student admission procedures and the required supporting documents*

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

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

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Student admission, duration of studies, student progression and mobility are clearly defined and explained in the documentation provided. The intended selection criteria for student admission are transparent and mainly based on the following: general grade of Bachelor degree, grade in undergraduate courses related to the subject of the PSP, performance in the thesis conducted at undergraduate level (if applicable), and any research or professional experience of the candidate in a related field. To boost student recruitment, and to support students financially, and/or to reward students' achievements, the Department provides one scholarship per academic year.

New students enrolling to the programme are supported with appropriate actions, including providing detailed information on the programme of study, invited visits to the infrastructure, and orientation sessions. Much of this information is readily available online (e.g., the programme's website: http://www.pse.aegean.gr/pms-pe/, which is constantly updated), as well as via relevant announcements (http://www.pse.aegean.gr/?page_id=3929). The website of T.E.P.A.E.S. also provides information for newcomers in both undergraduate and postgraduate level. A host of events, including information meetings, are organized in the first week of the academic year, in which members of administrative and academic members of staff participate.

The general structure of the PSP adheres to the ECTS system (90 ECTS in total), which allows student mobility (i.e., transfer among European Universities), and national and international recognition of the degree. The Erasmus+ Programme provides student mobility, both for studies in Institutions of Higher Education, as

well as for internships in different infrastructures abroad. There is regular information shared with the academic community about the Erasmus+ programs by the Erasmus+ Office, through its updated website (http://erasmus.aegean.gr/el/), but also via email distribution containing all necessary information.

Each student is assigned an Academic Advisor, whose role is clearly defined. The advisor focuses on providing postgraduate students with advice and guidance on academic matters throughout the duration of their studies. An official Study Guide clearly outlines the conditions for the realisation of the Master's thesis (e.g., transparency in the process of awarding and examining the thesis, counselling, and guidance for the preparation of the thesis). Students have regular communication with their thesis supervisor (as noted earlier). The Members of the three-member Examination Committee must have the same or related scientific specialty with the subject of the Postgraduate Programme.

II.   **Analysis**

The programme and the department have established clear and detailed student admission procedures and supporting structures in place for the smooth progression of studies of all students. The Programme diligently adheres to regulations governing all aspects of student admission, progression, recognition, and the awarding of degrees or certifications. These regulations ensure a transparent and fair process for admitting students, monitoring their academic progress, and recognizing their achievements. By strictly following these guidelines, the Programme maintains high standards of academic integrity and quality. Additionally, the structured approach to awarding degrees and certifications guarantees that all graduates meet the required criteria, thereby upholding the Programme's reputation and the value of its qualifications.

Upon successful completion of their studies, graduating students will automatically receive both a Diploma and its Supplement at no additional cost. These documents will be issued promptly, ensuring that graduates have immediate access to their official qualifications. The Diploma certifies the completion of their academic programme, while the Supplement provides detailed information about the curriculum, modules undertaken, grades achieved etc.

III.   **Conclusions**

The programme has well-defined procedures for student admission, progression, and mobility. Admission is based on academic performance, thesis work, and relevant experience, with one scholarship awarded annually. New students receive support through detailed information, facility visits, and orientation sessions. The programme follows the ECTS system (90 ECTS), enabling student mobility and international recognition, with Erasmus+ opportunities available for study abroad. Each student is assigned an Academic Advisor, and clear guidelines

govern the Master's thesis process. The department ensures transparency, academic integrity, and degree recognition, with graduates receiving a Diploma and Supplement upon completion.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

    I.   **Findings**

The PSP in 'Environmental Education' has a well-defined framework for its teaching staff, focusing on transparent selection processes, excellence, and continuous development. The teaching staff recruitment procedures are aligned with the current national law and regulations of the University of the Aegean. The teaching staff includes academics from the University of the Aegean, other Greek higher education institutions, and experts with recognized expertise. The department emphasizes attracting high-quality academics through a collaborative environment, research support, and fair workload distribution. For permanent faculty, criteria include academic expertise, teaching and research experience,

and international recognition. Adjunct faculty are evaluated on qualifications, research output, and relevance to the PSP's objectives.

Faculty members are assessed anonymously by students through questionnaires designed by the university's Quality Assurance Unit (ΜΟΔΙΠ) which are also aligned with the standards of the Hellenic Authority for Higher Education (ΕΘ.Α.Α.Ε.). More specifically, students evaluate each course and instructor at the end of each semester, based on the course content and teaching methods, integration of new technologies, connection between theory and practical application, effectiveness of assessment methods, promotion of research, experiential learning, and collaborative activities, and communication and engagement between instructors and students. The Coordinating Committee of the PSP analyses the student feedback as part of its annual assessment of teaching quality. After the spring semester, committee members process the evaluation data to identify strengths and areas for improvement. Consequently, results guide decisions for the upcoming academic year, such as curriculum adjustments, teaching enhancements, and professional development for instructors.

Faculty members are encouraged to engage in academic mobility programs, particularly under the Erasmus+ program, which facilitate teaching and research exchanges with universities and research institutions in Greece and abroad. The department provides financial support for conference participation. Moreover, the teaching staff are encouraged to participate in training programs, publish research papers. The documentation (Annexes 2.5. and 5.1.) includes a list of the teaching staff outlining their names, position, subject areas, teaching hours as well as a citation report (from Google scholar) for each member of the teaching staff. The PSP's faculty members are 14 in total. There are also two EDIP members, and five external collaborators.

II. **Analysis**

During the virtual meeting, the EEAP discussed with members of the teaching staff professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes as well as workload issues and teaching staff's involvement in research projects and areas of further improvement. All members of the teaching staff of the PSP were willing to share with the EEAP all the documents and information that could make their work visible and they have presented and explained their vision about the programme. The recruitment process for teaching staff adheres to national laws and regulations and transparent procedures and criteria for the recruitment of properly qualified staff. Professional development opportunities are promoted, and initiatives are supported to encourage scholarly activity to strengthen the link between education and research.

Based on the material presented to EEAP, it is evident that the faculty members of the PSP can establish strong collaborations amongst themselves, and they already

have a multidimensional teaching and research activity. Based on the number of their recent publications, and citations (in Google Scholar), they all have an active and notable performance and contribution to their research fields. The EEAP also suggests the PSP and the Departments to consider alternative ways to further increase the faculty's international scientific collaborations (e.g., by hosting visiting scholars) and mobility such participation of research projects.

The evaluation of teaching staff in the PSP is structured and student-centred, designed to ensure continuous improvement and maintain high academic standards. However, it is optional. Compulsory evaluation might enhance accountability and improvement among faculty members, and it will promote the PSP's commitment to aligning teaching practices with contemporary educational and research standards. Lastly, it is noted that contact information and CVs are publicly available in the PSP's website (http://www-tepaes.rhodes.aegean.gr/pms-pe/default.aspx?Menu=4), but only in Greek. It might be helpful if short bios of each faculty member are also included and if their information was also available in English.

III. **Conclusions**

The EEAP considers that appropriate actions have been taken to ensure quality in teaching and research of the PSP. The programme adheres to transparent recruitment procedures and criteria to employ high qualified teaching staff. The program actively promotes professional development opportunities, the programme's international scientific collaborations, and supports scholarly activities to strengthen the bonds between education and research. With detailed documentation outlining staff composition and workload, coupled with robust research activities exhibited by faculty members, the program underscores its commitment to improvement and contributing to the research fields.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Consider alternative ways to further increase the faculty's international scientific collaborations (e.g., by hosting visiting scholars) and mobility such participation of research projects.

Short Bios can be added to the PSP's website (http://www-tepaes.rhodes.aegean.gr/pms-pe/default.aspx?Menu=4), and information can be also available in English.

PRINICPLE 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 LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**
The Postgraduate Study Program 'Environmental Education' provides its staff sufficient resources and means to support the learning and academic activity of postgraduate students. The teaching staff consists of 30 members, eight of whom are full-time faculty members. The programme is housed in the Faculty of Humanities of the University of the Aegean, based in Rhodes. Teaching is delivered through a blended format, including both face-to-face teaching (50%) and distance learning (50%) during the semesters. Educational and learning

activities are facilitated through a combination of synchronous and asynchronous tools, utilizing BBB (BigBlueButton), the Moodle and the Zoom platform for distance education. The department is equipped with auditoriums and classrooms for course delivery, computer labs and a library, supporting academic and research program activities. The programme makes many efforts through the Department and the Faculty to support students. Partial support for programme delivery is provided by tuition fees. There is detailed provision on how these financial resources will be used.

II. Analysis

Based on documentary evidence and interviews with students and alumni, EEAP is convinced that despite the ongoing challenges of recent years, the programme is fully supported by the existing infrastructure. Additionally, the PSP offers tuition utilization plans. Student data, including demographics, test scores and program participation, is automatically collected and processed by our internal assessment department to generate reports for program management and educational authorities. Finally, the greatest asset of the program seems to be the people who support the program. Staff appear to be extremely dedicated and often willing to go above and beyond their expected workload to support students and program activities. This was evident to EEAP from the interviews with students and graduates, who spoke enthusiastically and praised the effort and commitment of the staff.

III. Conclusions

The programme benefits from robust existing infrastructure and provides tuition utilization plans. Student data is automatically gathered and processed. The programme's most valuable asset is its dedicated staff, who consistently exceed expectations to support students. This dedication is reflected in the enthusiastic feedback from students and alumni. The committee concludes that the Programme fully complies with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts</u>.

I.   **Findings**

The Programme has laid the foundations of solidly built procedures for the systematic collection of data regarding various aspects of its academic unit. These procedures incorporate information about the teaching methods and skills, the content, the difficulty and the usefulness of the available courses, academic staff's research projects, the students' satisfaction with their Programme, whether and how new technologies were used, the availability of electronic and printed resources, the facilities, and the available equipment. The collection of data occurs at different and multiple levels within the Programme to ensure more extensive coverage. This whole procedure is conducted entirely by the

administrative staff and the results of the collected data are sent to MODIP for further processing about indicators of quality in terms of teaching staff, facilities, and research.

The Programme uses an information system for collecting, processing, and managing data, along with a single method of data collection through two evaluation questionnaires. It also collaborates with relevant departments, such as MODIP. This approach is data-driven, ensuring the collection of accurate and up-to-date information. Regular student satisfaction surveys, conducted through evaluation questionnaires, are a key part of the Programme's data collection. These surveys offer valuable insights into students' experiences, concerns, and suggestions for improvement. Administered anonymously before the semester ends, they capture students' genuine feelings and expectations regarding their academic experience. Additionally, the collected data is presented in a way that is easily accessible to academic staff. Student performance is commendable, and the overall course progression meets expectations. The majority of students complete their studies, with a satisfactory proportion graduating within the minimum required timeframe.

II.   Analysis

The Programme demonstrates a strong commitment to effectively utilizing data gathered from both personal and anonymous questionnaires. The data is regularly analyzed to identify key trends, areas for improvement, and opportunities for growth and development. The results are shared with relevant departments and stakeholders to ensure transparency and accountability. Furthermore, the data is primarily used to enhance teaching methods and skills, support services, IT infrastructure, and the efficiency and accessibility of both electronic and printed resources, addressing various aspects of the academic unit. The analysis of this data helps to pinpoint deficiencies or areas in need of improvement. Charts are used to present the data in a format that is accessible only to academic staff.

III.   Conclusions

In conclusion, the Programme has established robust procedures for the systematic collection of data across various aspects of the academic unit, including teaching methods and skills, course content, difficulty, and relevance, as well as graduate employability and career development. A combination of information systems is used for data collection, processing, and management, facilitated by evaluation questionnaires and collaboration with relevant departments to ensure efficient data collection. Furthermore, the data is presented in a clear and informative manner. Additionally, student questionnaires provide valuable feedback, offering insights into students' experiences and expectations regarding the Programme. Ultimately, the Programme demonstrates a strong commitment to a data-driven approach, and through continuous improvements in data collection processes, it achieves its goal of delivering a high-quality educational experience to its students.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The EEAP advocates for the continued efforts to maintain the Programme's online content as up-to-date as possible. All digital materials, resources, and information must remain accurate and relevant to meet the evolving needs of the students, faculty, and prospective applicants. This ongoing commitment to content updates is critical for ensuring that the Program remains aligned with current academic trends, policies, and best practices, thereby providing students with reliable and timely information to support their academic journey.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>*Findings*</u>*,* <u>*analysis of judgement*</u> *and* <u>*conclusions*</u> *should be developed below in* <u>*three distinct parts.*</u>

I. **Findings**

Key information about the academic unit and the Programme 'Environmental Education' is available online (http://www.pse.aegean.gr/pms-pe/). This includes details about the Programme's structure, mode of attendance, assessment criteria, the degree awarded, information about the exams, the curriculum, and the CVs of academic staff. Information is provided in both Greek and English, but an update to the English version of the website is needed. The PSP also promotes its activities through the Department's official Facebook page, available at https://www.facebook.com/environmentaleducationrhodes. There is a dedicated section on the Programme's website (http://www.pse.aegean.gr/?page_id=3929) (M8.2). This segment is designed to provide comprehensive information to prospective students and other interested parties.

All module outlines for the PSP are readily available online, providing an extensive and detailed overview of the Program'mes curriculum. These outlines include comprehensive module descriptions, clearly defined learning objectives, and thorough explanations of assessment methods. They serve as an invaluable resource for both current students who wish to deepen their understanding of the modules and prospective students looking to explore the Programme's offerings. Accessing these outlines ensures transparency and helps students make informed decisions about their academic journey.

The Programme's Policy for Quality Assurance is accessible online via the PSP website (http://www.pse.aegean.gr/pmspe/default.aspx?Menu=13). This policy

outlines the strategies and measures in place to ensure the Programme's quality and effectiveness (as discussed earlier). MODIP is the quality assurance unit within the Program.

II. Analysis

The information provided on the PSP website is consistently accurate, up-to-date, and readily accessible. Such accessibility plays a critical role for prospective students, as it equips them with the reliable and current data necessary to make informed decisions about their academic pursuits and future career trajectories. While essential information about the PSP is accessible online, there is potential for improvement in providing multilingual content, particularly in English. Expanding language options could significantly enhance accessibility and attract a more diverse cohort of international students.

The presence of a dedicated section on the website for promoting the PSP reflects a strong commitment to transparency and effective communication. This initiative is crucial for engaging prospective students and offering them a detailed understanding of the Program's offerings. The online availability of module outlines is another commendable feature, facilitating a clear understanding of the Programme's structure and content. These outlines are an invaluable resource for both students and educators, fostering clarity and transparency in the educational process. Additionally, the inclusion of the academic unit's Policy for Quality Assurance on the PSP website highlights a steadfast commitment to upholding high educational standards. Such transparency not only builds trust among students and stakeholders but also reinforces the Programme's dedication to quality and continuous improvement.

III. Conclusions

In conclusion, the Department overseeing the Programme has demonstrated a commendable commitment to transparency and accountability by ensuring that essential information is readily accessible online. The availability of a dedicated website section for Programme promotion, comprehensive module outlines, and presented quality assurance policies underscores these efforts. To further enhance accessibility and inclusivity, the Programme could benefit from expanding multilingual options and refining the English-language content on the website to better cater to international students. Additionally, ensuring the regular updating of online content is imperative to maintain accuracy and relevance. Overall, the Department's initiatives in providing clear, detailed, and easily accessible information online contribute significantly to the Programme's reputation and its ability to attract a diverse and informed cohort of prospective students.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The EEAP suggests further expanding the availability of information in multiple languages and updating its current website in English, particularly for the benefit of international students. This would significantly enhance the Programme's outreach and support to a more diverse student population, ensuring that all students, regardless of their language background, have equal access to vital information.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**
    Since 2008, the monitoring and internal evaluation of the PSP is ongoing, sustained and meaningful, coordinated by the Internal Evaluation and Accreditation Team (OM.E.A.) and in collaboration with the Quality Assurance Unit (MO.ΔI.Π.). All relevant actions are carried out in line with university regulations and in accordance with the procedures defined by the HAHE. There was evidence of ongoing (yearly) review of the PSP curriculum to achieve efficiency and excellence in delivery and to accommodate changes on staff availability and other considerations (e.g., links to research activities). A yearly

evaluation, review and development of the content, structure and assessment of modules is also taking place, and key stakeholders were open and transparent about issues/weaknesses arising and actions undertaken to mitigate these. A central priority is ensuring that programme/module content remains up-to-date with the latest scientific developments in the discipline. This process involves reviewing textbooks, research articles, case studies, and other educational resources, ensuring they align with the discipline's advancements (and this was evident from the sample reading lists provided).

Evidence to inform this ongoing review is obtained through formal and informal feedback channels, including two student surveys (one provided by MODIP and one developed by the department), faculty meetings, and industry consultations. The department is working closely with and incorporating feedback from internal (e.g., staff, students) and external (e.g., employers, professional associations, and community organisations) stakeholders, and this collaboration results in the development of concrete and tangible goals alongside outcomes obtained from other internal assessments. We found that this consultation with external stakeholders is structured and sustained, informing (amongst other things) the necessary skills and knowledge graduates need to meet current and future demands. Finally, engagement with students is vital for identifying areas of concern, such as gaps in knowledge, the need for additional support services, or level of satisfaction with programme structures and module delivery.

II.   **Analysis**

According to the academic accreditation proposal and from discussions during the online meetings with various stakeholders, it became apparent that staff members are aware of the need to have robust processes in place for the continual evaluation, refinement, and improvement of PSP, with the aim for the curriculum to remain relevant, effective, and responsive to the evolving needs of students, employers, and society at large. The EEAP observed that key staff of PSP and the Department take careful consideration of the results of their internal evaluation; and these are also shared externally, with the year reports available online. There is a culture of discussion and openness, whilst acknowledging the need to involve an even higher number of students in the formal module/programme evaluation (M1.2, goal 1.1). Current and previous students expressed gratitude to the continuous support provided by – as well as the connections created with - their tutors and other academic and non-academic members of staff. It is therefore evident that for SPS, students' voices are heard and acted upon, fostering a positive learning environment which contributes to continual programme improvement. The bespoke evaluation questionnaire, developed by SPS's academic members of staff with the aim to provide nuanced evidence about the programme, modules and different tutors/academic members of staff, is an excellent example of the team's commitment to robust internal evaluation processes. In relation to the PSP partnerships with external stakeholders, it was impressive to observe the extent of engagement and

interaction with a large number of diverse external stakeholders and the impact the PSP has in the local community and beyond.

III. Conclusions

There is unequivocal evidence of systematic monitoring, review, and development of the PSP, with the objective of sustaining excellence in educational provision and fostering a supportive and effective learning environment for students. The internal evaluation is sustained, with the participation of students, graduates, members of staff and external stake-holders; and results inform the ongoing development of the programme. The EEAP believes that the whole internal evaluation process is fully compliant.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>*Findings*</u>*,* <u>*analysis of judgement*</u> *and* <u>*conclusions*</u> *should be developed below in* <u>*three distinct parts*</u>*.*

I.   **Findings**
The PSP-EE was established in 2004-25. However, the present report marks the first external evaluation conducted by HAHE or any other institution. Consequently, there are no prior recommendations from external evaluations for PSP. The PSP team nevertheless provided a very detailed account of the processes undertaken and results obtained from other external evaluations. Examples of these include the external accreditations of the department (2013 and 2021), as well as the external evaluation of the University (2015). The PSP team members have drawn upon these significant external evaluations to inform the ongoing development of the programme. As a point of illustration, three main recommendations were set as a result of the most recent external accreditation of the department (2021, p. 34): (1) To "continue considering ways to increase the limited mobility of incoming and outgoing Erasmus students (i.e., scholarships, financial support, guidance and rewards)"; (2) To "motivate students to participate in the departmental and University-wide committees" ; and (3) To "consider processes and motives to increase the percentage of student responses to the course evaluations". The department and the PSP have acted on these recommendations, as evidence in the goals set for quality provision in the present submission. For example, and in relation to recommendation 3 above, one of the goals to improve quality provision (document M1.2, goal 1.1) refers to the need to increase the percentage of students who take part in all programme evaluation actions, such as completing module reviews. As part of the University of the

Aegean, the PSP have also the support of the Quality Assurance Unit of the University, which provides guidance and administrative support in any external evaluation, including the present one.

II. Analysis

Based on the above-mentioned findings, the EEAP verifies that the procedures adopted by all relevant stakeholders, with particular reference to the Director of the PSP with the support of MODIP, are in line with HAHE guidelines. During the Closure Meeting, a culture of openness and willingness to engage in constructive debate to further strengthen the programme was evident. Both the head of department and the director of the programme responded positively and constructively to the discussion, and committed to continue embedding robust evaluation processes to inform the ongoing development of the programme.

III. Conclusions

This is the first external evaluation of the PSP in the context of HAHE, so there is no track record of prior recommendations. There was however clear evidence of thoughtful planning and review of programme delivery based on a prior external evaluations of the department and the university. Current actions are very well aligned with such prior evaluations. The EEAP believes that the procedures adopted by the Director of the PSP, the Department and MODIP constitute a strong guarantee for the implementation of the possible suggestions of the EEAP.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations
Please provide your recommendations with regard to issues that need to be addressed, as appropriate.
None

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

The programme is highly innovative, significantly expanding the concept, aims, and methodology of environmental sustainability in education. Specifically, the PSP provides postgraduate specialization in the field of Environmental Education and Sustainable development, offering its students a solid theoretical, methodological, and experiential background that promotes critical thinking and environmental awareness, as well as the development of skills and knowledge that can be applied to a wide range of career orientations. The QA policy of the programme prominently adheres to data-driven outcomes and promotes continuous improvement of the PSP in all aspects. There was evidence of significant interaction with students and other internal and external stakeholders with the aim to inform the ongoing development of the programme. The curriculum is carefully developed and regularly reviewed and the teaching methods employed promote dynamic and interactive approaches and active student participation to support and deepen learning. The curriculum includes compulsory work experience modules and a thesis, providing practical industry exposure and supporting students developing research skills.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

The Programme can explore more nuanced ways to capture the significant impact it has and to record more systematically the ways external stakeholders inform the ongoing development of the programme. More work can be done in strengthening national and international collaboration to further enhance the programme's global competitiveness.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

Explore a more systematic collection of data from graduates and external stakeholders to strengthen the sustainability of the programme.

Consider alternative ways to further increase the faculty's international scientific collaborations (e.g., by hosting visiting scholars) and mobility to further enhance the programme's global competitiveness.

Maintain the Programme's online content as up-to-date as possible. All digital materials, resources, and information must remain accurate and relevant to meet the evolving needs of the students, staff, and prospective applicants. This ongoing commitment to content updates is critical for ensuring that the Programme remains aligned with current academic trends, policies, and best practices, thereby providing

students with reliable and timely information to support their academic journey. For example, short Bios can be added to the PSP's website (http://www-tepaes.rhodes.aegean.gr/pms-pe/default.aspx?Menu=4).

Expand the availability of information in multiple languages and update the Programme's current website in English, particularly for the benefit of international students. This would significantly enhance the Programme's outreach and support to a more diverse student population, ensuring that all students, regardless of their language background, have equal access to vital information.

Continue with the provision of compulsory work experience modules but build on students' existing expertise. It is recommended that students, in their field of expertise, could create and publish Portfolios, teaching methods and teaching materials on environmental sustainability with new data in designing and implementing School Environmental Education. These materials can be presented to the Department, to the educational community, to the schools or other structures and institutions, creating a databank useful for all parties.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

N/A

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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