



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

STANDARDS FOR QUALITY ACCREDITATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES (HEI)

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Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
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Definitions

according to the **Ministerial Decision No 18137/Z1/2023**:

- a. «**Distance Learning Postgraduate Study Programme**» is a second-cycle study programme, which can be implemented and completed totally or partly by the use of distance learning methods, through **Information & Communications Technologies (ICT)**: eLearning. Distance Learning through ICT: eLearning shall distinguish between synchronous and asynchronous.
- b. «**Synchronous Distance Learning**»: the learning mode, through technological means, (video conferencing environment), where the teacher and the students interact being at different locations, but in the same time, with the possibility of two-way communication and of sharing multimodal content (slides, videos etc) in real time.
- c. «**Asynchronous Distance Learning**»: the learning mode through an integrated technological environment (platform) of asynchronous learning, where the teacher and the students interact being at different locations and at different times. More specifically, interaction takes place between: ca) teacher and student, cb) student and teaching material, cc) students.
- d. «**Blended Learning**»: the learning mode developed under certain pedagogical conditions, through the combination of distance learning (synchronous or asynchronous), and in-person teaching.

1. STRATEGY, QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES (PSP) OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A STRATEGY FOR DISTANCE LEARNING, AS PART OF THEIR STRATEGIC PLANNING. FURTHERMORE, EACH INSTITUTION APPLIES A QUALITY ASSURANCE POLICY REGARDING THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

Each Institution develops and implements a strategy for distance learning with the pedagogical utilisation of ICT (eLearning). This strategy is integrated into the overall strategy of the Institution and defines the pedagogical framework for the utilisation of the ICT, in both distance learning environments (eLearning), and blended learning environments. The strategy includes the feasibility of applying the distance learning and blended learning in particular PSP, and determines the innovations that aim at the linking of teaching with research, with emphasis on the production of new knowledge and the updating of the PSP.

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.

In particular, 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 distance learning Postgraduate Study Programme, 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 continuous improvement of the Programme.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

As regards the distance learning PSP the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of the distance learning 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 distance learning PSP*
- d) the appropriateness of the qualifications of the teaching staff for teaching in distance learning 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 distance learning PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Documentation/Annexes

M1.1 Institutional strategy for distance learning, according to article 2 of the Ministerial Decision No 18137/Z1/2023

M1.2 Quality Policy of the Institution for the distance learning PSP

M1.3 Quality Policy of the academic unit for the development and the enhancement of the distance learning PSP

M1.4 Quality Targeting of the academic unit for the distance learning PSP, as per the attached template

2. ORGANISATION, MANAGEMENT AND SUPPORT OF THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

THE DELIVERY OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES REQUIRES SPECIAL PREPARATION, GUIDANCE AND SUPPORT TO STUDENTS, TEACHING STAFF AND ADMINISTRATION. THE INSTITUTIONAL AND LEGAL FRAMEWORK DETERMINES THE NECESSARY ICT INFRASTRUCTURE, THE TEACHING, LEARNING AND ASSESSMENT METHODS, AS WELL AS THE MODES OF COMMUNICATION BETWEEN THE INSTITUTION, THE TEACHING STAFF AND THE STUDENTS.

For the delivery of distance learning PSP, Institutions are required to have an integrated distance learning system to support the teaching process via synchronous and asynchronous distance learning methods, with the characteristics described in article 3 of the Ministerial Decision No 18137/Z1/2023.

The integrated distance learning system should be fully accessible to people with disabilities and special educational needs. In addition, for each distance learning PSP, one person (or more, if necessary) is nominated as Manager of the integrated distance learning system, (Ministerial Decision No 18137/Z1/2023, article 7). The Manager has the required expertise to support the teaching staff and the students of the PSP in using the system.

The terms and conditions regarding the organisation of the distance learning PSP are regulated by the Regulation of Postgraduate Study Programmes and Doctoral Studies of the Institution. In particular, the Regulation governs matters relating to the access to the integrated distance learning system, the maintenance and technical support of the system, the educational support of the students, the pedagogical framework of the educational activities, as well as the processes for: assessment and upgrading the digital skills of the PSP teaching staff, plagiarism check, personal data protection, system security, managing data confidentiality, and any other issue concerning the organisation of distance learning PSP.

The communication between students and the teaching staff, as well as between the HEI and students/teaching staff should be conducted smoothly by the use of the integrated distance learning system of the Institution, but also through other digital tools.

Communication among students is very important for the exchange of ideas, discussion on their progression and problem solving, and for this reason it should be supported and encouraged by the Institution. Similarly, communication among teaching staff members is particularly useful for the exchange of experience and good practices.

Students should regularly receive feedback by the teaching staff on their performance and progress.

According to the current institutional framework, part of the procedure (not exceeding 25% of the total ECTS of the PSP) may be organised through asynchronous distance learning methods. The practical training, where applicable, may be carried out remotely, provided that the host body in question supports teleworking, and that the supervision of the practical training is ensured.

Documentation/Annexes

M2.1 Brief description of the integrated distance learning system (Ministerial Decision No 18137/Z1/2023, article 3)

M2.2 Regulation of Postgraduate Study Programmes and Doctoral Studies of the Institution (concerning the distance learning PSP), as per article 4 of the Ministerial Decision No 18137/Z1/2023

M2.3 User Guide for the distance learning system (students)

M2.4 User Guide for the distance learning system (teaching staff)

M2.5 HEI Good Practice Guide for distance learning

3. DESIGN, STRUCTURE, APPROVAL PROCEDURE AND IMPLEMENTATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their distance learning 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 of the PSP 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 distance learning PSP must consider:

- *the Institutional strategy for distance learning*
- *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 with research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*
- *the international experience in relevant scientific fields.*

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/Annexes

M3.1 Senate Decision for the establishment of the distance learning PSP according to article 80 of Law 4957/2022 and the accompanying analytical report as per the Ministerial Decision No 18137/Z1/2023, article 5, par. 4

M3.2 PSP Internal Regulation, updated, as provided by the Law 4957/2022 and the Ministerial Decision No 18137/Z1/2023, article 4

M3.3 PSP Student Guide of the current academic year, including: courses, course categories, in-person and distance learning methods (synchronous, asynchronous, blended), assessment methods, the total number of ECTS of the PSP, the percentage of ECTS that are offered through asynchronous distance learning methods and the expected learning outcomes of the PSP

M3.4 Course outlines and thesis outline (as per the specific HAHE template for distance learning PSP) for all PSP courses, in a pdf file, with page numbers. The file should have a Table of Contents of all courses per semester of studies, indicating the page number for each course outline.

M3.5 Schedule and timetable of the PSP

4. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT IN THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ENSURE THAT DISTANCE LEARNING PSP PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH AND ATTEND TO THE SPECIAL PROVISIONS FOR THE REMOTE ONLINE EXAMS AND ASSESSMENT OF THE STUDENTS.

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 curriculum implementation and of 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*
- *investigates the students' background knowledge and adjusts teaching accordingly*
- *considers and uses different modes of teaching, where appropriate*
- *flexibly uses a variety of pedagogical methods that promote active learning*
- *regularly evaluates and adjusts the modes of teaching, learning and assessment through regulatory interventions, 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:

- *Assessment is implemented through written or oral examinations carried out either in person or remotely, or through alternative methods, such as submission of assignment or conduct of practical test. The Institution should ensure the credibility and the integrity of the assessment procedure.*
- *More specifically, the written or oral remote examination may be conducted using technological means and similar systems/applications for remote online exams, ensuring the participant's authentication, his/her personal identification and the proctoring of the exam process, where necessary.*
- *Where special technical equipment is required for the assessment process, this should be stated in the PSP call for applications.*
- *The academic staff members are familiar with the existing distance learning system and assessment methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*

- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation/Annexes

M4.1 Evaluation by the students: a) sample of fully completed questionnaire for the evaluation of the PSP courses / teaching staff by the students b) statistical results of all the questionnaires, per question, for two academic semesters. Commenting on results and proposals on how to address weaknesses

M4.2 Regulation for students' complaints and appeals

M4.3 Regulation for academic advisors

5. STUDENT ADMISSION, PROGRESSION, RECOGNITION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES, 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*
- *policies and procedures for the recognition of students' background knowledge*
- *the terms and procedures 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/Annexes

M5.1 Institutional Research Ethics Regulation

M5.2 PSP Regulation of studies (including special section for the remote online examination and assessment of students as per the Ministerial Decision No 18137/Z1/2023, article 6), internship, mobility, and students assignments

M5.3 PSP Degree and diploma supplement templates

6. TEACHING STAFF OF DISTANCE LEARNING 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 and their training in respect of good practices in distance learning; 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/Annexes

M6.1 Teaching staff (name list including subject area, their linkage to the taught courses, employment relationship, teaching assignment, as well as other teaching commitments in hours, documented teaching record in distance learning programmes)

M6.2 Summary report of teaching staff performance in scientific-research and teaching work, based on internationally recognised research databases and research metrics (e.g. Google Scholar, Scopus etc.)

M6.3 Procedures and criteria for teaching staff recruitment

M6.4 Working rules or employment contracts, teaching staff duties

M6.5 Published policy and projects for the support and development of the teaching staff with regard to distance learning

7. LEARNING RESOURCES AND STUDENT SUPPORT FOR DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE DISTANCE LEARNING PSP. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY PHYSICAL, TECHNOLOGICAL AND DIGITAL INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND -ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. PHYSICAL OR DIGITAL LECTURE ROOMS, PHYSICAL OR VIRTUAL LABORATORIES, PHYSICAL AND ONLINE LIBRARIES, NETWORKS, CAREER AND SOCIAL 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 online libraries with the possibility of access to electronic databases, digital study rooms, educational and scientific equipment, information 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 or international 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 and evaluate the effectiveness of the support they receive.

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/Annexes

M7.1 Detailed description of the infrastructure and services made available by the Institution to the department for the PSP, for the support of learning and of the academic activities (human resources, facilities, services, etc.) and information to students on the available services. Description of the digital infrastructure and the integrated distance learning system (as per the Ministerial Decision No 18137/Z1/2023, article 3) is also included.

M7.2 Tuition utilisation plan (if applicable)

M7.3 Feasibility Study for the PSP operation

M7.4 Name list of the PSP administrative staff (posts, qualifications, duties, training in distance learning)

8. INFORMATION MANAGEMENT FOR THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to PSP 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 postgraduate study 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 in planning follow-up activities.

Documentation/Annexes

M8.1 Reports from the National Information System for Quality Assurance in Higher Education (NISQA) for the past two academic years (Export in pdf format. Section: PSP)

M8.2 Operation of information system for the collection of administrative data of the PSP (student records), as well as other tools and procedures designed for the collection of data related to the academic and administrative operation of the academic unit and the PSP

M8.3 Evaluation of the NISQA data of the last five years by the QAU and proposals for improvement

9. PUBLIC INFORMATION CONCERNING THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE DISTANCE LEARNING PSP 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 distance learning 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/Annexes

M9.1 Means and channels of communication for the publication of information and the promotion of the PSP

M9.2 List of special personalised web applications for the students

M9.3 Special segment on the Department's website for the promotion of the PSP (link). Bilingual (Greek and English) version of the webpage of the PSP, accessible to people with disabilities, with complete, clear and objective information

M9.4 Procedure for the maintenance and update of the Programme's webpage

M9.5 Results of the assessment of the functionality and the content, as well as of the maintenance and update of the PSP webpage

10. ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF DISTANCE LEARNING 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 DISTANCE LEARNING 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 distance learning 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:

- *the content of the curriculum in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- *the changing needs of society*
- *the students' workload, progression and completion of the postgraduate studies*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme*
- *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/Annexes

M10.1 Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU) (QAU minutes including findings and potential proposed preventive/corrective actions), along with the relevant correspondence with the academic unit

M10.2 Procedure for the review, adjustment and update of the curriculum and the determination of the degree of achievement of the expected learning outcomes, conducted by the academic unit, in cooperation with the QAU

11. REGULAR EXTERNAL EVALUATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

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

The HAHE is responsible for administrating the distance learning PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. The 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 distance learning PSP acts as a means for the determination of the degree of compliance of the Postgraduate Study Programme to the current 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 consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the Programme.

Documentation/Annexes

M11.1 Progress report of the academic unit, on the response to the recommendations included in the last Accreditation Report of the PSP, and on the achievement of the relevant targets towards the improvement of the PSP