



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
Τ. +30 211 1903 400 • Ε. secretariat@ethaee.gr • www.ethaee.gr

Accreditation Report for the New Postgraduate Study Programme of:

SILVER ECONOMY: Economy, Society, and Innovation in Longevity

Department: Geography

Institution: Harokopio University of Athens

Date: December 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **SILVER ECONOMY: Economy, Society, and Innovation in Longevity** of the **Harokopio University of Athens** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of SILVER ECONOMY: Economy, Society, and Innovation in Longevity of the Harokopio University of Athens comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. DIMOU MICHEL (Chair)

Université du Sud Toulon-Var

2. ANGELIS JANNIS

KTH Royal Institute of Technology

3. GEORGANAS SOTIRIS

City University London

4. PAPAKOSTAS APOSTOLIS

Södertörn University

5. Πρωτονοταρίου Ελισάβετ

Athens University of Economics and Business

II. Review Procedure and Documentation

The accreditation review was conducted between the 15th and the 22nd of December 2025. During this period, the External Evaluation and Accreditation Panel (EEAP) examined the documentation provided by the administration of the Hellenic Authority for Higher Education (HAHE) concerning the new Postgraduate Studies (PS) Programme in Silver Economy: Economy, Society and Innovation in Longevity, proposed by Harokopio University of Athens in collaboration with members of the teaching staff of Panteion University.

The documentation made available to the EEAP included, inter alia, the accreditation guidelines, a list of acronyms, the European Qualifications Framework, the programme mapping grid, the report template, the full accreditation file, and access to the accreditation management system. These materials enabled the EEAP to familiarize itself in advance with the structure, objectives, learning outcomes, and governance arrangements of the proposed programme, as well as with the applicable quality standards and evaluation procedures.

On December 15th, the EEAP held an internal meeting to review the submitted documentation in detail, assess the completeness and coherence of the information provided, and organize the allocation of tasks and responsibilities among its members. This preparatory meeting also allowed the EEAP to identify key issues requiring clarification during the subsequent meetings.

On December 16th, the EEAP held an initial meeting with Professor Chryssa Sofianopoulou, Vice-Rector for Academic Affairs, Internationalization and Quality Assurance and President of the Quality Assurance Committee; Professor Apostolo Papadopoulou, Head of the Department of Geography; Professor Alexandra Tragaki, Director of the Postgraduate Studies Programme; and Ms Christina Chazaki, Deputy Head of the Quality Assurance Department. During this meeting, the representatives of the institution presented the rationale, objectives, structure, and expected outcomes of the programme. The Panel discussed the degree of alignment of the programme with the Quality Standards for accreditation, as well as issues related to quality assurance, governance, and internal monitoring mechanisms.

Subsequently, the EEAP held a series of meetings with members of the programme's teaching staff, as well as with technical and administrative staff involved in supporting the programme. These meetings focused on curriculum design, teaching and assessment methods, available resources, and student support services. A dedicated meeting was also organized with external stakeholders and employers to discuss professional development opportunities, graduate employability, the relevance of acquired competencies, and the overall adequacy of the programme with respect to current and anticipated labor market needs. The final meeting of the review process was held with the programme Director and the Vice-Rector, allowing for a synthesis of the discussions and the clarification of outstanding issues.

All materials presented during the meetings were made available to the EEAP members.

Throughout the remainder of the review period, the EEAP worked collaboratively to analyze the information collected, consolidate its findings, and draft and finalize the accreditation report in accordance with HAHE procedures.

All meetings with teaching staff, administrative staff, and external stakeholders were conducted in an open, constructive, and professional manner. The discussions were informative, and the Panel's questions were addressed clearly and comprehensively. All participants demonstrated a good understanding of, and engagement with, the requirements, principles, and objectives of the external accreditation process.

III. Postgraduate Study Programme Profile

The new Postgraduate Studies (PS) Programme in Silver Economy: Economy, Society and Innovation in Longevity is offered by Harokopio University of Athens in collaboration with the Department of Geography of Harokopio University and the Department of Economics and Regional Development of Panteion University. The programme is fully aligned with the Strategic Development Plan 2024–2028 of Harokopio University and the Strategic Plan 2023–2027 of Panteion University, reflecting the shared strategic priorities of both institutions.

The programme is structured over four trimesters and comprises eight courses, all of which are compulsory. During the final trimester, students are required to prepare and defend a Master's thesis. Students may also opt to undertake professional training; however, this option does not carry additional ECTS credits. The programme admits a maximum of 40 students, with a minimum enrolment threshold of 15 students required for the programme to operate. The target student population is expected to include individuals with prior professional experience.

The standard duration of the programme is one academic year, with the possibility for students to complete the programme over a maximum period of two years, in accordance with the applicable academic regulations. Teaching activities are scheduled in the afternoon and at weekends, in order to facilitate participation by working students. Attendance is mandatory. The programme management acknowledges that the requirement of physical presence may limit student recruitment primarily to the Athens metropolitan area and is currently considering the potential development of remote or hybrid teaching modalities to broaden access for students from other geographical regions.

In order to be awarded the Master's Degree in Silver Economy, students must successfully complete a total of 75 ECTS credits. The workload associated with the ECTS allocation (including contact hours, independent study, readings, and assessments) is applied consistently across the courses and is in line with national and European standards.

The tuition fees are set at €2,500 per academic year. Harokopio University provides two student grants, in accordance with its institutional policy on financial support.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

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

Study Programme Compliance

I. Findings

The new programme has a comprehensive quality assurance policy in place. The quality assurance policy is publicly available on the Department website. There are KPIs (key performance indicators) set by the Institutional Quality Assurance Unit (MODIP) in collaboration with the Department Internal Evaluation Group (OMEA), the Department and PSP leadership and the faculty that will teach on the programme. The faculty work closely with MODIP, which supports the developed programme structure and planned delivery of its courses. For graduates of the programme being employable, the skills development offered by the programme have been designed with labour market needs in mind, with continuous assessment of its appropriateness.

II. Analysis

The established quality assurance policy is appropriate and readily available for potential and current students. To ensure transparency and accessibility, the quality assurance policy that is featured on the department website should also be found on the programme site. The social partners interviewed by the Panel highlighted the strong market need for graduates with understanding of the society and economy as the population ages. They expected high employability of the programme graduates.

The programme should lead to a satisfactory achievement of the set learning

outcomes, in accordance with the European and National Qualifications

Framework for Higher Education - level 7.

While too early to tell, it will be important that student feedback is incorporated into the ongoing programme quality assessment and assurance by the MODIP. The expertise of the teaching staff involved in the delivery of the programme are relevant and shows keen interest in the programme scope and purpose, which supports the delivery of a quality programme.

III. Conclusions

Quality assessment and assurance procedures are in place to ensure that the set programme quality goals are followed. Support of external collaborations has the potential to act as an external quality driver, and efforts should be made to ensure that this is realised in a structured and formalised manner. Overall, the Panel finds the PSP is consistent with the quality assurance requirements needed for offering and successfully running the programme. The Panel considers Principle 1 as fully compliant.

Panel Judgement

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

Panel Recommendations

R1.1 Ensure programme website has links to the quality assurance policies.

R1.2 Consider establishing a formal external programme Advisory Board to help ensure programme relevance as well as further programme development.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*

- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The “SILVER ECONOMY: Economy, Society, and Innovation in Longevity” PSP is a joint venture between the Harokopio University and the Panteion University. The PSP sits at the intersection of, and fruitfully combines, a range of relevant theoretical, analytical, and empirical perspectives related to longevity. It is academically oriented towards deepening students' knowledge of the interdisciplinary nature of issues related to the “emerging” SILVER ECONOMY through a combination of theoretical teaching and empirical cases. The objective is to equip those obtaining their Master's Degree with the knowledge and skills necessary to successfully pursue careers in academia or as professionals in the public or private sectors. The area of studies is of huge societal importance as the demand for services in Silver economy is expected to rise.

The PSP consists of eight compulsory taught modules, and an obligatory independent research project (Master's Thesis, 15 ECTS). Each taught module is worth 7,5 ECTS. The modules are evenly distributed across three teaching periods, while a fourth period is dedicated to the supervised Master's thesis. The Programme requires physical presence of students (there is an option for hybrid and part-time studies). The program's structure is robust, the courses are timely and interesting, and the teaching team is highly specialized and research active.

The fee is 2500 € for the whole Programme. A maximum of 40 students is expected to enroll annually.

II. Analysis

Discussions with the teaching team during the accreditation process demonstrated the staff's intentions to involve students in original research projects, as well as their capability to do so. Overall, there is a strong connection between research and teaching. Additionally, it is reasonable to expect that prospective students will benefit from interaction with cutting-edge research conducted within the vibrant academic environment of an overall extroverted and dynamic hosting department.

The Programme has established relations with renowned research institutes. Meanwhile, the EEAP feels that the Programme needs to get more embedded in the Labor Market and establish durable relations to the surrounding society. After a narrower reading of the content of the courses taught, the EEAP got the impression that the learning outcomes of the Programme and the expected capabilities of the graduates are formulated in general or abstract terms. The EEAP feels that there is here room for improvement and concretization.

Although the design of the Programme is influenced by international academic discussions the point of reference of the Programme is the national context (longevity of the Greek population). The EEAP feels that the Programme would

benefit by extending the focus of the Programme by including the demand of Silver economy in European and Global populations.

III. Conclusions

The PSP has been developed within a clear and well-defined regulatory framework and followed an official procedure of approval. The Programme is strongly supported by the cooperating departments and the two Universities. Research and teaching have a strong link, and the overall academic context within which the program will be delivered is rich and dynamic. The anticipated student workload is comparable to international standards. The PSP has been developed as part of a sensible institutional strategy that seeks to maximize the academic potential of current staff in accordance with 'expected' demand in the subjects taught. The program's structure is robust, the courses are timely and interesting, and the teaching team is highly specialized and research active. Teaching quality standards are expected to be high.

The EEAP identified three areas where there is room for improvement to make the Programme more attractive for students and stakeholders: The first area concerns the concretization of the learning outcomes and the expected capabilities of the graduates. The second area concerns the embeddedness of the Programme in the labor market and surrounding society and the third area concerns the narrow focus of the Programme in the national context.

Panel Judgement

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

Panel Recommendations

R2.1 Specify the learning outcomes and the expected capabilities of the graduates in more concrete terms.

R2.2 Establish a durable consulting board with stakeholders from the labor market and society.

R2.3 Extend the focus of the Programme to include the international demand for silver economy.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

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

Indicatively:

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The documents provided to the EEAP outline the comprehensive academic and administrative framework governing the PSP. It details the regulations for student selection, academic progression, recognition of studies, and award of degrees.

The selection process is clearly defined, with eligibility criteria, required documentation, and evaluation procedures. Candidates must submit applications including academic transcripts, certification of English proficiency (level B2) or other foreign languages, and other supporting materials.

The evaluation is conducted in two phases: verification of formal qualifications and evaluation academic performance, professional experience, publications, and additional degrees. Then an interview follows.

During studies, the rights and obligations of students are explicitly stated. Students are required to attend classes regularly, submit assignments on time and respect academic integrity.

The programme includes mechanisms for monitoring student progress, including grading policies, re-examination procedures, and course evaluations. The document also specifies procedures for the master's thesis. Students must select a topic, find an advisor and submit a short summary (400 words) for approval. The final thesis (8000-10000 words) is subject to plagiarism checks and must be deposited in the institutional repository.

Failure to meet academic standards or deadlines may result in dismissal from the programme.

II. Analysis

The documents provided to the EEAP reflect a well-structured and transparent academic governance model.

The rules and regulations decided by the department (175/19.06.2025) are merit-based and inclusive, allowing for a diverse range of academic backgrounds while maintaining rigorous standards.

The programme already gives points to candidates working in relevant positions, but would like to be able to accept alternative qualifications for admission (which is not currently supported by the ministry's regulations). We find this to be reasonable.

During studies, the academic obligations placed on students are balanced by a clear articulation of their rights and access to institutional resources. The programme fosters academic discipline while supporting student success through

structured evaluations, feedback mechanisms, and opportunities for re-assessment.

The inclusion of academic integrity policies, particularly regarding plagiarism, underscores the program's commitment to ethical scholarship. The possibility of thesis topic changes, under strict conditions, adds flexibility without compromising academic standards.

The programme's structure, including its duration, credit requirements, and degree award procedures, aligns with European higher education standards.

III. Conclusions

The PSP is considered fully compliant with principle 3.

Panel Judgement

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

Panel Recommendations

R3.1 We suggest allowing for alternative qualifications leading to admission, especially for more senior candidates (especially given the topic of the PSP), when and if this is allowed by the national laws and regulations.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*
-

Study Programme Compliance

I. Findings

The instructors are mainly academics, including 4 full professors, 2 associate, 1 assistant, and 2 externals.

The staff's relevant accomplishments consist of both instructional and research endeavours.

The department has recently expanded, approximately doubling in size. The selection of the teaching staff of the programme is transparent and with merit-based criteria, according to the law. These criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, teaching and research experience, and service to the department.

The Department supports the research activities of its faculty, which besides having a high value per se, will also enhance postgraduate education in the future.

Funding for conferences exists and sabbatical educational leaves will be covered (and have been covered in the past for similar programs at the university).

Staff mobility is supported by allowing and financing visits to foreign universities with the Erasmus+ programme (apparently two such positions are currently funded per term).

The total workload is the standard one at Greek universities. The actual teaching hours within the programme are the lecturer's choice.

Instructors will be evaluated by the students via surveys.

II. Analysis

The Postgraduate programme (PSP) ensures a level of knowledge and skills of their teaching staff and applies transparent and merit-based processes for faculty recruitment, training, and further development.

It is early to tell whether faculty members take advantage of the resources provided to attend prestigious conferences and/or to publish in high impact journals.

Since the programme is new and will be expanding, hiring and promotions will be very important. An emphasis on high research quality will be important in this phase.

III. Conclusions

The PSP is considered fully compliant with principle 4.

Panel Judgement

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

Panel Recommendations

R4.1 Since this a new programme, we encourage faculty members to aim to publish in quality journals and to attend international conferences.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. THEY SHOULD -ON THE ONE HAND-PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND- ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The MSc programme is designed to respond effectively to real-world conditions and the contemporary needs of the labour market. The University systematically reviews and updates its postgraduate study programmes based on feedback from the market and the established advisory committees, ensuring their continued relevance and alignment with current and emerging trends. In this context, the programme has been developed to address existing gaps in the labour market, particularly within the rapidly expanding silver economy, which is expected to play a central role due to the increasing ageing population in Greece

and internationally.

The institution ensures adequate funding to support the teaching and learning needs of its postgraduate programmes and provides modern, high-quality infrastructure and facilities. These resources are often offered in collaboration with other university departments, granting students access to specialised laboratories when required. In addition to physical infrastructure, the University offers a broad range of academic and student support services that enhance the learning experience and promote student development. Students benefit from direct and easy access to library resources, academic journals, and digital networks, which support both their academic progress and research engagement.

The programme employs a variety of teaching and assessment methods to effectively deliver the curriculum and evaluate student performance. Detailed information regarding each course's learning objectives, teaching approaches, assessment methods, and other relevant requirements is made available online and clearly communicated to students at the beginning of each course.

II. Analysis

The PSP demonstrates a strong student-centred orientation across its overall structure and daily operations. Course syllabi provide clear and detailed information on learning outcomes, teaching methodologies, and assessment procedures, all of which are readily accessible online from the beginning of each semester. The programme consists of eight courses delivered over a twelve-month period and is offered in both full-time and part-time modes, ensuring flexibility for working students. Completion of the programme requires the submission of a compulsory Master's thesis. The academic calendar is clearly structured, comprising 11 weeks of teaching, one week of examinations, and two trimesters dedicated to the completion of the thesis.

The programme's financial management is transparent and well-documented. Form A19, included in the programme file, clearly outlines the procedures governing the management and allocation of tuition fees, ensuring that financial resources are effectively used to support teaching, learning, and student services. The academic and administrative staff are fully qualified and appropriately trained.

Teaching is delivered by university faculty members, who are currently compensated through institutional resources for travel and equipment, as well as by external collaborators. Furthermore, paid guest lectures by professionals from the labour market are organised on a regular basis, providing students with valuable insights into the evolving professional ecosystem of the field.

Significant investments have been made in infrastructure and facilities, including

new buildings, modern teaching spaces, upgraded technological equipment, and fully equipped computer laboratories. Students benefit from well-equipped classrooms, direct access to libraries, multidisciplinary academic journals, scientific databases, and digital networks that support both learning and research activities. The programme is offered in a hybrid format, enabling participation by students from across Greece and abroad, while classes are scheduled after 5:00 p.m. to accommodate working students. Although the programme does not yet have a dedicated website, plans are in place to develop one that will host the study guide, study regulations, and all relevant information for prospective and current students.

A comprehensive range of student support services is available, including accommodation support, career counselling, and student welfare services. Additional facilities include a new student residence, restaurant, cafeteria, and a modern library. The Career Services Office actively supports postgraduate students by organising information events and strengthening links with industry, while the Student Support Unit provides free psychological support and guidance, including services for vulnerable groups. Opportunities for voluntary activities further enhance student engagement and personal development. To promote academic excellence and social inclusion, the institution offers awards of excellence and scholarships based on both merit and social criteria.

Students also have opportunities to participate in the ERASMUS programme, and the introduction of an internship component is currently under consideration. At present, there is no provision for doctoral studies following the completion of the programme.

III. Conclusions

Overall, the PSP offers a comprehensive and supportive learning environment, combining high-quality academic staff, modern infrastructure, extensive support services, and transparent financial management. These elements confirm the programme's full compliance with Principle 5: Learning Resources and Student Support.

Panel Judgement

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

Panel Recommendations

R.5.1. The programme should have sufficient students to ensure a viable budget.

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

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

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

The above comprise the assessment of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The university and department have in place a quality assurance system for the internal and external evaluation of the new post graduate programmes. The University Quality Assurance Unit (MODIP) and the Department unit (OMEA)

manage and support the external evaluation procedures of the new programme, according to the guidelines and directions provided by HAHE.

As a new programme, there has been no prior evaluation, but it is aligned with the academic quality requirements and expectations of existing programmes. Course structure and examinations follow those of existing programmes.

II. Analysis

The programme Academic Committee is responsible for monitoring and implementing the evaluation procedures of the programme, in collaboration with the university MODIP.

There is an existing system of using course evaluations in other programmes, and for continuous programme improvement and development, it is important this is employed in the new programme as well. The programme structure with course extent (75 ECTS in total, mostly 7,5 ECTS courses) and content and a project is aligned with comparable programmes.

III. Conclusions

The newly established Silver Economy programme is included in the internal and external existing programme evaluations conducted, and is expected to be systematically evaluated in a similar way. The Panel also found support in the social partners for ensuring programme quality and societal relevance. The Panel considers Principle 6 as fully compliant.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- The teaching staff has demonstrated strong commitment and enthusiasm for the programme, both in its conception and its implementation, reflecting a clear sense of ownership and engagement in its future development.
- The programme addresses a highly original and timely subject, directly aligned with the demographic and social changes currently observed in Greek society. Its thematic focus corresponds to recognised national priorities related to population ageing, longevity, and the associated economic and social challenges.

II. Areas of Weakness

- The programme requires further clarification and operationalisation of its intended learning outcomes and the specific capabilities expected of graduates.
- The current level of integration of the programme with the labour market and the wider socio-economic environment is limited and requires strengthening.
- The thematic focus of the programme remains predominantly centred on the national context, and would benefit from a broader international perspective

III. Recommendations for Follow-up Actions

- Further specify and articulate the intended learning outcomes and the expected capabilities of graduates in more concrete and measurable terms.
- Establish a permanent advisory or consulting board comprising representatives from relevant labour market sectors and societal stakeholders, in order to strengthen external engagement and programme relevance.
- Broaden the scope of the programme to address not only national priorities but also the international dimension of the silver economy and its growing global demand.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6.

The Principles where substantial compliance has been achieved are:

NONE

The Principles where partial compliance has been achieved are:

NONE

The Principles where failure of compliance was identified are:

NONE

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

DIMOU MICHEL

Signed by DIMOU MICHEL

ANGELIS JANNIS

Signed by ANGELIS JANNIS

GEORGANAS SOTIRIS

Signed by GEORGANAS SOTIRIS

PAPAKOSTAS APOSTOLIS

Signed by PAPAKOSTAS APOSTOLIS

Πρωτονοταρίου Ελισάβετ

Signed by Πρωτονοταρίου Ελισάβετ

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