

ΠΑΝΕΠΙΣΤΗΜΙΟ
ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ

QUALITY ASSURANCE MANUAL
for
Postgraduate Study
Programmes



ΜΟΔΙΠ

ΜΟΝΑΔΑ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ
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Glossary

Academic accreditation	Process of external evaluation, based on specific, predetermined, internationally accepted and pre-disclosed quantitative and qualitative criteria and indicators, in compliance with the Principles and Guidelines for Quality Assurance in the European Higher Education Area (EHEA) (European Standards Guidelines 2015).
Procedure	Prescribed method of process execution.
Quality Assurance	A systematic and continuous process of monitoring, evaluation, and improvement of quality.
Governance	Rector and Vice-Rectors.
Corrective Action	Action aimed at eliminating the cause that led to non-compliance with a standard.
Document/Form	Means of providing information, e.g., process document, plan, report, template.
Review Committee	A group consisting of the University QAU, QAU Administration, the Rector, and Vice-Rectors.
World University Rankings	Tables displaying the comparative indicator-based performance of Universities.
Instructions	Description of a process stage in the form of detailed steps for implementation.
Integrated Quality Assurance Information System	Information System of the Hellenic Quality Assurance and Accreditation Agency for Higher Education (HQAA) for the collection of quality data from Higher Education Institutions in Greece.
Quality Assurance Policy	Document reflecting University's commitment to quality.
Quality Objective	Desired outcome within the framework of quality policy.

Acronyms

ENQA	European Association for Quality Assurance in Higher Education
EQAF	European Quality Assurance Forum
EUA	European University Association
KPI	Key Performance Indicator
HAHE	Hellenic Authority for Higher Education
HEI	Higher Education Institution
SARF	Special Account for Research Funds
IQAS	Internal Quality Assurance System
QAU	Quality Assurance Unit
IEG	Internal Evaluation Group
NISQA	National Information System for Quality Assurance
DDP	Doctoral Degree Programme
PSP	Postgraduate Study Programme
USP	Undergraduate Study Programme
SP	Study programme
CC	Curriculum Committee

1. Introduction

Quality Assurance

The University of Western Macedonia (UoWM) is committed to ensuring and continuously improving education and research quality, as well as promoting the effective operation and performance of its services, in accordance with international practices, particularly, those of the European Higher Education Area, and the guidelines of the Hellenic Authority for Higher Education (HAHE).

The competent body for the administration and management of the University internal quality assurance system is the Quality Assurance Unit (QAU). QAU engages in organising, operating, and continuously improving the Internal Quality Assurance System (IQAS), implementing, and coordinating internal evaluation processes of the academic and administrative service units, as well as endorsing external evaluation and accreditation procedures, in the framework of the principles, guidelines and instructions of HAHE.

To manage quality assurance of the University functions (administrative, technical, financial), the University implements and complies with the requirements of the International Standard ISO 9001: 2015.

To achieve accountability and anti-bribery procedures, the University applies, inter alia, the principles of ISO 37001: 2017.

To protect personal data, UoWM applies the provisions of the General Data Protection Regulation (EU 679/16) directly applicable in the Greek legislation and with consistent effect.

UoWM's environmental management is applied as provided, under the International Standard ISO 14001: 2017.

UoWM's social responsibility is applied under the requirements of the International Standard ISO 26001: 2010.

Quality Assurance of Academic Units: Purpose and Scope

The Quality Assurance System of Academic Units aims at superior service delivery and continuous improvement of the educational and research work produced by the University Academic Units, as well as Academic accreditation of Postgraduate Study programmes.

The procedures described in the Quality Assurance manual include steps, time frames, key stakeholders, and charts. To achieve the desired outcomes, the University academic units should follow the specific steps.

The relevant steps are supported by related documents and forms (listed in the Appendix).

2. General Requirements of Accreditation Standards for Postgraduate Study programmes

2.1. Strategic planning, Policy, and Objective setting for Postgraduate Study programmes

UoWM has formulated a relevant strategy for the establishment and operation of new academic units and new Postgraduate Study Programmes (PSP), supported by pertinent feasibility and viability studies.

Quality Policy for Postgraduate Study programmes adhere to the University Strategy, and is designed to achieve specific goals, emphasizing the unit's commitment to fostering the academic profile and focus of Postgraduate Study programmes. It also outlines scope, strategies to achieve the relevant objectives, programme mission, and methods to accomplish them. In addition, it applies the recommended quality procedures aimed at continuous improvement. This policy is widely disseminated and upheld by all stakeholders involved.

2.2. Design, Structure, Approval and Implementation of Postgraduate Study programmes

UoWM has developed a specified written procedure to design Postgraduate Study programmes (PSP), which involves outlining participants, information sources, and relevant approval bodies. The USP design process defines objectives, anticipated learning outcomes, desired professional qualifications, and the respective methodology to achieve the specific issues, which, combined with course structure, are available in Course Guides.

2.3. Student-centred learning, teaching, and evaluation processes

Academic units ensure that Postgraduate Study programmes provide with the necessary conditions to motivate students' engagement in the learning process. Accordingly, student evaluation processes should also focus on the specific direction.

2.4. Admissions, progress, recognition of academic qualifications, and degree awards

Academic units have drawn up regulations covering all aspects and stages involved in Postgraduate Study programmes (i.e., admission/start of the education process, study stages, recognition of acquired qualifications, and degrees).

They have ensured that Postgraduate Study programmes foster an environment, in which students are motivated to actively engage in the learning process. The methods used for evaluating student work should align with the specific goal.

2.5. Teaching staff competence and excellent qualifications

The University must ensure teaching staff competence, endorse their state-of-the-art knowledge and skills within academic units, and implement meritocracy and transparency processes for recruitment, training, and ongoing advancement.

2.6. Learning resources and student support services

UoWM possesses sufficient funding to meet the operational requirements of Postgraduate Study programmes, as well as the means to address teaching and learning needs, by providing suitable facilities and services to support learning and student welfare. In addition, it establishes internal regulations to facilitate direct access to specific resources (e.g., lecture rooms, laboratories, libraries, networks, meals, accommodation, career services, social policies, etc.).

2.7. Information Management

The University and its academic units bear full responsibility for collecting, analysing, and using information to effectively manage PSPs and related initiatives in a cohesive, functional, and readily accessible manner.

2.8. Public Information

The University and its academic units communicate educational and academic activities by means of accurate and accessible processes. The relevant information is constantly updated and objectively and clearly presented.

2.9. Initial internal and external evaluation and monitoring

The University and its academic units operate an internal quality assurance system, which involves regular inspection and annual internal evaluation processes of Postgraduate Study programmes, with a view to applying monitoring and corrective actions aimed at achieving objective setting and, thus, ongoing improvement. Any actions taken in the above context should be communicated to all parties involved.

Postgraduate Study programmes must undergo external evaluations by committees of experts appointed by HAHE. External evaluation and accreditation outcomes contribute to the ongoing enhancement of PSPs. Duration of accreditation validity is determined by HAHE.

General Requirements of Accreditation Standards for new PSPs

The specific category of Postgraduate Study programmes includes a process called "Initial Accreditation". The process, the content, and requirements of which have been specified by the Hellenic Authority for Higher Education (HAHE), is differentiated from current postgraduate programmes. The standard for newly established PSPs does not

include requirements related to alumni data, internal evaluation outcomes, or actions and activities of current PSPs, which have already produced relevant outcomes. In detail, the requirements for new graduate programs are outlined across six key areas, focusing on:

- student-centred learning, teaching, and evaluation
- information management
- public information
- periodic external evaluation

3. Quality Assurance

3.1 Quality Assurance of Postgraduate Study programmes

UoWM's quality assurance policy statement is published and implemented with the contribution of all interested parties. It involves pursuing specific annual quality assurance objectives of the new study programmes offered by academic units. To implement the specific policy, UoWM engages, among others, in applying processes which will demonstrate adequacy and quality of academic unit resources, suitable structure and design of Postgraduate Study programmes, adequately qualified teaching staff as well as superior support services and competent administrative staff. The University is also committed to undertaking an annual internal evaluation of Postgraduate Study programmes in collaboration with the University Internal Evaluation Groups (IEG) and QAU.

The Quality Assurance Policy of UoWM's academic units implies commitment to implementing quality processes, to validate: a) suitability of study programme structure and design, b) pursuit of learning outcomes and qualifications in accordance with the European and National Higher Education Qualifications Framework, c) promotion of teaching quality and efficiency, d) adequately qualified teaching staff, e) quality and quantity of the research carried out by the members of academic units, f) effective approaches to linking teaching and research, g) graduates' acquired qualifications demand in the labour market, h) support service quality (i.e., administrative services, libraries and student welfare services), i) annual review and internal audit of USP quality assurance, as well as collaboration with the University Internal Evaluation Groups (IEG) and QAU.

4. Procedures and flow charts

4.1 Procedure 1: Design and review of Quality Assurance Policy for PSPs

4.1.1 Scope

The design and review procedure of the Quality Assurance Policy for Postgraduate Study programmes involves developing and revising the quality policy. The specific process includes collection of performance data, data analysis, and strategy development aimed at enhancing quality. It also involves evaluation of Quality Policy objectives and priorities, and policy revision based on assessing new relevant information and contextual changes.

The primary objective of the quality assurance policy of Postgraduate Study programmes is to continuously and systematically ensure and enhance the quality of all components of the relevant processes. The policy involves specific quality assurance actions, focused on creating an operation framework for the academic units. Successful implementation and management of the quality assurance policy is expected to achieve the following outcomes:

1. improving the prestige and international recognition of postgraduate degrees.
2. enhancing the quality of academic activities aimed at improving students' performance.
3. increasing satisfaction and trust of labour market and social stakeholders towards postgraduate students' range of knowledge, competence, and skills.
4. improving competitiveness of Postgraduate study programmes against other domestic and foreign peer programmes.
5. strengthening quality and quantity of the University research output.

4.1.2 Steps

1. The Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs) meet to discuss the development or revision of the PSP Quality Assurance Policy, which is formulated on the basis of:

- recommendations -following consultation with the External Advisory Committee and members of the Academic Unit.
- comments and feedback from graduates about the study programme, either on the relevant alumni platform or during meetings with the Alumni Coordinator.
- University strategy.
- University and Department Internal Quality Assurance System (IQAS) accreditation report.
- PSP internal evaluation report.

- Senate's decisions on quality assurance.
 - Department Assembly decisions on quality assurance.
 - relevant quality assurance standards and guidelines issued by HAHE and QAU, as well as by European quality assurance bodies and organisations (ENQA, EUA, EQAF, etc.).
2. The Coordinating Committee (single-department Postgraduate Study programmes) or Curriculum Committee (interdepartmental or interdisciplinary Postgraduate Study programmes) forwards the decision to the Academic Unit.
 3. The Department Assembly meets to discuss the design or review of the PSP quality policy, considering the decision of the Coordinating Committee or Curriculum Committee as well as the relevant data from Step 1.
 4. The Department Assembly forwards the final decision on the implementation of UoWM's quality assurance policy to all key stakeholders.
 5. The Quality Assurance Policy is posted on the Department website.

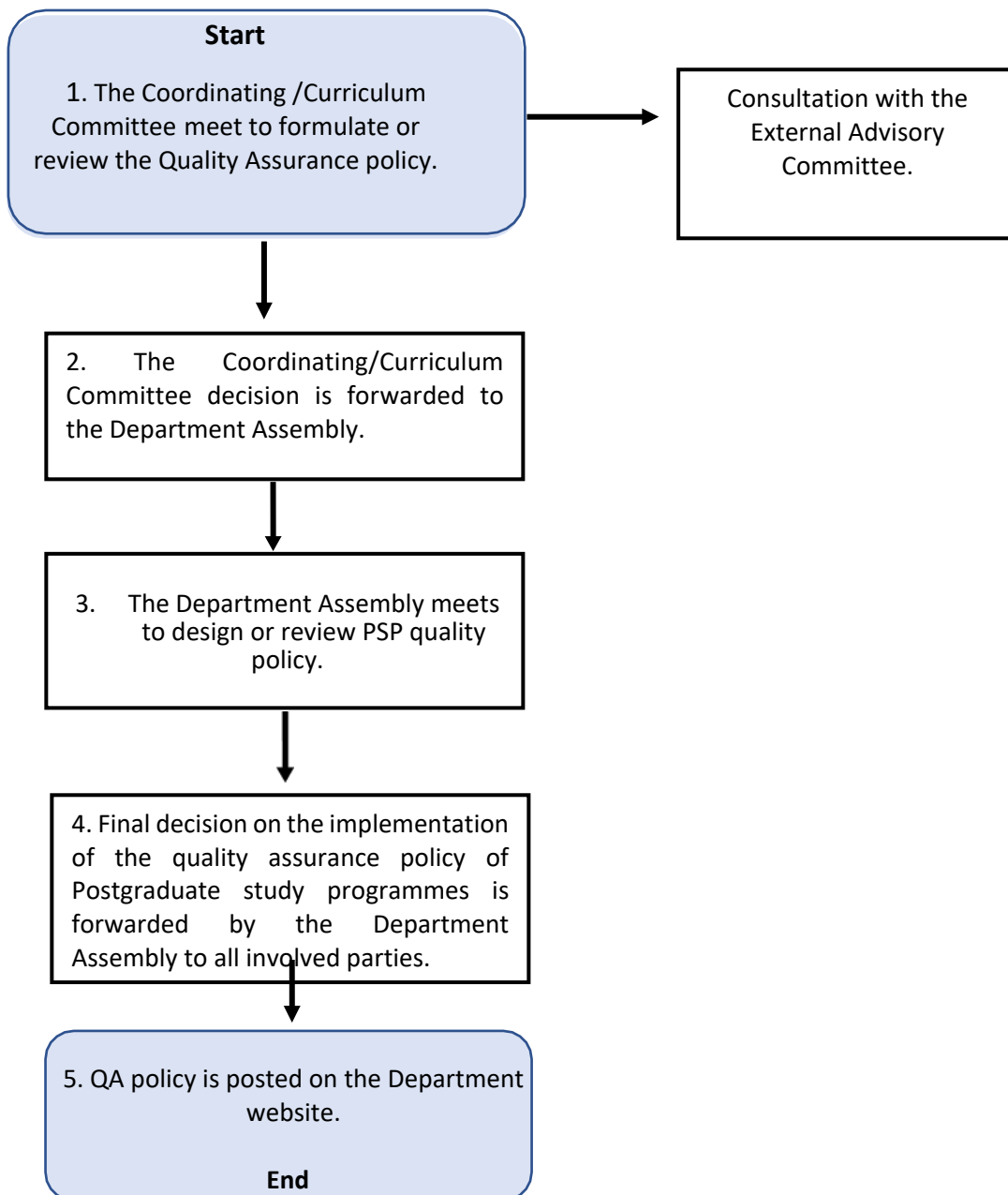
4.1.3 Key stakeholders

1. Department Assembly
2. Coordinating Committee or Curriculum Committee
3. QAU
4. External Advisory Committee
5. Students
6. Academic and administrative staff
7. Social, production, and cultural stakeholders

4.1.4 Time frame

The University Quality Assurance Policy is designed and approved. It is revised by the Department Assembly, whenever required, and evaluated on an annual basis.

4.1.5 Chart 1 - Design and Review of Quality Assurance Policy



4.2 Procedure 2: Design, Approval and Review of Postgraduate Study programmes

4.2.1 Scope

Postgraduate Study curricula are regularly assessed and revised by the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs), to adjust deficiencies and accommodate to the relevant scientific developments, the new needs of Departments, as well as the new national and international requirements of the labour market. UoWM's Coordinating Committees (single-department PSPs) or Curriculum Committees (interdepartmental or interdisciplinary PSPs) are required to meet at least once per academic year to evaluate Postgraduate Study Programmes.

The specific evaluation of Postgraduate study components may encompass modifications in Compulsory, or Elective/Direction courses, etc. (e.g., ECTS, course title or content, merging or abolishing courses, etc.) of current Postgraduate Programmes. If a decision is made by the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs) to review curricula, the following steps are taken.

4.2.2 Steps

1. The Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs), in collaboration with the PSP Internal Evaluation Group (IEG), compile and evaluate information resources about:

- the University strategic planning.
- anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7.
- opportunities for work experience for postgraduate students.
- linking teaching and research.
- the relevant regulatory framework and the official procedure for PSP approval carried out by the University.
- curricula of other well-known Universities in Greece and abroad.
- consultation with social partners (relevant private and public entities, e.g., Chambers, etc.)
- consultation with postgraduate students and alumni.
- information about graduates' employment obtained from relevant research and/or communication with public and private entities.
- international academia trends and emerging cutting-edge disciplines.
- findings of surveys carried out by working groups within Departments or by invited experts specialising in PSPs.
- findings of ongoing monitoring of current PSPs.
- course evaluation outcomes.

- a reasoned statement of the changes proposed by the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs), drawing on the relevant information sources and providing documentation. Reasoning should be explicitly stated in the Department or Curriculum Committee's minutes, by outlining factors, such as advancements in the relevant discipline, alignment with international educational trends, compliance with related study programmes, labour market demands, etc.
2. The Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs):
 - submits the proposed changes for consultation to the Department members (Department Divisions, academic staff, other scientific staff, undergraduate and postgraduate students, PhD candidates) or members of interdepartmental or interdisciplinary PSPs respectively, by explicitly describing and listing the proposed changes as well as by providing explanations, where required.
 - recommends measures, explanations, and transitional provisions for students of previous years (e.g., year of application of the proposed changes, possibility of a transitional period, etc.).
 - explicitly outlines modifications to PSPs per semester, including a compulsory statement of the total required 30 ECTS and highlighting the differences between new and old curricula.
 - completes Table 1 in the Appendix in case curriculum review involves External Evaluation comments.
 - submits the Department Assembly minutes about curriculum review and the relevant available material to the Division of Academic Affairs.
 3. The Division of Academic Affairs examines the relevant documents and submits them to the Postgraduate Study Committee.
 4. Following document evaluation, the Postgraduate Study Committee:
 - in case of positive recommendations, forwards the proposed review to QAU.
 - in case of negative recommendations, due to insufficient reasoning or inadequate accompanying reports, forwards the proposals to PSP competent authorities. The PSP competent authorities decide, following a Coordinating or Curriculum Committee meeting, whether to consider the relevant recommendations in order to resubmit proposals; steps 2-3 are repeated.
 5. QAU verifies compliance with HAHE's standard requirements and submits the documents to the Quality Assurance Committee.

6. The Quality assurance Committee convenes, in the presence of the PSP Director or/and IEG and forwards its proposal to the Administration service of the Postgraduate Study Committee.
7. The competent body (Senate) approves the establishment of a new PSP or any amendments of current relevant programmes.
8. The Department of Academic Affairs sends the decision of PSP establishment for publication to the National Printing Office.

*According to Law 4957/2022, Accreditation is required when amendments involve:

- a) programme subject and scope, learning outcomes, and qualifications acquired upon successful completion.
- b) different PSP specialisation areas, which, thus, imply award of different degree types.

**Unless the proposed amendments are not related to the above, the Department Assembly (single-department PSPs) or the Curriculum Committee (interdepartmental or interdisciplinary PSPs) submit minutes clearly stating that no amendments have been made in the above-mentioned components.

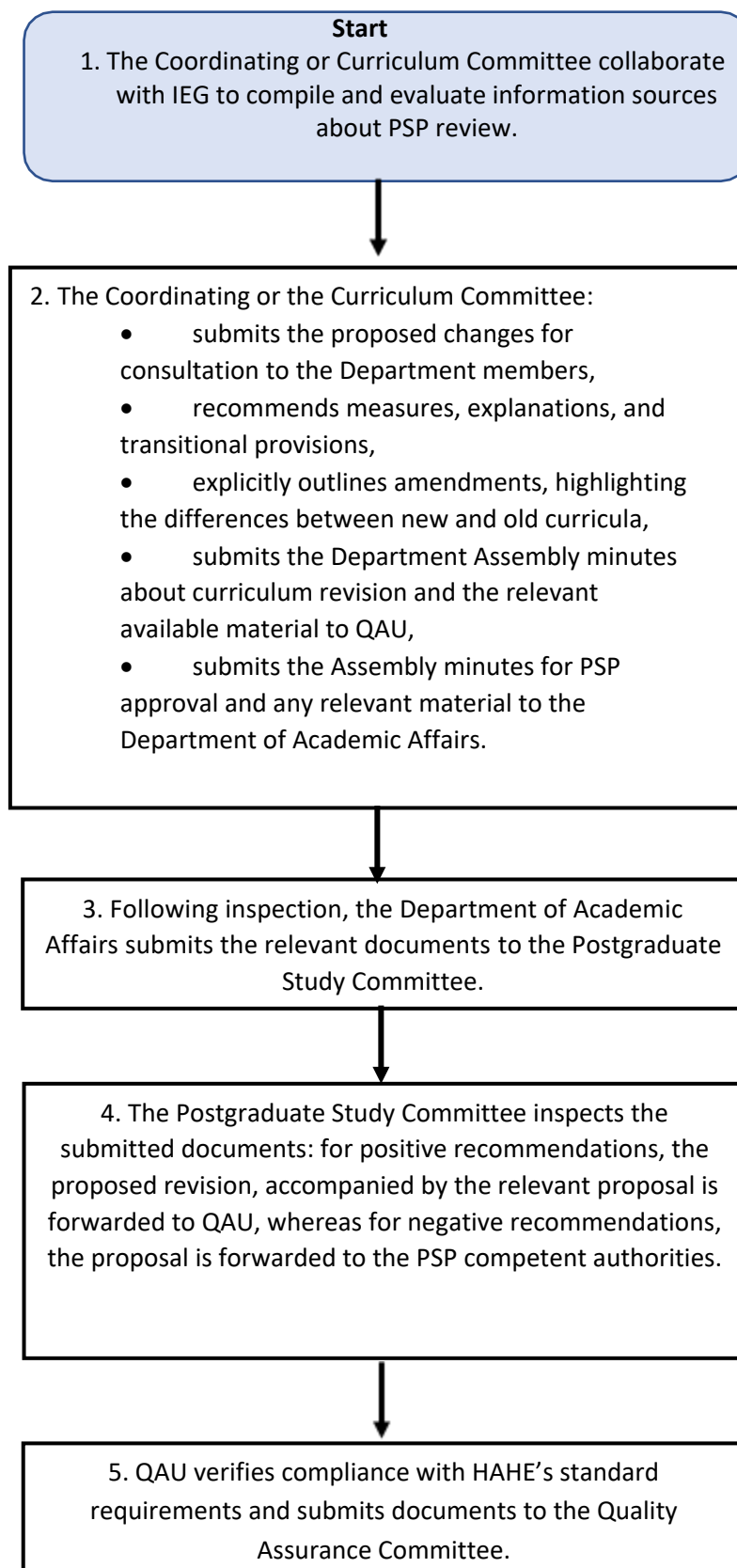
4.2.3 Key stakeholders

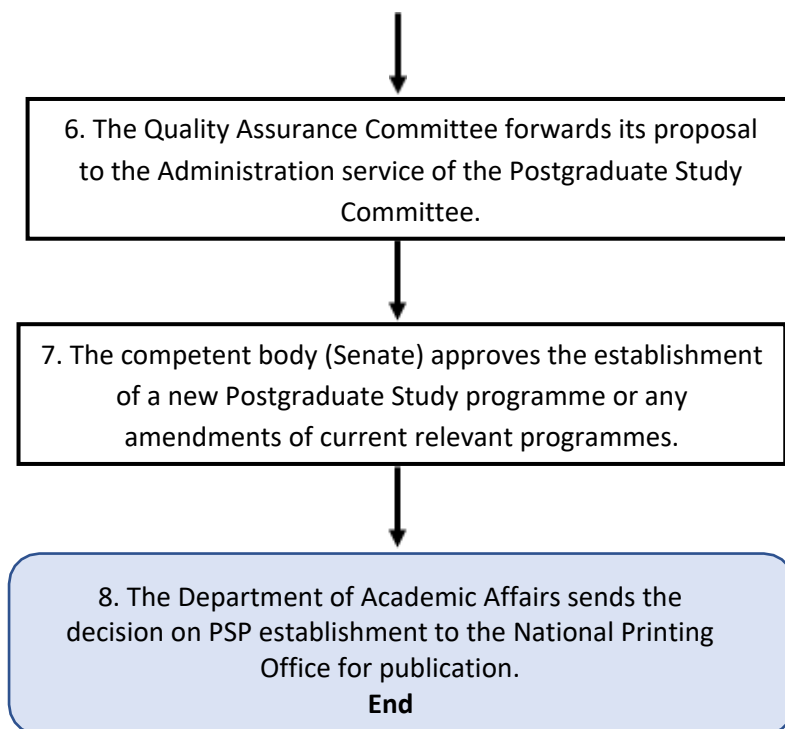
1. PSP IEG
2. Coordinating Committee/ Curriculum Committee
3. External stakeholders- External Advisory Committee
4. Alumni
5. Postgraduate students

4.2.4 Time frame

Approval and review of Postgraduate study programmes is a recurring process, taking place annually.

4.2.5 Chart 2. Design, Approval and Review of Postgraduate Study programmes





4.3 Procedure 3: Internal Evaluation of Postgraduate Study programmes

4.3.1 Scope

Internal evaluation processes, carried out annually for each PSP, are based on a standardized template designed by the Quality Assurance Unit (QAU) of the University of Western Macedonia. They rely on the analysis of data included in the latest annual PSP internal evaluation and are under the responsibility of PSPs under evaluation and the University Quality Assurance Unit, to which they belong.

PSP internal evaluation reports are a combination of the above requirements and PSP profile, objectives, and mission. In detail, they involve a critical evaluative analysis of a programme performance, highlighting any strengths and weaknesses identified during the evaluation process. Reports also include relevant measures to be taken for achieving PSP objectives, as well as additional actions to ensure and enhance the quality of teaching, research, or other activities within the framework of a PSP.

PSP Directors are required to present internal evaluations to the Coordinating Committee (single-department PSPs) or the Curriculum Committee (interdepartmental programmes). In addition, Directors must submit the minutes of the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental programmes) to QAU, focusing on the relevant improvement proposals resulting from the analysis of the internal evaluation outcomes.

4.3.2 Steps

1. Decision on the topic and date of PSP internal evaluation is made by IEG.
2. Stakeholders are informed by IEG.
3. Evaluation material is distributed to IEG members.
4. Evaluation schedule is designed according to QAU's standards.
5. Evaluation is carried out (during the evaluation process, findings should be documented, and scheduling should be adhered to).
6. IEG's meeting is organised to assess findings and make documentation of non-compliance or comments (upon the completion of an evaluation process).
7. Internal evaluation report, drawn up by IEG according to QAU's standards, includes relevant non-compliance instances and possible proposals for improvement.
8. Internal evaluation is submitted to QAU.
9. Quality Assurance Committee convenes to discuss internal evaluation outcomes. Comments, recommendations, and conclusions are stated in QAU's minutes, and are sent to PSP authorities.

4.3.3 Key stakeholders

1. Director and Coordinating Committee members (single-department PSPs) or Curriculum Committee members (interdepartmental programmes)
2. PSP IEG
3. Academic staff
4. Administration Service
5. QAU Chair and members
6. QAU partners and staff.

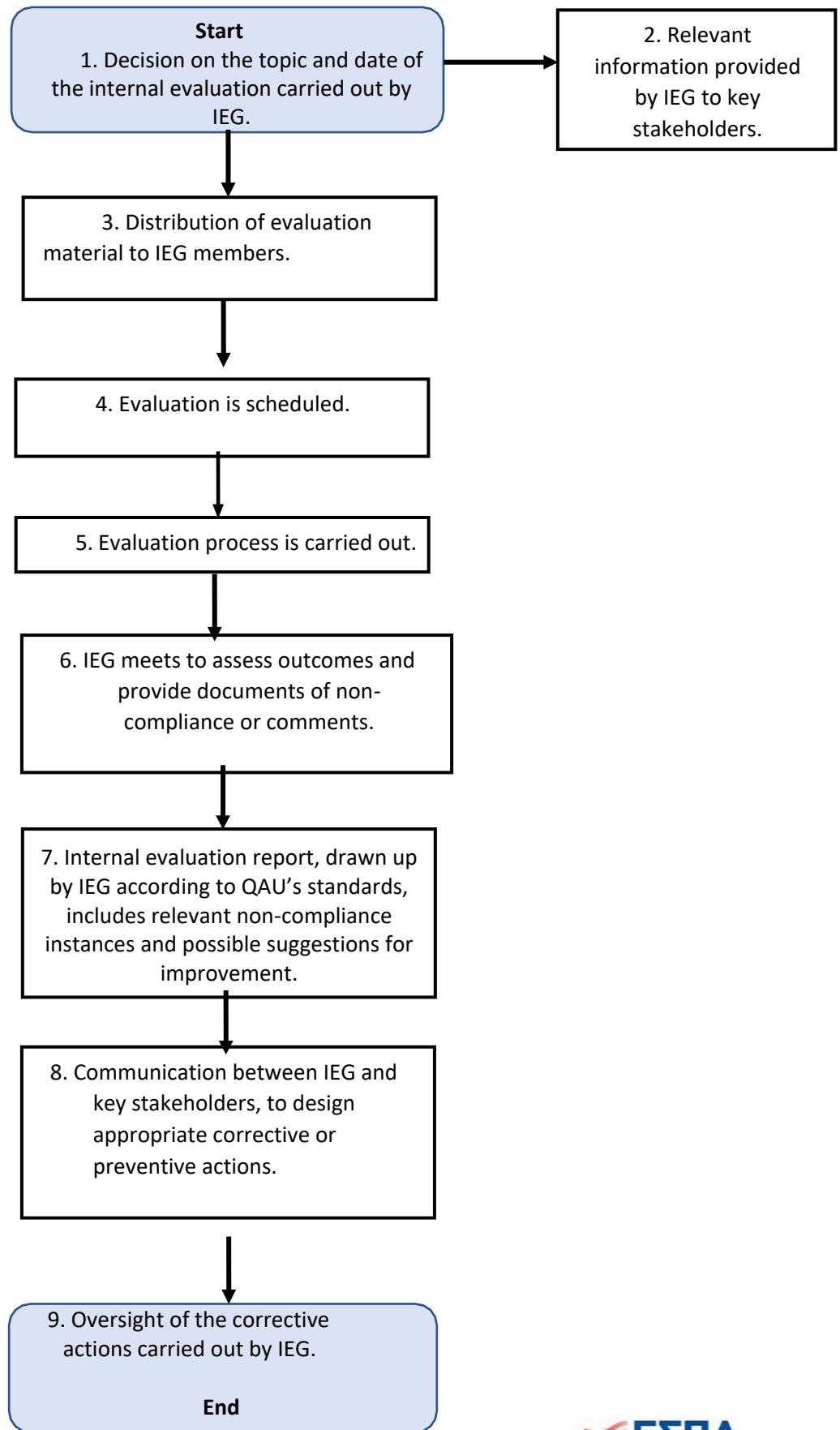
4.3.4 Time frame

Internal evaluation takes place at least once a year and is a recurring process.

4.3.5 Related documents

1. QAU's Quality Assurance Manual
2. Previous Internal Evaluation Reports
3. Information on PSP's research activities
4. Quality assurance data submitted to HAHE's Information System.
5. Postgraduate students' performance.
6. Teaching Evaluation outcomes.
7. Alumni data.

4.1.1 Chart 3: *Internal Evaluation of Postgraduate Study programmes*



4.4 Procedure 4: Teaching Evaluation

4.4.1 Scope

All registered students contribute to the Department Internal Evaluation processes, mainly by filling in evaluation questionnaires anonymously. Answering questionnaires is vital to enabling gathering valuable information on courses, teaching staff and facilities, and are used exclusively for designing, developing, and improving educational processes and services delivered to postgraduate students.

To answer e-questionnaires about postgraduate courses, students must have registered for these courses.

The PSP Director and IEG check evaluation scores, and in case any teaching staff members have scored lower than 3 and received negative comments, they meet with IEG and the Director to discuss evaluation scores and suggest actions for improvement. The Director investigates on the negative comments and raises the problem with the teaching staff involved. Posting average scores on PSP websites is recommended at the discretion of the PSP. Course average scores will be obtained either from thirty (30) questionnaires, or in case of fewer than thirty (30) questionnaires, by estimating questionnaire scores of 15% of the enrolled postgraduate students.

The Director is required to bring up evaluations to the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental programmes) for discussion, on the basis of the questionnaires received on QAU's information system. The Director submits minutes of the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental programmes) including improvement recommendations after the analysis of questionnaires and the relevant recommendations made by IEG.

4.4.2 Steps

Evaluation processes, which start by QAU's uploading questionnaires (<https://qau.uowm.gr>) 8 weeks after courses have started, include the following steps:

1. The teaching staff (academic staff, Special Teaching Staff, Special Technical Laboratory Staff, Special Laboratory Teaching Staff, non-tenured staff, and Academic Scholars) are informed via e-mail by QAU and a notification of the Administration service about evaluation dates.
2. Postgraduate students are notified by QAU, the Administration service and the teaching staff and are sent a link for the evaluation process.
3. Upon completion of the evaluation process and after semester exams, the teaching staff get evaluation results on QAU's Information System.
4. IEG and the Director receive overall outcomes on QAU's Information System.

5. IEG and the Director submit minutes with proposals of corrective actions and improvement measures for the relevant teaching activities to the Coordinating or the Curriculum Committee.
6. The Coordinating or the Curriculum Committee:
 - makes relevant proposals for improvement, upon considering the results and IEG's recommendations.
 - gives an honourable mention to teaching staff members who have scored highest.
7. The minutes of the Coordinating or the Curriculum Committee are forwarded to QAU.

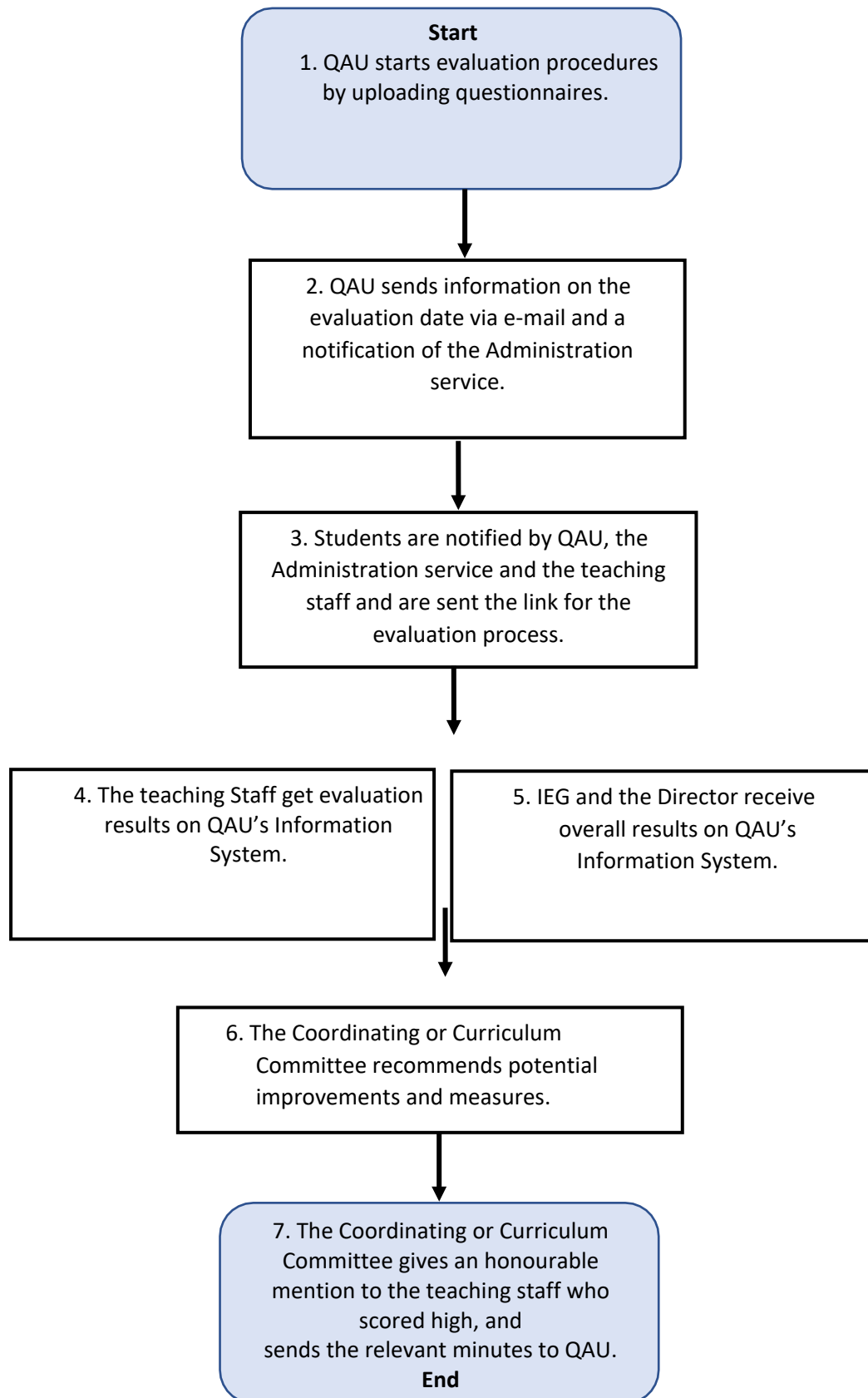
4.4.3 Key stakeholders

1. QAU
2. PSP IEG
3. Coordinating or Curriculum Committee
4. Postgraduate students
5. Academic staff

4.4.4 Time frame

Teaching evaluation processes are held every semester, 8 weeks after courses have started.

4.4.5 Chart 4: Teaching Evaluation



4.5 Procedure 5: Data Collection (students, staff, facilities)

4.5.1 Scope

QAU collects quality data on the activities of the University of Western Macedonia (UoWM), either via its information system or direct entry to NISQA. The data are drawn from information systems or databases of UoWM administrative and academic units, such as Administration service information systems (student records), the University library repository, the staff database, and SARF's information system. Data can also be collected from University internal users under QAU's responsibility.

4.5.2 Steps

In detail, the steps to be followed are:

1. QAU informs the University academic and administrative units about the methods of collecting quality data, their significance, interpretation, and usefulness, and sets internal deadlines for collection.
2. QAU collects relevant questions or issues and addresses or resolves them according to HAHE's guidelines.
3. QAU collaborates and communicates with HAHE for additional explanations or guidelines and ensures timely submission of annual NISQA data reports.
4. QAU issues NISQA annual reports to be used for IQAS internal evaluation and submitted to HAHE, in the framework of IQAS and Study programme accreditation proposals, or for NISQA annual report to the HAHE.

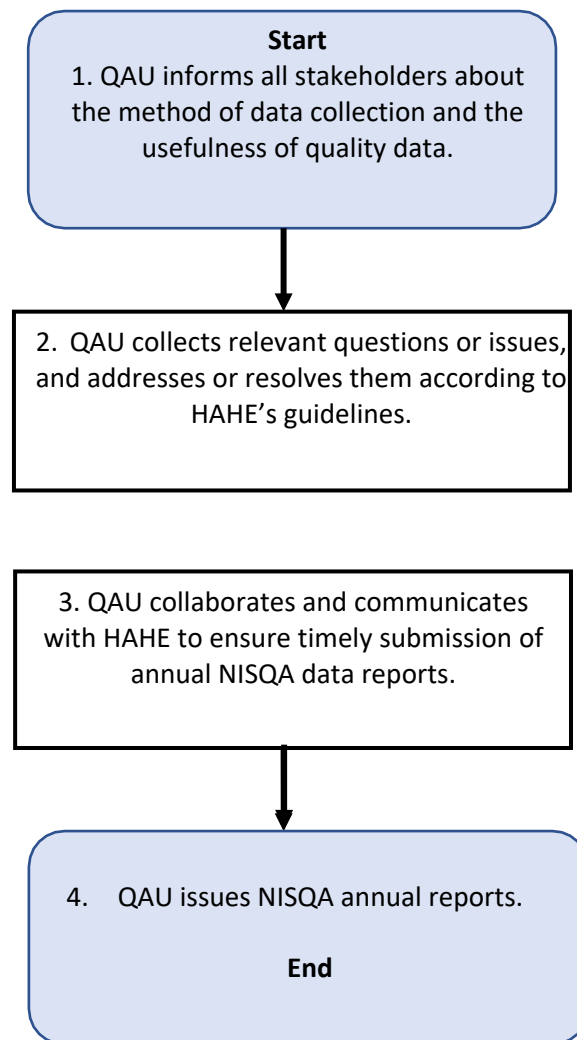
4.5.3 Key stakeholders

1. Academic and administrative units
2. QAU
3. HAHE

4.5.4 Time frame

Quality data collection takes place at the beginning of each year within the deadlines set by HAHE.

4.5.5. Chart 5: Data collection (students, staff, facilities)



4.6 Procedure 6: Study Advisors

4.6.1 Scope

For all postgraduate students, the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs), assigns Study Advisors among the academic staff members, no later than November 30 of each academic year. The number of students for each Study Advisor is equally and randomly distributed among the academic staff members. Study Advisors remain the same for all postgraduate students until graduation; duties are coordinated by PSP Directors.

When assigned duties by PSP Directors, Study Advisors are given an email list of the students they have been assigned to support and communicate about academic matters and shared interests. About problems with taught courses, Study Advisors may make relevant recommendations to the Coordinating or Curriculum Committee about organising seminars or remedial teaching.

Study Advisors hold at least one meeting with students every semester (physical presence or online meeting). The role of Study Advisors is purely advisory and cannot be successful without students' contribution.

Effective student support implies collaboration between Study Advisors, the Career Office, the Support Unit for Vulnerable Groups (M.Y.F.E.O), and all university units.

4.6.2 Step

1. Study Advisors are assigned duties by equally distributing the number of students among the academic staff members.
2. Postgraduate students are sent an email notification by the Department Administration Service about Study Advisors.
3. Study Advisors post office hours for communication with the students they have been assigned on the Department website and the e-class platform.
4. Study Advisors hold at least one meeting with students every semester (physical presence or online meeting).
5. Students can apply for a meeting with their Study Advisor (Template 1 – Request a meeting with a Study Advisor).
6. Following group meetings or individual sessions with students, Study Advisors fill in the contact meeting form (Template 2 – Contact form – meeting with the Study Advisor).
7. Study Advisors report to the PSP Director about meetings with students and possible problems raised by them. They also highlight potential malfunctions or deficiencies and propose solutions (Template 3 – Study Advisor's Report Form).

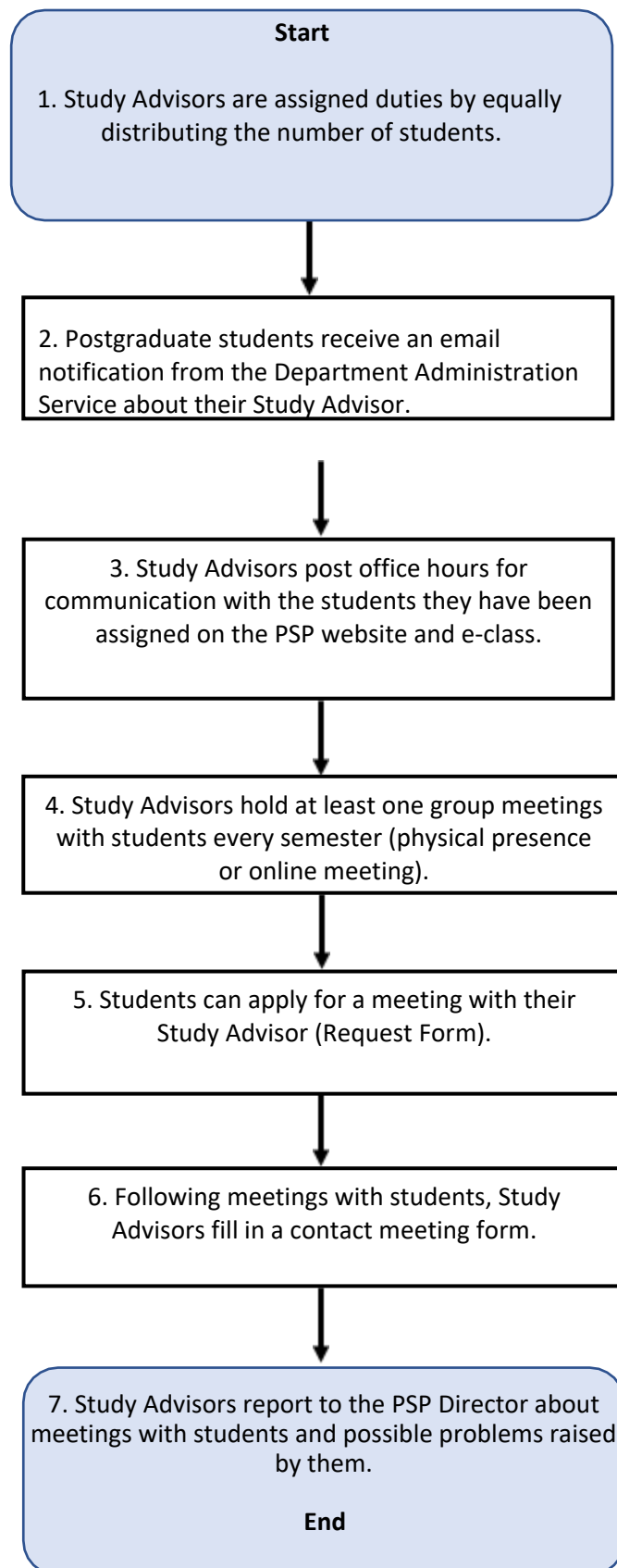
4.6.3 Key stakeholders

1. Coordinating Committee / Curriculum Committee
2. Academic staff
3. Administration Service
4. Postgraduate students

4.6.4 Time frame

For all postgraduate students, the Coordinating Committee or Curriculum Committee assigns Study Advisors among PSP academic staff members, no later than November 30 of each academic year.

4.6.5. Chart 6: Study Advisors



4.7 Procedure 7 : Complaint Management

4.7.1. Scope

To enhance student-centred educational processes and the principles of transparency and accountability, the University of Western Macedonia has adopted the "**Complaint Management Process**" for students, and the academic and administrative staff. The specific process involves all complaints about the quality of educational and administrative services delivered by Departments.

To submit a complaint, students may fill in a Complaint form available online. The problem/complaint is briefly, clearly, and objectively formulated. After receiving the issue or complaint, the Legal Advisor reviews it, notifies the Rector, and forwards it online.

Procedure 7.1: Complaint Management Process carried out by PSP Directors

4.7.1.1 Description

PSP Directors manage the problems/complaints submitted by students in collaboration with key stakeholders, especially when complaints involve examinations and grades.

4.7.1.2 Steps

1. Complaints are briefly, clearly, and objectively formulated and are filed by submitting an **e-Complaint Form** to the Secretary of the Legal Advisor.
2. Upon receiving a problem/complaint, the Legal Advisor examines it, informs the Rector, and forwards it by e-mail to the Department Head, in case it involves examinations and grading.
3. The Director examines students' complaints and any accompanying material and takes appropriate actions.
4. The Director informs, within 20 days, the complainant and the Legal Advisor about the actions taken and, overall, about the relevant process involving managing complaints, as well as any decisions made by the respective University administration body.
5. The Legal Advisor informs the Rector.

4.7.1.3 Key stakeholders

1. Rector
2. Legal Advisor
3. PSP Director
4. Postgraduate students
5. Academic and administrative staff

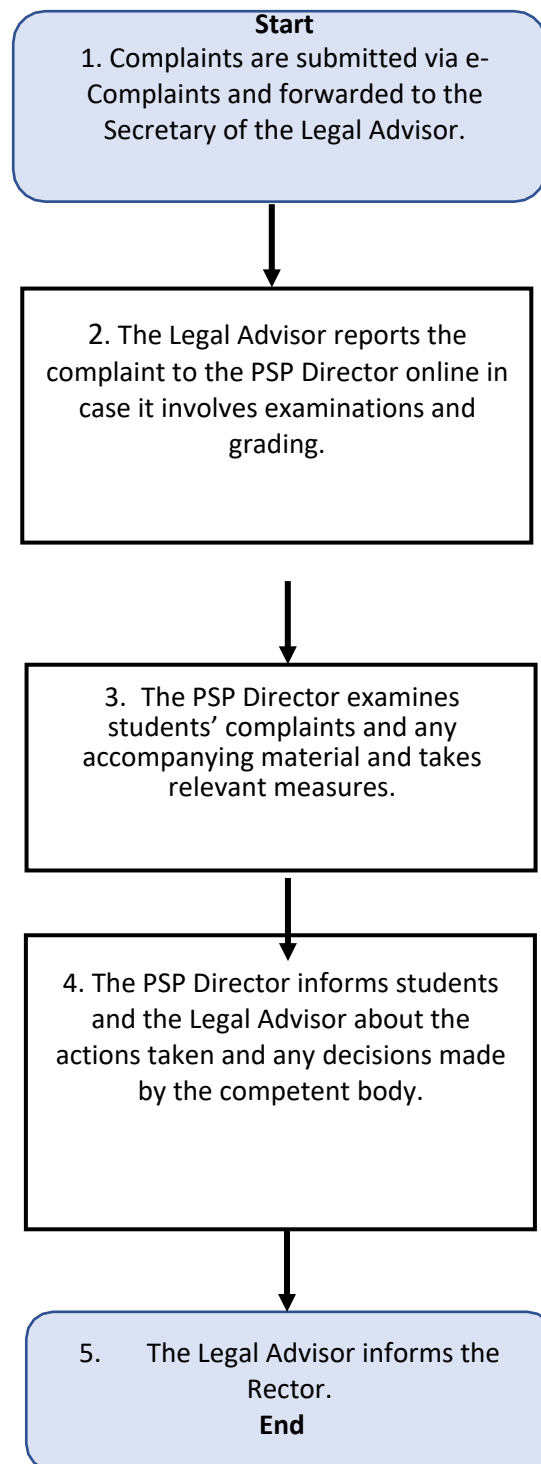
4.7.1.4 Time frame

PSP Directors inform (within 20 days) complainants and the Legal Advisor after a complaint has been filed.

4.7.1.5 Related Documents

e-Complaints Form

4.7.1.6 Chart 7: *Complaint Management Process carried out by PSP Directors*



Procedure 7.2: Complaint Management Process carried out by the Student

Ombudsman

4.7.2.1. Description

The Student Ombudsman manages problems/complaints submitted by students in collaboration with the key stakeholders, except for grading and exams. The University "Student Ombudsman" is an independent University body, to which postgraduate students can report problems and request mediation.

4.7.2.2. Steps

1. Complaints are briefly, clearly, and objectively formulated and are filed by submitting an **e-Complaints Form** to the Secretary of the Legal Advisor.
2. Upon receiving a problem/complaint, the Legal Advisor examines it, informs the Rector, and forwards it online to the Student Ombudsman (all students' problems/complaints except for those involving grading and exams).
3. The Student Ombudsman is authorised to:
 - apply to University services and request relevant information, documents, or other evidence.
 - interview individuals.
 - investigate the case and order expert opinions.
4. In instances of failure to comply with legal requirements, mismanagement, or disruption of University functions, the Student Ombudsman draws up a report to be communicated to all those involved, i.e., teaching staff member, or the competent administrative service, and the complainant student. The Student Ombudsman mediates to resolve problems.
5. The Student Ombudsman duly informs students and the Legal Advisor about the actions taken and the relevant complaint management processes, as well as about any decisions made by the respective University Administration body.
6. The Legal Advisor informs the Rector.

4.7.2.3. Key stakeholders

1. Rector
2. Legal Advisor
3. Student Ombudsman
4. Postgraduate students
5. Academic and administrative staff

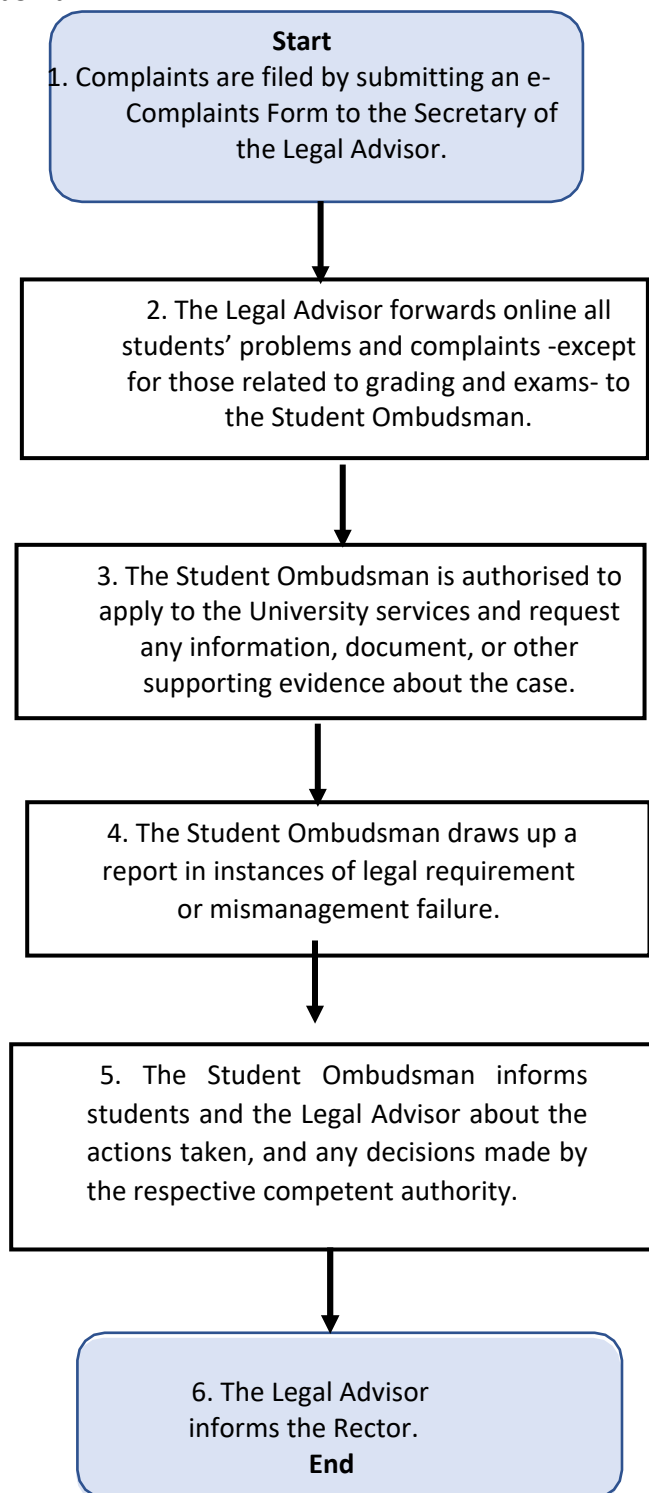
4.7.2.4. Time frame

The Student Ombudsman duly informs postgraduate students and the Legal Advisor, about submitted complaints within a reasonable time.

4.7.2.5. Related documents

e-Complaints Form

4.7.2.6 Chart 7: Complaint Management Process carried out by the Student Ombudsman



Procedure 7.3: Complaint Management Process carried out by the Ethics Committee

4.7.3.1. Description

UoWM Ethics Committee examines cases ex officio or following a written report-complaint filed by students, members of the academic staff, Special Teaching Staff, Special Laboratory Teaching Staff, Special Technical Laboratory Staff, researchers, visitors, and teaching/administrative staff. The Committee investigates issues within their competence to determine violations of the Code of Ethics or to examine incidents following a Rector's order. UoWM Ethics Committee investigates cases related to:

- respect for Human Rights
- meritocracy and Equal Opportunities
- academic Excellence
- protection of Intellectual Property
- integrity, transparency, efficiency, accountability for public resources use, and protection of University assets
- dissemination of a culture of ethics and observance of codes of conduct.

4.7.3.2. Steps

1. Complaints are filed by submitting a brief, clear, and objectively formulated **e-Complaint Form** to the Secretary of the Legal Advisor.
2. Upon receiving the problem-complaint, the Legal Advisor examines it, informs the Rector, and forwards it online to the UoWM Ethics Committee to investigate all matters within their competence.
3. The UoWM Ethics Committee meets and examines the reports-complaints.
4. The UoWM Ethics Committee duly informs the complainant student and the Legal Advisor about the actions taken and the complaint management process, as well as the Committee's decision.
5. The Legal Advisor informs the Rector.

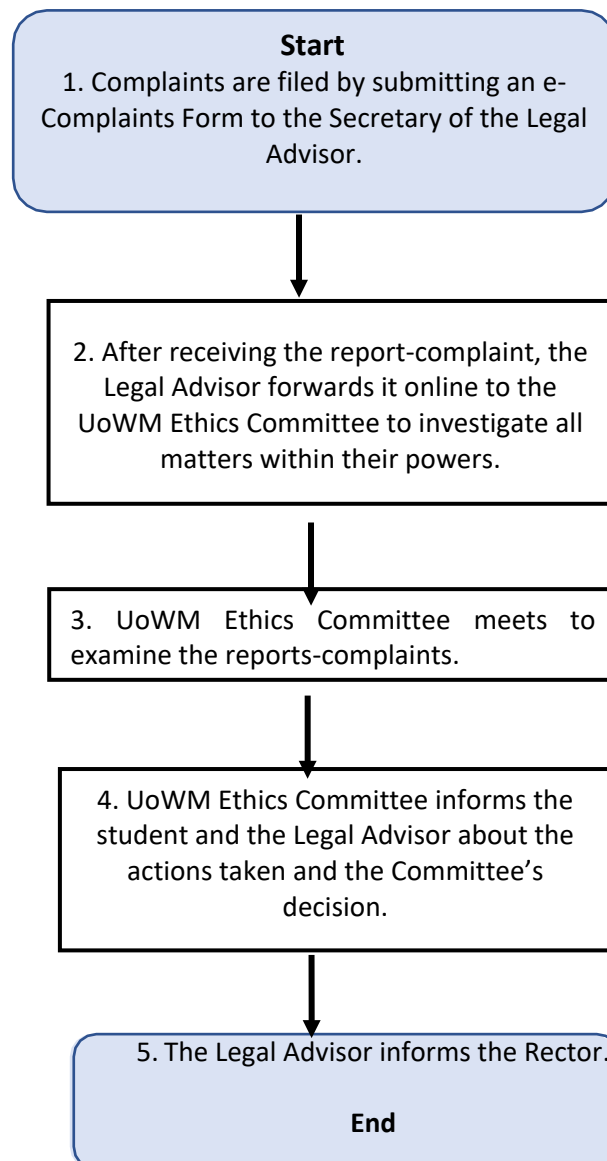
4.7.3.3. Key stakeholders

1. Rector
2. Legal Advisor
3. Ethics Committee
4. Postgraduate students
5. Academic and administrative staff

4.7.3.4. Related documents

e-Complaints Form, minutes of the Ethics Comm

4.7.3.5. Chart 7.3: Complaint Management Process carried out by the Ethics Committee



Procedure 7.4: Complaint Management process carried out by the Gender Equality Committee

4.7.4.1. Description

The Gender Equality Committee manages harassment-related incidents. They mediate in cases of gender-based violence and/or sexual harassment for a short period, if offenders are willing to discuss the incident, and only if victims request mediation.

4.7.4.2. Steps

1. Harassment incidents are reported by submitting an **e-Complaints Form** to the Secretary of the Legal Advisor, providing brief, clear, and objective explanations of the incident.
2. Upon receiving the report, the Legal Advisor investigates the case, informs the Rector, and forwards reports on harassment online to the University Gender Equality Committee.
3. The Gender Equality Committee investigates the incident and makes relevant recommendations. In detail, depending on the case, the Gender Equality Committee:
 - encourages the students involved to discuss with offenders about their unsolicited, and offensive behaviour, and explain that they cause discomfort, and disruption to work/studies, or
 - undertakes mediation.
4. The Gender Equality Committee:
 - when mediation is rejected, sends a letter to offenders emphasising on ethics- and conduct-related issues.
 - monitors outcomes, in case abused persons decide to communicate with offenders.
 - communicates with offenders when mediation is requested.
5. In case of unsatisfactory outcomes, serious incidents, or continuing offence, the incident is referred to the Ethics Committee or the Disciplinary Council.
6. Once the incident is managed, the Gender Equality Committee informs the person involved and the Legal Advisor about the actions taken and the relevant outcomes.
7. The Legal Advisor informs the Rector.

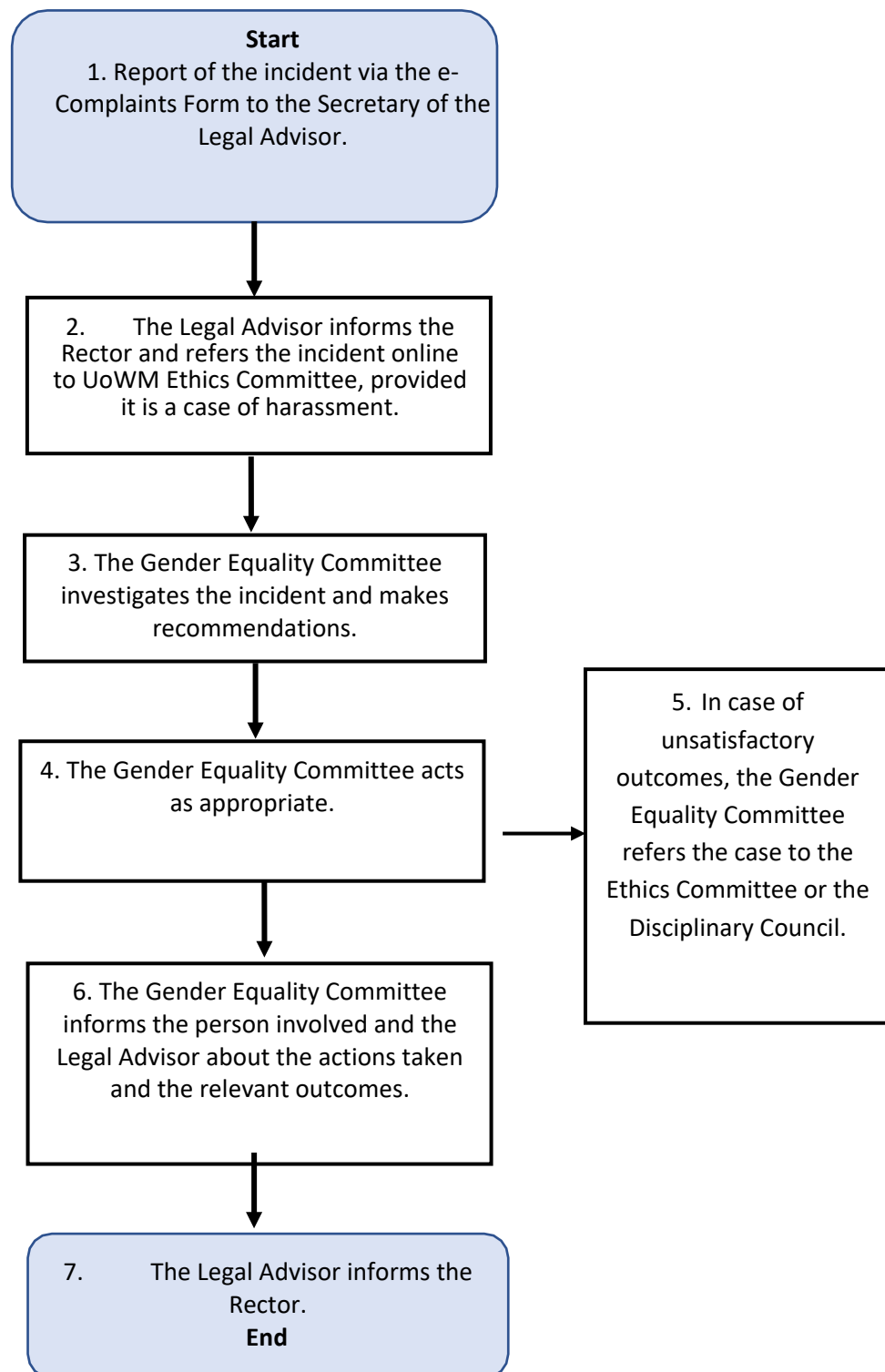
4.7.4.3. Key stakeholders

1. Gender Equality Committee
2. Rector
3. Legal Advisor
4. Disciplinary Council
5. Ethics Committee
6. Students
7. Academic and administrative staff

4.7.4.4. Related documents

e-Complaints Form, minutes of the Gender Equality Committee.

4.7.4.5. Chart 7.4: Complaint Management process carried out by the Gender Equality Committee



Procedure 7.5: Complaint Management carried out by the Personal Data Protection Officer

4.7.5.1. Description

The Personal Data Protection Officer handles issues related to personal data processing. The Data Protection Officer:

- informs and advises the University community and the personal data processing staff on their obligations arising from the General Data Protection Regulation (GDPR) and other national and EU provisions regarding data protection.
- monitors UoWM's compliance with GDPR and other national and EU regulations on data protection and the University GDPR policies, including assigning responsibilities, raising awareness, and training personal data processing staff.
- provides counselling upon request about data protection impact assessments, and monitors implementation.
- collaborates with supervisory authorities and acts as a contact point for data processing issues.
- acts as a contact point for requests from individuals about personal data processing at UoWM.

4.7.5.2. Steps

1. Report of incidents by submitting an e-Complaints Form to the Secretary of the Legal Advisor, and providing brief, clear, and objective explanations of the incident.
2. Upon receiving the complaint, the Legal Advisor investigates the case, informs the Rector, and forwards the report online to the Personal Data Protection Officer when the complaint involves personal data.
3. The Personal Data Protection Officer evaluates incidents and makes recommendations based on the General Data Protection Regulation (GDPR).
4. In case of unsatisfactory outcomes, the incident is referred to the Ethics Committee or the Disciplinary Council.
5. Once the incident is managed, the competent body informs the person involved and the Legal Advisor about the actions taken and the relevant outcomes.
6. The Legal Advisor informs the Rector.

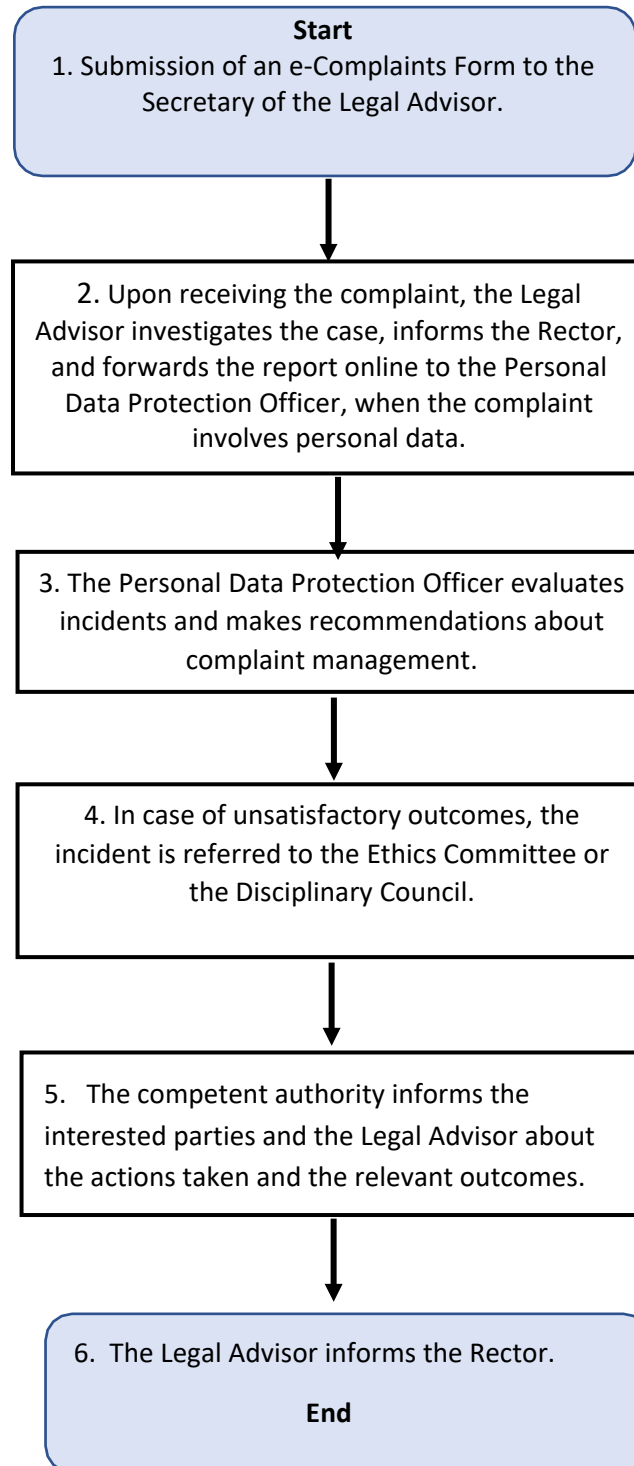
4.7.5.3. Key stakeholders

1. Personal Data Protection Officer
2. Rector
3. Legal Advisor
4. Disciplinary Council
5. Ethics Committee
6. Postgraduate students
7. Academic and administrative staff

4.7.5.4. Related documents

e-Complaints Form

4.7.5.5. Chart 7.5: Complaint Management process carried out by the Personal Data Protection Officer



4.8 Procedure 8: Alumni Services

4.8.1 Scope

The specific process aims to strengthen the bonds between students and the University. The Alumni Network aims at promoting interaction, collaboration, and the gradual transfer of knowledge, thereby creating an active Alumni community while also sharing proposals and ideas, which are particularly valuable to society.

4.8.2 Steps

1. The Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary programmes), appoints an academic staff member to:
 - monitor graduates' employability.
 - maintain a graduates' database for reunion and networking.
 - facilitate contact of graduates with businesses and professional organisations in collaboration with the University career office.
2. The Alumni coordinator organises at least two annual events to provide information about alumni networks and the underlying benefits, membership in the Advisory Committee, etc.
3. The Alumni coordinator regularly issues newsletters with scientific, professional, and social support information (e.g., opportunities for lifelong learning programmes, seminars, conferences, etc.).

4.8.3 Key stakeholders

1. Coordinating Committee /Curriculum Committee
2. Academic Staff
3. Postgraduate students
4. Alumni
5. Career Office

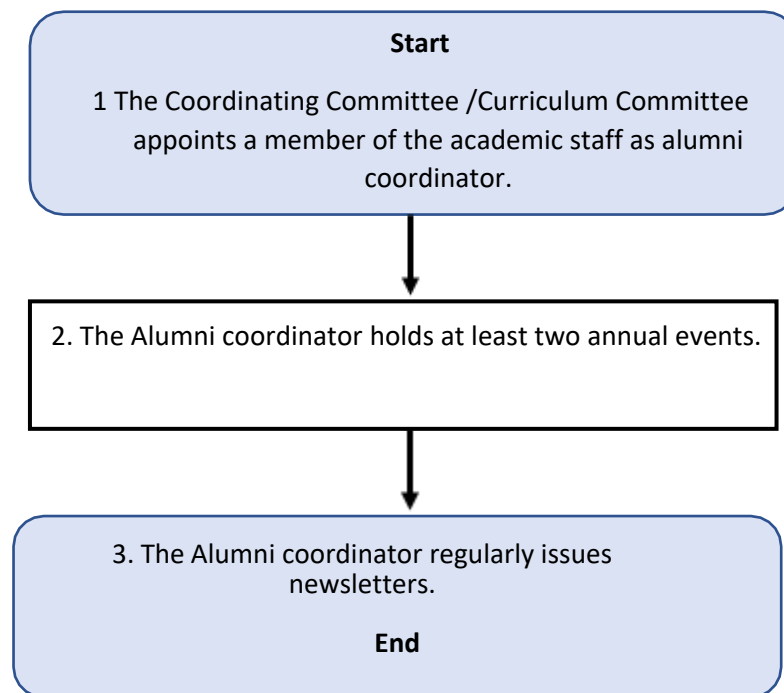
4.8.4 Time frame

Upon appointment by the Coordinating Committee /Curriculum Committee, alumni coordinators undertake keeping and updating a relevant database after each graduation ceremony. They encourage graduates to register on the University alumni platform; they also regularly issue newsletters with information on University matters, postgraduate courses, and lifelong learning programmes.

4.8.5. Related documents

Alumni Data, Newsletter

4.8.6 Chart 8: Alumni Services



4.9 Procedure 9: Student Exit Interview

4.9.1 Scope

Systematic and continuous evaluation is crucial to enhancing the quality of academic programmes and is instrumental in future planning. Exit interviews are fundamental components of ensuring assessment aimed at continuously enhancing study and service quality, as well as educational experiences, which, by adopting a best practice model, are provided to students by UoWM. Feedback provides valuable information for designing new postgraduate and distance learning courses, organising summer schools, allocating additional resources for internship and career services, and revising required forms and documents.

4.9.2 Steps

Upon successful completion of all required degree courses (all levels) and an application for the award of a Master's Degree:

1. The Academic Advisor is informed by the PSP Administration Service about the students applying for a Master's Degree.
2. The Academic Advisor informs students about the process and stages of the exit interview, i.e., Exit Questionnaire and interview, by highlighting the importance of the specific questionnaire as a prerequisite for the award of a Master's Degree.
3. Upon informing students, the Academic Advisor sends an online Exit Questionnaire to applicants who have completed the required documents.
4. Following the online submission of the questionnaire, the Academic Advisor invites graduates to an interview (also by teleconferencing).
5. The Academic Advisor provides students with a signed exit interview certificate to be submitted to the Administration Service to carry out the degree request process.

4.9.3 Key stakeholders

1. Academic Advisor
2. PSP Administration Service
3. PSP Director
4. Postgraduate students

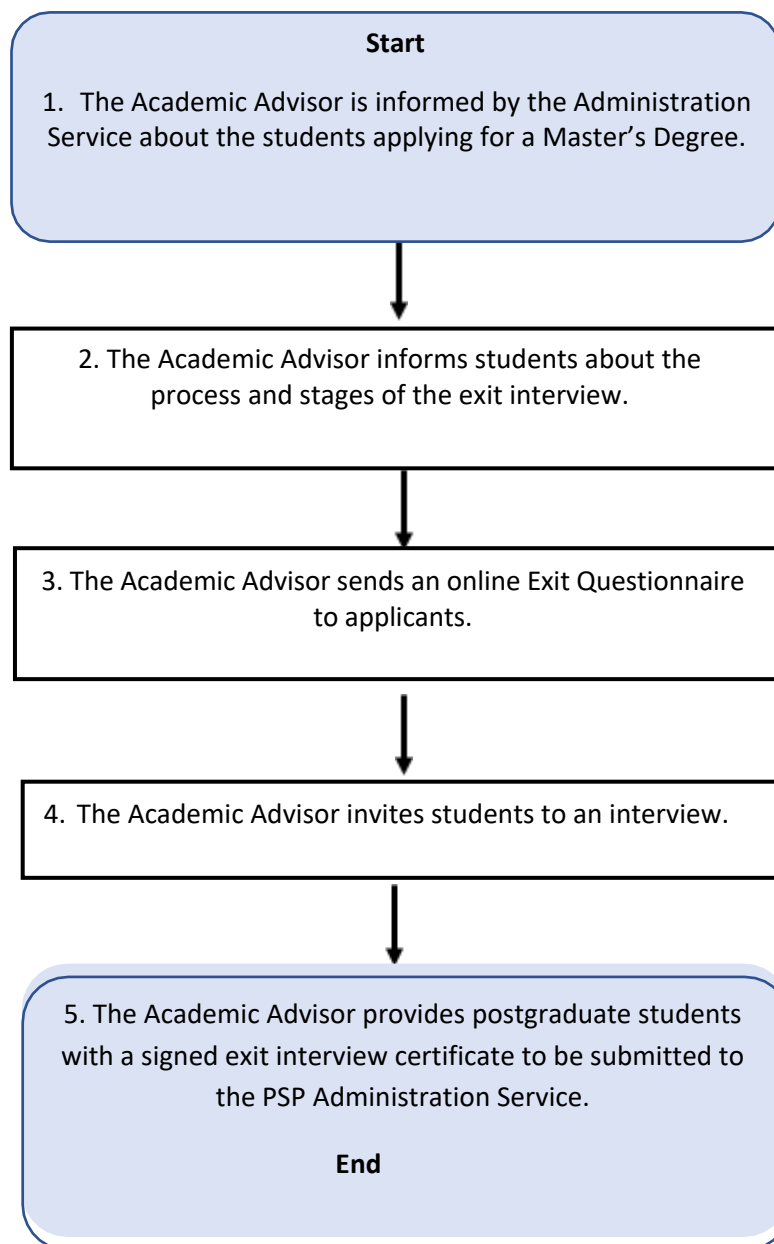
4.9.4 Time frame

Following the application for a Master's Degree and until the procedure is finalised, the Academic Advisor and graduates should complete the exit interview process.

4.9.5. Related documents

Student Exit Questionnaire

4.9.6 Chart 9: Student Exit Interview



4.10 Procedure 10: Implementing external evaluation recommendations

4.10.1 Scope

Implementation of external evaluation recommendations for Postgraduate study programmes aims to comply with the findings and recommendations of the committee of independent experts about continuously improving curricula. The objective of the specific procedure is to offer new perspectives and enhance international competitiveness of awarded degrees.

4.10.2 Steps

1. The PSP Director informs the Coordinating Committee /Curriculum Committee and IEG about the final decision on Postgraduate study programme accreditation and the recommendations made by the committee of independent experts.
2. The Coordinating Committee /Curriculum Committee, in collaboration with IEG, meet to assess the findings and provide documented evidence of non-compliance instances or comments made by the committee of independent experts.
3. The Coordinating Committee /Curriculum Committee, in collaboration with IEG, draw up an Action Plan, namely, an outline of the actions to be taken using the resources required for achieving proposed improvements as well as addressing weaknesses described in the External Evaluation & Accreditation Report of a Postgraduate study programme.
4. Two years after the accreditation date, the Coordinating Committee /Curriculum Committee and IEG evaluate the actions taken, the progress achieved through the implementation of the Action Plan and creates a table, 'Outcome Monitoring', in compliance with HAHE's standards.
5. The Coordinating Committee /Curriculum Committee, in collaboration with IEG, draw up a Programme Monitoring Report and submit it to QAU.

4.10.3. Key stakeholders

1. HAHE
2. Coordinating Committee
3. Curriculum Committee
4. Quality Assurance Committee
5. PSP Director
6. PSP Administration Service staff
7. PSP IEG
8. QAU Chair
9. QAU partners and employees

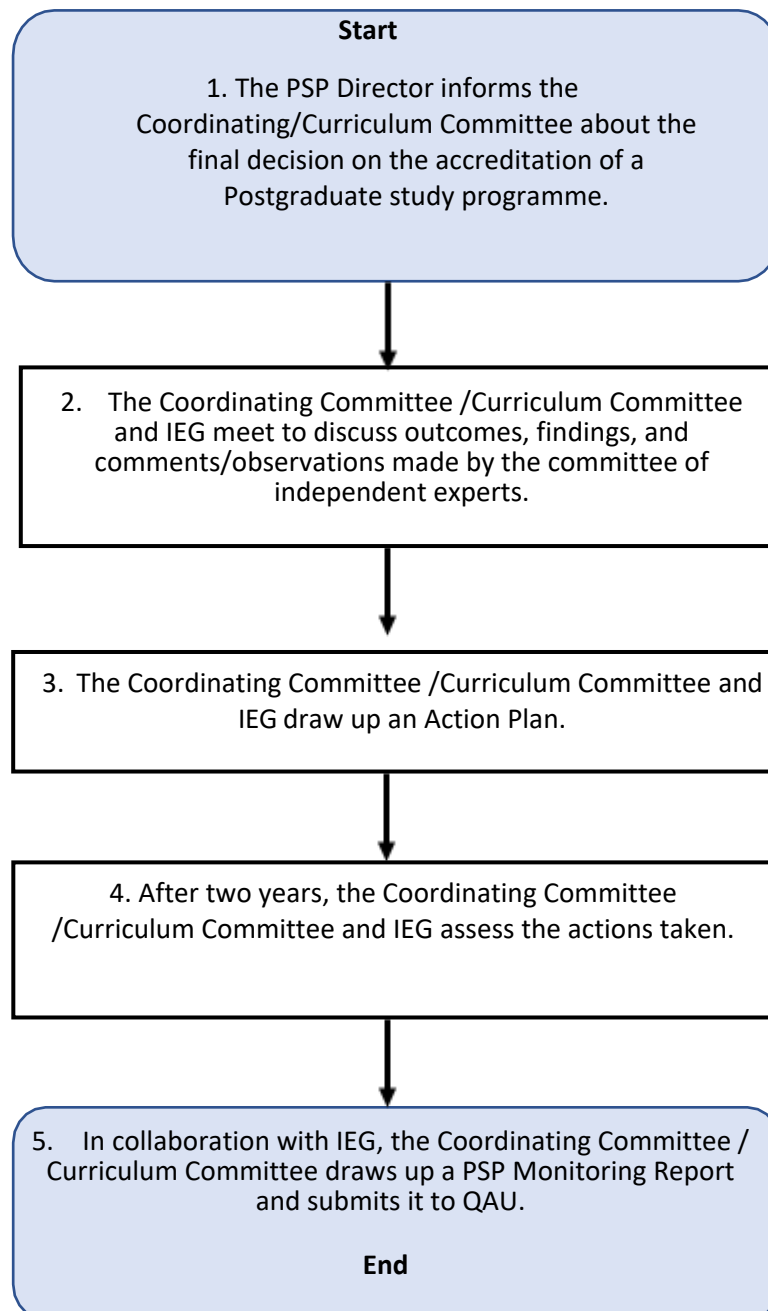
4.10.4 Time frame

It is determined by the initiation of the process by HAHE.

4.10.5. Related documents

Accreditation Decision on Postgraduate study programmes, PSP Accreditation Report, PSP Monitoring Report.

4.10.6 Chart 10: Implementing external evaluation recommendations



4.11 Procedure 11: Welcoming new Teaching Staff

4.11.1 Scope

To enhance and improve quality of service delivery to UoWM teaching staff, and promote the principles of transparency and accountability, the University adopts a **‘Welcoming process’** for all new teaching staff members. Welcoming involves a series of actions aimed to provide valuable information to new members, both academic and non-tenured, about Department functions, and enable them to carry out duties more effectively.

The welcoming process is focused on:

- facilitating communication between the new teaching staff and the PSP, Department and Administration bodies and services.
- providing information on university-related issues.
- informing the new teaching staff on their academic rights and commitments.
- offering support to facilitate the new teaching staff to achieve effective performance.

4.11.2 Steps

1. The PSP Director informs the teaching and Administration service staff about the appointment of new academic or non-tenured teaching staff members.
2. The PSP Director informs new teaching staff members about the PSP, strategy, regulations, and teaching staff attitudes towards students.
3. The PSP Director provides information to new teaching staff members about study divisions, courses, and thesis/assignment writing.
4. The Administration Service inform the new members about lecture rooms, laboratories, and facilities.
5. The Administration Service provide guidance to new teaching staff members about how to register for a personal academic account, and how to use and manage e-class and other university online services.
6. The Administration Service inform new teaching staff members about library services by sending information material.

4.11.3. Key stakeholders

1. PSP Director
2. PSP Administration Service
3. Academic and Administrative Staff

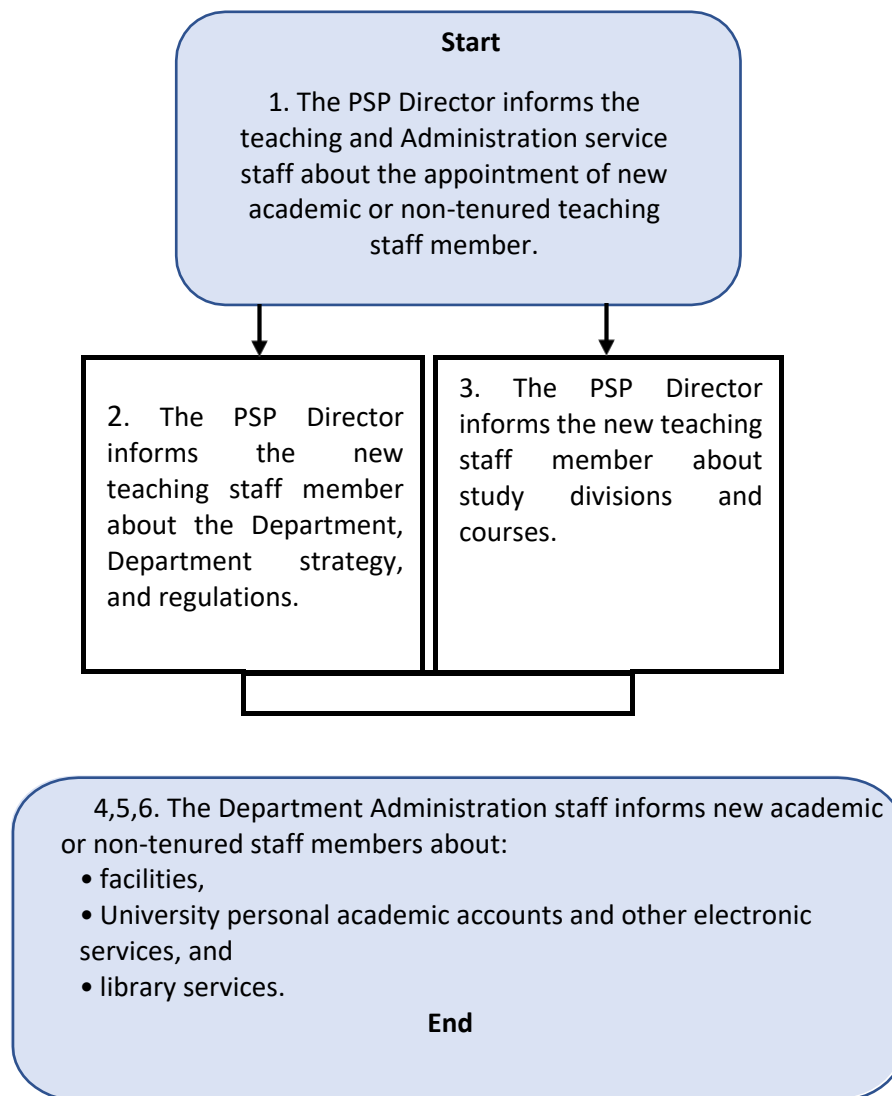
4.11.4 Time frame

Upon welcoming new teaching staff members.

4.11.5. Related documents

UoWM Strategic Plan, Department Strategy, Department & University Regulations, Library Information Material.

4.11.6 Chart 11: Welcoming New Teaching Staff



4.12 Procedure 12: Drafting, Implementing, and Reviewing annual quality objectives

4.12.1 Scope

Academic Unit strategies are focused on quality assurance of Postgraduate Study programmes, setting time-bound qualitative and quantitative objectives, which are measurable and subject to review. The process, aimed at establishing clear and specific objectives for continuously improving Postgraduate Study programmes, includes:

- consultation procedures for objective setting.
- indicator selection procedures to monitor the degree of enhancing quality and effectiveness of educational, research and administrative functions of Postgraduate study programmes.

4.12.2 Steps

1. At a specified time, the PSP Director provides the Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary programmes) with quality data from NISQA or other University information systems, as well as corresponding indicators for Postgraduate Study programmes on an annual basis.
2. The Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary programmes), in collaboration with IEG, draw up a plan of quality objectives, upon:
 - i. Department and University strategy.
 - ii. external Advisory Committee's opinions.
 - iii. outcomes of the annual internal evaluation of Postgraduate study Programmes and relevant NISQA data and indicators.
 - iv. views of the University Academic and Administrative Staff, students, graduates, and social, production, and culture entities.
 - v. University Senate decisions concerning quality assurance.
 - vi. relevant HAHE standards and guidelines for quality assurance, as well as standards and guidelines of European quality assurance agencies (ENQA, EUA, EQAF, etc.).
 - vii. changes in the current institutional framework.
3. The Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary PSPs), in collaboration with IEG, propose annual PSP quality objectives and actions and submit the specific proposals to the Department Assembly.
4. The competent authority (Academic Unit) approves annual quality objectives.
5. Academic Units are required to register annual quality objectives on QAU's information system.

4.11.3 Key stakeholders

1. Coordinating Committee / Curriculum Committee
2. PSP IEG
3. Department Assembly
4. QAU
5. Academic and Administrative Staff

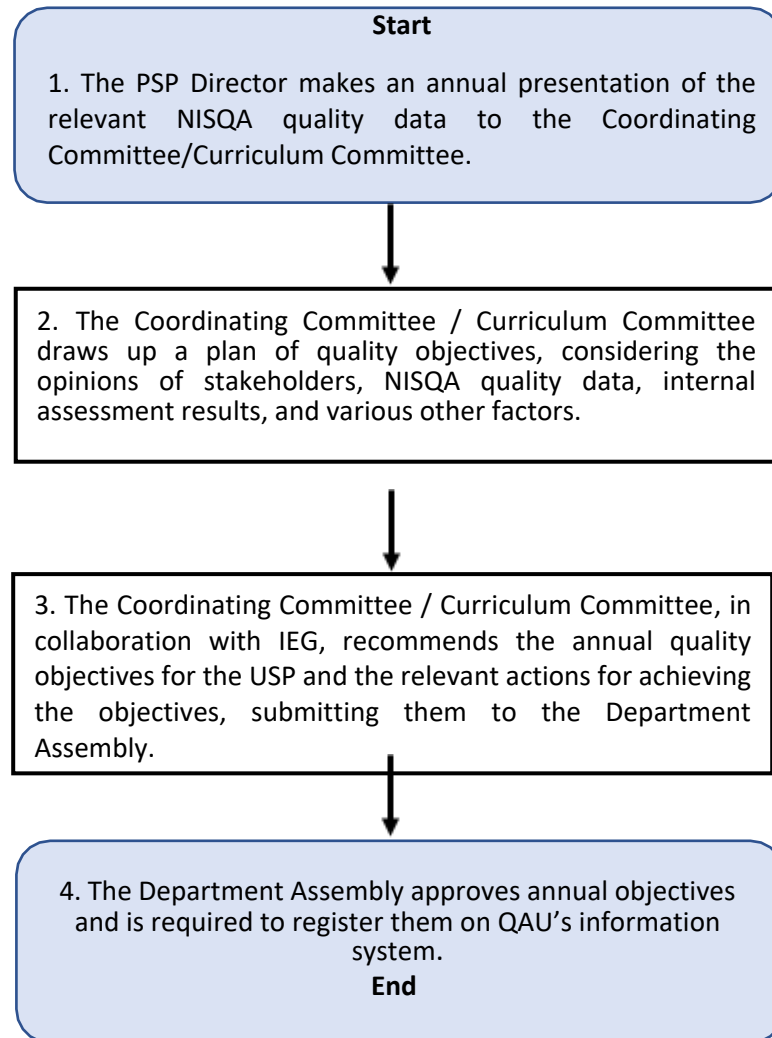
4.11.4 Time frame

Special annual objectives are planned, and review evaluation takes place on an annual basis.

4.12.5. Related documents

UoWM Strategic Plan, Department Strategy, NISQA data, Senate's decisions, HAHE relevant standards and guidelines.

4.12.6 Chart 12: Drafting, Implementing, and Reviewing annual quality objectives



4.13 Procedure 13: Website Maintenance and Update

4.13.1 Scope

PSPs provide for the design of websites and the appointment of website administrators. Educational and academic activities are posted on the website in a clear, accurate and accessible manner, and the relevant information is updated and objectively and clearly stated.

Website content is specified, controlled, maintained, and updated within a coordinated process. Objectivity and clarity of information are primarily monitored by the PSP Director, Coordinating Committee (single-department PSPs) or Curriculum Committee (interdepartmental or interdisciplinary programmes), Website Administrator, and the Administration Service. Finally, within the framework of the internal evaluation process, QAU assesses website information adequacy, clarity, objectivity, and accessibility.

4.13.2. Steps

1. Website material is sent to the PSP Director for approval.
2. Following approval, the PSP Director sends website material to the Website Administrator.
3. The Website Administrator posts the material on the website, which is regularly updated.

4.13.3 Key Stakeholders

1. PSP Director
2. Coordinating Committee / Curriculum Committee
3. Website Administrator
4. PSP Administration Service

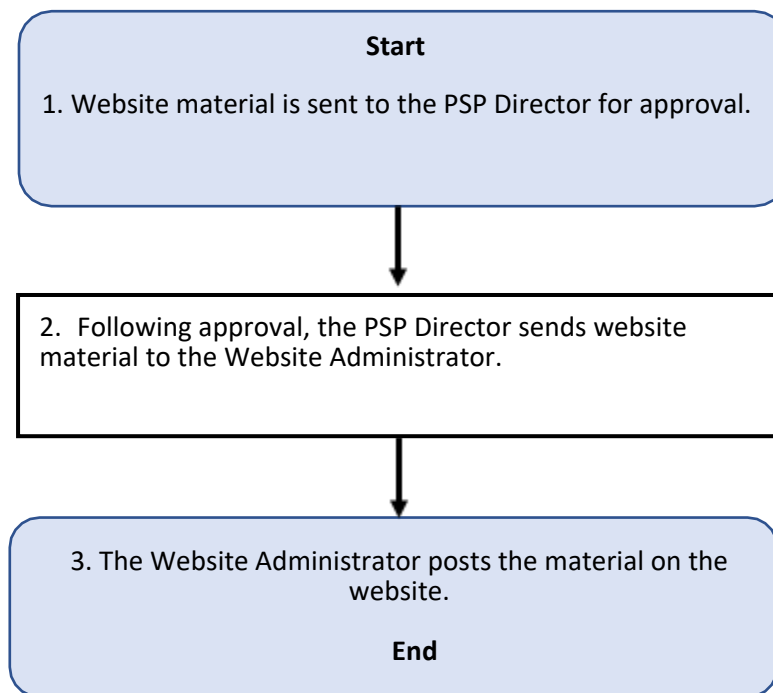
4.13.4 Time frame

The website is continuously updated and evaluated, at least on an annual basis, by QAU and IEG.

4.13. Related documents

Website material, UoWM regulations, UoWM Internal evaluations, Department Internal evaluations

4.13.6 Chart 13: Website Maintenance and Update



4.14. Procedure 14: Administration and Support of External Evaluation Procedures

4.14.1 Description

Accreditation involves an external evaluation process based on specific, pre-established, internationally accepted, and publicly disclosed quantitative and qualitative criteria and indicators, according to the Principles and Guidelines for Quality Assurance in the European Higher Education Area (European Standards Guidelines, 2015). It aims at continuous improvement of the quality of services delivered by universities.

Within the framework of this process, QAU organizes, plans, and supports the University and its Departments during external evaluation/accreditation, and contributes to the implementation of improvements according to experts' observations and comments.

4.14.2 Steps

1. QAU manages the public call made by HAHE or the Initial Accreditation standards, aiming at organising and preparing University PSPs to submit accreditation proposals.
2. QAU participates in relevant HAHE briefings and communicates to ensure guideline implementation.
3. To prepare for accreditation processes, QAU holds working meetings with PSP Directors, IEG, and academic units, to achieve effective workload scheduling and allocation.
4. QAU issues an internal call to PSP Directors and academic units, to collect and submit the required reports and materials within a specific time frame.
5. QAU verifies that PSP accreditation proposals are complete and valid.
6. The Quality Assurance Committee approves the proposal documents for PSP accreditation and submits them to HAHE.
7. IEG makes any possible corrections to the proposal as indicated by HAHE.
8. QAU collaborates with HAHE to finalise the on-site or online visit programme of the Accreditation Panel.
9. QAU notifies key stakeholders about the on-site or online visit of the Accreditation Panel.
10. QAU monitors and provides support during the accreditation process during the on-site or online visit of the Accreditation Panel.
11. QAU provides any comments or observations about the accreditation draft proposal communicated by HAHE to the University and forwards them to HAHE.
12. QAU receives the final accreditation report, as well as HAHE's decision regarding accreditation or rejection.

13. QAU informs the competent authorities (PSP, Department, School, Senate, University Administration) about the final decision regarding accreditation or rejection.
14. The University may choose to submit an objection against HAHE's decision.
15. IEG draws up a Progress Report of the programme and submits it, through QAU, to HAHE.
16. QAU formulates and organizes a visit to the University of two Accreditation Panel members to oversee PSP progress.

4.14.3 Key stakeholders

1. University Administration
2. Senate
3. Quality Assurance Committee
4. QAU
5. HAHE
6. External Evaluation/Accreditation Committee
7. Coordinating Committee/Curriculum Committee
8. Department Head
9. Department Assembly
10. PSP IEG
11. Students
12. Alumni
13. Academic and Administrative staff
14. Social partners

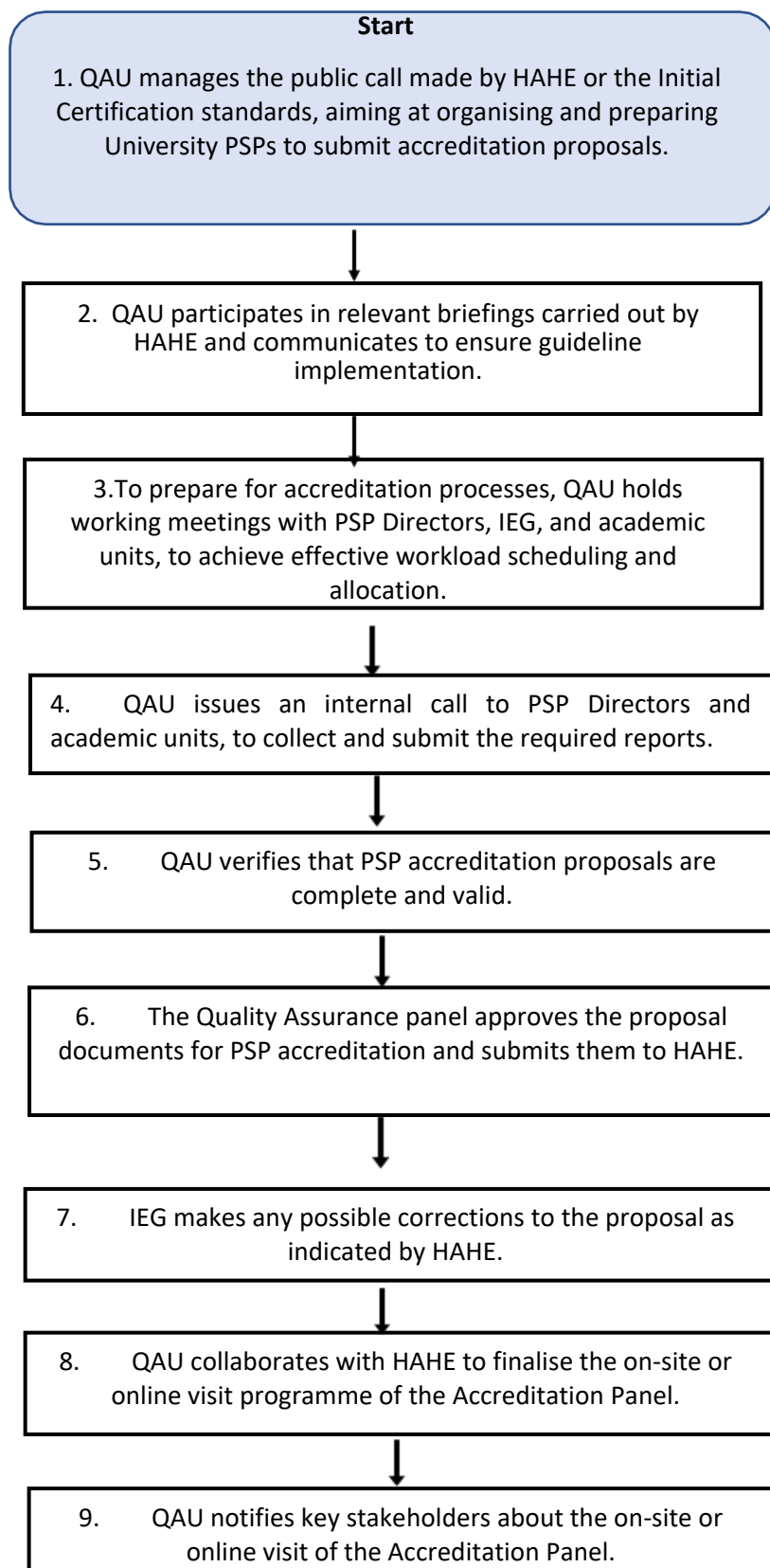
4.14.4 Time frame

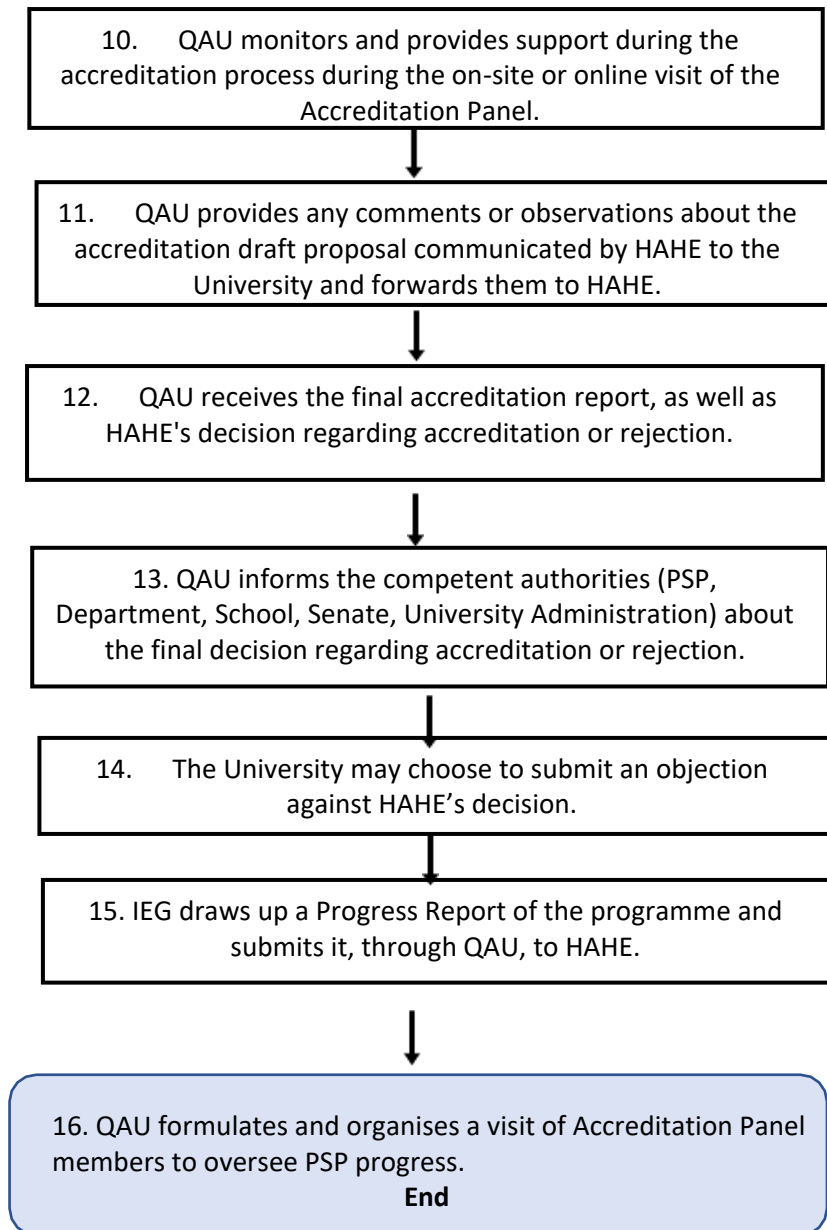
The process is initiated by HAHE. Initial accreditation documents for specific Postgraduate Study programmes are submitted at any time upon completion of the required Accreditation actions and processes.

4.14.5 Related documents

1. HAHE's call for submission of PSP accreditation proposals.
2. Accreditation proposal for old and new PSPs, based on HAHE's template/standards.
3. On-site visit of the Accreditation Panel.
4. Draft of the Accreditation Report for PSPs.
5. Document including comments on the submitted draft of Accreditation Report for PSPs.
6. Final Accreditation Report.
7. HAHE's final decision on accreditation.

4.14.6 Chart 14: Administration and Support of External Evaluation Procedures





4.15. Procedure 15: Excellence in University Teaching Award

4.15.1 Scope

In accordance with the vision of UoWM's Strategic Plan, the University of Western Macedonia (UoWM) has established an Excellence in University Teaching Award. This initiative highlights UoWM's emphasis on academic excellence and scientific knowledge produced in the University.

The award aims to underscore UoWM's commitment to pursuing excellence in teaching processes and related activities, emphasising student-centred teaching, research-informed practices, inclusiveness, interdisciplinary approaches, and promotion of lifelong learning. Additionally, the award aims to honour Academic Staff members who, through their dedication and scientific contributions to postgraduate students, have contributed to UoWM's quality enhancement.

4.15.2 Steps

1. The Teaching and Learning Centre calls for expressions of interest by the end of June.
2. UoWM Department Assemblies submit reasoned proposals for one candidate per department to School Deans.
3. School Deans forward the department decisions and make recommendations to the Teaching and Learning Centre by the end of September. More specifically, they forward:
 - Department Assembly decisions with a nomination for Excellence in University Teaching Award, accompanied with documents, if required.
 - School Deans' proposal for each Department.
 - Form 1 completed (in Pdf format) for each Department.
4. The nominated Academic Staff members accept or decline participation in the assessment process and send the necessary supporting documents (curriculum vitae, Form 2) to the Teaching and Learning Centre.
5. The Teaching and Learning Centre forwards the proposals accepted to the Evaluation Committee.
6. The Evaluation Committee controls the validity of submitted proposals.
7. The Evaluation Committee meets by the end of November to evaluate valid proposals.
8. The Evaluation Committee recommends excellence in university teaching awards to the Teaching and Learning Centre.
9. The Teaching and Learning Centre informs the Senate about the Awards.
10. The Senate decides on the Excellence in Teaching Awards.
11. The Rector awards the Excellence in Teaching Awards during a special ceremony.

4.15.3. Key stakeholders

1. University Administration Bodies
2. Senate
3. QAU
4. School Deans
5. Department Head
6. General Department Assembly

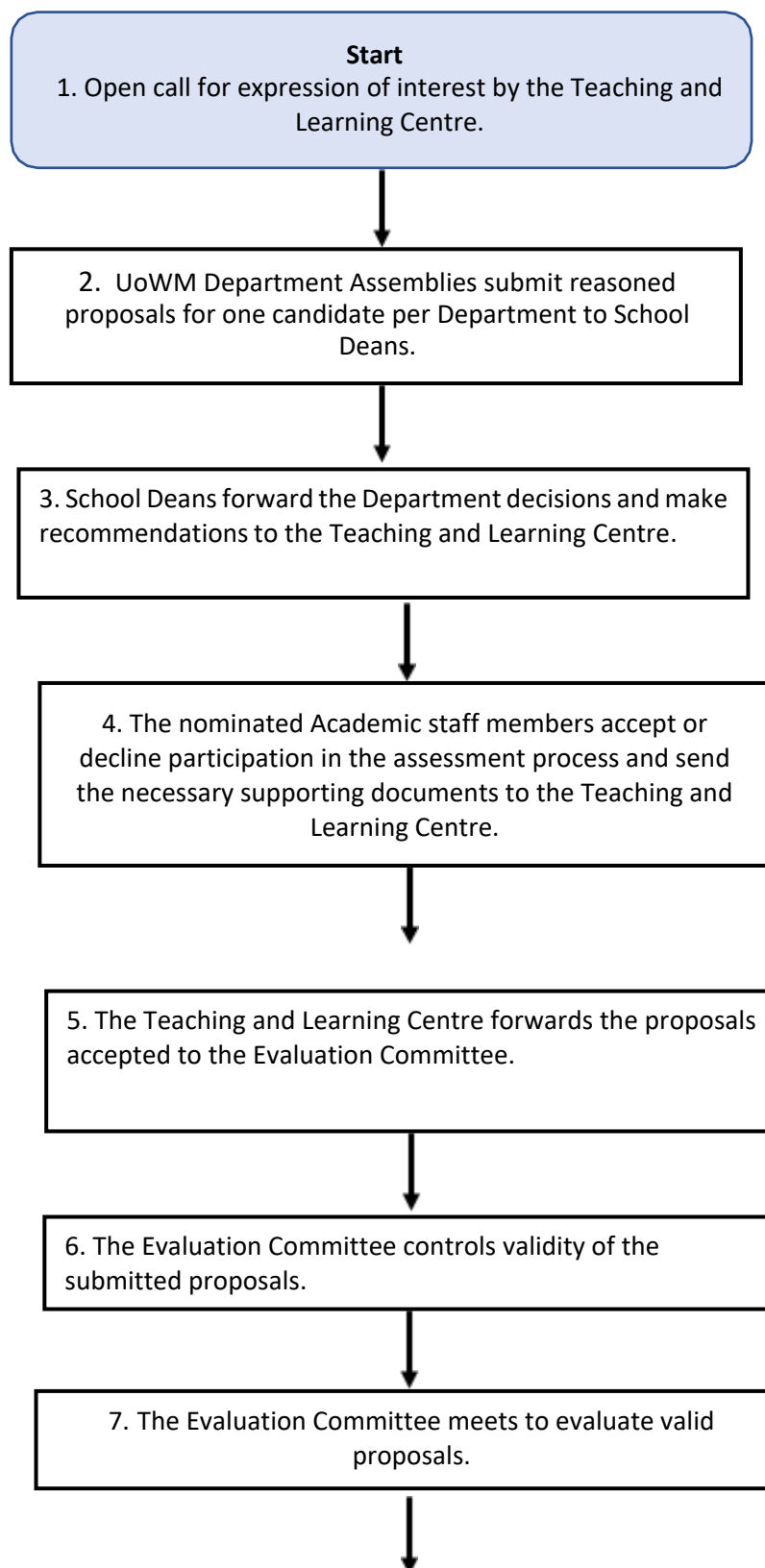
4.15.4. Time frame

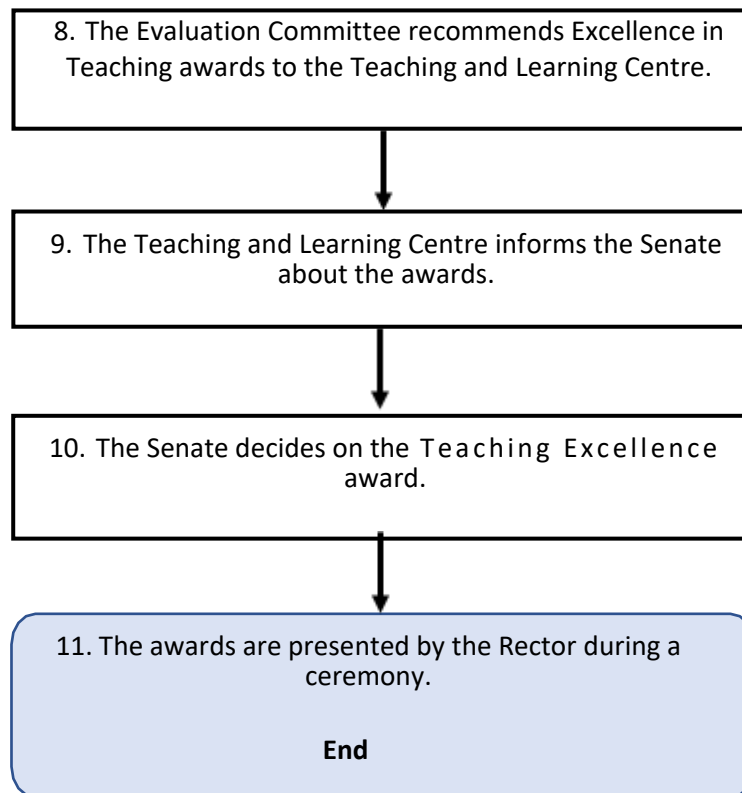
Excellence in Teaching Awards are presented annually.

4.15.5. Related documents

Excellence in University Teaching Award Regulations

4.15.6. Chart 15: Excellence in University Teaching Award





4.16 Procedure 16: Welcoming New Postgraduate students

4.16.1 Scope

Within the framework of enhancing and improving the quality of services provided to postgraduate students and promoting principles of transparency and accountability, the University adopts a 'Welcoming Process'. The welcoming process involves a framework of actions to inform new postgraduate students about their responsibilities and obligations and how they can respond more effectively.

Welcoming aims to:

- facilitate communication between postgraduate students and PSP Administration bodies and services, as well as Department and University Administration.
- provide information on UoWM life.
- inform new postgraduate students on their rights and obligations during their academic career.
- offer support to effectively carry out their duties and obligations.

4.16.2 Steps

1. The PSP Director informs Department and Administration Staff members about welcoming new postgraduate students.
2. The PSP Director informs new postgraduate students about the PSP, strategy, regulations, and behavioural and ethical issues.
3. The PSP Director informs new postgraduate students about study divisions, and courses, and provides information/guidance on thesis topics.
4. The Administration Service informs new postgraduate students about lecture rooms, laboratories, and facilities.
5. The Administration Service informs new postgraduate students how to register for a personal academic account, how to use and manage e-class platform, and other electronic services provided by the University.
6. The Administration Service informs new postgraduate students about library services by sending information material.

4.16.3 Key Stakeholders

1. PSP Director
2. PSP Administration Service
3. Postgraduate students
4. Academic and Administrative Staff

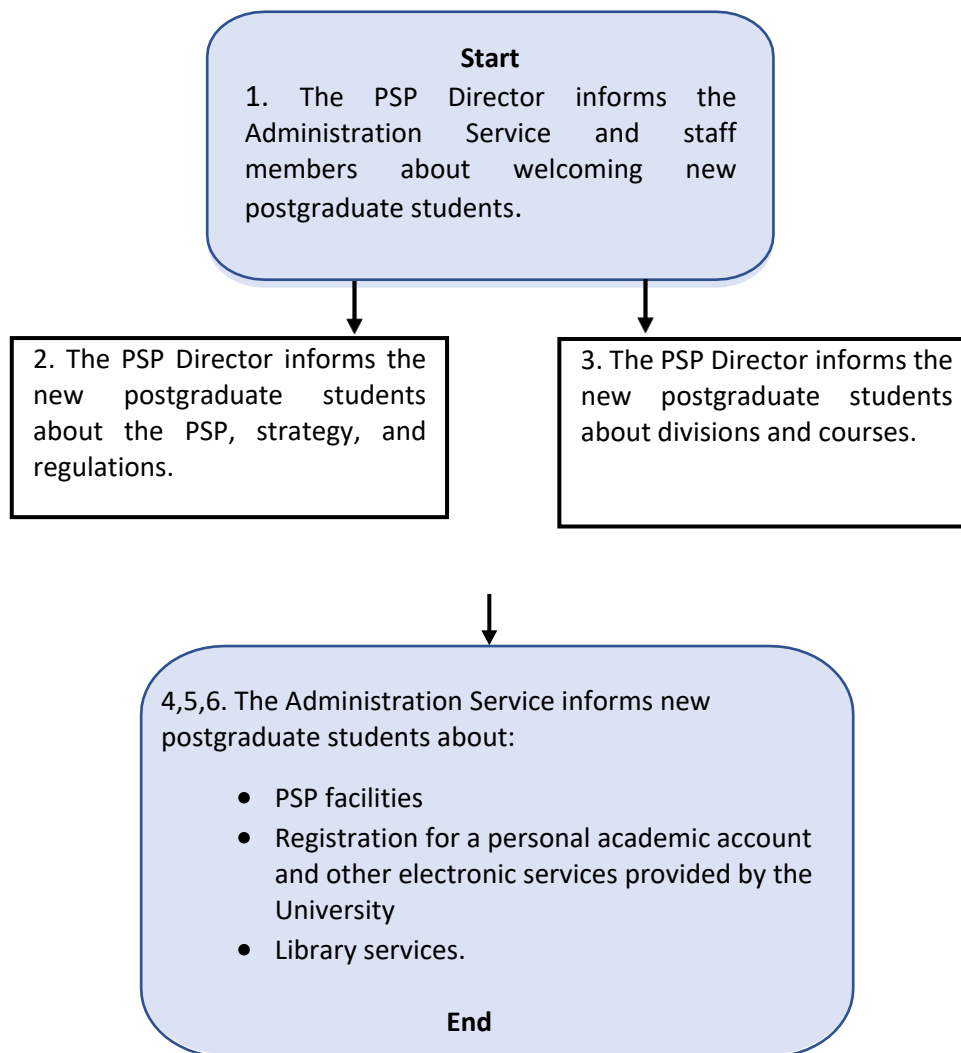
4.16.4 Time frame

When the Department welcomes new postgraduate students.

4.16.5. Related documents

UoWM Strategic Plan, Department Strategy, Department and University Regulations, Library Information Material.

4.17.6 Chart 17: Welcoming new postgraduate students



APPENDICES

1. Table 1. PSP Design, Approval and Review Procedures

Old curriculum			New curriculum		
1st semester			1st semester		
Course	Teaching hours	ECTS	Course	Teaching hours	ECTS
Course A	3	3	Course A	3	5
.		.	.		.
.		.	.		.
.		.	.		.
Total		30	Total		30
2 nd semester			2 nd semester		

Table 2: PSP amendments upon external evaluation recommendations

	Comments/Recommendations	Proposed amendments
1		
2		
3		
4		

2. Procedure Forms for Study Advisors

FORM 1

Tel.:

e-mail:

I kindly request your mediation on the following:

APPLICATION

SURNAME:

NAME:

FATHER'S NAME:

POSTGRADUATE STUDY
PROGRAMME:

REGISTER NUMBER:

ADDRESS:

CITY:

PC:

TEL:

e-mail:

TOPIC:

.....

.....

DATE.....

APPLICANT.....



*Please ensure that the above personal data
is kept as confidential information by the Academic
Advisor*

(signature)

FORM 2 (COMPLETED BY STUDY ADVISORS)

Tel:

e-mail:

The Study Advisor of the Postgraduate study programme
....., after discussing and exchanging views with the student
(Register no. study semester) arrived at the following
conclusions:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

The Study Advisor

Full Name

(signature)

3. Forms for Excellence in University Teaching Award

FORM 1

Nomination proposal for Excellence in University Teaching Award

We hereby submit the following nomination for the Excellence in University Teaching Award at the University of Western Macedonia, accompanied by the relevant proposal:

PERSONAL DETAILS:

Name:

Academic Rank:

Department:

Contact information (e-mail address) of nominee:

Date:/...../20...

Applicant's Name

Attached is a reasoned proposal, detailing the reasons for nomination for Excellence in University Teaching Award at the University of Western Macedonia to the academic staff member (Name of nominee)

FORM 2: Formal Declaration

Regarding the nomination of Excellence in University Teaching Award

I hereby declare the following, in accordance with Law 1599/86:

1. I accept my entry for Excellence in University Teaching Award.
2. I explicitly and unreservedly consent to the collection, processing and storage of personal data in digital and information systems, for the purpose of this nomination.
3. I have read and accepted the terms of nomination

Name:

Signed:

Academic Rank:

Date:

4. Exit Survey/Questionnaire for graduates

Section A – Participant's Details

1. Gender

- ☐ Male
☐ Female
☐ Other

2. Nationality

- ☐ Greek
☐ Other: _____

3. Age

- ☐ 21-25
☐ 26-31
☐ 32-39
☐ 40-50
☐ 50-60
☐ 60+

4. Educational status

- ☐ Bachelor's Degree
☐ Integrated Master's
☐ Master's Degree
☐ PhD
☐ Postdoctoral

5. School

- ☐ Engineering (Kozani)
☐ School of Economic Sciences (Kozani)
☐ School of Fine Arts (Florina)
☐ School of Agriculture (Florina)

- ☐ School of Social and Human Sciences (Florina)
- ☐ School of Health Sciences (Ptolemaida)
- ☐ School of Sciences (Kastoria)

6. Department

- ☐ Electrical and Computer Engineering
- ☐ Chemical Engineering
- ☐ Mechanical Engineering
- ☐ Mining Resources Engineering
- ☐ Design of Products and Systems Engineering
- ☐ Management Science and Technology
- ☐ International and European Economic Studies
- ☐ Accounting and Financial Management
- ☐ Economics
- ☐ Business Administration
- ☐ Statistics and Insurance Science
- ☐ Fine and Applied Arts
- ☐ Primary Education
- ☐ Early School Education
- ☐ Communication and Digital Media
- ☐ Psychology
- ☐ Mathematics
- ☐ Informatics
- ☐ Occupational Therapy
- ☐ Midwifery

Section B - Study Evaluation

7. How satisfied are you with the study programme?

- 1- Very satisfied
- 2- Satisfied
- 3- Neutral/No answer

- 4- Dissatisfied
- 5- Very dissatisfied

7b. How would you rate course curriculum?

- 1- Excellent
- 2- Good
- 3- Neutral/No answer

8. How would you rate the overall quality of the study programme?

- 4- Poor
- 5- Very poor

9. How would you assess the level of difficulty of the study programme?

- 1- Very difficult
- 2- Difficult
- 3- Neutral/No answer
- 4- Easy
- 5- Very easy

10. How satisfied are you with UoWM services and facilities?

- 1- Very satisfied
- 2- Satisfied
- 3- Neutral/No answer
- 4- Dissatisfied
- 5- Very dissatisfied

11. How would you rate laboratory facilities?

- 1- Excellent
- 2- (Very) Good
- 3- Neutral/No answer
- 4- Poor
- 5- Very poor

12. The university facilities and equipment were satisfactory to facilitate study.

- 1- Strongly agree
- 2- Agree
- 3- Neutral/No answer
- 4- Disagree
- 5- Strongly disagree

13. Did the content and experience of your studies enhance your motivation for further studies (Master's/PhD) at the University of Western Macedonia?

- ☐ Yes
- ☐ No

14. Do you think that you are sufficiently qualified in terms of the academic achievements during your studies, and in relation to your career goals?

- ☐ Yes
- ☐ No

14b. How would you rate the effectiveness of your study experience at the University of Western Macedonia in relation to your career?

- 1- Not useful at all
- 2- Slightly useful
- 3- Neutral/No answer
- 4- Useful
- 5- Very useful

14c. Do you believe that your degree has prepared you for your academic and professional goals?

- 1- Very well
- 2- Well
- 3- Neutral/No answer
- 4- Poorly
- 5- Very poorly

14d. Which study aspects were the most significant in relation to your career prospects?

- ☐ Focus
- ☐ Curriculum
- ☐ Career prospects
- ☐ Internship
- ☐ Teaching
- ☐ Other: _____

15. Did the University of Western Macedonia meet your expectations (in terms of study quality)?

- ☐ Yes
- ☐ No

16. If you had the opportunity to start over, would you choose the same field of study?

- ☐ Yes
- ☐ No

17. Have you applied for a transfer during studies?

- ☐ Yes
- ☐ No

18. Would you recommend studying at the University of Western Macedonia?

- ☐ Yes
- ☐ No

19. This university was my _____.

- ☐ First choice
- ☐ Second choice
- ☐ Third choice
- ☐ Other

20. Study programme academic standards were exceptional.

- 1- Strongly agree
- 2- Agree
- 3- Neutral/No answer
- 4- Disagree
- 5- Strongly disagree

21. The School offering my postgraduate course caters for state-of-the-art education.

21b. Course Curriculum is outstanding.

- 1- Strongly agree
- 2- Agree
- 3- Neutral/No answer
- 4- Disagree
- 5- Strongly disagree

22. Did you engage in internship as part of your study?

- ☐ Yes
- ☐ No

23. Did you conduct research or write a thesis during study?

- ☐ Yes
- ☐ No

24. Did you have other research experience during study?

- ☐ Yes
- ☐ No

25. Do you feel that you have acquired the skills to conduct original research?

- ☐ Yes
- ☐ No

26. Were there courses or study areas that you would have wished to be available

but were not offered?

☐ Yes

☐ No

27. How would you rate course guidelines during study?

1- Excellent

2- (Very) Good

3- Neutral/No answer

4- Poor

5- Very poor

28. How well did course scheduling accommodate your time constraints?

1- Extremely well

2- (Very) Well

3- Neutral/No answer

4- Poorly

5- Very poorly

29. Are there any perceived weaknesses or do you believe that extra emphasis would be recommended?

☐ Yes

☐ No

30. How would you rate the Department Administration Service during study?

1- Extremely supportive

2- (Very) Supportive

3- Neutral/No answer

4- Not supportive

5- Very unsupportive

31. Did your academic advisor offer support and guidance?

☐ Yes

☐ No

31b. I was satisfied with research supervision.

31c. I was satisfied with career guidance.

- 1- Strongly agree
- 2- Agree
- 3- Neutral/No answer
- 4- Disagree
- 5- Strongly disagree

32. How often did you use UoWM's support services (e.g., Accessibility Centre for Students of Vulnerable Social Groups, Student Ombudsman, etc.) during study?

- 1- Never
- 2- Rarely
- 3- Occasionally
- 4- Often
- 5- Always

32b. Which of the following support services have you most frequently used during study? (Tick off only the most frequently used)

- ☐ Student Ombudsman
- ☐ Accessibility Center for Students of Vulnerable Social Groups
- ☐ Erasmus Office
- ☐ Career Office
- ☐ Academic Advisor
- ☐ Alumni Platform
- ☐ Ethics Committee
- ☐ Student Welfare

33. How often did you use the Department website (announcements, news, browsing)?

- 1- Never
- 2- Rarely
- 3- Occasionally
- 4- Quite Often
- 5- Very Often

34. Would you be willing to stay connected with UoWM (alumni platform, LinkedIn, or other social media)?

☐ Yes

☐ No

35. Comments

