Quality Policy of the Academic Unit for the Development and Improvement of the Postgraduate Programme of Study 'MSc in Cognition and Cognitive Neuroscience'

Version: 1.1 -- Approving body: Academic Council -- Approval date: 22 September 2026

1. Purpose and Context of the Quality Policy

The School of Humanities and Social Sciences of The University of Keele, Greece – University Legal Entity (hereinafter U.L.E.), within which the **Postgraduate Programme of Study 'MSc in Cognition and Cognitive Neuroscience'** is offered, implements the Quality Assurance Policy of the Institution, with its primary aim being the assurance and continuous improvement of the quality of the MSc programme.

The Quality Policy constitutes the framework within which the educational and academic activities of the MSc programme are organised, implemented, monitored and evaluated. It is directly linked to the strategy (M1.1) and the strategic objectives of the U.L.E., of the Academic Unit (School) of the U.L.E. and of the parent institution, The University of Keele. At MSc programme level, the policy is implemented through annual quality objectives and specific procedures for monitoring, evaluation and review. It aims to foster a sustained culture of quality, transparency, public accountability and continuous improvement.

The implementation of the Quality Policy is based on the fundamental principles of academic freedom, equality and equal treatment, meritocracy, transparency, academic and professional conduct and ethics, respect for the rights of all members of the academic community, and accountability. These principles are embedded in the design, implementation and evaluation of the MSc programme and govern relations between students, teaching and administrative staff, management and other stakeholders.

At the same time, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), particularly Standard 1.1, are taken into account, alongside the applicable institutional and regulatory framework governing the operation of U.L.E. branches and the accreditation of their programmes of study (Laws 4653/2020 and 5094/2024, as in force.

This Quality Policy Statement was approved on 22 September 2026 by the Academic Council, as the highest academic body of the Institution, following a proposal from the Senate. The Senate, in which the Dean of the School of the U.L.E. participates, monitors the implementation of the Quality Policy and examines the results of the relevant evaluation, making proposals for improvement to the Academic Council, as appropriate. The Quality Policy is published on the official website of the School and is implemented within the Internal Framework for Quality Assurance System (IFQA) of the U.L.E. and in alignment with the corresponding procedures of the parent institution, The University of Keele.

The Quality Policy is implemented with the participation of all stakeholders of the MSc programme and is a key tool for the systematic assessment of its operation, for evidence-based decision-making and for the implementation of improvement actions. Its implementation is based on the use of reliable data, feedback from stakeholders and periodic re-examination of the effectiveness of quality procedures.

Within the framework of the Quality Policy, the School of Humanities and Social Sciences of the U.L.E. undertakes:

- to ensure that the design and development of the MSc programme responds to the character, mission and strategic objectives of the Institution, as well as to the documented needs of the scientific field and the labour market;
- to ensure the documentation of quality decisions and the monitoring of the implementation of approved improvement actions in accordance with the applicable Quality Standards of the H.A.H.E. (Hellenic Authority for Higher Education);
- to conduct the required internal and external evaluations systematically and at regular intervals, and to implement a cycle of continuous improvement of the MSc programme based on the findings of these evaluations;
- to ensure the provision of adequate and appropriate resources for the effective operation of the MSc programme, the adequacy and suitability of teaching and academic staff, the quality and suitability of the learning environment, and the quality and adequacy of support services and their staffing;
- to promote the participation of students, teaching and administrative staff, the parent university and, where appropriate, external stakeholders in the evaluation and improvement procedures of the MSc programme;
- to pursue learning outcomes and qualifications in line with the European and the National Qualifications Framework, at level 7 (M1.4);
- to promote the quality and effectiveness of teaching (M1.4);
- to draft, implement and review annual quality objectives for the improvement of the MSc programme (M1.4);
- to monitor demand for graduates' qualifications in the labour market (M1.4);
- to ensure the efficient use of the MSc programme's financial resources derived from tuition fees (M5.4);
- to carry out an annual internal evaluation and review of the MSc programme' s quality assurance system.

The adequacy of resources, staff, infrastructure and services is monitored and assessed within the stipulated quality procedures, and the results are used to take corrective or improvement actions, where required. Quality assurance procedures are defined in accordance with Criteria 1–6 of the Hellenic Authority for Higher Education (HAHE) Standards for the accreditation of new postgraduate programmes of study offered by U.L.E. branches.

2. Strategic Alignment and Quality Objectives

The Quality Policy of the MSc in Cognition and Cognitive Neuroscience is directly linked to the strategy of the Institution and of the School. This link is reflected in the strategic planning of the Institution and is translated into the MSc programme's annual quality objectives, which are specific, measurable, achievable, relevant and time-bound, in accordance with the SMART methodology.

Objective-setting takes into account the distinctive characteristics and orientation of the MSc programme, the intended learning outcomes, student needs, developments in the field of Cognition and Cognitive Neuroscience, and the requirements of the professional environment.

The Postgraduate Programme of Study 'MSc in Cognition and Cognitive Neuroscience' has an interdisciplinary, research-oriented and applied focus. It aims to develop advanced theoretical knowledge and specialised research skills in the fields of Cognitive Psychology and Cognitive Neuroscience. It focuses on the study of cognitive functions, theoretical approaches and neuroscientific mechanisms underlying human cognition and behaviour, with an emphasis on the design, implementation and evaluation of empirical studies. It seeks to develop students' ability to formulate research questions and testable hypotheses, select appropriate research methods, collect and analyse quantitative data, critically evaluate scientific literature, and interpret and communicate research findings. At the same time, it fosters critical thinking, scientific reflection, collaboration and independent learning, with particular emphasis on research ethics and integrity.

In this context, the Quality Policy places particular emphasis on the scientific rigour and currency of the curriculum, the integration of theory with research methodology and practical application, the adequacy of research, laboratory and digital infrastructure, the quality of academic supervision, and the reliable assessment of learning outcomes. It aims to prepare graduates who are able to apply scientific evidence and research data in academic and professional settings, contribute to research projects and, should they wish to do so, pursue further studies at doctoral level.

In parallel, the results of the evaluation of the MSc programme, the resources available, potential risks, and priorities arising from the Institution's strategic planning are taken into consideration.

For each objective, the following are specified:

- the measurable quality objectives of the MSc programme of study, as described in M1.4, as applicable;
- the performance indicator;
- the baseline value;
- the target value;
- the timeframe for achievement;
- the annual interim milestones; and
- the body or individual responsible for implementation and monitoring.

Progress towards the achievement of the objectives is assessed at least annually, drawing on available data and comparing the results achieved against the established target values. Where significant deviations are identified, their underlying causes are investigated, and appropriate corrective or improvement measures are identified and implemented, as appropriate. The findings of this assessment inform the next planning cycle.

The individual objectives, indicators, baseline values and target values are set out in the MSc programme's Quality Objectives Plan (M1.4), which serves as the operational tool for implementing this Policy. The annual Quality Objectives Plan for the MSc programme comprises 10 strategic objectives and 31 measurable quality objectives.

3. Quality Indicators and Monitoring of Objective Achievement

Within the annual quality objective-setting, the MSc programme monitors a set of quantitative and qualitative Key Performance Indicators (KPIs), which are linked to the strategic objectives of the Institution and capture individual dimensions of quality, effectiveness, the educational function and the student experience. Indicators are tools for measuring and assessing the performance of the MSc programme and are distinct from objectives which define the intended results.

The main thematic categories of the MSc programme's Quality Indicators include:

- indicators of educational activity and learning outcomes, such as performance and success in modules, students' academic progress, achievement of the intended learning outcomes, development of academic, transferable and professional skills, completion and timely graduation, as well as discontinuation or non-completion of studies;
- indicators of student participation, engagement and student experience, such as participation in evaluation procedures, participation in educational, social and outward-facing activities, use of educational and support services, and students' satisfaction with teaching and the overall student experience;
- indicators of links with the labour market and professional development, such as collaborations with professional, public and institutional bodies, participation in professional development activities, the development of professional skills and the responsiveness of the MSc programme's content to changing labour market needs;
- indicators of internationalisation and academic outward orientation, such as international academic collaborations, participation of students and teaching staff in mobility activities, international educational and research activities and participation in international networks;
- indicators of educational material, digital transformation and the learning environment, such as the updating of the module's content and bibliography, the availability and use of digital educational material, the use of digital and interactive tools, the use of digital educational platforms and the development of digital skills;
- indicators of human resources and academic development, such as the participation of teaching and administrative staff in training activities, research activity, interdisciplinary collaboration and the active participation of staff in the academic development of the MSc programme;

- indicators of social engagement and social responsibility, such as collaborations with public, social and institutional bodies, participation in social welfare and volunteering activities, and the dissemination of scientific knowledge to society;
- Indicators measuring the effectiveness of quality assurance and continuous improvement measures, such as the implementation rate of approved improvement actions, the extent to which evaluation findings inform improvement measures, and the level of participation of students, graduates, employers and other stakeholders in consultation processes.

The selection of indicators used to evaluate the MSc programme is guided by the Institution's strategic priorities, identified needs and approved quality objectives. For each indicator, the calculation or measurement method, data source, frequency of data collection and monitoring, and the body or individual responsible for data processing and use are specified. These elements are recorded in the annual MSc programme's Quality Objectives Plan (M1.4), so as to ensure consistency of measurement, the possibility of comparison over time and the reliability of results. The annual objective-setting process defines the milestones and actions required to achieve each objective and enables systematic monitoring of progress throughout the year. The systematic use of monitoring results supports evidence-based decision-making, the prioritisation of needs and the adjustment of actions where required, ensuring that the objective-setting process is linked to the continuous improvement of the MSc programme.

4. Responsible Bodies and Quality Assurance Structures

The assurance and continuous improvement of the quality of the MSc programme are implemented through the Internal Framework for Quality Assurance (IFQA) of the U.L.E. and the competent bodies and structures of the School.

In accordance with Article 152 of Law 5094/2024, the Senate of the U.L.E. has responsibilities for supervising academic quality and monitoring the implementation of the Quality Policy, as well as for supervising the competent quality committees and structures, in accordance with the applicable institutional framework. Specifically, it supervises the Quality Assurance and Academic Standards Committee, the Teaching and Learning Committee, the School Academic Committees and the Programme Committees. The parent university retains its decisive role on all academic matters.

At the U.L.E. level, the body responsible for the assurance and monitoring of quality is the Quality Assurance and Academic Standards Committee, whose basic responsibility is to monitor the implementation of the Internal Framework for Quality Assurance (IFQA) within the U.L.E., in accordance with the required procedures and in alignment with the quality assurance system of the parent institution, The University of Keele, and with the requirements and guidance of the H.A.H.E. The Committee is chaired by the Dean for Quality and Academic Standards, and its members include the General Executive Director, the Deputy Principal for Academic Affairs, the Deputy Principal for Research and Innovation, and staff of the Quality Assurance and Academic Standards Department. The Committee also supervises the internal and external evaluation procedures.

The Quality Assurance and Academic Standards Committee cooperates with the Teaching and Learning Committee in developing and implementing strategies and policies concerning student experience, teaching and the learning process in the academic units of the U.L.E.

The Quality Assurance and Academic Standards Committee is supported by the Quality Assurance and Academic Standards Department, which provides the necessary administrative, organisational and technical support for the implementation, monitoring and documentation of quality assurance procedures. The actions and results of the work of the Quality Assurance and Academic Standards Committee are communicated and reported to the competent bodies of the U.L.E., including the Teaching and Learning Committee and, where deemed appropriate, the School Committees.

At School level, the implementation of the Quality Policy is supported by the School Academic Committee. The Committee is chaired by the Dean of the School, meets at least twice a year, and its membership includes the Programme Leaders and representatives of the Quality Assurance and Academic Standards Department. It oversees the implementation of quality assurance procedures in cooperation with that Department, the competent bodies of the MSc programme, and the Quality Assurance and Academic Standards Committee.

At MSc programme level, the main body responsible for monitoring and overseeing quality is the Programme Committee. It is chaired by the Programme Leader, meets at least once per academic semester, and comprises the teaching staff involved in the MSc programme, the Placement Coordinator (where applicable), a representative of the MSc programme's Academic Registry, and student representatives from each year of study. The Committee cooperates with the Quality Assurance and Academic Standards Committee. Its minutes are submitted to the Dean of the School for approval and subsequently forwarded to the Quality Assurance and Academic Standards Department (M3.1). As part of its responsibilities, the Committee reviews the results of the MSc programme's evaluation and recommends improvement actions, where necessary.

The operation of these bodies and the allocation of their responsibilities are governed by the applicable institutional and regulatory framework of the U.L.E. and the parent university, ensuring clearly defined responsibilities, evidence-based decision-making and the effective monitoring of quality assurance procedures.

The responsibilities of these bodies include, but are not limited to:

- monitoring the implementation of the Quality Policy;
- monitoring the quality indicators and objectives of the MSc programme;
- analysing and using evaluation findings to inform decision-making and improvement measures;
- identifying and documenting problems and deviations;
- designing, implementing and monitoring corrective and improvement actions;
- formulating and reviewing quality objectives; and
- preparing the documentation and information required for internal and external evaluation and accreditation procedures.

The outcomes of monitoring activities and the resulting improvement actions are documented in the relevant meeting minutes and inform subsequent evaluation and quality objective-setting cycles. The allocation of responsibilities is consistent with the applicable institutional and regulatory framework of the Institution.

5. Quality Assurance and Continuous Improvement Procedures

The implementation of the Quality Policy is based on systematic and documented procedures, which include:

- **Collection and analysis of quality-related data** from available information systems and evaluation procedures. (Analysis and processing: Quality Assurance and Academic Standards Department; data extraction: Information Systems Service and Academic Registry.)
- **Annual evaluation of the teaching process and individual modules**, drawing on student evaluation results and other available data. (Oversight: Deputy Principal for Academic Affairs; coordination: Teaching and Learning Committee and Programme Leader.)
- **Monitoring of the MSc programme's quality indicators**, including indicators relating to enrolment, academic performance, graduation, student experience, internationalisation and links with the labour market. (Academic indicators: Programme Leader and competent School bodies; links with the labour market and professional development: Employability and Careers Centre; mobility: Deputy Principal for Internationalisation and International Relations Office.)
- **Preparation and monitoring of the annual Quality Objectives Plan**, applying the SMART methodology and linking individual objectives to the Institution's strategic objectives. (Preparation: Quality Assurance and Academic Standards Committee and competent Programme Committee; approval: the competent body, in accordance with the U.L.E.'s Internal Regulations.)
- **Annual assessment of objective achievement**, comparing actual performance with baseline and target values. (Financial data and scholarships: Scholarships Committee and Finance

Services Department; academic objectives: competent bodies of the U.L.E. and the School, in accordance with their respective responsibilities.)

- **Identification of deviations and problems**, including the documented investigation of their underlying causes. (Investigation: Programme Leader and competent School bodies; monitoring and decision-making: Quality Assurance and Academic Standards Committee and competent U.L.E. bodies.)
- **Design and implementation of corrective and improvement actions**, where required. (Design: Programme Leader and Programme Committee; support for digital and learning-related initiatives: Centre for Digital Education / KE.DI.E.T. / Teaching and Learning Committee.)
- **Monitoring of the effectiveness of improvement actions** and incorporation of the findings into the subsequent quality objective-setting cycle. (Monitoring: Programme Leader, Quality Assurance and Academic Standards Department, Programme Committee and Teaching and Learning Committee.)
- **Internal and external evaluation and accreditation**, in accordance with the applicable institutional framework and the U.L.E.'s approved quality assurance procedures. (Coordination: competent U.L.E. bodies, in cooperation with the Quality Assurance and Academic Standards Department and the Hellenic Authority for Higher Education (HAHE).

These procedures are implemented with clearly defined responsibilities assigned to the competent bodies and services and with the participation of relevant stakeholders.

Quantitative and qualitative data are used to monitor the MSc programme's performance over time and, where feasible, to compare actual results against baseline values and established targets. Particular emphasis is placed on using the findings to support evidence-based decision-making and to prioritise appropriate improvement measures.

Taken together, these procedures constitute a continuous improvement cycle based on the following sequence:

Planning → Implementation → Monitoring → Evaluation → Improvement → New planning.

In this way, quality assurance is not treated as a fragmented process, but as an ongoing, systematic function embedded in the day-to-day academic operation of the MSc programme.

6. Management and Recording of Quality Data – ΟΠΕΣΠ

The U.L.E., with the support of the School, undertakes to collect, verify and record systematically, on time and in full, the required quality data in the Integrated National Quality Information System (ΟΠΕΣΠ) of the H.A.H.E., on an annual basis, in accordance with the applicable institutional and regulatory framework and the relevant guidelines of the H.A.H.E.

Quality data include, as applicable, information concerning students, such as enrolments, transfers, graduations and withdrawals or dropouts, as well as information concerning teaching and administrative staff, study programmes, infrastructure, funding and research activity, in accordance with the instructions of the H.A.H.E. and the relevant data and quality indicator manuals.

The recording process comprises the collection of the required information from the competent services, checking the completeness and consistency of the data, recording in ΟΠΕΣΠ by the competent service, and final submission by the competent body or authorised person, in accordance with the envisaged responsibilities and the deadlines set by the H.A.H.E.

A particular commitment of the School is the complete recording of the mandatory quality data. At initial accreditation of the MSc programme, when only the identity details of the MSc programme are recorded, the School ensures the full and correct recording of these details in the "Register of Institutions" subsystem of ΟΠΕΣΠ, in accordance with the instructions of the H.A.H.E. The aim is the complete (100%) recording of the required fields of the Register of Institutions at initial accreditation.

The completeness of recording is checked before the final submission, and any gaps or inconsistencies are addressed in cooperation with the competent services and bodies of the Institution.

The ΟΠΕΣΠ data are additionally used as a source of evidence for monitoring the performance of the MSc Programme, for assessing quality objectives and for planning continuous improvement actions.

7. Participation of Stakeholders

The School considers stakeholder engagement essential to the effective implementation of the Quality Policy

In quality assurance and improvement procedures, representatives of the following stakeholder groups take part, in accordance with the institutional and regulatory framework of U.L.E. and the parent university:

- teaching and academic staff;
- students;
- administrative staff;
- graduates (where MSc programme graduates exist);
- the parent institution, through the envisaged representatives;
- professional, social or other relevant bodies, where provided for or deemed appropriate.

The participation of at least one (1) representative of the parent institution, The University of Keele, and of two (2) student representatives is ensured in the competent bodies and quality assurance procedures of the MSc programme, in accordance with the applicable institutional framework.

Specifically, at U.L.E. level, the Academic Council is the highest academic body of the Institution, approves the Quality Policy and exercises the other academic responsibilities provided for by the applicable institutional and regulatory framework. Two (2) representatives of the parent institution participate in the Academic Council.

The Senate proposes the Quality Policy to the Academic Council, monitors its implementation and examines the results of quality assurance procedures within the scope of its responsibilities. Two (2) representatives of postgraduate students participate in the Senate.

The participation of stakeholders takes place, as appropriate, through their representation on the competent bodies, their participation in consultation and evaluation procedures, and the submission

of documented proposals and feedback. The results of participation and consultation are used in the planning and updating of continuous improvement actions.

The participation of stakeholders contributes to the collection of different perspectives, the identification of needs and problems, and the formulation of documented improvement proposals.

8. Transparency and Publication

The School is responsible for publishing this Quality Policy and the relevant quality assurance procedures on its official website.

Publication includes, as applicable:

- the Quality Policy;
- the basic quality assurance procedures;
- the annual quality objective-setting of the MSc programme;
- data and results that are scheduled to be published;
- information on evaluation and continuous improvement procedures.

The published version of the Quality Policy is available on the School's website, within the official website of The University of Keele, Greece – U.L.E., in Greek and in English:

- **Greek version:** https://keelegreece.gr/metaptyxiaka/gnostiki-psyxologia-kai-nevroepistimi/
- **English version:** https://keelegreece.gr/en/masters/cognition-cognitive neuroscience/

Publication ensures transparency and the information of the members of the academic community and of other stakeholders, and strengthens the public accountability of the School of the U.L.E.

9. Commitment to Continuous Improvement

The School and the MSc programme are committed to the continuous improvement of the quality of education and the services provided to students.

This commitment is put into practice through the systematic monitoring of qualitative and quantitative indicators, the setting of annual quality objectives, the use of internal and external evaluation findings, stakeholder participation and the implementation of corrective and improvement actions.

Key Performance Indicators (KPIs) relating to teaching, infrastructure and services, and human resources are used, alongside the indicators specified in the institutional framework and the Internal Framework for Quality Assurance (IFQA), to support the evidence-based assessment of the quality and effectiveness of the MSc programme. The results of KPI monitoring inform the subsequent quality objective-setting cycle and, where significant deviations are identified, guide the design and monitoring of corrective or improvement actions.

The effectiveness of the Quality Policy is reviewed at least annually by the Senate of the U.L.E., following a proposal from the Quality & Academic Standards Committee and taking into account the results of internal evaluation. The Senate monitors the implementation of the Policy, assesses the need for its amendment and, where changes are required, submits a proposal for its revision to the Academic

Council for approval. The Academic Council approves revisions to the Quality Policy, in accordance with its responsibilities.

This review draws on available quality data, evaluation findings, the achievement or non-achievement of objectives, stakeholder feedback and the conclusions of internal and external evaluation procedures.

In this way, the Quality Policy remains closely linked to the day-to-day operation of the MSc programme, the Institution's strategy and the continuous improvement cycle.

10. Evidence of Compliance with the Criterion 1 Indicators for the Quality Policy

Indicator	**Evidence in the Quality Policy**
Δ1.4 – Publication of the Quality Policy and of the related quality assurance procedures	The publication of the Quality Policy and relevant quality assurance procedures on the official website of the School, in Greek and in English, is provided for (section 8).
Δ1.5 – Completeness of the Quality Policy of the MSc programme	The Quality Policy is aligned with the strategy of the Institution and of the MSc programme, and includes the competent bodies and quality assurance procedures, the participation of stakeholders, objective-setting and indicator monitoring, and the procedures for continuous improvement (sections 1–9).
Δ1.6 – Adequacy of quality objective-setting and of the procedures for monitoring and responding	The Quality Policy defines the elements of each objective, is linked to the wider strategic goals of the U.L.E. (M1.1), the annual assessment process and the procedures for implementing corrective actions (sections 2, 3 and 5). For each indicator, the identification of the data source and of the method of calculation or measurement is provided for. The specification of the objectives and related elements is recorded in the annual Quality Objectives Plan (M1.4).
Δ1.7 – Number of measurable objectives in the annual quality objective-setting	The annual quality objective-setting process includes 10 strategic objectives and 31 measurable quality objectives (section 2 and M1.4).

Δ1.8 – Completeness of the recording of mandatory quality data in ΟΠΕΣΠ	Provision is made for the timely, complete and accurate recording of the required quality data in ΟΠΕΣΠ, in accordance with the instructions of the H.A.H.E. At initial accreditation, the target is the recording of 100% of the required fields of the "Register of Institutions" subsystem (section 6).

This Policy serves as the main reference document for the implementation of the MSc programme's Quality Policy and is closely linked to annual quality objective-setting, the monitoring of quality indicators, the recording and use of data in ΟΠΕΣΠ, and the evaluation and continuous improvement procedures of the MSc programme. Monitoring progress towards the objectives and drawing on evaluation findings inform subsequent planning cycles and contribute to the continuous improvement of teaching, the student experience and the overall operation of the MSc programme.