

D 5.2 Academic Regulations (including special section for the remote online examination and assessment of students as per the Ministerial Decision No 18137/Z1/2023, article 6), internship, mobility, and students' assignments

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1. Academic regulations

1.1 general

The mission of the Joint International Master's Programme **AI for Digital Learning and Gamification** is to provide advanced postgraduate education and research training in the fields of **artificial intelligence in education, digital learning, and gamification**, within a strongly interdisciplinary and international academic environment. The programme seeks to prepare graduates who are able to understand, design, evaluate, and apply innovative educational approaches that integrate digital technologies, AI-supported tools, and learner-centred pedagogical methods. The Regulations further state that the programme **provides pedagogical competence to students** and equips them with significant knowledge, skills, attitudes, and perceptions that promote education and research.

In this context, the mission of the programme is not limited to the transmission of specialised knowledge. It also includes the cultivation of critical thinking, ethical responsibility, research capacity, professional competence, and **pedagogical competence** for the design and implementation of digital and AI-enhanced educational environments. The programme aims to respond to contemporary educational challenges by preparing graduates who can contribute meaningfully to innovation in schools, universities, training settings, and other learning environments.

1. 2. Vision

The vision of the Joint International Master's is to become a distinctive international postgraduate programme in Educational Sciences that addresses the educational implications of digital transformation through a balanced integration of **pedagogy, technology, research, and ethics**. The programme aspires to develop graduates who are capable not only of adapting to technological change, but also of shaping that change in academically grounded, socially responsible, and pedagogically meaningful ways.

The programme's vision is rooted in the belief that the future of education requires new forms of expertise capable of linking educational theory with emerging technologies. Artificial intelligence, gamification, digital learning environments, virtual assistants, learning analytics, and internet ethics are not treated simply as technical topics, but as areas that must be approached through critical reflection, scientific inquiry, and pedagogical judgement.

As a joint programme between the **University of Ioannina** and **Klaipėda University**, the Joint International Master's also reflects a broader European vision of higher education based on cooperation, academic mobility, shared quality standards, and internationalised learning. Its vision is therefore both academic and institutional: to contribute to the advancement of Educational Sciences through a programme that is innovative, collaborative, internationally visible, and responsive to the changing needs of contemporary education. It is jointly organised by the **Department of Early Childhood Education, School of Education, University of Ioannina** and the

Department of Pedagogy, Klaipėda University, and is governed through shared academic bodies involving both institutions. The Joint International Master's Regulations make clear that the programme is a **Joint International Postgraduate Study Programme of International Cooperation**, and that students are formally enrolled at **both partner universities** for the duration of their studies.

Its international dimension is therefore not supplementary but structural. It is reflected in the programme's governance, academic design, degree award, language arrangements, digital learning environment, and quality assurance procedures.

1. 3. Joint Academic Cooperation Between the Partner Universities

The programme is built on sustained academic cooperation between the **University of Ioannina** and **Klaipėda University**. The Joint International Master's Regulations define a shared governance model including the **Senates of both universities**, the **Institutional Postgraduate Studies Committee of the University of Ioannina**, the **Educational Sciences Study Program Committee of Klaipėda University**, the **Programme Study Committee**, the **Coordinating Committee**, and the **Director of the Joint Master's Programme**.

1. 4. Educational Philosophy

The educational philosophy of the programme is based on the understanding that contemporary education must be approached as an evolving and interdisciplinary field in which pedagogy, technology, research, and ethical responsibility are closely interconnected. The programme is grounded in a **student-centred, research-informed, and innovation-oriented** educational philosophy that supports both academic development and professional application.

A central principle of the programme is that the use of technology in education should always be guided by pedagogical purpose. For this reason, the curriculum does not treat AI, digital platforms, gamification, and human-machine interaction as isolated technical tools, but as elements of broader educational processes that must be critically designed, evaluated, and adapted to learner needs. This philosophy is reflected in the structure of the curriculum, which moves from foundations in digital education and research methodology to more advanced applications in learning design, analytics, ethics, gamification, and virtual assistants.

The programme also places strong emphasis on the integration of **theory and practice**. The Regulations explicitly identify the programme as an innovative study programme that combines theory and practice and equips participants to create educational learning scenarios that include interactive, engaging, and personalised activities supported by AI and ICT.

A further core principle is the development of **pedagogical competence**. In line with the Joint International Master's Regulations, the programme is designed not only to offer specialised knowledge in digital learning, artificial intelligence, and gamification, but also to support students in acquiring pedagogical competence for

the design, implementation, and evaluation of teaching and learning processes in contemporary educational settings. This pedagogical dimension is fundamental to the identity of the programme and distinguishes it from programmes focused only on educational technology in a narrow technical sense.

Another key principle is **ethical and responsible innovation**. The educational philosophy of the programme recognises that digital transformation in education must be accompanied by critical awareness of internet safety, privacy, data protection, fairness, accessibility, and the responsible use of AI. This is reflected directly in both the curriculum and the Regulations, which highlight internet security, internet ethics, and responsible digital practices as core dimensions of the programme.

The programme also adopts an **international and collaborative perspective** on learning. As a joint degree delivered by two universities in different countries, it is built on academic cooperation, intercultural exchange, and shared responsibility for quality and innovation. Its educational philosophy is therefore aligned with a broader European approach to postgraduate education, in which students learn in a multilingual, transnational, and digitally supported academic environment.

Finally, the programme is guided by the principle that postgraduate education should foster both **specialised expertise** and **broader academic maturity**. It aims to cultivate graduates who can conduct research, make informed decisions, design meaningful educational interventions, exercise pedagogical judgement, and contribute responsibly to the future of digital learning and educational change. In this sense, the educational philosophy of the programme is not only technologically informed, but also human-centred, pedagogically grounded, and socially responsive.

1. 5. Programme Objectives and Intended Learning Outcomes

1. 5.1 Programme Objectives

The Joint International Master's Programme **AI for Digital Learning and Gamification** is designed to provide advanced postgraduate education in a field that combines **Educational Sciences**, **digital innovation**, **artificial intelligence**, and **gamification**. Its objectives are grounded in the programme's interdisciplinary character and in its commitment to integrating theory, research, and applied learning within an international academic framework. The intended learning outcomes of the programme are structured in accordance with national and European higher education frameworks and encompass knowledge and its application, research skills, subject-specific competences, social competences, and personal competences.

More specifically, the programme aims:

1. **To provide advanced academic knowledge** in the areas of digital education, artificial intelligence in education, gamification, learning design, learning analytics, internet safety, AI ethics, and human-machine interaction.

2. **To develop research competence** in Educational Sciences, enabling students to understand, design, conduct, and evaluate research using appropriate qualitative and quantitative methodologies.
3. **To cultivate pedagogical competence**, in accordance with the Joint International Master's Regulations, so that graduates are able to apply educational theories, pedagogical principles, and learner-centred approaches in digitally enriched and AI-supported learning environments.
4. **To strengthen students' ability to design and evaluate innovative learning environments**, including interactive, engaging, and personalised educational scenarios supported by AI and ICT tools.
5. **To promote critical and ethical awareness** in relation to the use of digital technologies in education, especially with regard to internet safety, privacy, digital responsibility, data use, and AI ethics.
6. **To support interdisciplinary and international academic development**, enabling students to work across disciplinary boundaries and in collaborative learning and research contexts shaped by European and international higher education cooperation.
7. **To prepare graduates for professional and academic progression**, including educational innovation, curriculum design, digital learning development, pedagogical leadership, and further research at doctoral level.

These objectives reflect the overall mission of the programme as an innovative Joint International Master's that combines educational theory and practice, academic research, technological development, and pedagogical competence in response to contemporary educational challenges.

1.5.2 Intended Learning Outcomes

Upon successful completion of the programme, graduates are expected to have acquired advanced knowledge, specialised skills, and broader competences that enable them to operate effectively in educational, research, and innovation-oriented settings.

For clarity and consistency with postgraduate programme design, the intended learning outcomes are presented under the categories of **Knowledge**, **Skills**, and **Competences**.

1.5.2.1 Knowledge

By the end of the programme, graduates are expected to demonstrate advanced knowledge and critical understanding of:

- the main theoretical approaches to **digital education** and **digital cultures**;
- the principles and methods of **research methodology in education**, including the foundations of qualitative and quantitative inquiry;
- core concepts related to **digital skills**, **social media**, and digital participation in educational contexts;
- the use of AI-powered content creation and smart educational technologies in teaching and learning;
- the principles of **digital pedagogy** and the role of language and communication in digital learning environments;
- the theoretical and applied dimensions of **AI and gamification in education**;
- the role of AI in learning design, analytics, and educational decision-making;

- issues of **internet safety**, **cybersecurity**, **privacy**, and **AI ethics** in digital learning environments;
- systemic approaches to **gamification** and their application in educational and related contexts;
- the principles of **human-machine interaction** and the use of **virtual assistants** in educational environments;
- the pedagogical foundations necessary for the design, implementation, and evaluation of learning processes in contemporary digital and AI-supported settings.

1.5.2.2 Skills

By the end of the programme, graduates are expected to be able to:

- design and develop digitally enriched educational activities and learning environments grounded in pedagogical principles;
- apply **qualitative and quantitative research methods** in the field of education and interpret research findings critically;
- use AI-supported tools for content creation, learning design, and personalised educational planning;
- analyse educational data and apply **learning analytics** to support evidence-based decision-making;
- integrate principles of **gamification** into teaching, training, and learner engagement strategies;
- evaluate the educational value, limitations, and ethical implications of digital systems, virtual assistants, and AI-supported tools;
- identify and address issues related to **internet safety**, **ethical technology use**, and responsible digital participation;
- develop pedagogically sound educational interventions that combine technology, learner-centred design, and academic evidence;
- communicate academic and professional ideas effectively in an international English-medium environment;
- conduct an independent research project through the preparation and defence of a **Master's Thesis**.

1.5.2.3 Competences

By the end of the programme, graduates are expected to be able to:

- exercise **pedagogical competence** in the design, implementation, and evaluation of learning and teaching processes in digital and AI-enhanced educational environments;
- work autonomously and responsibly in academic, educational, and professional contexts requiring advanced knowledge and informed judgement;
- collaborate effectively in **interdisciplinary** and **international** teams and learning communities;
- make ethically informed decisions concerning technology use, digital practices, and innovation in education;
- contribute to curriculum innovation, educational improvement, and institutional development in schools, universities, training organisations, and related settings;

- combine pedagogical insight, research evidence, and technological understanding in order to respond to contemporary educational challenges;
- pursue further academic development and research, including doctoral studies and participation in research and innovation projects;
- act as reflective professionals and researchers capable of contributing responsibly to the future of digital learning and education.

1.6. General Admission Framework

Admission to the Joint International Master's Programme **AI for Digital Learning and Gamification** is based on an **open call for applications**. According to the Joint International Master's Regulations, the programme announces available places through a public procedure for the admission of graduates, and the relevant call is published on the programme website as well as on the websites of the **University of Ioannina** and **Klaipėda University**. The announcement includes the programme details, the maximum number of admissions, the required supporting documents, the method of selection, and the application deadline.

The admission process is designed to ensure transparency, equality, and merit-based selection. The Regulations explicitly state that the selection is based on **objective criteria** that safeguard the principles of **equality** and **meritocracy**.

1.7. Eligible Applicants

The programme admits holders of a **first-cycle degree** from Higher Education Institutions in **Greece, Lithuania**, or equivalent institutions abroad. The Regulations provide that the programme is open to graduates from a broad range of disciplinary backgrounds, reflecting its interdisciplinary orientation:

- graduates of **Humanities, Education, and Social Sciences**, including fields such as pedagogy, psychology, philosophy, sociology, philology, and history;
- graduates of **Natural Sciences and Computer Science**, including mathematics, physics, chemistry, biology, and engineering, especially those interested in educational technology and AI-supported teaching;
- graduates of **Health Sciences** interested in educational and support applications of AI in clinical or academic environments;
- graduates of **Economic Sciences** interested in AI and gamification techniques for training, team development, and management;
- graduates of **other disciplines**, including engineers and architects who wish to focus on advanced educational and creative tools;
- **adult education professionals** interested in participation, motivation, and self-directed learning;
- professionals in **educational material design** and programme development who wish to integrate AI technologies and game elements into learning design.

This wide range of eligible backgrounds reflects the programme's interdisciplinary and applied character.

1.8. Language Requirements

The language of instruction of the programme is English; therefore, applicants are required to demonstrate an adequate level of English proficiency. The Regulations

specify that the required level is B2. English language proficiency may be demonstrated by submitting a recognised international language certificate (e.g., IELTS, TOEFL, or an equivalent qualification).

Since the entire programme is delivered in English and the **Master's Thesis** is also written in English, English-language competence is an essential admission requirement and a necessary condition for successful participation in the academic and research activities of the programme.

1. 9. Enrolment and applications

The Joint International Master's Regulations provide that the Programme Study Committee is responsible for sharing the call for available places. The call for applications is published on the programme website and on the websites of both partner universities. The announcement includes all core information relevant to prospective applicants, including programme details, maximum number of admissions, required documents, selection method, and application deadline. The deadline may be extended by decision of the Programme Study Committee. This process ensures a common and coordinated admission framework across the two partner institutions.

1.9.1 Evaluation of Applications

Based on pre-established and publicly available selection criteria, as defined in the Joint International Master's Regulations and published on the university's website, the Committee ranks candidates in descending order and recommends admission to the programme up to the number of available places. The Programme Study Committee then approves the enrolment of the selected candidates. This two-step process supports academic scrutiny and formal programme-level approval.

1.9.2 Selection Criteria

The Joint International Master's Regulations define a points-based selection system with a total of 100 points. The criteria are as follows:

- final degree grade (or grade point average (GPA), where applicable): up to 30 points;
- oral interview, conducted in English (including assessment of the candidate's motivation): up to 25 points;
- research or professional activity, including publications in a related field: up to 25 points;
- motivation letter: up to 10 points;
- two letters of recommendation from academic or professional referees: up to 10 points.

These criteria reflect the programme's aim to combine academic merit, motivation, research orientation, and professional relevance in the admission process.

1.9.3 Interview Procedure

The Regulations explicitly include an oral interview as part of the selection process and assign it a significant weight in the overall ranking. The interview is conducted by the Application Evaluation Committee and is evaluated together with the candidate's broader profile, including motivation, academic background, and research or professional activity.

1.9.4 Number of Admitted Students

The maximum number of admitted students is set at twenty (20) per academic year. According to the Regulations, this number is considered academically manageable and appropriate in relation to the number of instructors, the student-to-instructor ratio, the material and technical infrastructure, the use of online learning platforms, and the objective of providing high-quality postgraduate academic services.

In addition to these admissions, the Regulations also provide that one member per year from each partner university from the categories EEP, EDIP, and ETEP may be admitted, provided that their work is related to the subject of the programme. The Regulations further state that IKY scholarship holders and foreign scholarship holders of the Greek and Lithuanian state in the same or a related field may be admitted without examinations.

1.9.5 Equal Scores and Additional Admissions Provisions

The Regulations provide that candidates with equal scores may be admitted at a rate of 30% of the maximum number of admissions. This provision ensures flexibility and fairness in cases where final rankings produce ties among qualified applicants.

1.9.6 Enrolment Status of Admitted Students

A distinctive feature of the programme is that each admitted student is formally enrolled as a student at **both Klaipėda University and the University of Ioannina** for the full duration of their studies. This provision, explicitly stated in the Regulations, reflects the joint character of the degree and ensures access to the academic framework and student status of both institutions.

1.9.7 Admission Principles and Programme Fit

The admission and selection process is designed not only to identify academically qualified candidates, but also to ensure that admitted students are well matched to the programme's profile. Because the Joint International Master's combines **Educational Sciences, AI in education, digital learning, gamification, research methodology, and pedagogical competence**, the selection criteria favour candidates who demonstrate both academic readiness and a clear motivation to engage in interdisciplinary postgraduate study.

1.10. General Structure of the Programme

The Joint International Master's Programme **AI for Digital Learning and Gamification** is structured as a **90 ECTS** postgraduate programme organised over **three academic semesters** in its full-time mode. The programme follows a clear progression from taught coursework to independent postgraduate research. The first two semesters are devoted to taught modules, while the third semester is devoted entirely to the **Master's Thesis**. This structure supports the gradual development of theoretical understanding, methodological competence, applied skills, and research capacity.

1.10.1 Duration of Studies

1.10.1.1 Full-Time Study

The duration of **full-time study** is **three (3) semesters**, including the time required for the preparation and submission of the **Master's Thesis**. The Regulations explicitly provide that in each semester full-time students accumulate **thirty (30) credit units**, leading to a total of **90 ECTS** across the programme.

1.10.1.2 Part-Time Study

The programme also provides for a **part-time mode of study**. According to the Regulations, the duration of part-time study is **six (6) semesters**. Part-time study is available upon a reasoned application by the student and approval by the **Programme Study Committee**.

Part-time study is not automatic but is available upon **reasoned application** by the student and approval by the **Programme Study Committee**. According to the Regulations, the following categories of students may apply for part-time study:

- students who demonstrably work at least **20 hours per week**;
- students with disabilities and special educational needs;
- students with serious family reasons;
- students who are also **athletes** and meet the conditions specified in the Regulations;
- and, where applicable, students who fall under additional grounds recognised under the national legislation of either partner country.

The Programme Study Committee evaluates each application on its merits and communicates its decision within **thirty (30) days** of submission.

1.10.1.3 Maximum Duration of Study

The Regulations further specify the maximum duration of study. For full-time students, the maximum duration shall not exceed **six (6) semesters**. For part-time students, the maximum duration shall not exceed **eight (8) semesters**.

These provisions ensure academic flexibility while preserving the overall coherence and timely completion of the programme.

1.10.2 Academic Calendar and Programme Start

The programme begins in the **first semester of each academic year**. The Joint International Master's Regulations provide that, before the start of each academic year, the **Programme Study Committee** adopts a **unified academic calendar** for the

programme, taking into account the academic calendars of both the **University of Ioannina** and **Klaipėda University**.

This unified calendar is particularly important for a joint programme, as it supports coordination between the partner institutions and ensures consistency in teaching periods, examinations, and thesis-related academic procedures.

1.10.3 ECTS Distribution

The programme consists of **90 ECTS** distributed as follows:

- Semester 1: 30 ECTS
- Semester 2: 30 ECTS
- Semester 3: 30 ECTS

The taught component of the programme therefore amounts to **60 ECTS**, while the **Master's Thesis** accounts for the remaining **30 ECTS**. This distribution reflects the programme's dual orientation toward both structured coursework and independent postgraduate research.

1.10.4 Semester-by-Semester Structure

1.10.4.1 Semester 1

Course Code	Course Title	ECTS
1.1	Digital Education and Cultures	6
1.2	Research Methodology in Education	6
1.3	Digital Skills and Social Media	6
1.4	AI-Powered Content Creation & Smart Educational Technologies	6
1.5	Digital Pedagogy and Language in Digital Contexts	6
	Total	30

1.10.4.2 Semester 2

Course Code	Course Title	ECTS
2.1	AI and Gamification in Education	6
2.2	AI in Learning Design, Analytics, and Decision-Making	6
2.3	Internet Safety - AI Ethics	6
2.4	Systemic Studies and Applications of Gamification	6
2.5	Human-Machine Interaction and Virtual Assistants	6
	Total	30

1.10.4.3 Semester 3

Course Code	Course Title	ECTS
3.1	Master's Thesis	30
	Total	30

1.10.5 Temporary Suspension of Studies

The Regulations also provide for the possibility of **temporary suspension of studies**. Students who have not exceeded the maximum duration of study may, upon reasoned

application to the **Programme Study Committee**, suspend their studies for a period not exceeding a total of **two academic semesters**.

Suspension may be granted for serious reasons, including:

- illness;
- pregnancy and childcare;
- military service;
- and other serious reasons such as confinement, absence abroad, or serious family circumstances.

If the study conditions (e.g., programme structure or content) change during the period of suspension, the returning student shall continue their studies in accordance with the updated programme. Any additional academic or administrative requirements shall be fulfilled in accordance with the applicable regulations of the partner institutions.

During the suspension period, participation in educational activities is not permitted, and the suspended semesters are **not counted** toward the maximum duration of study. Students may also apply for early return from suspension under the conditions specified in the Regulations.

1.10.6 Extension of Studies

An extension beyond the maximum duration of study is possible for **exceptional family or health reasons**, upon a reasoned application by the student and approval by the **Programme Study Committee**. According to the Regulations, the duration of the extension may not exceed the **minimum number of semesters of regular study** of the programme.

This provision introduces a degree of flexibility while preserving the academic integrity and completion framework of the programme.

1.10.7 Flexibility and Curriculum Renewal

The structure of the programme is stable, but the curriculum may be revised on an annual basis. The Regulations state that the study programme may be reformed annually in order to renew the curriculum, follow current developments in the field, and make optimal use of the available teaching staff. The **Coordinating Committee** prepares a plan for modification of the study programme and submits it for approval to the **Programme Study Committee**.

This provision ensures that the programme remains academically current and responsive to developments in artificial intelligence, digital learning, educational innovation, and related research fields.

1.10.8 Examination Periods

For courses in which assessment includes a final written and/or oral examination, the Regulations provide for the following examination periods:

- the **first examination period**, which takes place after the completion of first-semester courses (**January-February**) and after the completion of second-semester courses (**June**);
- the **second (repeat) examination**, if needed, takes place in September.

The detailed examination schedule is determined by the **Programme Study Committee** at the beginning of each academic year, taking into account the academic calendars of both partner universities.

This arrangement supports academic coordination in the context of a joint international programme while ensuring predictable assessment periods for students.

1.10.9 Assessment Framework

The programme adopts both formative and summative assessment approaches. Assessments follow EHEA student-centered learning principles. They emphasize problem-solving, case studies, real-world applications, scenario-based learning, and critical evaluation. Assessment methods and weighting are defined as follows:

- Written Online Examinations: 30%
- Individual Assignment: 40%
- Group Assignment: 30%

Attendance at lectures, seminars, and fieldwork is compulsory.

The Assessment criteria include:

- relevance and originality of the research problem
- quality of theoretical analysis and literature review
- appropriateness of research design and methodology
- quality of data analysis and interpretation
- validity and significance of conclusions and recommendations
- academic writing quality and structure
- ability to present and defend the research

All criteria and grading are provided to students in advance and are accessible through **the site of the program, yearly**, including institutional regulations and methodological guidelines for the preparation of the Master's thesis.

1.10.10 Remote online examination and assessment of students as per the Ministerial Decision No 18137/Z1/2023, article 6)

Students are eligible to participate in examinations only if they have submitted all required assignments and received positive evaluations. Types of online examinations:

- Timed Online Examinations: Conducted via LMS or video conferencing platforms; duration 2-3 hours; includes MCQs, short answers, essays.
- Open-Book Examinations: Conducted via LMS or online platforms; focuses on analysis, critical thinking, and application.
- Oral Examinations (Viva Voce): Conducted via video conferencing; used for thesis defense and authorship verification or for inclusiveness.

In order to reduce opportunities for misconduct while better assessing higher-order learning outcomes expected at the master's level, a number of measures are in place, including:

- Webcam monitoring and screen recording
- Secure browser lockdown systems (MS Teams)
- Question randomization from large banks
- Different questions/order for each student
- Strict time constraints/ Tight timing
- Plagiarism detection (Turnitin)

1.10.11 The Protocol for Online Examinations

1. Student Identification and Authentication

Before the Examination:

- Students must use their institutional email account to access the examination platform
- Students must upload a recent photo to the university's student information system
- Students must verify their identity by presenting a valid government-issued ID or university ID before the examination begins

Examination Check-In:

Students join a supervised video session 15 minutes before the exam.

The invigilator verifies:

- Student identity against enrollment records
- Name and photograph on the identification document
- Student's face via webcam
- Attendance and identity verification are recorded in the examination log

2. Examination Environment Requirements

Students must:

- Use a computer with a functioning webcam and microphone
- Sit alone in a quiet room
- Ensure adequate lighting and visibility of their face
- Remove unauthorized materials from the workspace
- Disable secondary monitors unless specifically permitted

3. Examination Integrity Measures

- Technical Controls
- Randomized question order, where appropriate

- Question banks with equivalent difficulty levels
- Time-limited examinations
- Automatic logging of access times and submission times
- Monitoring
- Continuous webcam monitoring during the examination
- Microphone enabled unless accommodations require otherwise
- Academic Integrity Declaration, where students must acknowledge:

"I confirm that I will complete this examination independently, I will not use unauthorized resources, and understand that violations of academic integrity policies may result in disciplinary action."

4. Handling Technical Issues

During the Examination (with support of technical staff)

Students must immediately report:

- Internet disruptions
- Platform failures
- Hardware malfunctions

The examination system should automatically log:

- Disconnect times
- Reconnection times
- Submission attempts
- Contingency Measures
- Alternative submission methods if the examination platform becomes unavailable

5. Post-Examination Verification

- Submission Confirmation: Students receive an electronic receipt confirming submission, if applicable.

The institution may review:

- Examination logs
- Similarity detection reports for essay-based assessments

6. Privacy and Data Protection

Students must be informed in advance about:

- What data will be collected
- How recordings will be used

- Data retention periods
- Access rights

All examination data must be stored securely and handled in accordance with applicable data protection regulations (e.g., GDPR where applicable).

1.10.11. Academic misconduct and use of genAI

Suspected violations are documented by the invigilator in cases of exams and the instructor in cases of course assessments. Evidence is reviewed by the designated academic committee. Students are given an opportunity to respond. Decisions and sanctions follow institutional regulations and due-process principles.

The Joint International Master's Regulations place particular emphasis on the integrity of assessment procedures. Instructors are required to ensure the integrity of written and oral examinations and assessments, including in remote assessment settings. The Regulations also include separate provisions on **plagiarism** and academic ethics, making clear that postgraduate students are obliged to declare the use of the work, ideas, and **AI tools** of others, and that copying and plagiarism constitute serious academic offences.

They specify that plagiarism includes both the copying of another person's work and the use of published or unpublished material without proper attribution. Violations are referred to the **Coordinating Committee** for assessment and recommendation, and may lead to disciplinary consequences under the relevant provisions of the programme regulations.

1.10.12. Accessibility and Flexibility

The Regulations explicitly state that all assessment methods must take into account the possibility of **equal access** for all students to the necessary means. For students with **disabilities** and/or **special educational needs**, an **alternative examination protocol** may be applied in accordance with the guidelines of the **Equal Access Unit of the University of Ioannina** and the **Klaipeda University Policy on Disability and Inclusion**.

This provision is consistent with the inclusive and student-centred philosophy of the programme. Thus, flexible time windows are provided for students with educational needs. Alternative arrangements exist for students with disabilities or connectivity issues. Oral exams may be recorded for transparency and quality assurance.

1.10.13. Quality Assurance

Assessment aligns with ESG standards.

Measures mainly include:

1. Double marking of scripts
2. Transparent grading rubrics aligned with learning outcomes
3. External examiner oversight
4. Continuous program evaluation and improvement

1. 11. Student Obligations and Academic Participation

The Joint International Master's Regulations make clear that students are expected to participate actively and responsibly in the academic life of the programme. Postgraduate students are required to participate in and attend **research group seminars, bibliographic discussions, laboratory visits, conferences/workshops** related to the programme's field of knowledge, lectures, and other scientific events of the programme.

The Regulations also state that **attendance at lectures, seminars, and field work is compulsory**. Students who fail to meet attendance requirements without a valid reason may not be permitted to take examinations or continuous assessments, or may be subject to other academic consequences as defined in the Regulations. In addition, students may participate in examinations only if they have submitted their independent assignments and received positive evaluations.

Students are therefore expected to engage not only in course attendance and assessment, but also in the broader academic and research culture of the programme.

1.12. Tuition Fees and Financial Obligations

The Joint International Master's Regulations state that tuition fees are set at **€7,000 for full-time study** (for the full duration of the programme). They further provide that for students from **outside the European Union**, tuition fees are **€9,000 per person** (for the full duration of the programme).

Payment of tuition fees is made after completion of the student selection procedure by the competent programme body, in accordance with the founding decision and the applicable regulations. The Regulations also state that postgraduate students must settle all financial obligations before receiving the completion certificate and the Master's Diploma.

In addition, payment of tuition fees is suspended for students who submit an application for exemption until the exemption examination process is completed.

REVENUE						
		Amount in €	Amount in €	Amount in €	Amount in €	Amount in €
	Income	2027- 2028*	2028- 2029*	2029- 2030*	2030- 2031*	2031- 2032*
1	Tuition fees (20 students - 2 scholarships = 18 × 7,000)	126,000.00	126,000.00	126,000.00	126,000.00	126,000.00

2	Donations, sponsorships, and financial assistance of any kind	6,500.00	6,500.00	6,500.00	7,000.00	6,500.00
3	Bequests	0	0	0	0	0
4	Funding from research projects or programs	1,500.00	1,500.00	1,500.00	2,000.00	2,000.00
5	University's own funds	0	0	0	0	0
6	National budget or Public Investment Program	0	0	0	0	0
	total	134,000.00	134,000.00	134,000.00	135,000.00	134,500.00

**Refers to the budget for a full academic cycle of the program for students admitted in that year.*

1.13. Scholarships and Tuition Fee Exemptions

The programme includes provisions for both **scholarships** and **tuition fee exemptions**.

The Joint International Master's Regulations provide that the programme awards **exceptional academic performance scholarships** to postgraduate students based on academic performance. These scholarships may include full exemption from tuition fees and, where provided, institutional benefits and/or a monetary amount intended to support students' living expenses during their studies. The number of scholarships is determined each academic year by the **Programme Study Committee**.

The Regulations also provide for **reciprocal scholarships** in exchange for auxiliary teaching work in first-cycle programmes, where applicable.

With regard to tuition fee exemptions, the Regulations state that postgraduate students who, as a priority, meet the conditions of exceptional academic performance in their first-cycle studies and satisfy the applicable economic or social criteria may be exempted from tuition fees, in accordance with the legal framework. The percentage of exempt students is set at **10% to 30%** of admitted students per academic year. Students who receive scholarships from other sources for the same purpose, as well as citizens of non-EU countries, are not entitled to this exemption.

These financial provisions support equal opportunity and academic merit within the framework of the programme.

1.14. Academic Conduct and Ethical Responsibility

Students of the Joint International Master's are expected to conduct themselves in accordance with the principles of academic integrity, responsible participation, and

respect for the academic rights of others. The Regulations underline that students are members of a joint academic community and are expected to fulfil their obligations in a way consistent with the academic values and institutional frameworks of both partner universities.

This includes compliance with programme regulations, fulfilment of academic obligations, respect for assessment rules, and adherence to the standards of ethical conduct that apply to postgraduate study and research.

1.15. Deregistration of the Programme

The Joint International Master's Regulations provide that the **Programme Study Committee**, upon recommendation of the **Coordinating Committee**, may decide to **deregister** postgraduate students under certain circumstances. These include:

- exceeding the maximum permitted absence limit, where this is provided;
- failing a course or courses **three times**;
- exceeding the maximum duration of study in the programme;
- failure to fulfil academic obligations;
- demonstrable violation of the disciplinary provisions of the applicable higher education legislation;
- violation of academic ethics principles, including copying during examinations and plagiarism in assignments;
- violation of the academic rights of other students;
- or submission by the postgraduate student of a personal application for deregistration.

This provision ensures that the programme has a clear framework for responding to serious academic or disciplinary failures.

1.16. Disciplinary Sanctions

The Regulations also provide for disciplinary sanctions in the event of disciplinary offences committed by postgraduate students. Such offences may include plagiarism, breach of examination integrity, misuse of university premises and infrastructure, or other conduct inconsistent with the mission of the institutions.

Possible sanctions include:

- written reprimand;
- prohibition from participation in examinations for one or more semesters;
- temporary or permanent prohibition from the use of institutional facilities;
- or suspension of student status for a period ranging from **one to twenty-four months**.

These provisions underline that academic rights are inseparable from academic responsibilities.

1.17. Complaints and Objections Procedure

The Joint International Master's Regulations establish formal **complaints and objections handling mechanism**. Any complaints or objections regarding programme-related procedures may be submitted electronically to the Secretariat

of the department providing administrative support for the programme or through a special form on the programme website.

The Regulations state that complaints are immediately forwarded to the **Programme Director**, who informs and convenes the **Coordinating Committee** while maintaining anonymity, discretion, confidentiality, and personal-data protection. The Director may communicate with the person named in the complaint or convene a meeting with the postgraduate student, the Academic Advisor, and other academic staff where appropriate, in an effort to resolve the issue. If necessary, the matter is referred to the **Programme Study Committee** for further deliberation and decision.

In very serious cases, and where resolution is not achieved, the Director may inform the relevant institutional bodies. If the complaint concerns the Director, the most senior member of the Coordinating Committee handles the process. Complaints should be resolved within **twenty working days**.

This mechanism provides students with a formal route for the fair and confidential handling of concerns.

1.18. Inclusive Access and Student Welfare

The rights and obligations of students on the programme are also defined by the commitment of the partner institutions to ensure inclusion and student well-being. The Joint International Master's Regulations explicitly provide for the accessibility of studies for students with disabilities and/or special educational needs, enabling adaptations to both the study process and assessment methods. Alternative examination arrangements may also be applied in accordance with the relevant institutional guidelines.

This is reinforced by the wider support structures of the partner universities, including counselling, equal access, student welfare, mobility support, housing-related support, and disability-related adaptations.

Accordingly, the programme seeks to balance academic standards and responsibilities with institutional support and equal opportunity.

2. Regulations on internship

2.1 Internship

The programme does not offer the opportunity for internship as part of its provision.

3. Regulations on mobility

3.1 Mobility Opportunities

The Joint International Master's Regulations explicitly provide that students and staff enrolled in the programme may participate in **international mobility schemes**, including **Erasmus+ mobility actions**, in accordance with the applicable regulations of the partner institutions and the rules of the Erasmus+ Programme.

The Regulations also clarify that such participation is subject to **selection procedures** and **availability of funds**, and that it does not in itself constitute funding of the Joint International Master's.

This means that mobility is an important opportunity associated with the international profile of the programme, even if it is not structurally mandatory for all students, with a maximum of **thirty (30) ECTS credits transferable**.

3.2 Institutional Contexts for Mobility

The broader institutional environments of the partner universities strengthen the mobility and international dimension of the programme.

At the **University of Ioannina**, the Departmental Study Guide refers to **Erasmus+ programmes**, mobility opportunities, international collaborations, **ARTEMIS** alliance participation, and intensive international academic activities. It also notes the existence of criteria and procedures for student participation in Erasmus mobility.

At **Klaipėda University**, the uploaded materials indicate institutional support for study-abroad programmes and international student services. In addition, the University's participation in the **EU-CONEXUS** alliance reflects its broader commitment to international academic collaboration, joint study opportunities, and mobility.

3.3 Eligible countries for mobility

Students can move for an Internship to a University or other hosting organisation based in any of the following eligible countries: Denmark, Finland, Iceland, Ireland, Liechtenstein, Luxembourg, Norway, Sweden, United Kingdom, Austria, Belgium, Cyprus, France, Germany, Italy, Malta, Netherlands, Portugal, Spain, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Serbia, Slovakia, Slovenia, North Macedonia, Turkey.

This provision is particularly important in ensuring that international mobility can be integrated into the academic path of students without undermining the coherence of the programme. It also reflects the programme's commitment to European academic standards of transparency, recognition, and mobility.

4. Regulations on students' assignments

4.1 Teaching, Learning and Student Engagement

The programme's learning approach is student-centred and requires active participation by students in both the taught and research components of the degree. Students are expected not only to attend synchronous sessions, but also to engage critically with the academic content, contribute to discussions, complete written and group assignments, and participate in research and thesis-related activities.

The Joint International Master's Regulations explicitly provide that each student has a **supervisor during their postgraduate studies**, assigned by the programme committee to supervise the student during the online learning process. This supervision contributes to sustained student engagement and supports academic progression in a digitally mediated learning environment.

The learning experience of the programme is therefore based on a combination of synchronous and/or asynchronous:

- structured teaching;
- active student participation;
- guided academic support;
- continuous engagement with digital learning tools;
- and increasing autonomy, especially in the research phase of the programme.

Across the taught component of the programme, student engagement may also be strengthened through short applied learning tasks, including Microlearning Presentations and structured reflection activities. These are used to support the pedagogically meaningful use of AI tools, digital applications, and technology-enhanced techniques in applied educational activities. In this way, students are encouraged not only to study digital and AI-supported pedagogy conceptually, but also to demonstrate, reflect on, and critically evaluate its use in practice.

The **academic hours per course per week are four (4)**. This applies to the taught courses of the curriculum and should be understood within the wider framework of postgraduate study, which also includes independent study, assignment preparation, collaborative work, digital engagement, and assessment activities corresponding to the allocated ECTS.

4.2 Conditions for Participation in Assessment

Attendance at lectures, seminars, and field work is compulsory. Students may participate in examinations only if they have submitted their independent assignments and received positive evaluations.

This provision reflects the integrated nature of the programme's teaching and assessment model. Assessment is linked not only to final testing, but also to sustained engagement with coursework, active participation, and the satisfactory completion of required academic tasks.

4.3 Students' assignments

A variety of assessment methods may be applied, such as written examinations, individual assignments, and group assignments. The specific assessment methods and their weightings are defined in each course description; the following distribution of assessment components may be applied:

- online written examinations: 30%;
- individual assignment: 40%;
- group assignment: 30%.

This assessment model reflects the educational philosophy of the programme by combining individual academic work; collaborative learning and group-based production; and more formal examination procedures.

The use of assignments and presentations is also consistent with the programme's emphasis on research-oriented learning, applied educational design, digital engagement, and pedagogical competence.

4.4 Course-Level Assessment Responsibility

Responsibility for the design and implementation of assessment lies with the **instructor of each course**. The Regulations specify that the instructor determines the method of assessment and is responsible for ensuring the integrity of the process where written or oral examinations are used.

This means that while the overall assessment framework of the programme is regulated, instructors retain pedagogical responsibility for selecting and implementing appropriate course-level assessment methods within that framework.

4.5 Publication and Correction of Grades

The Regulations provide that examination results must be recorded and published:

- on the day of the assessment for oral examinations; or
- **no later than two working days** after the assessment for written examinations.

This rule applies uniformly to all courses of the programme, regardless of the partner institution or the academic staff member responsible for the course. If an instructor exceeds this deadline, the **Director of the Joint Master's Programme** informs the **Programme Study Committee**.

The Regulations further provide that grade correction is permitted only in cases of **obvious error** or **arithmetic mistake**, following written communication from the responsible instructor and a decision of the Programme Study Committee.

4.6 Grading Scale

The Joint International Master's Regulations state that student performance in each course and in the **Master's Thesis** is assessed on a grading scale from **0 to 10**. Grades may be awarded as whole numbers or numbers rounded to **one decimal place**. A grade of **5.0 and above** is considered a passing grade.

The Regulations also note that the **Diploma Supplement** includes a description of the grading scale used in the programme, together with reference to the grading systems of both partner universities, in order to ensure transparency and facilitate recognition.

4.6.1 Description of the Grading Scale of the University of Ioannina

The Joint International Master's Regulations provide the following grade descriptors for the **University of Ioannina**:

- **8.5 - 10.0:** Excellent
- **6.5 - 8.4:** Very Good
- **5.0 - 6.4:** Good
- **0 - 4.9:** Fail

These descriptors support the interpretation of course and final grades within the Greek institutional framework.

4.6.2 Description of the Grading Scale of Klaipėda University

The Joint International Master's Regulations also reproduce the grading framework of **Klaipėda University**, which distinguishes between passed and failed performance levels. According to the Regulations:

Passed

- **10 (excellent):** excellent, exceptional knowledge and skills;
- **9 (very good):** strong, good knowledge and skills;
- **8 (good):** better than average knowledge and skills;
- **7 (average):** average knowledge and skills, with minor errors;
- **6 (satisfactory):** knowledge and skills below average, with errors;
- **5 (weak):** knowledge and skills meet minimum requirements.

Failed

- **4 (unsatisfactory)** and below: minimum requirements not met.

The inclusion of both systems in the academic documentation of the programme reflects the joint nature of the degree and supports transparency for students and external bodies.

4.7 Retention of Examination Material

Written examination materials are retained for the period required by the institutional regulations of the partner universities. After this period, and provided that no criminal, disciplinary, or other administrative proceedings are pending, the papers may be destroyed under the responsibility of the Programme Study Committee, following the drawing up of an appropriate protocol.

This provision supports procedural clarity and academic accountability.

4.8 Academic Integrity in Assessment - use of genAI

The Joint International Master's Regulations place particular emphasis on the integrity of assessment procedures. Instructors are required to ensure the integrity of written and oral examinations, including in remote assessment settings. The Regulations also include separate provisions on **plagiarism** and academic ethics, making clear that postgraduate students are obliged to declare the use of the work, ideas, and **AI tools** of others, and that copying and plagiarism constitute serious academic offences.

They specify that plagiarism includes both the copying of another person's work and the use of published or unpublished material without proper attribution. Violations are referred to the **Coordinating Committee** for

assessment and recommendation, and may lead to disciplinary consequences under the relevant provisions of the programme regulations.

The use of Artificial Intelligence (AI) tools, including systems for generating text, images, code, or other forms of digital content, is permitted within the framework of the Master's Programme, provided that such tools support learning, research, and academic development and do not replace the student's own intellectual work.

Students may use AI tools for purposes such as information retrieval, idea generation, content organization, language editing, educational material development, data analysis, and other activities aligned with the learning objectives of the course.

Any use of AI tools in assignments, projects, case studies, research reports, dissertations, or other forms of assessment **must be explicitly declared** by the student. Such declaration should include the AI tool(s) used, the purpose of their use, and the extent to which AI contributed to the final submission.

Students retain full responsibility for the accuracy, validity, originality, ethical use, and academic integrity of all submitted work. The submission of AI-generated content as one's own work without appropriate acknowledgement, critical evaluation, or substantial intellectual contribution constitutes a breach of academic integrity and may be subject to disciplinary procedures in accordance with the University's regulations.

Course instructors may establish additional requirements, restrictions, or conditions regarding the use of AI tools, depending on the nature, learning outcomes, and assessment methods of the course. These requirements shall be clearly communicated to students at the beginning of the course.

The use of AI tools during written, oral, or online examinations is prohibited unless explicitly authorized by the course instructor and specified in the examination guidelines. Where AI use is permitted, students must comply with the conditions established for the specific assessment activity.

The Programme encourages the responsible, ethical, and transparent use of Artificial Intelligence technologies as learning and research support tools while maintaining the principles of academic integrity, critical thinking, independent scholarship, and intellectual responsibility.

4.9 Accessibility and Equal Access in Assessment

The Regulations explicitly state that all assessment methods must take into account the possibility of **equal access** for all students to the necessary

means. For students with **disabilities** and/or **special educational needs**, an **alternative examination protocol** may be applied in accordance with the guidelines of the **Equal Access Unit of the University of Ioannina** and the **Klaipeda University Policy on Disability and Inclusion**.

This provision is consistent with the inclusive and student-centred philosophy of the programme.