

New Master's Programme (MSc)
“Evidence-Based Physiotherapy Management of
the Musculoskeletal Patient”

Department of Physiotherapy
School of Health Sciences

A18. Special Regulation for the Implementation of
e-Learning in MSc Programmes (English Summary)

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Special Regulation for the Implementation of e-Learning in MSc Programmes (English Summary)

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Approving body: IHU Senate, decision 2nd/03-10-2023.

Note for website use: This is a helpful English summary intended for prospective international students. In case of discrepancies, the official Greek text published in the Government Gazette prevails. A link to the full Greek document (PDF) should be placed alongside this summary.

1. Introduction

The International Hellenic University (IHU), due to its academic profile and its geographic distribution, places great emphasis on the internationalisation of its study programmes and on the optimal use of digital services to support them.

At IHU the following institutional Centres have been established and are operational:

- Teaching and Learning Support Centre (ΚΕΔΙΜΑ) – <https://ctl.ihu.gr>
- Lifelong Learning Centre (ΚΕΔΙΒΙΜ) – <https://kedivim.ihu.gr>
- Network Operations Centre (NOC IHU)

These Centres, in cooperation with the IHU Postgraduate Studies Committee, collaborate in defining specifications and providing a comprehensive set of e-learning support services as well as practical guidelines for the development of online courses, drawing on international best practices.

The above services are available to all academic staff (faculty members), in order to integrate new technologies both at postgraduate and undergraduate level, since blended learning models are already widespread in the academic environment of IHU.

2. Institutional Services for e-Learning Support

IHU's philosophy focuses on knowledge sharing and the installation of adequate technical infrastructure within each Department of the University, so that academic staff can be supported locally by the IT support staff of the respective Department that implements the MSc programme.

E-learning support services at IHU include:

- Single Sign-On (SSO) services ensuring easy access to all academic resources and applications.
- Learning and Content Management Systems (Moodle / eClass) to support synchronous and asynchronous teaching.
- Teleconferencing services (Zoom, Google Meet, Microsoft Teams, Jitsi, etc.).
- Streaming services for lectures and other educational content.
- Support channels for questions, complaints management and academic advising.

3. Methodology for Course Development and Delivery

Designing and developing inclusive learning material for higher education is considered an essential part of the modern educational process. It creates a framework that allows meaningful and effective learning for a wide range of students.

The strategic development of inclusive material is a critical step for effective education and student development at all levels. Key factors include a student-centred approach, recognition of individual needs, and the adaptation of material accordingly. Through interactive activities, examples and exercises, as well as tools that enable the inclusion of students with diverse and personalised needs, inclusive material promotes student engagement and collaboration.

The development of material should also allow for continuous evaluation and improvement. Through student feedback, educators can adjust the content to meet emerging needs and challenges.

Proper use of the principles governing the creation of accessible learning materials at both MSc and BSc levels can offer a rich educational experience, empowering students with different abilities, skills, backgrounds and needs, ensuring equal learning opportunities and promoting academic success.

The detailed steps of content development are described in the KEΔIMA instructional guides. Programmes delivered via distance learning (whether synchronous, asynchronous or blended) are required to adopt the principles of Universal Design for Learning (UDL) when designing courses. This strengthens accessibility and offers multiple benefits:

- Participation: Uninterrupted access for all students.
- Improved user experience: Clear language, descriptive links and headings, keyboard accessibility.
- Flexibility: Students can choose the format (audio, video, text) that best suits their needs.
- Increased engagement: Integration of interactive activities and varied representation.
- Enhanced learning outcomes: Inclusive courses improve academic results for diverse learners.

In summary, students benefit greatly when course designers apply accessibility and UDL principles in digital learning. Distance education methods reinforce and support teaching and access to knowledge, offering combinations of instructional approaches (exploratory, collaborative, autonomous learning) alongside traditional teaching.

The use of electronic platforms (Moodle, eClass) – which must be referred to in the Internal Regulation of each MSc – ensures the digital organisation and provision of course materials and communication tools between students and instructors, enabling smooth and uninterrupted teaching.

Special attention should be given to the structured and consistent presentation of courses across an entire programme, so as to avoid heterogeneity that might cause confusion for students.

Each MSc programme must provide clear information in the LMS on:

1. Course summary.
2. Aims and Learning Outcomes (overall and/or per unit).
3. Course structure and content (e.g., number of units, chapters).
4. Course calendar with important dates (e.g., teleconferences, assignment submissions, exams).
5. Grading scale and assessment rules.
6. Forms of assessment (e.g., individual or group assignments, exams on-site or online, interviews, participation in forums).
7. Weighting of each assessment component.
8. Teaching materials and additional resources.
9. Definition of teleconferencing system (Zoom, Google Meet, MS Teams, etc.) and access method (via IHU SSO, unique ID, secure connection).
10. Feedback and course evaluation methods.
11. Indicative bibliography.

4. Learning Materials Provided

Each programme's teaching materials are described in its Study Guide and may include combinations of:

- Scientific articles (Greek/international) in electronic form.
- Lecture notes.
- Case studies (where applicable).
- Live or on-demand video lectures.
- Links to reliable resources and external websites.
- Self-assessment questions.
- Sample exercises.
- Discussion forums for deeper engagement.
- Additional digital files (PDF, Word, PPT, XLS, etc.).
- Frequently Asked Questions (FAQs).
- Supplementary bibliography.

Students are able to contact their instructors either via email or through the programme's LMS, in order to ask questions and resolve issues regarding course content and the learning process.

5. Modes of Teaching and Delivery

The mode of educational delivery must be clearly stated in the Internal Regulation of the MSc programme (synchronous, asynchronous, blended learning). Reference may also be made to any physical infrastructure available to students.

Issues related to identity verification, plagiarism prevention and data protection must comply with IHU's Personal Data Policy (NOC), the Ethics and Deontology Committee, and the General Postgraduate Regulation of the institution.

6. Student and Staff Support Systems

Each MSc programme delivered via distance learning (or blended methods) must specify in detail the mechanisms for supporting all stakeholders.

Indicative support mechanisms include:

- Secretarial support with set response times (e.g., within 48 hours).
- Technical support with set response times (e.g., within 48 hours).
- Educational support from instructors (e.g., via email, with responses within 48 hours).
- Use of online chat or FAQs forums.
- Online resources (video tutorials, PDF help files, etc.).
- Guides for instructors and students.
- Appointment of an Academic Advisor.
- Student Ombudsperson.
- Mechanism for handling complaints.

Programmes must also take into account possible technical failures during the implementation of distance courses and particularly in online exams. In such cases, provisions should be made for re-examination, extended deadlines for assignments, or repeating the online exam as a whole. Proper documentation of technical failures and attempts to resolve them must be maintained to prevent misuse.

7. General Provisions

MSc programmes delivered via distance learning must maintain close cooperation with ΚΕΔΙΜΑ, the NOC and ELKE (Research Committee) of IHU, and adopt educational practices and expertise beneficial to their programmes.

In collaboration with ELKE, it is recommended to standardise the use of educational and administrative forms (e.g., staff contracts, certificates), available in both Greek and English, thereby supporting the international profile of IHU through effective procedures.

This decision shall be published in the Government Gazette.

Thessaloniki, 4 October 2023

The Rector

Stamatios Aggelopoulos