



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the New Postgraduate Study Programme of:

Sustainable Development

**Department: Economics and Sustainable Development (ex Home
Economics and Ecology)**

Institution: Harokopio University of Athens

Date: 14 December 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Sustainable Development of the Harokopio University of Athens** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **Sustainable Development** of the **Harokopio University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Michael Michael (Chair)**
University of Cyprus, Cyprus
- 2. Prof. Chrysochou Polymeros**
Aarhus University, Denmark
- 3. Dr. Tsopanakis Andreas**
Cardiff University, United Kingdom
- 4. Mr. Arampatzis Marios**
Aristotle University of Thessaloniki, Greece

II. Review Procedure and Documentation

On Monday, December 9, 2024, at 15.00, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On Monday, December 9, 2024, the EEAP participated in six teleconferences with:

1. Meeting with the Vice-Rector/President of MODIP, the Head of the Department, the Director of the PSP. The EEAP met with the Vice-Rector of Academic Affairs, Internationalisation and Quality Assurance/President of Quality Assurance Committee: Prof. Chryssa Sofianopoulou, the Head of Economics and Sustainable Development: Associate Prof. Vassiliki Costarelli and the Director of the PSP: Prof. Roido Mitoula. All of the above, kindly offered an overview of the PSP (history, academic profile, current status, strengths, and possible areas of concern).
2. Meeting with the teaching staff of the PSP: The EEAP met with Prof. Georgios Hondrogiannis, Prof. Konstantinos Abeliotis, Prof. Georgios Malindretos, Prof. Eleni Sardianou, Ass. Prof. Ioannis Kostakis, Ass. Prof. Christina Chroni. They informed the EEAP about professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching & research; teaching staff's involvement in research, projects & research activities directly related to the programme; identify possible areas of weakness.
3. On-line tour: classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. The EEAP was offered an on-line tour of infrastructure and facilities such as classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. The EEAP members did a virtual tour Discussion about the facilities presented in the video with the following staff members. Anastasia Zerva, Deputy Head Secretariat of the Department of Economics and Sustainable Development, Charalampos Papoutsakis, PSP Secretariat, Georgia Papadiotou, Head Directorate of Academic Affairs & Personnel Konstantia Barda, Career Office and Ioannis Kostakis, Erasmus Office
4. Meeting with employers, social partners. The EEAP met with Dimitrios Karnavos, Secretary General of Citizenship, Ministry of Interior, Angelos Papavasileiou, Project Manager- IRC Ellinikon, Konstantinos Chalioris, Coordinator General Director of the Athens Olympic Sports Center SPYROS LOUIS, Efstratios Pagotellis, Director of Technical Projects of the Regional Units of Piraeus and Islands, Konstantinos Haniotis, President of the Institute of Logistics Management of Greece (ILME) Founder and Director of TELENAVIS SA, and Konstantinos Gourgoulis, Deputy Mayor for Recycling, Municipality of Agia Paraskevi. The EEAP members discussed the relations of the PSP with external stakeholders.
5. Private debriefing meeting among the EEAP members to primarily discuss findings up to that point and prepare an oral report.
6. Closure meeting with the Vice-Rector, the Director of the PSP, the Head of the Department, MODIP Manager. The EEAP met with Vice-Rector of Academic Affairs, Internationalisation and Quality Assurance/President of Quality Assurance Committee:

Prof. Chryssa Sofianopoulou, Head of Economics and Sustainable Development Dpt: Associate Prof. Vassiliki Costarelli and Director of the PSP: Prof. Roido Mitoula. The EEAP gave an informal presentation of key findings and ask some clarifications on certain issues.

From 10-14 December 2024, the EEAP worked privately on drafting its Report.

The Hellenic Authority for Higher Education (HAHE) and the Harokopio University provided the External Evaluation and Accreditation Panel (EEAP) members with two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide and the Report template. The Harokopio University provided the Panel members a number of files on the programme's structure and internal quality assurance procedures. The evaluation procedure was well structured and comprehensive, thus enabling the EEAP members to form a good picture of the PSP and university, its present status as well as its future prospective.

All meetings with academic, administrative and technical staff, and external stakeholders were very useful and informative. All meetings were conducted in a very respectful and constructive manner, and all EEAP questions were answered openly and without avoiding any issues. Everyone the EEAP met with was extremely helpful and all seemed to understand and accept the principles, objectives and demands of the external accreditation process.

III. Postgraduate Study Programme Profile

The Master in Sustainable Development, PSP henceforth, is a programme that is offered by the Department of Economics and Sustainable Development of the School of Environment, Geography and Applied Economics of the Harokopio University, which is located in Kallithea, Attica. The new PSP will start in the academic year 2025-26 and the language of instruction is Greek. This new PSP has succeeded the old PSP in sustainable development which started in 2000.

This new PSP has the following three specializations: i) local development and smart cities, ii) sustainable supply chain and logistics, and iii) environmental management. The PSP is offered in classrooms and lasts for one year (12 months). In the first two academic semesters students are enrolled in courses while the summer is devoted to the preparation of the master's thesis.

During their studies, postgraduate students are required to attend lectures, prepare and present projects, prepare and submit solutions of problem sets, participate in laboratory exercises, and prepare and present a thesis. The total number of courses in the programme that the postgraduate students must successfully complete is 12 and a master thesis. For the academic year 2025-26, the number of available positions is 45, 15 for each specialization. The employment opportunities of its graduates are considered very good. Its graduates can register in the Economic Chamber of Greece.

The tuition fee is 2400€ which is considered relatively low compared to the fees charged for similar PSP offered by other universities in Greece and abroad.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

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

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

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

Study Programme Compliance

I. Findings

The EEAP has conducted a thorough review of the materials provided by the HAHE and the University, with particular emphasis on the presentation of the PSP, strategic plans for its development, graduate prospects, programme structure, and the feasibility study.

The PSP is designed to follow a quality assurance framework that ensures its academic integrity and focus, supports its purpose and subject matter, defines clear objectives, outlines methods for achieving them, and employs specified quality procedures, all aimed at fostering continuous improvement and programme growth. The EEAP committee has assessed the PSP's structure and concluded that it is well-prepared for effective implementation, offering benefits to enrolled students.

The courses are structured to align with the European and National Qualifications Framework for Higher Education at Level 7. The academic faculty primarily comprises members from the Department of Economics and Sustainable Development, with additional contributions from the Department of Geography and the Department of Nutrition and Dietetics. Adjunct teaching staff also play a role in delivering courses. Furthermore, the courses aim to include guest lectures by external experts and organized visits to enrich the learning experience.

The Institution's Internal Evaluation Team (OMEA) is responsible for administering course and teaching evaluations to students, preparing the annual internal evaluation report, and monitoring specific performance indicators. The PSP's Quality Assurance Policy is outlined in the application materials and is publicly accessible on the programme's dedicated website: (<https://dhee.hua.gr/index.php/el/metaptixiakes-spoudes/viosimi-anaptixi>).

Overall, the PSP reflects a strong commitment to quality assurance standards, achieving its objectives, and the academic unit's dedication to excellence.

II. Analysis

The quality objectives are clearly defined, with key performance indicators (KPIs) established by MODIP and outlined in the documentation provided to the EEAP members. Additionally, the Quality Assurance Policy is considered appropriate and effectively communicated via the programme's website to all relevant stakeholders. The PSP is a reformulation of the existing PSP on Sustainable Development, and thus the necessary experience already exists. Nevertheless, it is important to communicate clearly what are the new elements of the PSP and what is the competitive advantage it has to offer in relation to the academic content and job prospects.

While KPIs and goal setting are in place, some targets focus on quantity and less on quality. For instance, the average annual number of publications per staff member is currently 2.88, with a target of 3, but there is no KPI mentioned on the quality of outputs.

Graduates of the PSP are expected to gain a competitive edge in the labour market due to the programme's specialized focus on sustainable development. This is supported by discussions with societal and industry partners, who have highlighted existing demand for such expertise. As a result, graduates are likely to benefit from improved employment prospects. Additionally, the programme aims to create opportunities for graduates to pursue academic careers, a goal articulated by the PSP programme director during meetings.

Industry stakeholders will contribute to the curriculum delivery through participation in guest lectures and, primarily, by supporting students during their thesis work. The participation of stakeholders, especially municipalities, is essential and thus certain ways to enhance collaboration (e.g. MOUs, Advisory Board) may be necessary.

The programme aligns well with the needs of both stakeholders and the labour market. The EEAP has confirmed that the academic faculty is qualified with sufficient research and teaching experience, and that the PSP represents an innovative initiative with the potential for national recognition. However, its prospects for international recognition are limited, as there is currently no communication in English, such as the absence of an English-language website.

III. Conclusions

Given the above findings and analysis, the EEAP considers this Principle fully compliant.

Panel Judgement

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

Panel Recommendations

R1.1: Ensure that quality indicators are clearly defined and that the targets set are realistic and achievable.

R1.2: Establish an advisory board and promote collaboration with key stakeholders, particularly municipalities, to enhance the programme's relevance and impact.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

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

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

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

In addition, the design of PSP must consider:

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

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

Study Programme Compliance

I. Findings

The new PSP has been developed in accordance with the approval procedures established by the university's MODIP, in alignment with the Greek Higher Education regulatory framework. The programme offers three primary specializations: Environmental Management, Local Development & Smart Cities, and Sustainable Supply Chain & Logistics.

This new programme builds on the foundation of the master's Programme in "Sustainable Development," which has been offered since 2000, while expanding into emerging and high-growth fields such as smart cities and supply chain management. As highlighted in the accreditation proposal, these areas are undergoing substantial growth and are projected to continue advancing rapidly according to international studies.

The Environmental Management specialization has also been updated to address the evolving demands of sustainable adaptation in a dynamic economic and social context. Furthermore, the proposed PSP aligns closely with the subject matter of the department's undergraduate programme, representing a natural progression. Through this graduate programme, undergraduate alumni will have the opportunity to deepen their expertise in these cutting-edge fields.

The design of the PSP aligns with both international and domestic standards, adhering to the ECTS credit framework and Level 7 Dublin Descriptors. Its structure, including course titles and organization, is comparable to other well-established programmes in the field. The programme is delivered over two teaching terms, each comprising 30 ECTS credits, followed by a dissertation in the summer term worth 15 ECTS credits, for a total of 75 ECTS credits. All courses are mandatory, with no electives offered. Instruction takes place on-site, with remote teaching available only under special circumstances and up to 30% of the time.

II. Analysis

The PSP is well-designed, with a relevant and timely curriculum, which is one of its core strengths. While course descriptions are provided, some of the referenced bibliography would benefit from updates to reflect the continuously evolving nature of sustainable development.

Currently, courses are offered in Greek. However, given the presence of Erasmus students, it would be prudent to provide some courses in English. During the meeting, it was noted that Erasmus students attend lectures with real-time translation provided, but this solution is neither technically feasible nor ideal. Overall, delivering some courses in English could position the programme as more "international".

The student workload is appropriate, though it would be beneficial to monitor the actual hours students invest in each course and how the workload aligns with student well-being. This is a KPI not currently tracked but could provide valuable insights.

The programme's approach of requiring all courses to be mandatory diverges from common practice and may limit opportunities for further specialization. This is an area worth

evaluating over time. For instance, stakeholders suggested that courses on economics and risk management could be valuable additions to the curriculum.

A strong emphasis on employability is another notable strength of the PSP. The involvement of external stakeholders in programme design has been instrumental in this regard and is recognized as an example of good practice that should be sustained.

III. Conclusions

The PSP has a well-designed curriculum that links well with current market trends and future needs. Given the above findings and analysis, the EEAP considers this Principle fully compliant.

Panel Judgement

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

Panel Recommendations

R2.1: Consider offering some courses in English to enhance the international dimension of the PSP and enable incoming Erasmus students to participate more actively in lectures.

R2.2: Incorporate the monitoring of student well-being and workload into KPIs to ensure a balanced academic experience.

R2.3: Explore the possibility of introducing elective courses, providing students with opportunities to further specialize in areas that align with market demands.

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

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

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

Indicatively:

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

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

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

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

Study Programme Compliance

I. Findings

This PSP is an updated version of the programme running by the department for more than 20 years now. The language of instruction is Greek, with students being admitted under very specific admissions criteria that include, the UG degree classification, appropriate work experience, any relevant research experience, while the knowledge of English is compulsory.

Throughout the two taught semesters, student attainment and progression are monitored by the academic staff who teach as well as the assigned academic advisors. The assessment mix comprises assignments and final exams, which allows students to demonstrate how well they have achieved the programme's learning objectives. There is a dissertation stage, at the end of the two taught semesters, where students have the opportunity to work on some applied, evidence-based projects relevant to the specialisation pathway chosen by them. There are opportunities to discuss and present their work to academic conferences and workshops, while some of these dissertations might be published in the form of a paper or book chapter.

Overall, there are appropriate procedures in place to manage all phases and aspects of studies, including admission, progression, recognition of studies, and certification.

II. Analysis

The PSP has established well-defined and appropriate admissions criteria. The PSP fees are relatively low, compared to the competitive PG programmes, making it a good value for money programme. There are also provisions for scholarships, based on merit criteria to the students that might not be able to afford studies at postgraduate level. Moreover, three excellence scholarships are offered, one for each specialisation path. Another benefit is the opportunity for the PSP graduates to register to the Economic Chamber of Greece, giving them full professional recognition to get jobs as economists.

Students can find all necessary information about the structure of the programme, teaching staff, timetables, studies rules and regulations, and procedures on the website of the PSP. The programme recognises and applies the European Credit Transfer System (ECTS) consistently across the curriculum. The total academic load is 75 ECTS units, 60 for the taught part (6 courses, each with 5 ECTS) and 15 for the dissertation. Students can participate in the ERASMUS+ exchange programme for up to 12 months.

III. Conclusions

We conclude that the PSP is fully compliant with the Principle 3 requirements.

Panel Judgement

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

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1: Provide guidelines and perhaps a template for dissertations.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Study Programme Compliance

I. Findings

The Department of Economics and Sustainable Development has seventeen faculty members. Most of them teach at the PSP. The teaching staff of the PSP includes also visiting lecturers from other universities (in Greece or abroad), retired faculty members of the department, faculty members from other departments and special scientists. The average teaching load for the PSP faculty consists of two undergraduate courses per semester. Faculty members of the Department can be responsible, at the maximum, for two PSP courses. The academics of the PSP have quite successful academic career according to the department's report and their CVs which can be found in the department's webpage.

The selection of the teaching staff of the PSP is transparent, with strict merit-based criteria, according to the law and regulations. These merit-based criteria relate to the candidate's command of the topic to be taught, their teaching experience, their research experience and the quality and the number of publications.

The Department and the PSP support the professional development of the teaching staff. To that effect, it grants sabbatical leaves of absence for research and instructional purposes. Faculty members are encouraged to participate in inter-university exchanges and present their research results in international academic conferences. Staff mobility is also supported through the Erasmus exchange programme by allowing a short-term visit to foreign universities for the purpose of teaching and research. The participation of faculty members in international conferences is supported mainly with the PSP tuition fees. In addition, the

department and the PSP are organizing international conferences, seminars and invite quest speakers.

II. Analysis

The department ensures a good level of knowledge and skills of the PSP teaching staff and applies transparent and merit-based processes for faculty recruitment and further development. There is a continuous effort for quality enhancement in teaching and research. Part of the PSP tuition fees are used to finance research and teaching improvement related activities of the faculty members, such as expenses in participating in international conferences and covering submission fees. While the average number of scientific publications of faculty members is good, the publications are unevenly distributed among faculty members. A large number of faculty CVs on the Department's and PSP webpage needs to be updated.

III. Conclusions

The department applies fair and transparent recruitment procedure. There is a continue effort by the department for quality enhancement in teaching and research for its faculty and teaching staff.

Panel Judgement

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

Panel Recommendations

R4.1 Increase the participation of all faculty members in high visibility international conferences.

R4.2 The research productivity of the faculty is at a good level, with some degree of heterogeneity across faculty. More Faculty members should try to publish their research in higher impact academic journals.

R4.3 Consider having a uniform template for the teaching staff CVs on the Department's and the PSP webpage. These CVs should be frequently updated.

Principle 5: Learning Resources and Student Support

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

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

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

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

Study Programme Compliance

I. Findings

The academic staff of the department that teaches at PSP is qualified with good performance in their evaluation although the percentage of students participating in the evaluation is low.

The department has a sufficient number of classrooms, auditoriums and computer laboratories with the necessary equipment, which will be renewed during the current academic year. Furthermore, the PSP will offer access to software necessary for teaching needs. Students have access to the library and its electronic resources via the university's VPN. Students are provided with an email account, access to the university's wireless network when on campus, and access to the university's e-class platform.

In addition, the role of the academic advisor is established, and mechanisms are set to facilitate students in completing their studies on time, and to resolve any complaints that may arise through official channels.

Students are able to participate in the Erasmus+ programme, both for studies and for internships. The same programme supports incoming students from other countries.

Finally, three scholarships are offered to students with the best academic performance in each specialization.

II. Analysis

In the previous PSP, student participation in the evaluation was low, which makes it imperative to find a way to ensure an increase in this percentage in the new PSP.

The "Equal Access Unit", which is responsible for people with disabilities and special educational needs, does not have contact information on the university's website.

Finally, the website is not fully available in English, which jeopardizes the PSP's international character and makes it difficult for incoming exchange students to navigate.

III. Conclusions

The PSP teaching staff has the necessary experience to deliver the curriculum. The curriculum is expected to be updated every two years to follow current trends and market needs. The facilities meet the needs of students and staff. Finally, the quality assurance policy implemented by the university is appropriate.

Panel Judgement

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

Panel Recommendations

R5.1: The programme should ensure a high response rate in the course evaluations (e.g. by dedicating 10 minutes at the beginning of the last lecture).

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

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

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

The above comprise the assessment of:

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

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

Study Programme Compliance

I. Findings

The PSP has developed a robust internal process to collect necessary information with the views of the students, staff, internal and external evaluators for the programme and produce some strategic insights. MODIP, along with the programme director, the PSP steering committee and OMEA will collect the necessary information, in order to prepare an annual periodic internal review report. Such information consists of the academic staff research and teaching performance, students' performance and their prior academic background. Students course evaluations, as well as assessment methods and teaching staff performance are also crucial at this data collection exercise.

Moreover, there is an appropriate strategy to draft an annual internal evaluation of the programme, based on students' background and overall performance on PSP, as well as on the academic staff performance. This annual internal report is discussed and validated within

the departmental general meeting. OMEA is in charge of this evaluation, but MODIP will have the overarching supervision of the internal review process of the PSP and will maintain the necessary data from each academic year.

II. Analysis

There is a robust process in place to take care of the internal periodic evaluation of the PSP. The views of all relevant parties (teaching staff, students, departmental members) are taken into serious consideration in these monitoring exercises.

There is a clear plan for the further reinforcement of good practices of the PSP, as they are developed and assessed by annual OMEA reports, changes in the institutional regulations, HAHE instructions and decisions, the feedforward by the academic staff, PSP students and the programme graduates and the job market conditions.

III. Conclusions

The PSP has set a number of mechanisms for its periodic internal and external evaluation. The internal evaluation is properly laid out and is structured in a way to benefit students and all relevant parties. This is the first external evaluation of the programme and, hopefully, will contribute to its improvement in a positive way.

Panel Judgement

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

Panel Recommendations

R6.1: The establishment of an external stakeholder advisory board could further enhance the input and quality of another external feedback mechanism for the PSP.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The faculty has good teaching experience, making the PSP a strong attraction for prospective students.
2. Very good facilities and infrastructure.
3. Relatively low tuition fees.
4. Unique positioning of the PSP.

II. Areas of Weakness

1. The faculty's research performance varies. The research output for certain staff members needs improvement.
2. The internationalization prospect of the PSP is relatively low.

III. Recommendations for Follow-up Actions

1. The PSP should establish an advisory board formed by representatives of organizations.
2. The PSP is encouraged to strengthen its efforts to create a fully bilingual version of the website.
3. The CVs of all faculty members on the webpage should be regularly updated.
4. Promote the internationalization of the PSP (e.g. introduce delivery of lectures in English, update the English version of the website).

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1,2,3,5,6**

The Principles where substantial compliance has been achieved are: **4**

The Principles where partial compliance has been achieved are: **None**

The Principles where failure of compliance was identified are: **None**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

- 1. Prof. Michael Michael (Chair)**
- 2. Prof. Chrysochou Polymeros**
- 3. Dr. Tsopanakis Andreas**
- 4. Mr. Arampatzis Marios**