



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the Postgraduate Study Programme of:

MPhil in Computer Science and Informatics

Department: Informatics and Telematics

Institution: Harokopio University of Athens

Date: February 2026



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 Postgraduate Study Programme of **MPhil in Computer Science and Informatics** 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 postgraduate study programme of MPhil in Computer Science and Informatics of the **Harokopio University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. ANDRITSOS FIVOS (Chair)

Commission of the European Communities, Joint Research Center

2. Christofi Maria

University of Versailles - Saint Quentin en Yvelines

3. KARAYIANNIS TASSOS

Department of Mechanical and Aerospace Engineering, Brunel University

4. SPYRATOS NICOLAS

Université Paris-Saclay & CNRS

5. ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ

University of Western Macedonia

II. Review Procedure and Documentation

The Panel proceeded to allocate the tasks between its members already at the week prior to the accreditation. All PSP related documents were made available through the HAHE website while the very informative and well-written presentations on the Department and both PSPs under accreditation were made available to the Panel on Tuesday February 10. Finally, consequently to the discussions and briefings, HUA forwarded to the Panel a document on the constitution, last year, of a DIT Industrial Board.

Monday, February 09:

The Panel met in private for a short discussion at 15:00, as planned!

The meetings with the Head of the Department, the two PSP Directors and the rest of the HUA academic and support staff proceeded as planned from 16:00 to 17:30.

Then, the Panel met again in private at 17:30 for a short debriefing.

Tuesday, February 10:

As per the Final Timetable, the meeting proceeded with MPhil in Computer Science - Informatics.

The Panel met from 15:00 until 15:45 with the teaching staff of the PSP as above.

From 16:00 until 16:45 it met with the students.

From 17:30 until 18:15 it met with the graduates.

From 18:30 until 19:15 it met with the social partners and employers.

Then the Panel met privately, at 19:30, for a short 30 min debriefing.

Finally, at 20:00, the closure meeting was held with the Department's Director, PSP Director, Steering Committee and MODIP.

All meetings were held at a very cordial atmosphere.

III. Postgraduate Study Programme Profile

Harokopio University of Athens (HUA) was established under Article 9 of Law 1894/90, with the title “Higher Education Institution of Home Economics”, successively amended, by Article 17 of Law 1966/91, to “Harokopio Higher Education Institution of Home Economics” and, finally, by the Presidential Decree 306/1999, to “Harokopio University of Athens - HUA”. Its first two Departments, established by the Presidential Decree 206/1993, were:

- a) The Department of Home Economics, renamed in 1999 to Department of Home Economics and Ecology and, in 2020, to Department of Economics and Sustainable Development.
- b) The Department of Dietetics, renamed in 1999 to Department of Dietetics and Nutrition Science.

In 1999 and 2006, two more Departments were established by the Presidential Decrees 210/1999 and 125/2006 respectively:

- c) The Department of Geography, accepting its first students in 2000.
- d) The Department of Informatics and Telematics, starting its operation in 2007.

Later, with the Presidential Decree 77/2013, HUA was organized into three Schools as follows:

- 1) The School of Environment, Geography and Applied Economics, which includes the Departments (a) and (c).
- 2) The School of Health and Education Sciences, which includes the Department (b).
- 3) The School of Digital Technology, which includes the Department (d).

Today, the HUA offers Undergraduate Programs, named after the corresponding Departments, as well as three MSc Postgraduate Programs on:

- i. Informatics & Telematics
- ii. Applied Informatics
- iii. Computer Science & Informatics (MPhil)

The Department also offers two interdepartmental PSP programs:

- iv. Master of Applied GeoInformatiCs (MAGIC), in collaboration with the Geography Department (initiator) of HUA and
- v. Digital Health and Analytics, in collaboration with the University of Piraeus and the Ionian University.

The Computer Science & Informatics (CSI) PSP, object of the current accreditation, was established by Law 104377 published in the Government Gazette No 7230 of December 31, 2022. It aims at the specialization in cutting-edge research topics, relevant to the DIT subject matter. For full-time students, the minimum duration of study is 18 months, corresponding to three (3) academic semesters, while for part-time students, the above times are doubled.

The PSP offers quite an unusual study configuration in that it offers, exclusively during the 1st semester, a very wide choice of 14 topics, among which each student must chose 3, for a total number of 30 ECTS. The remaining 2 semesters (or 60 ECTS) are dedicated to an MPhil Dissertation.

The CSI PSP tuition fees amount to €1,000 for the entire duration of study.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution 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 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 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 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 the 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 review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The PSP (MPhil) in Computer Science - Informatics (CSI), object of this accreditation, is a specialization PSP, addressed to graduates in Computer Science and Information Technology who want to deepen their knowledge in cutting edge IT and computer science themes, like AI, robotics, computational systems and infrastructure, embedded systems, communications technologies and networks etc.

The PSP claims to provide specialisation in a vast range of IT / computer science topics, like AI, robotics, computational systems and infrastructure, embedded systems, communications technologies and networks etc. This is achieved through a yearlong thesis, prepared with the study of 3 specialised themes chosen among a total of 14.

The PSP is backed by a well-organized, efficient QA system of the DIT and HUA, as documented in the provided documents and the past external and evaluations / accreditation exercises.

The QA related documents, as well as most of the accreditation documents provided by DIT, are concise and well-written, documenting well the need for such a PSP, its sustainability and the QA policies and indicators. There exist a set of measurable well-monitored objectives.

Finally, the learning outcomes of the PSP are appropriate for the level 7 of the European and National Qualifications Framework for Higher Education.

Both PSPs presented comprehensive statistical data on the career paths of their alumni. However, there is no specific KPI or other quality indicators linked to the PSP's or the Department's alumni careers in the PSP's or the Department's QA system. The Management attributed this deficiency to the fact that the accreditation documents were dated more than 2 years ago and that, at the time, such statistical data were not available.

The PSP alumni reported that they were contacted with questionnaires on the PSP as students but also as alumni, after graduation.

II. Analysis

As per the above findings, the PSP is backed by effective and efficient QA processes. Useful data on the PSP alumni careers were presented to the Panel and, as of late 2025, a DIT Industrial Board was formally constituted, tasked to advise the Department as to the IT market needs and trends. The PSP is compliant to HAHE QA requirements. However, the Panel has some concerns that have to do mainly with DIT but, inevitably, are reflected in the particular CSI MPhil:

1) As per the presentation of the Department, HUA and DIT have documents, both at institutional and departmental level, on institutional and research strategy, which are available on-line. However, these strategic goals and research priorities have not been mapped / transposed in the QA related documents provided to the Panel through HAHE. All documents provided are of good quality but are too generic. Indeed, they could apply to almost any IT department. Furthermore, the DIT research fields and application domains, as presented to the Panel, are not sufficiently focused and this is directly reflected also on the MPhil under accreditation.

2) There is a number of specialized IT related subjects that could fit well to the history, the character and the strategy of DIT/HUA (like GIS, domotics, health-related IT etc.) but, despite all external recommendations, DIT chose to offer 3 rather generic IT PSPs. This choice may be beneficial, at short term, due to the high demand for IT related PSPs but, at a longer perspective, risks compromising the Department's character, identity and further development. In fact, the Panel would expect such a specialization MPhil to be more focused, possibly on subjects relevant to the HUA history and character, rather than a generic do-it-all MPhil program. Examples of well-focused PSPs are the Department's two interdepartmental PSPs on Geoinformatics and Digital Health.

3) The most important criterion for the success of any educational program is the success of its alumni. HUA, DIT and the PSP should establish a mechanism, as is the case in many foreign universities, to track the careers of its alumni, derive statistically meaningful data and use that data in their QA processes.

III. Conclusions

The PSP is compliant to the HAHE QA requirements, especially in terms of QA procedures and support. Although the documents provided are, in general, too generic, MPhil has included on its QA documents a specific goal and some relevant KPIs on the alumni research careers. Additional data and statistics were presented to the Panel during the PSP presentations.

DIT has adapted to most technical recommendations of past evaluation / accreditation exercises, including that for the formalization of an external advisory board. However, it did not put sufficiently in evidence the HUA/DIT specificities and its proper identity, at least in the QA documents provided through HAHE. This is reflected to the specialization MPhil under accreditation, which is too broad, not focused on any particular subject area and, consequently, does not contribute towards a HUA/DIT identity or distinct character.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 DIT must focus its research better, in collaboration with its host Institution (HUA), towards a well-focused research identity and strategy, distinct but aligned with the HUA overall vision and strategic objectives. Such identity and development strategy must be visible in all the strategic documents and be accompanied by specific objectives that must be integral part of the QA processes of the Department and its graduate and post-graduate offerings.

R1.2 The MPhil must focus on specific areas, possibly streamlined to the DIT / HUA strategic objectives, as per R1.1 above. Consequently, the number of thematic units and topics in each thematic unit should be limited, allowing for a smoother, more structured path to the students' dissertation.

PRINCIPLE 2: DESIGN AND APPROVAL OF 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 POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE 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, and specialisations 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. For each 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 of 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).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

This is a 90 ECTS Postgraduate Study Programme (PSP) called “MPhil in Computer Science and Informatics”. It has been developed following a structured and transparent approval process involving the Department of Computer Science and Telematics of the School of Digital Technologies of the Harokopio University. The goal is to specialize postgraduate students in cutting-edge research areas within the School of Digital Technologies.

The Programme admits up to 25 students with a tuition fee of €1000 and the normal duration of studies is 3 semesters. In the first semester students follow 3 compulsory courses from a list of 14 electives, for a total of 30ECTS (3x10=30ECTS), while the second and third semester are devoted to research work and the writing of the diploma (60 ECTS). The PSP also offers part time study, as well as the possibility to follow the programme in English. The maximum duration of studies is five (5) semesters for full-time study and eight (8) semesters for part-time studies.

The PSP’s establishment was formally approved by the University Senate and complies with national and institutional procedures. A detailed curriculum is provided, featuring ECTS distribution and defined learning outcomes. All key documentation, including the Student Guide, course syllabi, and internal regulations, are publicly available. The PSP provides an Academic Advisor and support structures for students through the HU facilities.

A good practice in this Programme is that graduating students are asked to fill questionnaires evaluating the overall Programme (teaching staff, content of courses, organizational matters etc.).

In summary, the academic structure, regulatory oversight, and transparency mechanisms clearly demonstrate that the PSP design and approval process is of a high standard and fully aligned with European and national frameworks.

II. Analysis

This PSP is up to international standards and the subjects taught are of high current interest. However, there are certain aspects that need to be attended to in the near future:

First, the 14 elective thematic units offered by the programme constitute a rather general list of topical areas. It should probably be more focused. Also, many of these thematic units are too broad, raising concerns on the capacity of the MPhil to effectively address all these topics in just a semester.

Second, during its meeting with students, the EEAP Panel heard that a course on research methodology at the beginning of the Program would be welcome. Such a course could be a seminar given during the first semester; or alternatively, a course given outside the PSP (if offered within the Department).

Third, it is encouraging that according to documents received by the Panel, the Department is currently organizing the regular feedback from external stakeholders and Alumni. The PSP should also incite graduating students to create an Alumni association/network proper to the PSP so as to get input in addition to that coming from graduating students as mentioned earlier.

III. Conclusions

The PSP has been developed following a structured and transparent approval process, it is up to international standards and the subjects taught are of high current interest.

However, there are some aspects, highlighted in the recommendations below, that need to be attended to, as they might present a threat to its sustainability in the near future.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 Try to reduce the number and further focus each elective thematic unit offered by the MPhil Programme.

R2.2 Introduce Research Methodology seminars in the first semester, possibly including probabilities/statistics and other tools useful for a career in IT research.

R2.3 Incite students to create an Alumni association/network proper to the PSP so as the PSP can receive input for curriculum updates and help graduates in their postgraduate careers.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The PSP is characterized by a clear and systematically implemented student-centred approach to learning, teaching and assessment. Teaching is not limited to traditional lectures, but incorporates dialogic and inquiry-based learning, group-centred activities, research progress presentations, and systematic feedback. Particular emphasis is placed on the active participation of students in the research process through the preparation of research papers, literature reviews, conduct of

experiments, and writing of technical and scientific reports, both within the context of thematic modules and during the preparation of the dissertation.

Students are actively encouraged and substantially supported in writing scientific publications and participating in conferences, with the institution covering a large percentage of the related costs. This practice strengthens their research identity and contributes to their academic development.

Learning outcomes are clearly formulated and fully aligned with the European Qualifications Framework. Student assessment is carried out through a combination of formative and summative assessment, with criteria that are known in advance and publicly available. The results of student evaluations reflect a high level of satisfaction with the teaching work and the overall learning experience. At the same time, a formally established regulation for the management of student requests and complaints is in place, enhancing transparency and the student-centred culture of the programme.

Despite the overall positive picture, scope for further strengthening of the student-centred philosophy is identified. Specifically, it is recommended that courses in research methodology and statistical analysis be introduced, which will more effectively support students in their research work. Furthermore, it is considered appropriate to establish the participation of a student representative in departmental assemblies, aiming at the continuous improvement and development of the curriculum through direct student representation.

II. Analysis

The educational philosophy of the PSP is fully aligned with the principles of student-centred learning, as students are treated as active and equal members of the academic and research community. The emphasis on research, systematic feedback and active participation in educational and research processes decisively contribute to the development of critical thinking, research skills and academic autonomy. Assessment does not function in a fragmented manner nor is it limited to formal procedures of knowledge certification; on the contrary, it is organically linked to learning outcomes and students' research progress.

The systematic utilization of evaluation results for programme improvement demonstrates the existence of a strong culture of quality and continuous reflection. At the same time, the proposed improvements—the addition of courses such as research methodology and statistical analysis, as well as the institutionalization of student representation—highlight the intention of the academic community for continuous development and adaptation to the contemporary demands of higher education and research.

III. Conclusions

The PSP consistently, substantively and with proven results implements student-centred teaching, learning and assessment, with emphasis on research, active participation and the academic development of students. Modern pedagogical

practices, transparent and clear assessment procedures, as well as established feedback and complaint management mechanisms, ensure high quality of studies.

The already strong student-centred character of the programme can be further enhanced through the introduction of supportive courses, such as research methodology and statistical analysis, as well as through the institutionalization of student representation in the collective governance bodies of the department. These interventions are expected to contribute to the further improvement of the learning experience and the strengthening of students' research capacity.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Continue the meetings with stakeholders and alumni.

PRINCIPLE 4: 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).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student 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*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The PSP has in place a clear, formally established and fully publicized framework governing all procedures related to student admission, academic progression, recognition of studies, and certification. The candidate selection process is based on objective and academic criteria and is addressed to graduates of related scientific fields, both from domestic and foreign institutions, a fact which lends an international character to the programme.

The institutional framework of the PSP provides regulations for full-time and part-time study, maximum duration of studies, suspension of studies, as well as procedures for student dismissal in cases where the prescribed time limits are exceeded. Students' academic progress is systematically monitored through the ECTS credit system, the successful completion of thematic modules, and the preparation of a research-oriented dissertation.

The programme encourages and supports student participation in mobility activities, while full recognition of credits acquired within the framework of these activities is provided, in accordance with the European framework. The completion of studies leads to the award of a Master's Degree, which is mandatorily accompanied by a Diploma Supplement, thus ensuring the international recognition and comparability of the degree.

The effectiveness of this framework is tangibly reflected in the professional and

academic trajectory of graduates. Specifically, a significant percentage of PS graduates have either continued their studies at doctoral level or are employed in research positions, a fact which demonstrates the high quality of the education provided and the substantial preparation of students for an academic and research career.

A key strength of the master's program is its collegial supportive environment, where effective communication and mutual respect between teaching and administrative staff enhance the overall student experience.

II. Analysis

The framework for admission, study and certification of the PSP is characterized by full transparency, clarity, and absolute consistency with the national and European institutional framework. The prior publication of admission criteria, student rights and obligations ensures equal access opportunities and a smooth academic progression.

The systematic and digitally supported monitoring of academic progress through the ECTS system contributes decisively to the timely completion of studies and the avoidance of unjustified delays. At the same time, the possibility of mobility and the full recognition of credits substantially enhance the international dimension and European orientation of the programme.

The mandatory provision of the Diploma Supplement constitutes a critical element of transparency and international comparability of the qualification, facilitating both the academic and professional mobility of graduates. The successful career trajectory of graduates in doctoral programmes and research positions provides the most objective documentation of the quality and academic validity of the programme.

The postgraduate program fosters a collegial supportive environment characterized by open communication and strong collaboration between students, academic staff, and administrative personnel.

III. Conclusions

The PSP fully and consistently covers all the requirements of Principle 4, as it possesses comprehensive, clearly defined and institutionally established procedures governing admission, progression monitoring, recognition of studies, and student certification.

The programme's operation is fully aligned with European quality assurance standards and the philosophy of the European Higher Education Area. The transparency of procedures, the international dimension, the recognition of credits, and the certification of qualifications through the Diploma Supplement ensure the reliability, comparability and international recognition of the postgraduate studies.

The professional and academic advancement of graduates to doctoral level and to research positions tangibly confirms the high quality of the programme and the effectiveness of its institutional operating framework.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Introduction of courses necessary for research, such as (indicatively) Research Methodology or Statistical Analysis

PRINCIPLE 5: TEACHING STAFF OF 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 of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training-development, 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.

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The Department and the University follow the laws and regulations set out by the Greek state in appointment of new staff. Similarly, they follow due nationally agreed processes for promotions.

The Panel was able to review all relevant documents that relate to staff in the Department, including their research performance - recent and over the last few years. The EEAP found that the permanent and external staff delivering the MPhil programme in Computer Science - Informatics have excellent qualifications, enabling them to teach/deliver appropriate supervision as required by the courses/research projects offered by the programme.

In discussions with staff, one could see that their workload was quite manageable and allowed them to contribute well to this programme plus other programmes in the department, while having enough time for research and scholarly activity. The hours that they contribute to the delivery of this MPhil are included as part of the overall evenly distributed workload allocation that staff have in the Department, hence easy to manage. The academic staff supervise 2 or more PhD students each, which is a good number as an average across the Department. The majority publish on a regular basis in journals. The Department is able to support staff through departmental funds (e.g. open access publications, conference participation, specialist teaching/research software).

Mentoring, e.g. for new academic staff, is not a formal, established process in the Department. However, it was evident that the very highly collegial environment is conducive to support from senior staff towards new/early career staff in the Department.

The MPhil projects offered by the Department are based on student-staff interests, hence we have a mutually beneficial process and a good outcome. This also leads in many ways to an excellent forum, for training of students (and sometimes staff development) and publications. The programme is also an excellent springboard – as in part intended – for students wishing to follow a PhD programme in the University, including other national and overseas institutions or a research related job opportunity in industry. This was also confirmed in the discussions of the panel with the stakeholders.

Some of the bibliography/references provided did not have dates so not clear if the recommended material is up to date. This needs attending.

II. Analysis

The quality and enthusiasm of the staff was clearly evident. They all feel that the working life (teaching, research, scholarly activity and administration load) is well balanced in a very supportive departmental-university environment. The staff also feel that they are all well treated/supported by the Department and the University. This support covers all three activities, i.e. teaching, research and their desire to develop further through scholarly activity.

The discussions that took place verified the staff commitment to a long-term success of the programme. The fact that the research projects are decided in a consultative manner offers an excellent way forward. The staff can extend this to consultations with industrial colleagues, in a process that will benefit all concerned, i.e. students with industrial relevant projects/increased job opportunities, staff with possible industrial collaborations and industry with advancing their knowledge or obtaining a solution to a specific problem.

There is no formal mentoring process for new/early career staff and no classroom peer review. There is no formal process for evaluating staff performance.

III. Conclusions

Faculty members are well qualified and able to deliver the current MPhil programme under review. The staff feel that the balance of their workload is correct and are able to carry out successfully teaching, research and scholarly activities. Most of the staff publish regularly in academic journals and conferences. There is a need to review regularly the material and bibliography included in the delivered modules

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1. Encourage all staff to publish regularly in high quality journals and well perceived conferences.

R5.2. Consider establishing an annual review of staff performance – not necessary as a management tool but rather in a supportive/advising manner for career progression.

R5.3. Consider establishing a classroom peer review process to support early career staff.

R5.4. Establish further links with industry for feedback and selection of MPhil projects.

R5.5. The bibliography included in the courses needs to be reviewed to ensure up to date material.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. 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 students, students with disabilities), in addition to the shift towards student-centred 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.

Documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services
- Tuition utilisation plan (if applicable)

Study Programme Compliance

I. Findings

The department is housed on the 6th floor of the building of the university.

The department of informatics and telematics has one amphitheatre (with a capacity of 120 people) and three rooms (with a capacity of more than 30 people). Each of them equipped with multimedia means and connected with optical fibre. There are also two computer labs with more than 70 workstations. One more space equipped with research equipment necessary for AI (GPU-intensive servers) is available. A 3D printer is also available for research and student projects.

Digital services are made available through Google workspace for education which offer mailing, cloud storage and meeting facilities to the students. E-learning is possible through the zoom and big blue button platforms. However, the under accreditation MPhil includes only on-site courses and discussions; as such the e-learning facilities are used only in case of technical difficulties to join physically the university premises.

A library is also available allowing the students to have access to plenty of scientific sources worldwide.

Facilities like the student service centre (ΚΕΦ), students' advocate or even the staff and student population support structure offer the necessary support for the students' life. Support for students with disabilities is also provided through the advisor for students with special educational needs.

The department secretariat consists of five administrative employees.

The University does not provide any dormitories or sport facilities but a student restaurant available for both students and teachers.

Part-time study options are also offered for students.

Students fees for this PSP are kept low to be more attractive. In addition, part or the whole amount of the fees can be used from the students later on to cover their travel expenses in case of paper presentation in conferences.

II. Analysis

The quantity and quality of facilities are judged sufficient from both students and staff. In addition, new facilities are added (eg. AI lab and smart campus) in order to improve the already existed ones and support students on their researches.

Results show high satisfaction levels (mentioned in the document M6.4), particularly for laboratory infrastructure (nearly 70% at the highest satisfaction level) and secretarial support (93.8% high satisfaction). Student awareness is ensured through the comprehensive Study Guide, orientation days, and a transparent website that hosts all regulations and service descriptions. However, quite a few inconsistencies have been identified in the website especially concerning the coherence between the Greek and the English version of the website (e.g. announcements in the English version are not updated etc) and the links to the teaching staff personal pages.

Despite identified challenges regarding a high student-to-permanent-staff ratio, the institution mitigates this by employing highly qualified temporary staff and providing them with systematic training opportunities.

III. Conclusions

The MPhil in Computer Science and Informatics is fully compliant with the requirements for resources and student support. The academic unit possesses sufficient, specialized, and modernized means to provide a high level of studies. There is a clear student-centred orientation, with robust mechanisms for academic advising with a strong focus on the family atmosphere. The feedback-driven improvement cycle shows a big willing to improve and ensures that the facilities remain fit for purpose and that students are well-informed.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1. For the future, collaborations with external labs (Greek or international) can be studied in order for the students to broaden their acquaintances and facilitate exchanges.

R6.2. Establish a formal alumni structure and introduce networking activities between graduated and actual students and between students and external stakeholders.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

HUA has established a comprehensive digital infrastructure for managing and monitoring data related to the MPhil in "Computer Science and Informatics." The core of this framework consists of several integrated information systems:

- Quality Data Collection Information System (ΠΣΣΔΠ): Managed by the Quality Assurance Unit (MODIP), this system supports the entire evaluation cycle, utilizing the LimeSurvey platform for the electronic collection of primary data.
- Integrated Student Management Information System (ΟΠΣΔ Φοιτητολογίου): Operating since 2016-2017, it facilitates electronic communication between students, faculty, and the Secretariat. It is used to extract Key Performance Indicators (KPIs), student population profiles, progression data, and graduation rates.

- External Reporting Systems: The university's internal systems are interoperable with the National Quality Information System (ΟΠΕΣΠ) of the Hellenic Authority for Higher Education (HAHE), allowing for automated daily data harvesting.
- Research Tracking: The Department uses a custom digital tool leveraging the Scopus API to automatically monitor the research output and citations of faculty members. An extract of this has been provided to the panel.

The data collection methods are structured around three primary axes:

(1) Student Evaluation: Mandatory anonymous questionnaires at the end of each semester regarding courses and instructors. The students met mentioned also that they feel free to contact the secretariat and the teaching staff of the department at any time for any question or topic they want to discuss. Students participate also (in a monthly basis) to a workshop with the presentations of the other student; it is a moment to discuss about all the difficulties during this month.

(2) Exit Surveys: Mandatory anonymous electronic "exit questionnaires" for graduating students, covering academic and organizational aspects. Alumni students are also invited to give feedback once they have graduated.

(3) Faculty and Infrastructure Reporting: Annual mandatory "Inventory Sheets" (Απογραφικά Δελτία) for faculty research/teaching activity and surveys for administrative/technical staff regarding infrastructure and support services.

Several KPIs (including the students follow up) have been presented during the meetings.

II. Analysis

The institution demonstrates effective procedures for using data to drive accurate decision-making and continuous improvement. The findings show a clear closed-loop feedback system: data collected via ΠΣΣΔΠ is processed statistically by the internal evaluation group (OMEA), which then presents reports to the Departmental Assembly. This analysis is used to identify positive and negative points, leading to specific improvement actions and the annual redefinition of quality targets and KPIs.

The presented KPIs were very well appreciated by the panel.

The involvement of stakeholders has been recently institutionalized through an Industrial Board.

Students (current and alumni) are active participants through evaluations. Their feedback impacts also the "Teaching Excellence Awards": teaching staff receive direct feedback on their performance through statistical summaries and student comments, which they must use to adapt their teaching methods and course content. Furthermore, the program has begun incorporating feedback from external stakeholders (industrial partners and alumni) through career days and

dedicated questionnaires to align the curriculum with market needs.

The system specifically addresses all areas of interest mentioned in the principle:

(1) Progression and Success: Tracked through the SIS, with OMEA monitoring success rates per course.

(2) Satisfaction: Measured through specialized surveys for teaching, infrastructure, and the overall study experience.

(3) Learning Resources: The adequacy of labs, libraries, and technical support is evaluated annually, with results showing high satisfaction (e.g., 93.8% for secretarial support).

It was also said during the meetings that the current KPIs tend to change or improve through the years.

III. Conclusions

The MPhil in "Computer Science and Informatics" provides an efficient infrastructure to ensure the collection of relevant data. It is worthy to mention that the questionnaires are undergoing continuous improvements.

The students met are clearly satisfied with their learning experience and the support they receive by both the academic and the support staff. It is also important to mention that students' progress is follow up with KPIs even after their graduation and they are continuously invited to participate in the improvement of this PSP.

Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 Continue the good work with the KPIs. The quality assurance policy is publicly available through the website. However, display the providing KPIs publicly (in QA policy or HUA's website) or at least in the reports is highly recommended.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Department provides ample information to prospective and current students, as well as to alumni, external stakeholders and the general public. The main channel for providing this information is the website of the Department, where a special segment is dedicated for the promotion of the Programme.

The programme's website is well-designed and the information provided is clear, covering all relevant aspects of the Programme's operations, such as its quality assurance policy; course outlines and intended learning outcomes; teaching, learning and assessment procedures applied; the student guide; and so on.

The website is both in English and in Greek, it is well-organized and the information is easily accessible.

Other channels which the Programme uses to provide information and to promote the Programme include workshops, invited speakers, and most importantly, alumni and industrial stakeholders.

II. Analysis

Although the Programme's website is well organized and the information easily accessible, there are three main aspects that need to be attended to rather urgently:

First: keep the two versions frequently updated and synchronized.

Second: keep the terminology uniform across the website.

III. Conclusions

Although the Programme's website is well organized and the information easily accessible, there are two aspects, as highlighted in the recommendations below, that need to be attended to, urgently.

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R8.1 Keep the information in the website up to date, with uniform terminology and with the two versions synchronized.

R8.2 Publish the statistics that you have on student performances on the website. This can definitely help promote the Programme.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The Programme Steering Committee (PSC) of the MPhil in Computer Science-Informatics has set a straightforward and well-established procedure of an internal evaluation of the programme. This follows the generic framework led by the University Quality assurance Unit (MODIP) and employs the Information System for Collecting Quality Data of the University. The above link and follow the HAHE established framework of assessing quality provision in Greek universities. The information collected includes data on student numbers, academic and administrative/technical staff, financial matters and research activity. They relate and inform the annual reports and evaluation of the university academic units. The final outcome includes an assessment of the teaching work, the adequacy of the facilities and the work environment as it relates to departments, the feedback based on student questionnaires and the publication record of the academic staff. The collected data and analysis are submitted to the departmental assembly.

The results of the student questionnaire are made available to the teaching staff and the Head of Department plus the Internal Evaluation Committee (OMEA). The data are evaluated based on (i) staff teaching performance as submitted by students, (ii) organisation of the individual modules/projects (iii) the material delivered, (iv) the use of new technologies, (v) the working cooperation of staff and students and finally (vi) the desired student-centred curriculum delivery.

It was very good to know that there is an established follow-up of the above process. The results are evaluated by OMEA and a course of action, as necessary, is recommended. If needed, a senior member of staff, i.e. Head of Department will get involved working with a member(s) of staff in a constructive effort for improvement. In discussion with the academic staff, it was established that this is done (when necessary) in a very collegial way with positive results.

The final outcome of the work of OMEA forms part of the annual internal report of the Department. In internal discussions that follow, this process results in the setting of parameters that form the basis for a continuous improvement of the programme (resources, content and delivery).

There seems to be a separate process that covers specifically the evaluation of the services and the working environment as it relates to staff and students. This includes a questionnaire to students and staff (academic, administrative, technical). The outcome is evaluated by OMEA/MODIP and results in parameters/themes that need to be included in a continuous quality improvement process.

II. Analysis

The Panel is particularly pleased that the SPC/Department and the University have a thorough and well-established process for the quality monitoring and evaluation of the MPhil programme in Computer Science-Informatics. It was clear during our discussions that the staff are fully engaged in the process in a very supportive and collegial manner and this does result in the establishment of a well-considered trajectory for a continuous quality improvement process; particularly important as it involves a rapidly changing national/international field of science. The results of the student questionnaire seen by the Panel verify - well above average - student satisfaction levels. This was also confirmed in the meeting of the Panel and the students, both current and graduates. In addition, in the meeting with the stakeholders it became evident that the curriculum content and projects and level of provision was very highly regarded.

III. Conclusions

The internal assessment of the teaching programme/projects takes place through questionnaires during the winter and spring semesters on an annual basis. There is a thorough discussion at departmental level of the results collated by MODIP/OMEA. It was reassuring to verify and note that actions are considered and acted upon in a positive, constructive and supporting climate.

The Panel was very pleased to note that the cooperation with external stakeholders was excellent. An Industrial Advisory Board has recently been established, including senior staff from industry and other relevant organisations. Its members are able to contribute and advise academic staff on a number of issues, all relating to student-centred learning and aiming for a continuous improvement of the programmes/curriculum offered by the Department, including the MPhil in Computer Science – Informatics. This is an excellent practice and should be extended to other academic units of the university, if not done already.

One observation that is worth mentioning is the necessity to include student representatives in an official established manner when discussing the results of the questionnaires and other inputs/parameters (e.g. resources) relating to the programme at the PSC and departmental assembly level. The students should then be able to contribute and be fully informed of any actions taken as a result of their comments.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1. Establish an official process for student participation and involvement in the programme steering committee and the departmental assembly for direct comments and feedback.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

The last evaluation of DIT took place on September 8-10 of 2014, through physical presence and included numerous meetings and visits. DIT was then a new Department, within an older and well-established academic institution. In general, the opinion of the Panel was very positive both in what concerns the QA procedures and the curriculum. A total of 15 recommendations were made concerning the curriculum, the teaching, the research and other services.

On 2019, the DIT undergraduate program accreditation took place. The original 2019 report was not provided. However a concise tabular report re-assumed all (hopefully) recommendations and provided with the planning and the responsibilities on how to deal with each of these recommendations.

Finally, on November 2024, the accreditation of the new DIT PSP on Advances in Computer Science and Information Systems (ACSIS) took place remotely. The report has not been provided by DIT.

II. Analysis

DIT has reacted positively to the recommendations by both 2014 and 2019 External Panels by setting-up plans to deal with most of the issues and the recommendations. No information has been provided on the reactions to the 2024 Panel. There are, however a number of major concerns regarding the strategy of the Department that, inevitably, reflect to the PSP under accreditation. More in particular, on all the evaluation / accreditation exercises quoted above, one major strategic issue that was mentioned, with various wordings, has to do with the DIT character and identity, or better the lack of it. Quoting from the above reports:

"However, these plans need to be well thought out and formulated, and more importantly they need to be based on a well-defined strategic plan that sets the Department's overall research identity..", Research, Improvement, 2014 Report

"Toward these goals, the DIT could benefit from further clarifying and clearly articulating its identity. This is important for a number of reasons. It is needed in order to: (i) position itself in terms of its research; (ii) to attract strong new faculty, when financial conditions allow, that fit with this identity; (iii) to recruit non-DIT/HUA PhD candidates; and (iv) to position and market DIT programs at the undergraduate and MSc levels", Final Conclusions, Executive Summary, 2014 Report

"The PSP is technology oriented, potentially fitting under almost any Greek higher education establishment. HUA relevant IT applications (i.e. GIS, smart home, health) are missing, diffusing rather than strengthening the identity and the competitive advantage of its host institution", Weaknesses, Nov 2024.

"The Department and the PSP should consider revising its research strategy towards a distinct HUA identity and, consequently, focus on applications that complement and strengthen the HUA's overall offering", Recommendations, Nov 2024.

Unfortunately, although DIT has set up elaborate plans to address other recommendations and issues, often much less important, it has completely failed to address this very important strategic recommendation. This is even more so in what concerns the current PSP, which is not a convergence but a specialisation one: such a PSP could, in fact, be limited to a number of HUA-relevant themes rather than extending in such a big variety of topics as the current PSP curriculum!

Another issue, recurrent within all external exercises, has to do with the relations of DIT with its alumni. Although there have been some actions towards the institution of some "alumni days", the claimed results are rather meager, apart from some prominent success stories, which are presented at the meetings with the external panels, there seems to be no valid statistical data on the alumni professional careers not a realistic target or KPI on how to obtain such meaningful statistical data!

III. Conclusions

The Department failed to address repeated solicitations / recommendations from external evaluation / accreditation panels on focusing its research and educational activities on subjects relevant to HUA's history and character, thus contributing towards a distinct identity / brand name. This is very evident to the specialization / MPhil PSP currently under accreditation, which could have been limited to a number of HUA-relevant or DIT priority themes rather than extending in such a big variety of topics as the current PSP curriculum!

Additionally to the above, DIT must dedicate more efforts to track its alumni

careers, as already advised on a number of occasions.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R10.1 Address the repeated recommendations on focusing DIT research and educational activities, possibly on subjects relevant to HUA's history and character, thus contributing towards a distinct departmental identity / brand name.

R10.2 Subsequently to R10.1 above, focus the PSP on specific areas, streamlined to the DIT / HUA strategic objectives.

PART C: CONCLUSIONS

I. Features of Good Practice

Solid QA procedures, backed by efficient services at Department and University level.

QA goals and KPIs on the alumni research careers.

Collegial and very supportive working environment

Excellent support from stakeholders, now institutionalized as an Industrial Advisory Panel

II. Areas of Weakness

Too generic QA goals and KPIs. Lack of strategy and identity.

Lack of focus: too generic, for a specialisation PSP.

The Department does not involve students in annual reviews as part of the Programme Steering Committee and Departmental Assembly

III. Recommendations for Follow-up Actions

1. DIT must comply to the repeated past recommendations and better focus its research fields, application domains and strategy.

2. The MPhil should focus in areas congruent with the DIT/HUA identity and strategy rather than being "do-it-all" programme.

3. Reduce the number of thematic units and focus better each thematic unit, limiting the number of topics treated.

4. Update the Programme's website frequently and keep the two versions (Greek and English) synchronized.

5. Maintain and publish statistics on student performance on the Programme's website.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principle 1, 3, 4, 5, 6, 7 and 9

The Principles where substantial compliance has been achieved are:

Principle 2, 8 and 10

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	Signature
ANDRITSOS FIVOS	Signed by ANDRITSOS FIVOS
Christofi Maria	Signed by Christofi Maria
KARAYIANNIS TASSOS	Signed by KARAYIANNIS TASSOS
SPYRATOS NICOLAS	Signed by SPYRATOS NICOLAS
ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ	Signed by ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ