



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Applied 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 **Applied 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 **Applied 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.

Wednesday, February 11:

As per the Final Timetable, the meeting proceeded with the meetings scheduled for the convergence PSP on Applied Informatics. The Panel met:

From 15:00 until 15:45 with the PSP teaching staff.

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 in 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 Programmes, named after the corresponding Departments, as well as three MSc Postgraduate Programmes on:

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

The Department also offers two interdepartmental PSP programmes:

- 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 PSP on Applied Informatics (AI), object of this accreditation, was established by Law 99525 published in the Government Gazette No 3300 of June 28, 2022 (ΦΕΚ 3300/Β'/28-6-2022). It awards a Diploma of Postgraduate Studies (M.Sc.) and is a conversion programme. It is addressed to generic graduates with no (or limited) knowledge or experience in Computer Science and Information Technology.

Studies can be either full-time (for a minimum/maximum of 12/24 months across 2/4 academic semesters, a thesis being written during the summer months) or part-time (for a minimum/maximum of 24/48 months respectively across 4/8 semesters). The tuition fees (2022-2023) amount to a total of 3,400€, paid in 3 or 6 installments for full and part-time students respectively. 30% of the total number of students admitted to the MSc are exempted from the obligation to pay tuition fee.

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 on Applied Informatics (AI), object of this accreditation, is a conversion PSP, addressed to graduates with limited knowledge in Computer Science and Information Technology.

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 exists a set of measurable well-monitored objectives. However, most documents are very generic and, in fact, could refer to any IT related department in any Greek HEI.

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

During the meeting with the DIT and the PSP management, comprehensive statistical data on the career paths of their alumni were presented to the Panel. These very useful data were not part of the PSP accreditation documents supplied through HAHE. Equally, there is no specific KPI or any 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.

II. Analysis

As per the above findings, the PSP is compliant to the HAHE QA requirements. It has a solid and well-written QA policy, backed by an efficient set of services at departmental and University level. However, the Panel has some concerns that, at long term, risk compromising DIT's performance:

1) The documents provided through HAHE are of good quality but too generic. Indeed, they could apply to almost any IT department of any Greek HEI. They lack in identity and do not put in evidence the specific advantages of HUA/DIT, as these became evident from the discussions during the meetings with the management, the faculty, the students, the alumni and the stakeholders. As became evident in 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. It's a pity that these strategic goals and research priorities have not been mapped / transposed in the QA related documents provided through HAHE.

2) The need for such a conversion PSP is demonstrated very well, both at national and at EU level. In addition, the Panel understands and shares the enthusiasm of the PSP faculty related to the particular student population and the intellectual challenges and benefits associated to the teaching process. However, given their inevitable low RTD content, such PSPs, if not correctly framed by other RTD intensive activities, may limit the Department's offering to professional services and hinder its further academic development. Consequently, a concise strategical development plan at Departmental and University level is necessary in order to fully exploit the benefits of such PSPs, otherwise very useful to the economy and the society at large.

3) The most important criterion of the success of any educational programme is the success of its alumni. The Panel cannot but commend DIT's initiatives to get feedback from its alumni, including through questionnaires. However, as is the case in most Greek HEI, KPIs and indicators on the alumni career development are missing from the official QA policies and procedures. HUA, DIT and the PSP should establish a mechanism, as is the case in most foreign HEI, to track the careers of its alumni so as to be able to derive statistically meaningful data and adapt their educational offerings accordingly.

4) The PSP, along with the Department, have very good relations with important stakeholders in Greece and abroad. However, these relations were mostly on an ad-hoc basis. A formal advisory committee, at least at Departmental level, would be highly beneficial for the Department and the PSP. Consequently to the discussions and briefings with the DIT and the PSP management, HUA/DIT forwarded to the Panel a document on the constitution, last year, of a DIT Industrial Board. This initiative goes along the recommendations of this and other evaluation / accreditation Panels.

III. Conclusions

The PSP is compliant to most HAHE QA requirements, especially in terms of QA procedures and support. Last year, an Industrial Board was constituted, in accordance to the recommendations of past evaluation / accreditation Panels.

However, the documents provided, including the QA targets and KPIs, are too generic. This conversion PSP, undoubtedly very useful to the Greek society and economy, does not appear to be a result of a concise development strategy at Departmental or University level.

No statistical data and no KPIs were provided as part of the QA related documents on the alumni professional careers, although such comprehensive data 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 in evidence the HUA/DIT specificities and its proper identity, at least in the QA documents provided through HAHE.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 DIT must focus better its research, in collaboration with its host Institution (HUA), towards a concise well-focused research identity and development 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 DIT must continue and further enhance the interaction with its alumni and must introduce QA goals and KPIs relevant to the alumni (graduate and post-graduate) professional careers.

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 75 ECTS Postgraduate Study Programme (PSP) called “Applied 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. It is a conversion programme over three semesters, with courses delivered during the winter semesters (2x30=60ECTS), while the summer semester is devoted to diploma work (15ECTS). According the PSP presentation and the DIT website, the tuition fee is €3,400, but 4,000 are quoted according in Document M1.

The programme offers the possibility of part time studies of a duration of four semesters (minimum) to eight semesters (maximum). The maximum duration of studies is five (5) semesters for full-time study and eight (8) semesters for part-time studies. The programme admits up to 40 students, including those part time. Teaching is done from faculty members, faculty from other universities and, sometimes, by invited professors.

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 HUA 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.

It is important to note that, during the meeting with the students, the EEAP Panel heard that a family climate prevails in the Programme, and that the teaching staff are always available to answer questions and help solve any problem related to their studies.

II. Analysis

This PSP is up to international standards and the subjects taught are of high current interest. However, subjects taught in the PSP evolve rapidly and therefore the curriculum will need frequent updates.

The external stakeholders, as well as the alumni met by the Panel were very supportive to the PSP and willing to help in its development. On the other hand, it is encouraging that, according to documents received by the Panel, the Department

is currently organizing the regular feedback from external stakeholders and alumni.

III. Conclusions

The PSP design and approval process is of a high standard and fully aligned with European and national frameworks as demonstrated by the academic structure, regulatory oversight and transparency mechanisms.

Panel Judgement

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

Panel Recommendations

R2.1 Incite students to create an Alumni association/network so as the PSP can receive input for curriculum updates and help graduates in their postgraduate careers.

R2.3 Have a few invited talks from industry, or industry-focused workshops in the first semester.

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 adopts a clear and well-documented student-centred approach to learning, teaching, and assessment. The educational process is based on the continuous active participation of students through laboratory exercises, individual and group assignments, projects, case studies, and the completion of a Master's thesis.

The learning outcomes are clearly defined per course and fully aligned with the European and National Qualifications Frameworks, ensuring coherence between objectives, teaching methods, and assessment. Teaching practices include inquiry-based learning, collaborative approaches, and hands-on laboratory experience.

Faculty members are systematically available for consultation and guidance, while the Academic Advisor scheme is implemented to support students' academic and professional development. In addition, alumni participate in meetings with first-year students, sharing experiences and best practices, thereby strengthening the academic community and fostering a culture of collaboration.

The programme is systematically reviewed through the analysis of student evaluations, which indicate high levels of satisfaction. Students report that they are already applying the acquired knowledge and skills in practice. Meetings are held with the aim of modifying and improving courses, with particular emphasis on strengthening their practical dimension — a process that is recommended to be further institutionalised in order to ensure consistency and continuity.

Stakeholders and representatives of the labour market demonstrate a strong willingness to collaborate, including support for industrial doctoral studies. Meetings are conducted with the aim of continuously improving the curriculum, a process which is also recommended to be formally institutionalised.

Finally, 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 structure and operation of the PSP demonstrate substantial alignment with the principles of student-centred learning. Teaching goes beyond the traditional knowledge-transmission model and promotes active participation, critical thinking, autonomy, and the development of skills directly linked to labour market requirements — an element particularly crucial for a programme designed for academic reorientation.

The existence of an Academic Advisor, the availability of faculty members, the active involvement of students in programme improvement, and collaboration with stakeholders create an environment of continuous feedback and ongoing enhancement.

Assessment is functionally aligned with the intended learning outcomes, thereby strengthening educational effectiveness.

The need for further institutionalisation of certain processes (e.g., systematic curriculum review meetings and structured stakeholder collaboration) constitutes an area for strategic enhancement, without undermining the clearly established culture of quality already in place.

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 systematically and demonstrably implements the principles of student-centred learning, teaching, and assessment. It enhances active participation, practical experience, autonomy, and labour market linkage, while maintaining reliable mechanisms for feedback and improvement.

Principle 3 is fulfilled to a highly satisfactory degree and is fully aligned with European quality assurance standards, with prospects for further institutional strengthening of specific procedures.

Panel Judgement

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

Panel Recommendations

R3.1 Institutionalisation of 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 a clearly defined, transparent, and publicly available framework for admission, study progression, and graduation, as described in the Study Guide and the Internal Regulations.

Student selection is carried out based on established criteria and includes an interview process, ensuring meritocracy and appropriate alignment of candidates with the character of the academic reorientation programme. Academic progression is monitored through the ECTS system, course registrations, and grading records. Clear regulations exist regarding full-time and part-time study, maximum duration of studies, suspension of studies, and dismissal in cases of exceeding the prescribed time limits.

The programme provides opportunities for student mobility and recognition of credit units (ECTS), in accordance with the European framework. The awarding of the Master's degree is accompanied by a Diploma Supplement, ensuring the international recognition of studies.

II. Analysis

The institutional and operational framework of the PSP ensures transparency, equality, and objectivity at all stages of the student lifecycle. The selection process, based on criteria and interview, strengthens the quality of admissions and ensures compatibility of candidates with programme requirements.

Systematic monitoring of student progression, combined with academic guidance, supports the timely and successful completion of studies. Alignment with the European ECTS system and the provision for recognition of studies enhance the international dimension and transparency of the degree.

III. Conclusions

The PSP fully satisfies the requirements of Principle 4, as it provides comprehensive, institutionally established, and transparent procedures for admission, progression, recognition, and certification of studies.

The operation of the programme is aligned with European quality assurance standards and ensures the academic credibility and transparency of the PSP.

Panel Judgement

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

Panel Recommendations

No particular recommendations.

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 Panel found that the permanent and external staff delivering the MSc programme in Applied Informatics have excellent qualifications, enabling them to teach/deliver appropriate supervision as required by the PSP.

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 PSP 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 during the discussions that the very highly collegial environment is conducive to support from senior staff towards new/early career staff in the Department.

The programme and staff teaching on it, enjoy an excellent relationship with industrial stakeholders and are able to receive support and suggestions for relevant postgraduate projects that can be offered to the students in their final semester. This was also confirmed in the discussions of the panel with the stakeholders.

A close examination of the programme and the individual module specifications indicate that staff will need to re-examine aspects of the delivered syllabi and the bibliography provided. In particular, some of the bibliography/references provided do not have dates so not clear if the recommended material is up to date. Some modules do not include up to date references. 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. Development opportunities exist in the University regarding upskilling the teaching capabilities of the academic staff. 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. There is also a very supportive pool of highly qualified senior colleagues from industrial and other governmental organisations. The relation with the academic staff is excellent. In later discussions with senior staff in the university and from the additional documents provided it became clear that a formal Industrial Advisory Panel is established with benefits for both staff (relevant, industry facing teaching material, research ideas/projects) and students.

The students interviewed expressed unanimously their satisfaction with the teaching quality and support they received from the academic staff.

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 MSc programme under review. The staff feel that the balance of their workload is correct and are able to carry out successfully teaching and research activities. Most of the staff publish regularly in academic journals and conferences. They should review on a regular basis the syllabus included in their modules ensuring up to date material and bibliography. This is particularly important in a rapidly evolving area. Student satisfaction is at very high levels.

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 projects.

R5.5 The syllabus and bibliography included in the individual modules needs to be reviewed regularly 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.

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.

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 research.

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) and the links to the teaching staff personal pages.

III. Conclusions

The under accreditation PSP 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 collegial supportive environment. The feedback-driven improvement cycle shows a big wiling 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

The process used to gather data for the PSP is fully aligned with the procedures and adheres to the broader objectives of the institution's quality assurance policy, as shaped by the QAU's guidance and HAHE's Standards of Quality Assurance.

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.

Data collection is carried out regularly and in a structured manner, ensuring that the department compiles reliable information on key aspects of the programme. This includes statistics on student admissions and profiles, faculty members progression, students progression by course, percentages of full and part time students and graduates profession etc.

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 is deeply institutionalized. 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 programme 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 under accreditation PSP 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 HAU'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 used to provide information and 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 a few aspects that need to be attended to rather urgently.

Most importantly, the two versions should be frequently updated and also synchronized. For example, on the opening page of the programme's website (<https://applied.dit.hua.gr/en/home/>) one reads: "Spring semester programme 2023-2024". As another example, compare the following webpages

<https://applied.dit.hua.gr/> and <https://applied.dit.hua.gr/en/home/>

III. Conclusions

Although the Programme's website is well organized and the information easily accessible, there are some important aspects that need to be attended to rather urgently, as per the recommendations below.

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 fresh, with uniform terminology and synchronized in the two versions.

R8.2 Publish the statistics that you have on student performances on the website. This can definitely help promoting 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 MSc in Applied 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 MSc programme in Applied 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 between 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 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. There is an Industrial Advisory Panel (IAP), which includes senior staff from industry and other relevant organisations. Members of the IAP 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 convergence PMS on Applied Informatics. This is an excellent practice and should be extended to other academic units of the university, if not done already.

An 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.
- R9.2. Include graduates working in industry in the Industrial Advisory Panel.

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 programme 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.

The Department proceeded last year to the formalization of its very good, but mostly ad-hoc, relations with important industrial, market and regulatory stakeholders, with the constitution of a DIT Industrial Board. This initiative certainly

goes along the recommendations of this and other external evaluation / accreditation Panels.

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 programmes 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 not addressed adequately this very important strategic recommendation. HUA and DIT have setup strategic development and research plans, which were highlighted during at the DIT presentation and the discussions with the PSP management and faculty. However, the research strategy is not sufficiently focused and, more importantly, it is not mapped or reflected in the accreditation documents provided through the HAHE website.

Another issue, recurrent within all external exercises, has to do with the relations of DIT with its alumni. There have been some actions towards the institution of some "alumni days". Also, it is commendable that the Department is aware of the importance of the issue and presented to the Panel a comprehensive analysis of the alumni career paths. However, such data are not exploited within the Department's QA system. There are no career path targets nor KPIs and, what is most important, there is no mechanism to ensure valid statistical data on the

alumni professional careers in the years to come!

III. Conclusions

DIT has reacted positively to the recommendations by both 2014 and 2019 External Panels by setting-up detailed plans to deal with most of the issues and the recommendations. Last year, responding to the recommendations for a formal external advisory board, it proceeded with the constitution of an Industrial Board. However, it has not addressed adequately the 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.

The choice to offer such a generic convergence PSP, is well-understood as to the economy / societal needs and gaps that it fulfills, as confirmed also by the high number of incoming students. Despite the intellectual challenges and associated benefits to the teaching methods and processes, such a convergence PSP is little more than a service, very useful to the economy and the society but of meager contribution to the RTD of the Department and to the professional development of the academic staff. Hence, it is even more important that this PSP be framed within a solid, concise academic / RTD development strategy.

Finally, DIT must put 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 DIT must comply to the repeated recommendations of all past external evaluation and accreditation exercises by focusing its research, towards a concise and well-focused research identity, distinct but aligned with the HUA overall vision and strategic objectives.

R10.2 The Department's offering must be the consequence of such a planning rather than just the result of individual aspirations of its faculty or an opportunistic fulfillment of market, policy or societal needs. On that purpose, DIT can lever on its newly constituted Industrial Board, perhaps also through a dedicated workshop, to better focus its vision and strategy. This strategy must be reflected also in the QA procedures through adequate goals and KPIs.

PART C: CONCLUSIONS

I. Features of Good Practice

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

Questionnaires filled by graduating students and fresh alumni giving feedback on their overall experience with the Programme.

Collegial and very supportive working environment.

Excellent support from stakeholders, recently formalised through an Industrial Board.

II. Areas of Weakness

Not sufficiently focused strategy on research and development; very generic QA goals and KPIs and lack of identity across all HAHE supplied PSP documents.

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

DIT must better focus and put in evidence its strategy, as presented to the Panel and dully documented, regarding the Department's research identity, vision and strategic objectives.

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

Publish the available statistics on student performances on the Programme's website. This can definitely help promote the Programme.

Have a few invited talks from industry, or industry-focused workshops in the first semester to help students enter smoothly in the environment of their new orientation.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principles 2, 3, 4, 5, 6, 7 and 9

The Principles where substantial compliance has been achieved are:

Principles 1, 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