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Accreditation Report
for the Postgraduate Study Programme of:

Hydrocarbon Exploration and Exploitation

Department: Geology

Institution: Aristotle University of Thessaloniki

Date: June 2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Hydrocarbon Exploration and Exploitation** of the **Aristotle University of Thessaloniki** 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 **Hydrocarbon Exploration and Exploitation** of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. KOKKALA IRENE (Chair)
   University of North Georgia

2. ARGYROPOULOS DIMITRIOS
   North Carolina State University (NCSU)

3. CONSTANTINOU STAVROS
   Department of Geography, College of Arts and Sciences, The Ohio State University

4. PANAGOPOULOS THOMAS
   Universidade do Algarve

5. Ζυγούρη Ευαγγελία
   National and Kapodistrian University of Athens

II. Review Procedure and Documentation

The members of the External Evaluation and Accreditation Panel (EEAP) for the review of the postgraduate study programme (PSP) Hydrocarbon Exploration and Exploitation of the Aristotle University of Thessaloniki were appointed by the Hellenic Authority for Higher Education (HAHE) from the Register of Independent Experts in June 2026, in accordance with Laws 4009/2011 and 4653/2020. The EEAP reviewed all the supplied documents (which we, as panel members, had pre-read and listed below in tabulated form) and agreed on the key questions and issues to focus on during our evaluation. The evaluation was based on the documents provided and the discussions held during the evaluation and took place remotely.

M0. Table of Contents
M1. Master's Programme Academic Certification Proposal
M1.1. Master's Programme Quality Policy
M1.2. Quality Objectives
M2.1. Senate Decision
M2.2. Internal Operating Regulations of the Master's Program
M2.3. Study Guide
M2.4. Course Descriptions and Diploma
M2.5. Teaching Staff Directory
M3.1. Student Evaluations
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M3.4. Teaching and Assessment Methods
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M4.3. E-Learning Regulations
M4.4. Diploma and Diploma Supplement Templates
M5.1. Summary Performance Report
M5.2. Selection of Teaching Staff
M5.3. Teaching Staff Contracts
M5.4. Staff Support Policy
M6.1. Description of Infrastructure and Services
M6.2. Tuition Fee Utilization Plan
M6.3. Sustainability Study of Programme Operations
M6.4. Resource Adequacy Assessment
M6.5. Administrative Staff Directory
M6.6. Student Information Material
M7.1. OPESP Data Reports
M7.2. Information System Operations
M7.3. Data Collection Tools
M7.4. Information Analysis Report

M8.1. Website Maintenance
M8.2. Programme Website (Link)
M9.1. Internal Evaluation Results
M10.1. Master's Programme Progress Report

The first day of the online meeting began on Monday, 8 June 2026, at 15:00 (all times are in Greek time) with a private session of the EEAP members. During the meeting, the committee members were introduced, discussed the submitted files, and assigned responsibilities. At 16:00 the panel met with the following administrators:

Prof. Prodromos Zanis, Head of the Department,
Prof. Dimitris Kostopoulos, Director of PSP1
Prof. Konstantia Tolika, Director of PSP2
Prof. Nikolaos Kantiranis, Director of PSP3
Prof. Maria Triantafylloy, Member of steering com. PSP1
Prof. Panagiotis Tsourlos, OMEA coordinator, member of steering com. PSP3
Prof. Nikolaos Maghioros, President of MODIP, Vice Rector of Academic Affairs and Development
Prof. Konstantinos Papazachos, Member of the QAC
Mrs. Alexandra Tzaneraki, MODIP Committee Secretary

They provided a comprehensive overview of the postgraduate program, including its academic profile, status, strengths, and potential areas of concern, and they responded to the committee's questions. During the meeting, the panel was shown PowerPoint presentations, which was also emailed to the panel members. The committee also viewed several videos focusing on facilities, equipment, and services available.

At 18:15 the committee reviewed videos of the online tour to Evaluate facilities and learning resources to ascertain that the learning materials, equipment, and facilities are adequate for the successful provision of the PSP. Present were:

Koukousioura Olga, Assist. Prof., Lab of Geology & Paleontology, School of Geology AUTH, PSP1.
Dr. Dimitrios Babzelis – EDIP – Applied Meteorology, Weather Modification, PSP2. Ms. Tania Kovaiou, M.Sc. Geologist Technical and Secretarial Support, PSP3.

At 19:00 the EEAP members convened in a private meeting to reflect on impressions of the first day and prepare for the next day of the online review.

On Thursday, 11 June 2026 at 15:00 EEAP met with faculty members of the PSP Hydrocarbon Exploration and Exploitation. The panel discussed with them professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning

outcomes, workload, evaluation by students; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness. The participants included:

Georgakopoulos Andreas, Emeritus Prof., Petroleum Geology, AUTH
Sarris Ernestos, Assis. Prof. of Hydrocarbons, AUTH
Pehlivanidou Sofia, Assist. Prof. of Physical Geography, AUTH
Apostolopoulos George, Prof. of Exploration Geophysics, NTUA,
Vakalas Ioannis, Assist. Prof. of Hydrocarbon Geology, NTUA
Gaganis Vassilios, Assoc. Prof. of Petroleum Engineering, NTUA
Menegaki Maria, Prof. of Surface Mining, NTUA,
Gkogkas Periklis, Prof. of Economic Analysis and International Economics, DUTH
At 16:00 the EEAP met with current students to review Students' satisfaction from their study experience and Department / Institution facilities; student input in quality assurance; priority issues concerning student life and welfare. The participants included:

Academic year 2025-26
Intzevidou Eleni, Ms, Geologist
Polizoni, Chrisanthi, Ms, Geologist
Academic year 2024-25
Karagiannakou Virginia, Ms, Geologist
Ntinopoulos Thomas, Mr, Geologist
Papanikos Stavros, Mr, Economist
Academic year 2023-24
Kapetaniou Eleni, Ms, Environmental Engineering
Alexi Ourania., Ms, Geologist
Karagkiozis Stilianos., Mr, Geologist

At 17:30 the EEAP met with graduates of the PSP Hydrocarbon Exploration and Exploitation to discuss their experience of their postgraduate studies and their career path. The participants included:
Theologis Nikolaos, Field Geologist, EUROTECH SA
Triantafilidis Evagelos, Automation and Instruments Technician, Helleniq Petroleum S.A.
Dontis Georgios, Process Engineering & OT Section Manager, Enerwave member of Helleniq Energy
Christoglou Antonios, Exploration Geologists, METLEN Energy and Metals, EY Bauxites
Sivvas Konstantinos, Instructor, Hellenic Aerospace Industry S.A.

At 18:30 the EEAP met with employers, social partners of the PSP Hydrocarbon Exploration and Exploitation to discuss relations of the PSP with external stakeholders from the private and the public sector. The participants included:

Symeonidis Foivos., Drilling and Production Advisor, Hellenic Petroleum GoC
Grigoriou Ioannis., Vice President of the Administrative Board of the Continental Europe Energy Council (CEEC Group)
Panagopoulos George, Senior Geologist, Energean
Kiomourtzi Paschalia, Geologist, Prinos Surface Lead - Prinos CCS
Alexandridis Ioannis, Exploration Geologist, HEREMA SA
After a private meeting at 19:30 during which the EEAP members discussed the outcomes of the virtual visit, the EEAP held a meeting at 20:00 to discuss several points with representatives from the department, the Director of the program, and representatives of MODIP. The participants included:

Prof. Prodromos Zanis, Head of the Department
Prof. Nikolaos Kantiranis, Director of PSP3
Prof. Panagiotis Tsourlos, OMEA coordinator
Prof. Konstantinos Papazachos, Member of the QAC
Mrs. Alexandra Tzaneraki, MODIP Committee Secretary

The entire process was conducted in a spirit of excellent collaboration. The faculty, staff, administrators and social partners were helpful and transparent about the issues concerning the programme, and they were highly willing to provide any additional information we requested. The Department was very responsive and forthcoming in providing the panel with additional material.

III. Postgraduate Study Programme Profile

The Hydrocarbon Exploration and Exploitation postgraduate program is an English-taught Interinstitutional programme of Postgraduate Studies (IPPS) coordinated by the Department of Geology at the Aristotle University of Thessaloniki (AUTh).

The programme was first established in the academic year 2014–2015. It was later re-founded for the 2018–2019 academic year and has undergone subsequent modifications to align with current legislation and industry needs. It is a collaborative effort between four major Greek universities: AUTH, the National Technical University of Athens, the National and Kapodistrian University of Athens, and the Democritus University of Thrace. The programme provides specialized, high-level knowledge in the science of hydrocarbons, covering the entire spectrum of prospecting, exploration, and production. Its interdisciplinary curriculum integrates technical branches of geosciences and engineering, including petroleum geology, seismic data interpretation, drilling engineering, and reservoir mechanics. The minimum duration to complete the programme is four semesters, including the time required for a Master's Dissertation. The maximum allowed period for completion is six semesters. Attendance is full-time and compulsory. Graduates are awarded a Master of Science (MSc) in Hydrocarbon Exploration and Exploitation. The degree corresponds to 120 ECTS credits and is recognized at Level 7 of the National and European Qualifications Framework. Graduates have high absorption rates in the energy sector, finding roles as engineers, geologists, or consultants in domestic and international companies such as HEREMA (ΕΔΕΥΕΠ Α.Ε.), ΕΑΓΜΕ, and ELPEDISON. Furthermore, many graduates secure scholarships for doctoral studies at prestigious universities worldwide, as the 120 ECTS qualification facilitates direct entry into PhD programs. The programme is unique in the Greek academic landscape as the only English-taught postgraduate course in this field. A major highlight is the use of state-of-the-art industrial software, supported by a donation from Schlumberger valued at over 15 million, allowing students to train on tools like Petrel and ECLIPSE. The educational process follows a blended learning system, combining physical presence with up to 35% synchronous distance learning.

Department of Geology (AUTH): As the coordinating unit, it hosts the programme and provides specialized facilities, including a unique drilling mud laboratory and a dedicated high-performance computer lab. It consists of five sectors and maintains various research-focused laboratories.

Aristotle University of Thessaloniki (AUTH): Founded in 1925, AUTH is one of the largest academic institutions in Greece. As of 2022, it recorded a student population of over 72,000 undergraduates and 7,200 postgraduates. The main campus in Thessaloniki offers extensive support services, including a central library system, a university gym, student health care, and a center for counseling and psychological support.

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 academic unit has established a formal and appropriate Quality Assurance Policy for the PSP, which is aligned with the strategic management and QA policy of Aristotle University of Thessaloniki (AUTH) and its central Quality Assurance

Unit (MODIP). The QA policy is presented as a public statement of commitment. This commitment includes three critical components: a pledge from the academic unit to implement the policy effectively, a dedicated focus on the principle of continuous improvement, and a specific promise for the efficient use of financial resources, including those derived from tuition fees. Continuous improvement is promoted through a structured annual cycle that includes setting specific quality goals, monitoring progress via KPIs, conducting an internal evaluation in cooperation with the Internal Evaluation Group (OMEA) and MODIP, and finally implementing corrective actions based on the findings.

A "Quality Goal Setting" document was provided that offered a detailed and practical framework that translates the department's strategic goals into specific, measurable, achievable, relevant, and time-bound (SMART) objectives for the PSP. Examples of these objectives include improving the average annual degree grade of graduates, reducing the average duration of studies, and increasing the student participation rate in course and teacher evaluations. Each of these quality goals is paired with a suitable Key Performance Indicator (KPI). This demonstrates that the goals are designed to be duly monitored, updated, and communicated as part of a formal quality cycle.

The QA policy is sufficiently communicated to all parties involved. The policy document itself explicitly states that it is disseminated and communicated to academic staff, administrative staff, students, and other stakeholders. Furthermore, the policy is publicly available, having been posted on the official website of the PSP, ensuring transparency and accessibility. Regarding the academic standard of the programme, the learning outcomes are appropriate for Level 7 of the European and National Qualifications Framework for Higher Education. This is explicitly confirmed in the official establishment decision for the PSP, which states that successful completion of the programme leads to Level 7 in accordance with national law (article 47 of law 4763/2020).

The PSP charges tuition fees of €5,200 for the entire four-semester programme, payable in two equal instalments of €2,600. A detailed, pre-defined allocation plan was reported during the accreditation process. This directs 70% of fee revenue to direct educational costs (including teaching staff remuneration, laboratory consumables, software licenses, student travel for fieldwork, and scholarships) while the remaining 30% is retained by the central research fund (ELKE) for institutional overhead. The programme has further demonstrated prudent financial management by diversifying its income streams, having secured a three-year corporate sponsorship from the state hydrocarbon company EDEYEP A.E. and significant in-kind software donations valued at over fifteen million dollars. This approach ensures that the financial resources are managed transparently and sustainably, directly supporting the achievement of its stated quality goals.

II. Analysis

The Department of Geology has established a robust, well-documented, and fully compliant Quality Assurance framework for its IPP in "Hydrocarbon Exploration

and Exploitation." The system is not merely a collection of static documents but a working management tool.

The academic unit has successfully moved beyond creating a symbolic QA policy. The "Quality Goal Setting" document translates the abstract commitment to quality into a concrete, operational plan with SMART goals. This allows for systematic, data-driven monitoring of progress and demonstrates a mature and pragmatic approach to quality management. SMART goals exist, they are paired with relevant KPIs with baseline and target values, and a clear process for monitoring, updating, and communicating them is in place. The explicit linkage of the learning outcomes to the National Qualifications Framework Level 7 in the founding documents confirms the appropriate academic standard and its alignment with European higher education expectations.

While the QA policy and goal-setting mechanisms are exemplary in their design and content, the documentation suggests an area for further refinement. Although the main accreditation proposal mentions that external stakeholders were consulted during the design phase and that their opinions were taken into account, a formal, documented, and recurring process for their systematic integration into the annual quality goal-setting and review cycle is less evident. Similarly, while students provide essential feedback through end-of-semester course evaluations, their direct and structured role in the formal annual goal-setting process is not explicitly outlined in the provided documents for Principle 1. Addressing these two points would transform an already excellent internal quality system into a more fully integrated, collaborative, and externally-facing one.

III. Conclusions

The academic unit has fully met the requirements of Principle 1. It has established an appropriate, published, and demonstrably implemented QA policy that includes clear commitments to continuous improvement and the efficient use of financial resources, including tuition fees. The use of a detailed, KPI-driven "Quality Goal Setting" framework is a notable feature of good practice, as it provides a clear, measurable, and accountable pathway for enhancing teaching quality, student satisfaction, learning outcomes, and research output. The learning outcomes are correctly and formally benchmarked to Level 7 of the National and European Qualifications Framework.

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. Formalise external stakeholder consultation in the annual quality cycle. The PSP should establish a structured, documented process, such as an annual advisory board meeting with key industry partners, specifically to review the quality goals and KPIs related to graduate employability and curriculum relevance before they are finalized for the upcoming academic year.
R1.2. Expand the formal role of students in the annual goal-setting process. The PSP should implement a documented mechanism, such as a dedicated feedback mechanism with students, to directly review student-satisfaction KPIs and to propose adjustments to relevant quality goals for the following year.

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 PRORAMME 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

The Interdisciplinary and Interinstitutional PSP Hydrocarbon Exploration and Exploitation has been in existence since the academic year 2014-2015, in accordance with the provisions of decision 209733/Z1/23-12-2014 (ΦΕΚ 3603/τ. /31-12-2014 and N. 3685/2008 ΦΕΚ) as amended and applied.

This PSP addresses a clear gap in postgraduate education in Greece by consolidating dispersed expertise, infrastructure, and human capital into a single interinstitutional, interdisciplinary national-level programme. The programme was established following extensive consultations with academic staff, researchers, students, and external stakeholders. It aligns with institutional strategy and national higher education policy. The design team took into account the Greek energy priorities for the coming decades. These priorities were reflected in the goals, expected learning outcomes, and structure and organization.

The curriculum includes advanced subjects in geosciences and petroleum engineering and extensively utilizes industry-standard high-cost software. Strong industry links are maintained through guest lectures and applied training. At present, it is not possible to offer a formal internship programme due to the challenges and expenses associated with student placements.

The programme comprises 120 ECTS over four semesters, including a thesis (30 ECTS). It defines clear learning outcomes aligned with Level 7 of the European Qualifications Framework and incorporates stakeholder feedback.

Students receive the official Study Guide via email, and it is available on the website. The Study Guide outlines the curriculum structure, explicitly listing the expected learning outcomes (mapped to Level 7 of the EQF/NQF) and detailing the methods used for student assessment.

Systematic monitoring of the programme occurs through quality assurance processes, including student evaluations, self-assessment reports, and feedback from academic staff and graduates. Continuous evaluation mechanisms are in place, and enrolment averages approximately 8 students per year.

II. Analysis

The programme aligns well with national standards in terms of its design, structure, and quality assurance. A unique strength of the PSP is the integration of

interdisciplinary teaching across four collaborating institutions, which clearly supports a holistic learning experience. Its interdisciplinary nature enhances graduate competencies across geosciences, engineering, and economic analysis. The inclusion of advanced software tools and real datasets strengthens practical learning and employability.

The expected learning outcomes are explicitly aligned with Level 7 of the EQF/NQF.

The Student Guide is under revision and will be adopted in 2026.

A concern is the lack of formal internships, which may limit hands-on industry experience.
By its nature, this PSP requires graduates to have significant practical experience in the field. Strong evidence was provided to the EEAP that, in recent years, a significant amount of such exposure has occurred through essential computational work undertaken as part of the thesis requirement. The EEAP strongly recommends that this practice be continued and enriched with additional activities to provide essential practical exposure for graduates.

Providing students with work experience is limited due to workspace security requirements and confidentiality concerns.

The goal is to internationalize student recruitment. It is our understanding that Greek laws make it difficult and time-consuming for interested international applicants to obtain the necessary approvals to meet all admission requirements.

Continuous monitoring and evidence-based revisions demonstrate a mature quality culture and a commitment to continuous improvement. Planned revisions for 2025–2026, addressing emerging fields such as carbon capture and hydrogen technologies, indicate responsiveness to evolving sector demands.

A systematic, documented comparison with international peer programmes is lacking and would enhance the international visibility.

The programme recently established an External Advisory Board. However, the process needs to be formalized and fully optimized to ensure rigorous effectiveness.

III. Conclusions

The PSP on Hydrocarbon Exploration and Exploitation is fully compliant with the accreditation requirements of Principle 2, because it is well-structured and aligned with national and international standards. Additionally, it integrates theoretical and applied knowledge and responds to strategic national energy priorities.

Panel Judgement

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

Panel Recommendations

R2.1. In collaboration with the labor market, increase practical exposure to the field in the curriculum.
R2.2. Introduction of internships and enhanced recruitment strategies.
R2.3. Establish a formal External Advisory Board to support continuous review and further enhance the curriculum and strategic vision through structured participation from students, alumni, and external stakeholders.

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 Postgraduate Studies programme (PSP) in Hydrocarbon Exploration and Exploitation demonstrates a structured and coherent approach to student-centered learning, teaching, and assessment. The expected learning outcomes are clearly defined and align with the European and National Qualifications Frameworks, ensuring transparency and consistency in the level of studies.

A unique strength of the programme is its interinstitutional and interdisciplinary curriculum, which fosters diversity and specialty expertise in its faculty.

The programme design takes into account input from students, graduates, and external stakeholders, thereby supporting the relevance to society and enabling continuous improvement.

Faculty employ a variety of teaching methods, including lectures, discussions, laboratory exercises, group projects, and research-based activities. Flexibility in teaching methods is evident through the combination of theoretical, laboratory, and project-based learning approaches.

These methods promote active student participation and engagement. Systematic use of digital tools and high-cost specialized software (e-learning platform) supports learning and communication.

The learning environment provides for collaboration between students and academic staff. Instruction aligns with the goals and objectives and emphasizes interdisciplinary and research-oriented learning.

An area that requires additional attention is the lack of adequate opportunities for practical field exposure for students. Faculty have developed creative solutions, including essential computational work to complete the thesis. However, these solutions need to be further expanded. On-site placements pose safety and confidentiality issues, but these barriers must be addressed.

Each student receives support from an assigned Study Advisor, who monitors progress and provides academic and career guidance. Additional institutional services further enhance student support.

Assessment procedures are clearly defined, communicated in advance, and aligned with learning outcomes. Multiple assessment methods (written exams, reports, projects, presentations) are used. Formal regulations ensure consistency, including provisions for re-examination and special assessment committees.

The programme makes explicit provisions for students with special educational needs, offering alternative examination methods and reasonable accommodations. Institutional frameworks promote equality, diversity, and inclusion.

Students participate in voluntary anonymous electronic questionnaires for teaching and course evaluations, which provide feedback for programme changes. The PSP operates within the institutional quality assurance framework and maintains compliance with existing practices.

The programme uses a variety of assessment methods that align with the

expected learning outcomes and are detailed in formal procedures and course descriptions. Quality assurance mechanisms include systematic data collection, monitoring, and internal evaluation processes to improve instruction and evaluation practices.

II. Analysis

The programme effectively aligns with ESG and HAHE principles by implementing diverse and interactive teaching approaches and integrating research-oriented learning. The emphasis on laboratory work and applied projects is particularly appropriate for the discipline.

The clear definition and alignment of learning outcomes with existing qualification frameworks ensure that students are aware of expectations and learning outcomes. The use of diverse, transparent evaluation procedures ensures fairness and validity in assessing student performance.

The use of structured quality assurance methods, such as monitoring and internal evaluation processes, is evidence of strong institutional commitment to the continuous improvement.

The nature of this PSP requires that its graduates have significant practical exposure to the field. The EEAP was provided strong evidence that, in recent years, a significant amount of such exposure has occurred through essential computational work provided via the thesis. This practice should be continued and further enriched with additional activities to provide essential practical exposure for graduates.

III. Conclusions

The PSP demonstrates a solid, effective approach to student-centered learning, teaching, and evaluation.

Panel Judgement

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

Panel Recommendations

R3.1 Strengthen student-centered teaching methods promoting flexibility and student autonomy.

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.

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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 selection of incoming students for the Interdepartmental PSP is conducted through a call for applications issued during the academic year preceding the year of admission. The announcement lists the eligibility requirements for prospective graduate students, the supporting documents that need to be submitted, the deadlines for submission and any other necessary details. The submission of supporting documents and the entire application process for admission to the PSP is conducted online, as candidates are invited to send their documents by email to the Secretariat. The evaluation of applicants includes an interview. The entire process is detailed in the Internal Regulations and the Study Guide of the PSP, which are available at the PSP dedicated website.

The PSP has a duration of 4 academic semesters, while the maximum duration may extend to 6 semesters. Coursework is distributed in all semesters (100 ECTS), with fourth one including the thesis (20 ECTS). No internship is included in the PSP. There are 23 mandatory course and two elective ones. Up to 35% of the programme can be delivered via distance learning methods, as per the e-learning regulation.

The assignment and completion of the PSP thesis is governed by regulations listed in the Internal Regulation and the Study Guide. These documents also include student rights and obligations, mobility regulations and the procedure of award and recognition of degrees. There is also a detailed Diploma Supplement, both in the Greek and the English languages. Student progression is monitored by written

and oral exams, as well as the presentation of projects.

II. Analysis

The PSP provides material towards supporting the students in taking full advantage of all available services. Student progression is monitored comprehensively, the ECTS is applied consistently across the curriculum. Student progression is monitored through clear regulations and procedures detailed in the Study Guide and other relevant documents.Student mobility is available via the Erasmus+ programme (Erasmus+ placement). However, the intensive nature of the PSP does not encourage many students to take advantage of this opportunity to work abroad and make connections to the rather difficult to break into petroleum industry. Including practical training would also be very useful for the students, where they could apply their newly acquired entry-level skills.

III. Conclusions

The learning resources and student support are in line with the standards and requirements.

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. Include more regulations on the PSP website.

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 EEAP reviewed and discussed the documentation for the PSP, including the list of teaching staff with their specialisations and affiliations, the procedures and criteria for teaching staff recruitment, the summary of staff performance in research and teaching, the staff employment regulations and obligations, and the policy for staff support and development.

Composition of the Teaching Staff

The teaching staff for the PSP “Hydrocarbon Exploration and Exploitation” is drawn from four collaborating Hellenic institutions: Aristotle University of Thessaloniki, (the coordinating institution), the National Technical University of Athens (NTUA), the National and Kapodistrian University of Athens (EKPA), and the Democritus University of Thrace (DUTh).

The staff composition is designed to cover the full spectrum of the hydrocarbon value chain, from geology and geophysics to drilling engineering, reservoir management, and economics. According to the nominal list of teaching staff and the PSP's accreditation proposal, the teaching staff consists of 22 faculty members from these four participating institutions, who are responsible for core teaching, thesis supervision, and curriculum design. In addition, the PSP is supported by 3 laboratory teaching staff (ΕΔΙΠ) and technical staff (ΕΤΕΠ), who provide essential support for laboratory exercises and manage the IT infrastructure for the dedicated software cluster. Finally, the PSP enriches its instruction by inviting (about 6) external and guest lecturers from industry and research organisations. In total, the PSP draws on a pool of 31 teaching and instruction staff. The staff-student ratio is favourable, with approximately eight to fifteen students admitted per year, resulting in a ratio of roughly two to one or even one to one between teaching staff and students.

Recruitment, Professional Development, and Mobility

A clear set of merit-based criteria and procedures is in place for the recruitment of the teaching staff for the IPP. The selection of teaching staff follows the national legal framework (law 4957/2022), which mandates transparent and objective processes. For the recruitment of permanent faculty members (Δ.Ε.Π.) who will teach in the PSP, the Department uses the national electronic system APELLA, which guarantees the integrity and transparency of the process. The criteria for selection and promotion explicitly include the overall teaching and research work, their international scientific impact as measured by Scopus and Google Scholar, and their teaching experience. The recruitment of temporary or guest teaching staff for the PSP is the responsibility of the Programme Committee, which makes assignments based on the specialised expertise in hydrocarbon exploration and exploitation, their scientific work, and their teaching experience. There are significant professional development opportunities for the teaching staff of the PSP. The policy for staff support and development encourages academic activity, innovation in teaching methods, and the use of new technologies. The Institution provides educational leaves for scientific reasons (one year for every six years of service), opportunities for parallel employment at foreign universities, and leaves for conferences and seminars. The University (AUTH) also supports staff development through the Centre for Teaching and Learning Support (KEDIMA) and through participation in the European University (EPICUR) and Erasmus+ staff training programmes. Teaching staff mobility is actively encouraged, with the staff development policy explicitly referencing the ability to travel abroad for research, teaching, and training.

Scholarly Metrics and Research Productivity of the Teaching Staff

The 22 core faculty members teaching in the programme demonstrate high research productivity. Over the two-year period of 2022-2023 alone, they published 183 articles in scientific journals, averaging more than 8 publications per faculty member. Over their full careers, the same group has published a total of one thousand 834 journal articles, averaging over 83 per faculty member, and have contributed 59 books or book chapters. The impact of this work is evident in

respectable citation metrics. For example relevant Scopus data shows a total of 21,799 citations.The staff also demonstrate strong research activity through participation in funded projects. In the academic year 2020-21 alone, the Department of Geology had 45 external research collaborators and was involved in 27 active research projects, many directly relevant to hydrocarbon exploration and exploitation. This sustained research activity directly informs the teaching within the program.

Workload, Linking of Teaching with Research, Student Evaluation, and Research Strategy

The workload of the teaching staff for the PSP is appropriate and allows for engagement in research activities. The legal framework and the Internal Regulations stipulate that teaching assignments for the postgraduate programme are additional to the statutory obligations of faculty members, and the weekly teaching load for any faculty member in the programme does not exceed six hours. There is a strong link of teaching and research within the program. The curriculum includes a mandatory research thesis (20 ECTS) and the course syllabi explicitly require students to engage with current scientific literature, and students have access to industry-standard research software valued at over fifteen million dollars. The teaching staff is regularly evaluated by students through the mandatory, anonymous, electronic MODIP evaluation system. The PSP Director analyses these results annually to identify problems and recommend corrective actions. Finally, there is a defined research strategy for the PSP, concentrating on the entire value chain of hydrocarbon exploration and exploitation, which was further strengthened by the recruitment of a new faculty member with an exclusive specialisation in this field.

II. Analysis

The Department of Geology and the University (AUTH) have established a comprehensive, transparent, and highly functional framework for the teaching staff of the PSP.

The recruitment process is merit-based and follows strict national regulations, ensuring fairness and objectivity. The commitment to professional development and mobility is strong, with multiple legal pathways for educational leaves, conferences, and international exchanges. The workload management is appropriate, with a six-hour weekly cap that protects research time. The PSP is staffed by a highly qualified group of 31 teaching personnel drawn from four leading Greek institutions. The staff-student ratio is excellent and a significant strength. The scholarly metrics confirm the high research productivity of the faculty members. This sustained research activity directly informs teaching, making the linking of teaching and research exemplary. The student evaluation system is institutionalised and regular. However, a minor area for improvement exists: the documentation does not show evidence of a structured, mandatory pedagogical training programme specifically designed for the teaching staff of the PSP.

III. Conclusions

The programme is fully compliant in all major aspects of Principle 5 , including merit-based recruitment, professional development opportunities, appropriate workload management, an excellent staff-student ratio, high scholarly productivity (over one thousand eight hundred journal articles and an average h-index of sixteen to eighteen), exemplary linking of teaching and research, regular student evaluations, and a defined research strategy.

Panel Judgement

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

Panel Recommendations

R5.1. Structured pedagogical training programme for PSP teaching staff. The University, has recently formed the Centre for Teaching and Learning Support (KEDIMA). The teaching faculty of the PSP were receptive to a possible short annual training seminar, focusing on student-centred methods for postgraduates and strategies for blended learning. Such activities are encouraged.

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 LEARING 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 Aristotle University of Thessaloniki makes available a number of facilities and services to cover the teaching and learning needs of the PSP, such as the University Libraries, the Internship Office, the Career Office, the Academic Advisor and student welfare services. The Department of Geology provides a 4 teaching rooms for the PSP, and a room which includes computers and PSP related software. The University also provides a range of IT services and a student portal (elearning platform). The course material is taught on-site and online (up to 35 %). All students have access to laboratory equipment for their PSP thesis work and other projects related to the PSP.

Regarding the PSP teaching staff, it is comprised of 30 members, 7 of whom are external collaborators. There are four administrative staff members, one of which is a member of the Department of Geology Secretariat, and two other members who are covered by the PSP budget. There is also one person responsible for technical support, also covered by the PSP. The study guide is well developed, covering all aspects of the PSP. A tuition utilisation plan was submitted in the context of the accreditation proposal, based on a maximum student intake of 8 with a total fee of 5200 euros. According to the submitted tuition utilisation plan the fees cover the operational cost of the PSP, the University does not contribute. The costs include teaching staff administrative and technical support fees, teaching staff and student transportation costs, equipment and software costs, consumables, scholarships, promotion costs etc.; a large percentage of the revenue (30 %) is retained by the University.

II. Analysis

A wide variety of student services and resources (physical and online) is offered for the successful implementation of the PSP, all of which are functional and easily accessible. The teaching resources cover the courses' learning objectives. The administrative staff is competent to ensure the smooth operation of the student support services.

The programme provides a very important commercial software suite, which is amongst the most widely used in the petroleum industry. Although licensing is worth millions of euros for commercial use, the PSP has ensured an ongoing collaboration with the software company, providing the software free of charge in the context of the PSP. This enables not only its use during courses, but also for theses, and provides students with very important entry-level skills. The PSP also utilises open-source software, depending on the course.

The PSP has secured the collaboration of various, high-profile external stakeholders with very high competence. During the EEAP virtual meetings, the fruitful collaboration of the teaching staff members and the external stakeholders was very apparent, including thesis projects and practical training, despite the sensitive nature of data regarding hydrocarbon exploration.

III. Conclusions

The learning resources and student support are in line with the standards and requirements.

Panel Judgement

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

Panel Recommendations

R6.1 Inform students at the end of the second semester about the available research projects, public and private sector partnerships with the PSP and collaborations with other research and academic institutes, as well as companies, so that they can make timely and informed decisions when selecting and planning their thesis project

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 services utilized for data collection for supporting academic and administrative operations throughout the PSP include: the MODIP Quality Management System (QMS), Institutional Repository of Scientific Works (IKEE), Electronic Services of the Aristotle University of Thessaloniki Research Committee, the elearning.auth platform, support for live streaming and recording of courses, institutional account and SSO services for easy access to academic resources and applications, support services for individuals with disabilities (PWD), etc.

MODIP-AUTH has developed and operates an information system through which the data required for the implementation of the Internal Quality Assurance System (IQAS) are managed. This is a continuously evolving Quality Management Information System (QMS) that is interconnected with the electronic databases of

Aristotle University of Thessaloniki (AUTH), enriched with information entered by teaching and administrative staff, as well as by internal users under the responsibility of MODIP. Information collected is used to generate reports and indicators concerning staff and students, as well as the institution's educational, research, and operational processes, enabling their monitoring and evaluation over time. Automatic extraction of data from the services of AUTH (Central Administration, Departments, Central Library, Research Committee), as well as from reliable international bibliographic databases, ensures the reliability of the data and the resulting reports and indicators.

AUTH has established Academic Support Systems for student affairs, including registration of new students in the Interinstitutional PSP, creation of an institutional account and associated student benefits (academic ID, meals, and textbooks), course registration, semester enrolment, processing of grades and issuing of certificates. In addition, the PSP uses various platforms for supporting the faculty in management and delivery of the courses, such as grading review and submission, communicating with students, delivering remote lectures, workshops and meetings workshops etc. Administrative tools for managing the student registry provide the necessary information for technical support to students and faculty members with restricted access through the secretariats' closed network for authorized individuals. AUTH is ensuring Data Protection through a dedicated Computer Emergency Response Team (CERT) addressing any security incidents involving students and network staff/users, while a public key (publickey-PGP) is used to communicate encrypted sensitive information.

II. Analysis

The Interinstitutional PSP uses the AUTH MODIP data collection system to gather information from instructors (instructor profiles and course profiles) as well as from graduate students through online course evaluation questionnaires. Students complete the course evaluation questionnaires using their institutional account credentials, and participation rates are very high. The questionnaires are analyzed by the PSP committee and utilized by the Academic Council with the aim of continuously improving indicators across all evaluation categories. Course evaluations by students are conducted through the MODIP platform with pre-coded questions regarding the course and the instructor alongside the opportunity for students to provide additional comments. This is followed by statistical analysis of the collected data after it has been checked, coded, and tabulated. Following the completion of course exams, the evaluation results are made available to the instructors of the PSP for the courses they teach. Student evaluations are used by instructors to improve their courses, as well as in the performance reviews of faculty members from partner departments as one of the criteria for evaluating their work. Statistical data regarding the human resources of the PSP (instructors, support staff and students) are compiled by the programme every two years.

The Committee evaluates the PSP by collecting information from the Registrar's electronic system regarding student matters (success rates, time to completion,

number of theses, etc.), from MODIP as well as faculty members (course objectives met, problems, shortcomings, etc.) and recommends modifications and adjustments. Regular communication processes are evident for the provision of timely updates and addressing any reported issues promptly. In short, various methods are used to collect information and the PSP encourages staff and students to contribute to the process of collecting and analyzing information.

The PSP maintains a database of graduates in an effort to retain contacts with its alumni. Graduates of the PSP who have assumed important positions of responsibility in public institutions or have carried out significant work in the field of are invited to deliver lectures presenting the progress of their work, within the framework of seminars organized by the program. There is strong evidence that the PSP is informed about the career progress of alumni and facilitates the exchange of information regarding job opportunities, achievements, potential collaborations, events, etc. In addition, the AUTH MODIP Secretariat has distributed a questionnaire to graduates as part of its active engagement with them, with the aim of ensuring its continuous development and further improvement of the PSP.

III. Conclusions

The documentation and discussions with the PSP administration, academic staff and students provide strong evidence that the University have established procedures for the collection and analysis of data regarding staff, students, teaching methods and student progression. Student evaluation and satisfaction surveys are regularly conducted, analysed and communicated to academic staff towards improving the PSP courses and the staff performance. The required amount of data regarding student registration and progression, is collected, analysed and stored according to the relevant legislation and reporting requirements. There is also evidence of good practice regarding the collection and analysis of data from graduates of the PSP with the view of remaining in touch with alumni and improving the PSP for future cohorts.

Panel Judgement

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

Panel Recommendations

N/A

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 PSP maintains a dedicated and comprehensive website, which serves as the primary platform for disseminating public information about the Programme https://hydrocarbons.geo.auth.gr/en/home-eng/. The bilingual website is well-structured, and provides a high level of detail regarding all key aspects of the PSP. It includes general information about the Programme, the application and admission procedures, and all required supporting documents. The regulatory framework governing the PSP is clearly presented through accessible documentation. In addition, the website provides detailed information on the curriculum, including the e-Study Guide and course descriptions. Information on the Programme's structure is available, including teaching staff, committees, and administrative personnel. Emphasis is also placed on the promotion of research and educational activities. Finally, the documentation includes a clearly defined procedure for maintaining and regularly updating the website, ensuring that the information provided remains accurate and up to date.

II. Analysis

The PSP website serves as a clear and reliable source of information for both prospective and current students. It provides all the essential details regarding the Programme's structure, regulations, academic content, and activities in an accessible and user-friendly format. The availability of information such as course descriptions, information on teaching staff, research activities, helps users develop a solid understanding of the Programme and its academic environment.

However, the website could be improved by presentation of academic and educational activities, along with regularly updated announcements about events, seminars and conferences. The website should support effective communication with students and interested stakeholders and could increase academic visibility

by listing previous Master's theses. The PSP has already graduated numerous students. However, there is no specific section in the PSP website on the programme's alumni, and no alumni testimonials. The Programme does not have presence on social media platforms to contribute to the wider dissemination of information, allowing its activities to reach a broader audience beyond the immediate academic community.

An English-language version of the website is available and provides access to essential information. Its further development would support the programme's potential intention to attract international students and strengthen its outward orientation.

III. Conclusions

Overall, the PSP publishes all the necessary information about teaching and learning activities through a well-structured and regularly updated website. However, the PSP does not complement its presence on social media in order to reach not only enrolled students but also any other interested party.

Panel Judgement

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

Panel Recommendations

R8.1. Regularly update the PSP website and enrich it with more information to promote the PSP more effectively.

R8.2. Establish a dedicated section for alumni on the website and include some alumni testimonials.

R8.3. Add selected student projects and/or theses on the programme's website to further enhance the visibility of the academic work produced within the PSP.

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

1. Procedure for Re-evaluation, Redefinition, and Updating of the Curriculum

The programme implements a two-axis monitoring and revision process.

Minor issues and daily operational updates are handled annually by the programme Director in collaboration with instructors and students.

Major structural reforms and curriculum updates occur periodically (typically every five years) or as needed based on annual inventory reports and internal evaluation findings.

The Scientific Committee is responsible for ensuring the curriculum remains current by incorporating the latest industry developments and phasing out obsolete material.

Any modification to the curriculum is decided by the programme Committee and implemented according to the current legislative framework, ensuring student rights are protected.

2. Procedure for Mitigating Weaknesses and Upgrading Structure

Weaknesses are identified through annual Internal Evaluation Reports and the AUTH Quality Management System (MODIP).

The Coordinating Committee (SE) analyzes data from these reports to plan specific corrective actions, such as merging or abolishing courses or introducing new subjects like hydrogen technologies or Carbon Capture and Storage (CCS).

For instructional weaknesses, the Director communicates directly with teachers to suggest improvements; if issues persist, they are referred to the Study Programme Committee (SPC) for further action, which may include instructor replacement.

3. Feedback Processes (Students and External Stakeholders)

Student Feedback: Students evaluate every course and instructor electronically through MODIP AUTH at the end of each semester. The programme has taken specific actions to increase participation rates, such as providing dedicated time during lectures for evaluation completion.

External Stakeholders: The design and modification of the PSP systematically consider opinions from alumni, scientific organizations, and industry employers to ensure alignment with market needs.

Data is also gathered through specialized digital Study Evaluation Questionnaires targeting graduates to track career progression and programme satisfaction.

4. Results of Annual Internal Evaluation and Communication

The PSP underwent a formal internal evaluation for the academic year 2022–2023.

Key Findings: The evaluation confirmed that the programme effectively implements student-centered learning and maintains a high-quality teaching staff. However, it identified "weak points" such as the need for improved student mobility (Erasmus+) and more formal tracking of alumni employment.

Communication: Evaluation conclusions and planned corrective actions are posted on the program's website and presented to the Departmental Assembly. The Quality Policy and objectives are publicly available to all stakeholders.

Specific quality goals for 2025–2026 include increasing the average degree grade, reducing study duration, and achieving full external accreditation

II. Analysis

Systematic Evaluation and Data-Driven Improvement: The programme utilizes the AUTH Quality Management System (MODIP) to gather comprehensive data through academic statistics and student questionnaires. This information is synthesized into Annual Inventory Reports, which form the basis for internal reviews conducted by the Coordinating Committee (CC) and the Internal Evaluation Group (OMEA). For example, the 2022–2023 internal evaluation led to a formal proposal for curriculum restructuring scheduled for implementation in the 2024–2025 academic year.

Closing the Quality Loop: A clear mechanism exists to translate evaluation findings into corrective actions. The Programme Director reviews course-level feedback and communicates directly with instructors to address identified instructional or interpersonal issues. If systematic problems persist, the matter is escalated to the Study Programme Committee for decisions on structural changes or personnel adjustments.

Curriculum Updating: The Scientific Committee ensures the programme remains relevant by incorporating emerging energy trends, such as Carbon Capture and Storage (CCS) and hydrogen technologies, while merging or abolishing outdated subjects. This process involves consulting with external scientific organizations and industry stakeholders to align the learning outcomes with labor market needs.

Transparency and Communication: Results and conclusions from evaluation processes are presented to the Departmental Assembly and published on the program's website, ensuring that all stakeholders, including students and external partners, are informed of the program's progress and planned improvements.

Assessment of Compliance

Based on the available evidence, the programme demonstrates compliance with Principle 9. The institution has established a robust Internal Quality Assurance System (IQAS) that facilitates regular auditing and annual review. The programme effectively uses evaluation results to achieve its objectives and has documented procedures for curriculum redefinition.

Areas of Non-Compliance or Weakness

While the programme meets the core criteria, the following points represent challenges to full compliance or areas where improvement is required:

Student Participation Rates: A significant weakness identified is the low participation rate of students in electronic evaluations. In small classes, students often refrain from participating due to concerns regarding "identification" and anonymity, which can compromise the statistical reliability of the feedback.

Systematic Alumni Tracking: Although the programme communicates with graduates, there is a noted need for a more formal and systematic mechanism to track the career progression and employment status of alumni over the long term.

Student Mobility: The internal evaluation highlighted that Erasmus+ mobility for postgraduate students remains limited and needs to be further promoted and integrated into the programme structure.

Regulatory Adaptation: The process of fully adapting the program's internal regulations to the latest national legislation (Law 4957/2022) was noted as being "in progress" during the most recent evaluation cycle

III. Conclusions

In summary, the PSP meets the criterion by maintaining an active and transparent evaluation cycle, but must prioritize increasing survey response rates and formalizing alumni monitoring to ensure the continuous improvement cycle is fully supported by representative data.

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. The programme should continue and expand the practice of allocating dedicated time during synchronous lectures (whether in-person or distance) for students to complete questionnaires.
R9.2. Clearer communication regarding the anonymity and impact of these evaluations is necessary to alleviate student concerns about "identification" in small class settings.
R9.3. Establish a formal Alumni Tracking Mechanism to systematically record the career progression, professional absorption rates, and employer satisfaction of graduates. Use this data to provide public information on graduate employment on the program's website, as specifically suggested by the MODIP findings.
R9.4. The programme should actively promote and integrate Erasmus+ opportunities into the curriculum structure. Leverage the Interinstitutional character of the programme to create specific exchange agreements with international energy-focused departments.
R9.5. The programme should provide more structured opportunities for the professional development of its teaching staff, specifically focusing on the pedagogical requirements of blended and distance learning.

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 documentations explicitly states that this is the first time the Hydrocarbon Exploration and Exploitation programme has undergone a formal external evaluation and accreditation process. While the specific programme is new to this process, the home Department of Geology has a strong track record of compliance. It was externally evaluated in June 2012 with positive results and was certified by the Hellenic Authority for Higher Education (HAHE) in May 2021 as being fully consistent with quality standards. The review found that the programme has already integrated recommendations from AUTH's broader institutional external evaluations, such as establishing its status as an English-taught, interinstitutional programme to enhance competitiveness.

The programme is now formally integrated into the HAHE periodic evaluation cycle. According to the program's Internal Regulations and current legislation (Law 4957/2022), the IPPS is subject to periodic evaluation by panels of external experts designated by HAHE. The term of validity for the program's operation is tied to these evaluations. Current documentation sets the operational duration until the academic year 2028–2029, with the possibility of extension contingent on successful re-certification.

The programme utilizes a structured process for preparing for external reviews. The Programme Director, in collaboration with the Coordinating Committee and the Departmental Secretariat, is responsible for processing annual inventory reports and submitting required data to both the AUTH Quality Assurance Unit (MODIP) and HAHE via the National Quality Information System (ΟΠΕΣΠ).

Any significant modifications to the purpose, learning outcomes, or

qualifications—which would trigger an early re-certification by HAHE—are overseen by the Scientific and Programme Committees to ensure continuous alignment with accreditation standards.

II. Analysis

Integration into the National Quality Framework: The programme is fully integrated into the quality assurance cycle managed by the Hellenic Authority for Higher Education (HAHE). Although the programme is undergoing this specific certification process for the first time, it has established a clear roadmap for periodic reviews as dictated by Law 4957/2022. The internal documentation explicitly acknowledges that the term of its accreditation and its legal authority to continue operating are strictly determined by the outcome of these external panels.

Leveraging Institutional Experience: While program-specific external evaluations were not conducted in the past, the PSP has actively utilized recommendations from broader institutional evaluations of the Aristotle University of Thessaloniki (AUTH). Specifically, the programme adopted recommendations to enhance competitiveness by transitioning into an English-taught, interinstitutional format, which was a strategic objective highlighted in the AUTH 2019–2022 Strategic Plan.

Readiness and Strategic Goal Setting: The programme has formalized its commitment to external quality standards by including "Flawless Presence and Implementation of External Evaluation" as a specific quality goal for the period ending December 2025. This involves a structured preparation process where the Programme Director and the Coordinating Committee (CC) synthesize annual reports for submission to the National Quality Information System (ΟΠΕΣΠ).

The Internal Regulations establish that any significant modification to the program's founding decision—such as changes to its scientific object, purpose, or learning outcomes—requires an immediate re-evaluation and re-certification by HAHE to maintain its legal status.

The coordinating Department of Geology maintains a strong compliance record, having been certified as "fully consistent" with quality principles in May 2021, with no negative recommendations regarding its postgraduate offerings. This departmental track record provides high confidence that the Hydrocarbon IPPS will meet the requirements of the external evaluation panel.

III. Conclusions

The programme is in full compliance with the requirement to undergo external evaluation. Although no programme-specific external evaluation existed previously, the PSP has demonstrated total readiness by preparing the necessary accreditation proposal, establishing legal frameworks for periodic reviews, and successfully passing all internal prerequisites. The review confirms that the PSP understands that the duration of its accreditation and its legal authority to operate are strictly determined by HAHE.

Panel Judgement

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

Panel Recommendations

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

High Level of Teaching Staff: The programme is staffed by specialized professors and experienced industry scientists from both public and private sectors.

Ideal Student-to-Faculty Ratio: The small number of students relative to the teaching staff allows for close collaboration and effective individual support.

Student-Centered Learning: There is a strong commitment to student-centered teaching methods, encouraging students to take an active role in the learning process.

Academic Advisor Institution: Every student is assigned a permanent academic advisor who monitors their progress and provides personalized guidance throughout their studies.

Complaint Management Mechanism: The programme implements a formal and transparent process for managing student complaints and appeals, ensuring student rights are protected.

Continuous Internal Evaluation: The programme undergoes an annual internal review by the AUTH Quality Assurance Unit (MODIP) to ensure the achievement of its quality goals and continuous improvement.

Strong Teaching-Research Link: Educational activities are directly informed by modern research in the hydrocarbon sector, which enhances own research capabilities.

State-of-the-Art Infrastructure and Software: Students have access to specialized laboratories and "industry standard" software (such as Schlumberger's Petrel and ECLIPSE, valued at over $15 million) for high-level technical training.

International Profile and Extroversion: The programme is fully English-taught, interinstitutional (collaborating with four major universities), and proactively encourages student mobility through programmes like Erasmus+.

Transparency and Public Disclosure: A comprehensive website (in both Greek and English) provides clear and up-to-date information regarding the curriculum, regulations, and programme activities.

Use of Advanced Digital Tools: The educational process is supported by modern Learning Management Systems (LMS) and plagiarism detection tools like Turnitin.

Alignment with Labor Market Needs: The curriculum design considers energy industry requirements and stakeholder feedback, resulting in high professional absorption rates for graduates in both domestic and international companies.

Recognition of Excellence: Formal procedures exist to identify and reward outstanding student academic performance.

Pathway to Doctoral Studies: The 120 ECTS structure is designed to facilitate direct entry into PhD programmes at prestigious universities worldwide.

II. Areas of Weakness

Low Student Participation in Evaluations: There is a recorded low participation rate of students in the electronic evaluation of courses and instructors,. In some cycles, participation has been as low as 7.1%.

Limited Statistical Reliability: Because the programme admits a small number of students annually (approximately 10), the statistical reliability of the evaluation results is considered low, making it difficult to draw safe conclusions,.

Need for Curriculum Restructuring: The current curriculum requires improvements, including merging or abolishing certain courses and introducing new subjects like hydrogen technologies and Carbon Capture and Storage to stay current with industry trends.

Lack of Systematic Alumni Tracking: While the programme maintains some contact with graduates, there is no formal, permanent mechanism to systematically track the professional absorption and career progression of all alumni.

Limited Student Mobility: Participation in exchange programmes such as Erasmus+ remains low at the postgraduate level and needs more active promotion.

Understaffing of Technical Personnel: The coordinating Department of Geology is noted to be understaffed regarding Special Technical Laboratory Personnel (ETEP), which also affects the support available to this specific programme.

Pending Regulatory Compliance: The process of fully adapting the programme's founding decision and internal regulations to the latest national legislation (Law 4957/2022) was noted as being "in progress" during the most recent evaluation.

Absence of Institutionalized Internships: There is no formal internship integrated into the study programme; such opportunities are currently only available optionally through the Erasmus+ programme.

Website Completion: Both the Greek and English versions of the programme's website are considered to be in a stage of "further development" regarding the completeness of information provided.

III. Recommendations for Follow-up Actions

1. Strengthen stakeholder engagement in programme governance and quality assurance by formalising the participation of employers, industry partners, alumni, students, and other external stakeholders in the annual quality cycle. This may include the establishment of a formal External Advisory Board and structured consultation processes to review programme objectives, quality indicators, curriculum relevance, and graduate employability outcomes.

2. Expand the formal role of students in quality assurance and programme development by implementing documented mechanisms that allow students to contribute to the review of satisfaction indicators, quality objectives, and continuous improvement initiatives.

3. Enhance the programme's alignment with labour market needs by increasing practical and professional exposure within the curriculum, strengthening collaboration with industry and external partners, and introducing internship opportunities and targeted recruitment initiatives.
4. Strengthen student-centred learning approaches by promoting greater flexibility, student autonomy, active engagement, and learner-focused teaching and assessment practices throughout the programme.
5. Develop structured opportunities for the pedagogical development of teaching staff, including regular professional development activities focused on postgraduate education, student-centred teaching, blended and distance learning methodologies, and effective thesis supervision practices.
6. Strengthen student engagement in programme evaluation processes by continuing to allocate dedicated time for the completion of course evaluations, improving communication regarding the anonymity and value of student feedback, and demonstrating how evaluation results contribute to programme enhancement.
7. Enhance research engagement by informing students in a timely manner about available research projects, collaborations with public and private sector organizations, partnerships with academic and research institutions, and thesis opportunities, enabling informed decision-making and effective academic planning.
8. Strengthen internationalisation by actively promoting Erasmus+ participation, integrating mobility opportunities into the curriculum structure, and developing additional international exchange agreements and collaborations that support student mobility and global engagement.
9. Establish a formal alumni tracking and engagement system to monitor graduate career progression, employment outcomes, employer satisfaction, and the relevance of acquired qualifications. The resulting data should be systematically used to support programme evaluation, quality improvement, and the dissemination of graduate employment information.
10. Improve the programme's visibility, transparency, and communication by regularly updating and enriching the programme website with comprehensive information, including regulations and policies, alumni activities and testimonials, graduate employment outcomes, selected student projects and theses, and other content that showcases the programme's academic achievements and impact.
11. Ensure that all relevant programme regulations, policies, and quality assurance documentation are publicly accessible through the programme website and are regularly reviewed and updated to support transparency and stakeholder engagement.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 9, 10

The Principles where substantial compliance has been achieved are:

8

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
KOKKALA IRENE	Signed by KOKKALA IRENE
ARGYROPOULOS DIMITRIOS	Signed by ARGYROPOULOS DIMITRIOS
CONSTANTINOU STAVROS	Signed by CONSTANTINOU STAVROS
PANAGOPOULOS THOMAS	Signed by PANAGOPOULOS THOMAS
Ζυγούρη Ευαγγελία	Signed by Ζυγούρη Ευαγγελία