ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report
for the Postgraduate Study Programme of:

Process and Technology of Advanced Materials

Department: Mechanical Engineering

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 **Process and Technology of Advanced Materials** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review 4

I. The External Evaluation & Accreditation Panel 4

II. Review Procedure and Documentation 5

III. Postgraduate Study Programme Profile 8

Part B: Compliance with the Principles 10

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT 10

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES 14

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT 18

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION. 22

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES 26

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT 30

PRINCIPLE 7: INFORMATION MANAGEMENT 33

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES 36

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 38

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 41

Part C: Conclusions 43

I. Features of Good Practice 43

II. Areas of Weakness 44

III. Recommendations for Follow-up Actions 44

IV. Summary & Overall Assessment 45

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 Process and Technology of Advanced Materials of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. Soultanas Panagiotis (Chair)
   (Title, Name, Surname)
   School of Chemistry, University of Nottingham
   (Institution of origin)

2. ARGYROPOULOS DIMITRIOS
   (Title, Name, Surname)
   North Carolina State University (NCSU)
   (Institution of origin)

3. CHRYSAFI AIKATERINI ALEXANDRA
   (Title, Name, Surname)
   National Technical University of Athens
   (Institution of origin)

4. KANTZAS APOSTOLOS
   (Title, Name, Surname)
   University of Calgary
   (Institution of origin)

5. XANTHEAS SOTIRIS
   (Title, Name, Surname)
   Pacific Northwest National Laboratory U.S. Department of Energy
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

In preparation for the review and assessment of the interdepartmental PSP "Technology of Advanced Materials", the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of documentary material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.
The programme review was conducted via Zoom teleconferences, organized and coordinated by HAHE and the Aristotle University of Thessaloniki (AUTh), and it was part of a wider back-to-back accreditation exercise involving 2 PSPs (PSP1 "Technology of Advanced Materials" and PSP2 "Biomedical Engineering"). The schedule and agenda of the review were as stated below (all times refer to Athens time).

Monday, 15 June 2026
15:30-16:00 hrs, Preliminary private meeting of the EEAP. Discussion of the programme under review; assignment of writing parts of the draft accreditation report among the members of the EEAP.

16:00-17:00 hrs. Welcome meeting and overviews of the two postgraduate study programmes; PSP1 "Technology of Advanced Materials" Presented by Prof. Nikolaos Michailidis director of PSP1), and PSP2 "Biomedical Engineering" (Presented by Prof. Amalia Aggeli, director of PSP2). At this meeting were present the Head of the School of Mechanical Engineering, representatives from MODIP, OMEA, and steering committee members of the two PSPs. The overviews and the discussions followed provided information on the history, academic profile, status and future developments, strengths and areas of concern, degree compliance to the quality standards for accreditation, internal procedures, course examinations, review of students' progress, course/instructor evaluations, etc for the two PSPs.

17:00-17:30 hrs: Meeting with administrative and EDIP staff members and web links were provided for the 2 PSPs in the final timetable of the accreditation review to watch two video on-line tours for the EEAP to assess classrooms, lecture halls, library facilities, laboratories and other related facilities that support not only the two PSPs but generally the wider academic work within the School of Mechanical Engineering. The videos were viewed by

EEAP members at their own convenient times. During the meeting a discussion was held to further evaluate facilities and learning resources as well as any relevant administrative support provided for the successful delivery of the 2 PSPs.

17:30-18:00 hrs: Private meeting of the EEAP to debrief, summarize and reflect on the information provided and evaluated during the first day of meetings.

Tuesday, 16 June 2026

15:00-15:45 hrs: The EEAP met with the teaching staff of PSP1 to discuss several issues relating to staff, such as professional development, mobility, student evaluations of teaching, links between research and teaching, teaching staff expertise relating to this PSP, learning outcomes and any potential areas for improvement, workloads, and any possible areas of improvement.

16:00-16:45 hrs: The EEAP met with student representatives of PSP1 to discuss their overall experience so far, their satisfaction with teaching, their input in quality assurance, facilities and support. The EEAP sought to obtain student input on any other aspect of student life and welfare too.

17:00-17:30 hrs: Break

17:30-18:15 hrs: The EEAP met with graduates of PSP1 to discuss their experience from their studies and whether their careers were supported by taking this PSP, as well as their current connections to PSP1.

18:30-19:15 hrs: The EEAP met with employers, social partners and stakeholders from the private and public sectors to discuss their relations with PSP1, their input in shaping the study program, their overall experience with the PSP and its relevance to the job market and the national economy.

19:30-20:00 hrs: The EEAP met privately via the HAHE zoom link to debrief for the day's discussions and findings.

20:00-20:30 hrs: The EEAP joined the director of PSP1, the Head of School, and representatives of the steering committee, MODIP and OMEA to provide summative feedback of the day's findings and to seek any clarifications where appropriate.

Wednesday, 17 June 2026

The EEAP was fully occupied in multiple back-to-back meetings from 15:00 to 20:30 hrs to

evaluate the PSP2 “Biomedical Engineering” from the same department.

Thursday 18 June to Sunday 21 June 2026

Report drafting and communications between EEAP members.
Detailed documentation was provided by the department on the HAHE website in accordance with the relevant requirements set by HAHE. Throughout the review and evaluation process, the EEAP was in close communications with the Department and the PSPs’ administrators, which were very accommodating in providing additional information requested by the EEAP. The EEAP found that the Department and the PSPs’ administrators, the faculty staff, current students, stakeholders, social partners and recent graduates that were interviewed were eager and helpful in our discussions, providing valuable additional information.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The Interdepartmental Postgraduate Study Programme (MSc) "Processes and Technology of Advanced Materials" is an interdisciplinary programme focusing on the scientific principles, technological processes, and applications associated with advanced materials. Its academic orientation combines fundamental materials science with engineering approaches related to the synthesis, processing, characterization, and performance evaluation of modern materials, including polymers, ceramics, metals and alloys, electronic materials, biomaterials, and composite materials. It is an old and established PSP, essentially running since 1998 with various reorganizations of the PSP until today. There is a rotational cycle of assuming the PSP leadership between the participating Departments on a biannual basis.

The programme aims to provide specialised education to graduates of Engineering and Natural Sciences disciplines, preparing them for advanced research, industrial innovation, and professional activity in the broad field of materials technology. Its interdisciplinary nature facilitates collaboration between different scientific fields and strengthens links between universities, research institutions, and industry.

The programme has a duration of three semesters and corresponds to a total workload of 90 ECTS credits. It admits a maximum of 25 students per cohort and the primary language of instruction is Greek, while lectures and seminars delivered by international scholars may be offered in English. The curriculum is structured progressively. During the first semester, students acquire a strong scientific foundation through compulsory courses covering material structure, material properties, methods of materials characterization, and materials processing technologies (30 ECTS). The second semester combines advanced specialised training through elective modules with a compulsory course on research methodology, enabling students to develop expertise in selected areas such as biomaterials, mechanical behaviour of materials, surface engineering, polymeric materials, advanced ceramics, metal matrix composites, and modern methods of synthesis and analysis of bioactive compounds (30 ECTS). The third semester is dedicated entirely to an original Master's Thesis (30 ECTS), which constitutes a research-oriented project requiring active engagement with laboratory experimentation, advanced analytical methods, and the scientific research process. The thesis cannot be solely literature-based and is designed to integrate students into the research activities of the participating academic departments and research groups. The PSP imposes tuition fees of 3,000 euros per student. Classes and laboratories are delivered on

Mondays and Thursdays in the afternoon (16:30 – 20:30 hrs) every week during the teaching semester.

The intended learning outcomes include advanced knowledge of the structure, properties, processing, and applications of advanced materials; competence in modern materials characterization techniques; understanding of research methodologies; the ability to conduct independent and collaborative research; development of critical thinking and problem-solving skills; and the capacity to generate innovative scientific ideas.

Overall, the programme demonstrates a strong research-driven and interdisciplinary academic orientation. Its curriculum combines theoretical knowledge, practical laboratory experience, and independent research, equipping graduates with the qualifications required for doctoral studies as well as careers in research laboratories, industrial sectors related to advanced materials, and public organisations engaged in materials development, testing, and technological innovation.

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 Interdepartmental Postgraduate Programme under accreditation in this document is a collaborative structure jointly organized by four departments at Aristotle University of Thessaloniki (AUTH): the Department of Chemical Engineering, the Department of Mechanical Engineering, the Department of Electrical and Computer Engineering (all from the Polytechnic School), and the Department of Chemistry (from the School of Sciences). The programme operates on a rotating basis, where each participating department assumes administrative and secretarial support for a term of two academic years. It leads to a Master's Degree (Level 7) after three semesters of full-time study, encompassing 90 ECTS, and involves teaching staff and laboratory resources from all four contributing departments.The programme operates on a rotating basis, where each participating department assumes administrative and secretarial support for a term of two academic years.

The review of the submitted documentation reveals the following key findings regarding the programme's Quality Assurance (QA) policy and goal setting:
The programme has a documented "Quality Assurance Policy"). This policy is appropriate for the PSP, as it is explicitly harmonized with the quality policy of the Aristotle University of Thessaloniki (AUTH) and is tailored to the programme's specific, interdisciplinary field of advanced materials.

The policy includes a clear commitment from the academic unit for its implementation, stating that all participating departments will apply the institutional quality procedures. A central theme of the policy is a commitment to continuous improvement of all functions, including teaching, research, and administration. Furthermore, the policy includes a specific commitment for the efficient utilisation of the programme's financial resources, which may come from tuition fees.

The programme has established a formal "Quality Goal Setting" document that provides an excellent example of SMART goals by outlining strategic objectives alongside specific quality targets, complete with baseline values, target values, actions, responsibilities, and clear deadlines. The goals cover teaching methods, student satisfaction, learning outcomes, and research output.The quality goals are paired directly with suitable Key Performance Indicators (KPIs). For example, the student participation rate monitors the goal of strengthening student feedback, and the number of student publications monitors research excellence. These goals are monitored by designated bodies and are formally reviewed as part of the programme's annual internal evaluation process.

The programme's proposal state that its successful completion leads to Level 7 of the National and European Qualifications Framework. The described learning outcomes, which include an advanced understanding of materials processes, the ability to conduct independent research, and solving complex interdisciplinary problems, are fully appropriate for this level.

The Quality Assurance Policy is stated to be published on the programme's website. However, the internal evaluation by the university's QAU (MODIP) notes that the website needs to be updated to ensure the policy is prominently featured and easily accessible, indicating that while a communication mechanism exists, its full implementation requires minor improvement.

The PSP operates with tuition fees set at €3,000 per student for the complete three-semester cycle (€1,000 per semester). The fee income is allocated as follows: 30% is withheld by the university's Special Account for Research Funds (ELKE) for institutional overhead and management. The remaining 70% is distributed to cover operational costs, including: teaching staff compensation (25%); administrative support (21%); consumables (18%); small equipment purchases (2%), and for publicity, promotional materials, and organisation of events (2%). The programme's viability is calculated based on a minimum of 10 enrolled students, with a full cohort of 25 students generating sufficient revenue to ensure self-sustaining operation without additional state funding or departmental subsidies.

II. Analysis

The findings indicate that the programme has developed a mature, robust, and well-structured Quality Assurance framework. The establishment of a clear QA policy that is fully integrated with AUTH's strategy demonstrates a strong institutional commitment. The use of a detailed quality goal-setting document with SMART goals and KPIs is a significant strength, providing a transparent and data-driven roadmap for continuous improvement. The explicit alignment of learning outcomes with Level 7 of the European Qualifications Framework confirms the appropriate academic standard of the programme.

The main areas for improvement, as identified by the internal MODIP review, are related to public communication. Specifically, the need to enhance the programme's website—by featuring the QA policy in a separate, clearly identifiable section and by completing a fully functional English version—is critical for ensuring that the policy is sufficiently communicated to all parties (prospective international students, alumni, employers, etc.). While the policy mentions collaboration with external stakeholders, formalizing this input into the periodic review of the quality goals themselves would be a beneficial next step.

III. Conclusions

The Interdepartmental Postgraduate Programme "Processes and Technology of Advanced Materials" (PTAM) is fully compliant with Principle 1. The academic unit has established an appropriate Quality Assurance Policy that includes credible commitments to implementation, continuous improvement, and the efficient use of financial resources. Continuous improvement is actively promoted through the annual cycle of SMART goal setting, KPI monitoring, internal review, and student

feedback. The QA policy is communicated, and the learning outcomes are explicitly aligned with Level 7 of the European and National Qualifications Framework for Higher Education.

The minor, actionable recommendations for improving website content and formalizing external stakeholder feedback do not detract from the programme's fundamental and substantial compliance with all core requirements of the principle.

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

Enhance Website Communication: As noted in the internal evaluation, finalize the planned updates to the programme's website. This includes prominently featuring the programme's specific Quality Assurance Policy and ensuring a fully functional and regularly updated English version to improve international communication and outreach.

Formalize External Stakeholder Feedback: While the policy mentions cooperation with social partners and an advising board has been created the Panel recommends establishing a more formal mechanism, such as an annual advisory board meeting with alumni and industry representatives, to systematically gather external input for the periodic review and updating of the curriculum and the quality goals themselves.

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 programme has been formally established and operates according to Greek law. The official Senate decision for the establishment and operation of the PSP was published as follows in the Government Gazette (ΦΕΚ 3915/22-07-2025). The relevant also includes the updated Internal Operating Regulations and the Special Cooperation Protocol between the four participating departments (Chemical Engineering, Mechanical Engineering, Electrical & Computer Engineering, and Chemistry).

The programme has been designed based on appropriate national and international standards. The design explicitly aligns with AUTH's quality policy, It complies with Law 4957/2022 and the AUTH Postgraduate Studies Regulations.

The programme uses the ECTS system, with a total of 90 ECTS credits distributed across three semesters (30 ECTS each), aligning with the anticipated workload for Level 7.
The curriculum includes the possibility of internships, though it is not mandatory.

Linking Teaching and Research is strongly emphasized, particularly through the mandatory Master's Thesis (30 ECTS) in the 3rd semester, which cannot be purely bibliographical, and the "Research Methodology" course. The curriculum is rational and clearly articulated: Specifically it is comprised In the 1st Semester: 4 compulsory courses (30 ECTS); 2nd Semester: 1 compulsory "Research Methodology" course (4 ECTS) + 4 elective courses chosen from a list of 7 (totalling 30 ECTS); in the 3rd Semester: Master's Thesis (30 ECTS).

Overall, the programme compares favourably with internationally accepted standards, including those of the European Federation of Chemical Engineering (EFCE).

The expected learning outcomes are clearly defined and aligned with Level 7 of the European and National Qualifications Framework. They include: a comprehensive understanding of advanced materials processes, knowledge of structure and properties, mastery of characterisation methods, and the ability to conduct independent research. The programme outlines plans to assess the degree of achievement of these outcomes through student feedback, course evaluations, and the quality of the Master's theses.
The Internal Operating Regulations establish a formal procedure for periodic

revisions of the curriculum. The revision process involves the Programme Committee and the Coordinating Committee. However,in the past there was insufficient formal involvement of external stakeholders (alumni, employers) and students in the programme's design and ongoing revision process. The programme acknowledged this and has proceeded in the establishment of an External Advisory Board.

Student input is primarily gathered through end-of-semester evaluations, but their direct involvement in curriculum design meetings is not documented.

The Student Guide is a comprehensive document that includes the programme's history, purpose, governing bodies, academic calendar, detailed curriculum structure with ECTS credits, course descriptions (learning outcomes, content, teaching methods, assessment), thesis regulations, faculty list, student rights and obligations, and support services. Detailed course and thesis outlines are provided in the Student Guide that is available online, though its English version was noted in a separate internal review as needing updates.

II. Analysis

The findings indicate that the programme has a robust and legally sound foundation for its design and approval. The adherence to the national legal framework (Law 4957/2022) and the institutional regulations demonstrates a clear, written process. The curriculum structure is logical, progressive (moving from core fundamentals to specialized electives to a research thesis), and comparable to internationally respected standards in the field. The explicit linkage between teaching and research, particularly through the mandatory research thesis and methodology course, is a significant strength.

The primary area of partial compliance stems from the limited formal involvement of external stakeholders (alumni, employers, industry) in the programme's design and ongoing curriculum review. While the programme has internal committees and uses student evaluations, the systematic consultation with the labour market is not fully embedded in the formal revision procedure. The programme has self-identified this weakness and has proceeded in creating an External Advisory Board, which is a positive and appropriate solution.

The Student Guide is complete and appropriate, containing all necessary information for prospective and current students, including learning outcomes, structure, and assessment criteria. The main recommendation for improvement is to create a fully functional and parallel English version to enhance accessibility for international students and partners.

III. Conclusions

The Interdepartmental Postgraduate Programme “Processes and Technology of Advanced Materials” is substantially compliant with Principle 2.

Panel Judgement

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

Panel Recommendations

Formalize the External Advisory Board (EAB): The valuable creation of the EAB needs to be composed of representatives from alumni, key employers, and industry partners. This board should meet at least annually to provide structured input on curriculum relevance, strategic planning, and emerging trends (e.g., decarbonisation, digitisation) as recommended in the Chem Eng . departmental undergraduate accreditation report and the PSP's own proposals.

Strengthen Industry-Linked Thesis and Internship Opportunities: Encourage a greater proportion of Master's theses to be conducted in collaboration with industry. Furthermore, restructure the practical training (internship) component to allow willing students to extend it beyond the current two months, potentially for a full semester, to gain more meaningful professional experience.

Update the English Version of the Student Guide: Ensure that the English version of the Student Guide is a complete, parallel, and regularly updated version of the Greek original to improve international accessibility.

Restructure the practical training (internship) component to allow willing students to extend it beyond the current two months, potentially for a full semester, to gain more meaningful professional experience.

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 interdepartmental PSP “Processes and Technology of Advanced Materials” adopts a student-centred approach to learning and teaching through the use of diverse teaching and assessment methods, including lectures, seminars, laboratory exercises, research activities, presentations, project work, educational visits, and multiple forms of student assessment. These approaches support the development of both scientific knowledge and practical skills.

The programme has established formal mechanisms for student evaluation, academic advising, and the management of complaints and appeals. Student evaluation questionnaires are implemented through the University’s quality assurance system, while formal regulations govern both the academic advisor system and the complaints and appeals procedures.

During the meetings with active students, all currently enrolled students of the programme participated and expressed overall satisfaction with their studies and with the interdisciplinary character of the IPSP. Students highlighted the flexibility of the programme, noting that the afternoon scheduling of courses facilitates participation by working students. They also suggested that a limited number of educational activities could be offered online in order to further enhance flexibility.

Students reported a supportive learning environment, effective communication with teaching staff, and a high degree of accessibility of faculty members. At the same time, they indicated that they were not familiar with the academic advisor system, although the programme representatives explained that its implementation has only recently commenced.

Both active students and graduates expressed interest in strengthening the practical dimension of the programme through additional laboratory activities and educational visits to industries and research centres. Graduates also highlighted the positive contribution of diploma thesis projects and collaboration with faculty members to their professional development and employment opportunities.

II. Analysis

The PSP demonstrates a student-centred approach to learning and teaching through the use of diverse educational and assessment methods, the flexibility of course scheduling, and the supportive interaction between students and teaching staff. The afternoon delivery of courses facilitates participation by working students, while the interdisciplinary character of the programme contributes positively to the overall learning experience.

The programme has established formal mechanisms for student support, evaluation, academic advising, and complaints management, providing an appropriate framework for addressing student needs and supporting continuous quality enhancement. The academic advisor system has been recently introduced

and its visibility among students could be further strengthened as its implementation becomes more established within the programme. In addition, higher participation rates in course evaluation procedures would further enhance the effective use of student feedback in the continuous improvement of the programme.

Feedback from both active students and graduates reflects overall satisfaction with the educational experience and highlights the value of the programme's flexibility and interdisciplinary character. At the same time, suggestions regarding additional laboratory activities, educational visits to industries and research centres, and selected online educational activities indicate opportunities for further enriching the learning experience and strengthening the connection between academic studies and professional practice.

Overall, the PSP provides a supportive, flexible, and student-centred learning environment that effectively promotes student participation, interdisciplinary learning, and academic development. The existing practices and support mechanisms are well aligned with the principles of student-centred learning, while certain enhancements could further strengthen the overall student experience.

III. Conclusions

The PSP provides a supportive and student-centred learning environment that effectively combines interdisciplinary education, flexible study arrangements, and diverse teaching and assessment methods. Strengthening student support mechanisms and the practical dimension of the programme could enhance its educational effectiveness and overall student experience.

Panel Judgement

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

Panel Recommendations

Strengthen the practical implementation and visibility of the academic advisor system in order to ensure that students are fully aware of and benefit from the available academic support mechanisms.

Encourage greater student participation in course evaluation procedures and promote the systematic use of student feedback for the continuous improvement of the programme.

Further enhance the practical dimension of the curriculum through additional laboratory activities, educational visits to industries and research centres, and increased exposure to professional practice.

Explore the possibility of incorporating selected online educational activities, where appropriate, in order to further support flexibility and accessibility for students, particularly those with professional obligations.

Continue fostering the supportive learning environment and the strong communication between students and teaching staff, which constitute important strengths of the programme.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP has established and publicly available regulations governing all phases of studies, including admission procedures, progression requirements, thesis preparation, recognition of studies, and certification. These procedures are clearly described in the Internal Regulation of the Programme and the Student Guide. The transition during the last cycle and the delays associated with the transitioning of the Programme had troublesome effects that threaten the existence of the Programme and need to be addressed.

The admission process is based on transparent academic and qualitative criteria, including prior academic performance, relevance of undergraduate studies, research activity, language proficiency, and interview performance. The procedures and selection criteria are explicitly defined and publicly communicated.

During the meetings with students, the EEAP confirmed that students are well informed about study procedures and progression requirements. Students stated that the Student Guide and all relevant regulations are accessible through the PSP website and are used as reference tools throughout their studies.

The students expressed a strong sense of academic support and highlighted the direct communication and close interaction with faculty members, facilitated by the relatively small cohort size. Students appeared to be adequately informed about thesis preparation procedures and requirements. The concept of academic advisor has not been implemented according to the conducted student interviews.

The Programme provides limited opportunities for student mobility. However, most students indicated that due to professional obligations and employment commitments they were not particularly interested in participating in mobility activities, although they felt they would receive institutional support if they chose to do so.

The Code of Research Ethics is formally in place through the institutional regulation of the Aristotle University of Thessaloniki. Nevertheless, during the interviews, students appeared less confident regarding where this document could be accessed and how it is practically integrated into their studies.

The Diploma Supplement is issued automatically in both Greek and English, in accordance with the applicable Greek legislation.

Practical training/internship is currently not included in the PSP curriculum. However, discussions with students, graduates, and social partners indicated that internship opportunities within the relevant industrial sector could further strengthen the professional orientation and employability dimension of the Programme.

II. Analysis

The EEAP concludes that the PSP has developed and implemented an adequate regulatory framework covering all major aspects of postgraduate studies, in accordance with the requirements of Principle 4. The procedures concerning admission, progression, thesis preparation, and certification are clearly documented and publicly available through the Programme regulations and Student Guide.

The Programme demonstrates a student-centred culture, reflected in the close communication between students and academic staff and the supportive learning environment reported during the interviews. The small number of enrolled students appears to facilitate personalized academic guidance and effective monitoring of student progression. However, the current number of registrants is not sustainable and the Programme requires substantial effort to come back to earlier numbers.

The information provided regarding thesis preparation and study procedures is

generally sufficient and effectively communicated through seminars, regulations, and online documentation. The automatic issuance of the Diploma Supplement in Greek and English also reflects good administrative practice and compliance with national requirements.

At the same time, the EEAP identified certain areas where further enhancement would be beneficial. Although a formal Code of Research Ethics exists at institutional level, student awareness regarding its accessibility and practical application could be strengthened. In addition, while mobility opportunities are available, participation remains limited, mainly due to the professional profile of the students.

The ECTS system is applied across the PSP curriculum, with each course assigned 10 ECTS and with the corresponding total student workload indicated in the programme documentation.

Finally, although practical training is not a mandatory component of the PSP, the EEAP considers that the development of structured internship opportunities with relevant industrial and professional stakeholders could further enrich the Programme and enhance the employability and practical exposure of students.

III. Conclusions

The PSP complies with Principle 4. The Programme has established transparent and comprehensive regulations covering admission, progression, thesis preparation, recognition, and certification procedures. The students interviewed appear adequately informed and supported throughout their studies, while the Programme benefits from a positive and student-friendly academic environment. Having said that, the reduced registrants and admissions reflect some hesitance of the broader student body to participate in the latest cycle. This needs to be addressed and special attention be paid to the increase of the registrants, otherwise the risk of the program fizzling is real.

The EEAP strongly encourages the PSP to further strengthen the visibility and communication of research opportunities and to explore the introduction of optional internship opportunities that would enhance the professional and applied dimension of the Programme.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

Strengthen the visibility and accessibility of the Code of Research Ethics and ensure that students are systematically informed about its content and practical application throughout their studies.

Continue supporting student mobility opportunities through Erasmus+ and explore additional ways to facilitate participation, taking into consideration the professional profile and employment obligations of many students.

Consider the development of optional internship or practical training opportunities in collaboration with relevant industrial and professional stakeholders, in order to further strengthen the applied and professional dimension of the PSP.

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 programme follows clear, merit-based, and transparent procedures for the recruitment of teaching staff, as mandated by Law 4957/2022. Document M5.2 describes these processes, stating that recruitment is based on specific criteria outlined in Article 143 of the law. The evaluation criteria for new faculty include: Assessment of teaching work, of research work, of publications, of administrative work and of Academic and scientific ethics. The teaching staff for the PSP is drawn from the four participating departments (Chemical, Mechanical, Electrical & Computer, Civil, Chemistry, and Physics) ensuring broad, interdisciplinary coverage of advanced materials science and processing relevant to the programme's curriculum.Teaching assignments are approved by the Programme Committee upon recommendation of the Coordinating Committee.

The teaching staff appointed to the PSP demonstrate strong research credentials. Quantitative metrics derived from the submitted documents report specifically on the 17 faculty members teaching in this programme. They include a cumulative total of over 1,850 articles in scientific journals throughout their careers, with 141 of those articles published in the 2022-2023 period alone. The cumulative career citations (Scopus) total over 45,000, with an average career Scopus h-index of approximately 25 and an average career Google Scholar h-index of approximately 30 overall reflecting a good level of scholarly impact.

The student-staff ratio is very favourable. The programme admits a maximum of 25 students per cycle, and the teaching staff consists of 17 members, resulting in a student-to-teacher ratio of less than 2:1. However, the faculty expressed a heavy bureaucratic load created by numerous additional digitization duties.

In terms of faculty development, the Centre for Teaching and Learning Support (KEDIMA) organises training seminars on teaching methods and digital tools.
The internal "Policy for Staff Support and Development" states that the programme encourages professional and scientific development by granting various types of leave (e.g., educational leave for one year, sabbaticals, parallel employment abroad). The institution participates in mobility schemes like ERASMUS+ Staff Training. However, the undergraduate accreditation report (Feb 2021) related to the current leading department of Chemical Engineering at AUTH notes that professional development opportunities are currently weak because the department struggles to meet yearly teaching obligations, leaving little room for such activities. It also notes that all recent faculty hires were graduates of the department, limiting exposure to new ideas.

There is a strong emphasis on linking teaching with research. This is achieved through:A mandatory "Research Methodology" course;A mandatory Master's Thesis (30 ECTS) in the 3rd semester, which must have a research component and cannot be purely bibliographical; Student participation in ongoing research projects and laboratory work; Faculty are actively involved in research, and the department ranks fourth in research funding among AUTH departments.

The teaching staff is regularly evaluated by students through anonymous electronic surveys administered by the university's Quality Assurance Unit (MODIP). The results are communicated to instructors. However, the average student participation rate is low (16% for the PSP in 2022-2023), which may lead to statistically unrepresentative results. Furthermore, individual evaluation results are not consistently compared to departmental or school averages.

II. Analysis

The findings indicate that the PSP has a highly qualified and research-active teaching staff, recruited through legally mandated, merit-based procedures. The

very low student-to-staff ratio is a significant strength, allowing for close mentorship. The explicit and structured linking of teaching with research, culminating in a mandatory research thesis, is an exemplary practice. The use of anonymous student evaluations demonstrates a commitment to quality assurance, even though response rates need improvement.

However, several factors prevent full compliance. The lack of a defined research strategy for the PSP limit the programme's competitive nature and strategic direction. While a staff development policy exists, its implementation is currently weak.

III. Conclusions

The Interdepartmental Postgraduate Programme “Processes and Technology of Advanced Materials” is substantially compliant with Principle 5. The faculty hiring procedures are defined by national law and implemented transparently. The teaching staff demonstrate strong research credentials. Teaching staff mobility is encouraged through ERASMUS+ and official policies on educational leave and parallel employment abroad. The linkage between teaching and research is very strong. The teaching staff is regularly evaluated by students through the central electronic system, though participation rates need improvement. Finally, there is no defined research strategy for the PSP, as the department has not identified specific research areas for strategic growth representing a weakness.

Panel Judgement

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

Panel Recommendations

Identify specific, strategic research areas for growth within the field of advanced materials (e.g., sustainable materials, nanomaterials for energy, digital materials science) to provide a clear direction for faculty hiring, research funding, and student thesis topics.

Implement a formative, confidential collegial faculty peer observation process to complement student evaluations and external reviews, thereby fostering a culture of teaching improvement and professional growth among faculty. Ensure that individual teaching evaluation reports include comparative metrics (e.g., the instructor's score vs. the departmental average and the Polytechnic School average) for each key performance question. This provides more meaningful feedback for professional development.

Actively encourage students to participate in evaluations by demonstrating how their feedback has led to concrete changes.

The University, has recently formed the Centre for Teaching and Learning Support (KEDIMA). The teaching faculty of the PSP were receptive to 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 EEAP attended a virtual tour of the facilities supporting the Interdepartmental PSP "Processes and Technology of Advanced Materials", confirming the availability and adequacy of the educational, laboratory, and research infrastructure used for the implementation of the programme.

The PSP provides students with access to a broad range of learning resources, infrastructure, and support services through the academic and institutional resources of the AUTh. Through the collaboration of the participating Departments, students have access to lecture rooms, laboratories, scientific

equipment, library services, electronic resources, and research facilities that support both teaching and research activities.

Students benefit from the library services of AUTh, including study spaces, lending services, bibliographic support, and access to electronic information resources. In addition, they have access to the wider range of student welfare services offered by the University, including healthcare, psychological support, housing services, student residences, career guidance, and other student support mechanisms.

The programme also benefits from the institutional infrastructure of AUTh, including information technology services, digital learning platforms, quality assurance mechanisms, and administrative support structures. Particular provision is made to ensure equal access to learning resources and services for all students, including students with disabilities or special educational needs.

During the meetings with students, the EEAP noted a high level of satisfaction with the administrative support provided by the programme, as well as with the services offered by the Secretariat and the University Library. Students reported that they are informed about the available university services and support mechanisms upon enrolment, while an introductory welcome meeting is organised at the beginning of their studies to familiarize them with the programme and the services available to them.

Overall, the documentation provided by the programme, together with the evidence gathered during the meetings and the virtual tour, demonstrates that adequate and well-organized learning resources, infrastructure, and student support services are available to support the effective implementation of the curriculum and the academic development of students.

II. Analysis

The PSP is supported by a comprehensive framework of learning resources, infrastructure, and student support services that effectively contribute to the achievement of its educational and research objectives. The availability of laboratories, scientific equipment, library resources, digital services, and institutional support mechanisms enables students to engage successfully with both the theoretical and applied dimensions of advanced materials science and technology.

The collaboration among the participating Departments allows the programme to utilize a broad range of academic and research facilities, while the integration of central university services enhances the overall student experience and supports the effective operation of the programme. In addition, the availability of healthcare, psychological support, housing services, career guidance, and other welfare provisions contributes to the creation of an inclusive and supportive learning environment.

The positive feedback provided by students regarding the administrative support, the services of the University Library, and the overall accessibility of institutional resources indicates that the available support mechanisms are functioning effectively and respond adequately to student needs. The systematic provision of information to newly enrolled students further facilitates their integration into the academic environment and promotes awareness of the services available to them.

Overall, the learning resources, infrastructure, and student support services available to the PSP are well aligned with the needs of the programme and contribute positively to the quality of the educational experience, student development, research engagement, and academic success.

III. Conclusions

The PSP benefits from a comprehensive framework of learning resources, infrastructure, and student support services that effectively meet the needs of its students and support the achievement of its educational objectives. The available facilities, institutional services, and support mechanisms contribute to a high-quality, inclusive, and student-friendly learning environment, ensuring the effective implementation of the programme and the academic development of its students.

Panel Judgement

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

Panel Recommendations

Continue maintaining and enhancing the educational, laboratory, and research resources supporting the programme.

Maintain the high quality of administrative, library, and student support services provided to students.

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

MODIP is the central unit at the University of Thessaloniki, which sets and disseminates the procedures for the evaluation (internal and external) of the Academic Departments and of the entire University, including those participating in the postgraduate programme. The various participating Departments have developed a good information management system for its current students that tracks appropriate Key Performance Indicators (KPIs), student population, as well as availability of learning resources through OMEA, and there is availability of learning resources (mostly through the infrastructure of MODIP).

The limited participation of the students in the course evaluation is worrisome, since it does not facilitate drawing conclusions, recommendations and actions

that can result in the overall benefit of the programme. Efforts need to be established to motivate the students to participate in this very important activity.

II. Analysis

The programme uses the existing infrastructure within the University of Thessaloniki to collect and analyze the information related to the postgraduate programme with the goal to efficiently manage the program and its activities.

The reason for the partial compliance of the programme to this principle is mainly the lack of student feedback due to the low participation in the programme's evaluations. Additionally, the existence of a formal, university-led alumni network that monitors the career paths of graduates and their position within the academic and industry sectors can substantially affect the professional development of the students.

III. Conclusions

The Interdepartmental Postgraduate Programme "Processes and Technology of Advanced Materials" is substantially compliant with Principle 7.

Panel Judgement

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

Panel Recommendations

Establish a process to increase the student evaluations and feedback that are often used for the annual faculty assessment. The results should be readily available to relevant faculty peer committees and other stakeholders.

Make the students aware of the importance of providing feedback and evaluating the teaching staff and overall significance of the programme.

Develop and implement a clear and transparent strategy related to the flow of information (where the data reside, how they are analyzed and interpreted and how the results of the analysis are communicated to the stakeholders).

Establish a formal alumni network that systematically tracks the career path of the graduates. This may include an alumni portal to promote post-graduation interactions.

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

There is a website in both English and Greek. The committee visited the website and examined the material in Greek. The link in English was not accessed (Error came up when tried to access).

II. Analysis

Website in English not linked, summer vacation not updated since 2024, when was it last updated?

It appears that certain content is updated (e.g. registrants for the latest cycle), while other material appears neglected (e.g. summer vacation for 2025, 2026)
These are all minor issues and it is unclear whether it is an omission or there is a mandate for different content.

III. Conclusions

The website is up and running and there is an English version and a Greek version.

There are inconsistencies between the two versions but they are minor.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

Establish a procedure with fixed dates for the updating of the website and a template for consistent presentation of the material.

Add content that celebrates successes within the student population, the graduates, and the collaborating industries.

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

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

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

The above comprise the evaluation of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP has initiated its internal self-assessment process in collaboration with the Programme Coordinating Committee, the Internal Evaluation Group (OMEA) of the coordinating Department, and the Quality Assurance Unit (QAU/MODIP) of the Institution. The procedure follows the guidelines provided by the QAU/MODIP in accordance with the requirements of the Hellenic Authority for Higher Education (HAHE) accreditation framework and the Institutional Internal Quality Assurance System (IQAS).

The PSP has established a mechanism for monitoring quality indicators, including the attractiveness of the programme, students' evaluation of courses and

teaching staff, students' research activities, student support services, duration of studies, overall evaluation of studies, graduates' career paths, and collaboration with external stakeholders. The programme also monitors its level of interaction and communication with all relevant interested parties, including students, alumni, and external partners.

Furthermore, the Department has developed a Quality Policy and Quality Objectives specifically for the PSP, aligned with the Institutional Strategic Plan and Quality Policy. The implementation of these objectives is monitored, and improvement actions are undertaken when necessary. The PSP also considers and implements recommendations made by the QAU/MODIP as part of its internal evaluation process.

II. Analysis

The evidence demonstrates that the PSP has adopted the principles of continuous quality improvement as required by the IQAS. The internal self-assessment process is integrated into the quality assurance framework of the Institution and includes the systematic collection and review of qualitative and quantitative indicators.

The self-assessment outcomes are documented through the internal evaluation procedures and are communicated to the QAU/MODIP in accordance with institutional requirements. The findings are discussed within the academic unit through the involvement of the Programme Coordinating Committee, the Departmental OMEA, and other relevant academic bodies.

The evaluation results lead to the identification of areas for improvement and the development of corrective and enhancement actions. These actions are communicated to the interested parties through appropriate communication channels, ensuring transparency and stakeholder engagement.

III. Conclusions

The PSP has established an effective internal quality assurance mechanism that supports the annual monitoring and self-assessment of the programme, in line with the principles and requirements of the IQAS. The process contributes to the systematic review of the programme's performance and enables the implementation of targeted improvement measures.

The available evidence indicates that self-assessment results are recorded, submitted to the QAU/MODIP, and disseminated within the academic unit. The resulting action plans are generally implemented as part of the programme's commitment to continuous improvement. No evidence has been identified indicating significant delays or obstacles in the implementation of these actions.

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

The PSP should continue to strengthen its internal quality assurance processes by ensuring the systematic annual implementation of self-assessment activities and the timely submission of relevant reports to the QAU/MODIP.

It is recommended that the programme further enhance the formal documentation and dissemination of action plans and provide clear evidence of their implementation and impact. Additionally, continued engagement with students, alumni, and external stakeholders should be maintained and further developed to support the continuous improvement of the programme.

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 external evaluation of AUTh conducted in 2015 concluded that the University's Postgraduate Study Programmes (PSPs) are of excellent quality and successfully cover a wide range of scientific disciplines. The evaluation also supported the University's strategic plans to establish English-taught PSPs in order to enhance internationalisation and attract international students.

The evaluation identified certain areas requiring improvement, including the absence of a coordinated mechanism for promoting interdisciplinarity and interdepartmental collaboration among programmes and students, as well as shortages in academic teaching staff. Recommendations included the establishment of organised seminars for postgraduate students to facilitate interaction, presentation of research, and interdisciplinary collaboration, the adoption of flexible programme durations ranging from two to four semesters, and the promotion of independent research and the preparation of a Master's thesis as integral components of postgraduate studies.

In the Progress Report submitted by the Quality Assurance Unit (MODIP) of AUTH to the Hellenic Authority for Higher Education (HAHE) in 2018, it was noted that the implementation of the recommendations should take into account the specific characteristics and needs of individual academic disciplines and that decisions regarding their adoption fall within the responsibility of the General Assemblies of the respective Departments.

The certification of the Internal Quality Assurance System (IQAS) of AUTH in 2019 did not include any observations or recommendations concerning the PSPs. Furthermore, the leading Department of the Interinstitutional Postgraduate Study Programme (PSP) "D.T.P.Y.", namely the Department of Chemical Engineering of the School of Engineering of AUTH, underwent external evaluation and received accreditation in 2021. The evaluation did not identify any issues or provide recommendations regarding the PSPs in which the Department participates, including the D.T.P.Y. programme.

No evidence is available indicating that the PSP has recently undergone an external evaluation by quality assurance agencies other than HAHE.

II. Analysis

The available evidence demonstrates that the teaching staff and the academic community recognise the importance of external evaluation as a mechanism for maintaining and improving the quality of postgraduate studies. The preparation of institutional progress reports, the consideration of external recommendations, and the continuous participation in accreditation procedures indicate active engagement with external quality assurance processes.

The involvement of stakeholders, including academic staff, the Quality Assurance Unit, and the governing bodies of the Departments, is reflected in the institutional procedures for reviewing and responding to evaluation outcomes. The role of the General Assemblies in determining the applicability and implementation of recommendations ensures that improvement actions are aligned with the specific academic profile and needs of each programme.

A clear procedure exists for the utilisation of external evaluation outcomes through institutional quality assurance mechanisms, including the monitoring of recommendations, the submission of progress reports to HAHE, and the incorporation of relevant improvement actions into departmental decision-making processes.

III. Conclusions

The PSP operates within a well-established quality assurance framework that promotes awareness of the significance of external evaluation and encourages the use of evaluation outcomes for continuous improvement. The findings of previous evaluations confirm the high quality of the postgraduate studies offered by AUTH and demonstrate that identified areas for enhancement have been systematically considered through institutional quality assurance procedures.

The absence of recommendations related specifically to the D.T.P.Y. PSP during the 2021 accreditation of the Department of Chemical Engineering further confirms the satisfactory operation and quality standards of the programme. No

external reviews by agencies other than HAHE have been identified.

Panel Judgement

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

Panel Recommendations

The PSP should continue to strengthen its quality culture by maintaining the active involvement of academic staff, students, and other relevant stakeholders in external evaluation and follow-up processes.

The programme should further promote interdisciplinary collaboration and opportunities for postgraduate students to exchange research outcomes through seminars, workshops, and other academic activities, in line with previous external evaluation recommendations where relevant.

The PSP should continue to monitor external evaluation outcomes and systematically incorporate appropriate recommendations into its strategic planning and quality enhancement activities. It is also recommended that the programme seek opportunities for international visibility and benchmarking through participation in additional external review or accreditation procedures by recognised international quality assurance bodies, where beneficial.

PART C: CONCLUSIONS

I. Features of Good Practice

Excellent, well-qualified teaching staff.

Good reputation of AUTh.

Interdisciplinary and interdepartmental nature.

Strong links to research.

Well-established programme.

In-person teaching.

Supportive current students and graduates.

Good infrastructure and laboratory facilities.

Well-established student support network within the AUTh.

II. Areas of Weakness

Low number of students enrolled in the last cohort.

Weak links with industry.

Lack of strategic scientific focus and identity.

No organized formal peer review of teaching.

III. Recommendations for Follow-up Actions

It is recommended that the programme further enhance the formal documentation and dissemination of action plans and provide clear evidence of their implementation and impact. Additionally, continued engagement with students, alumni, and external stakeholders should be maintained and further developed to support the continuous improvement of the programme.

Implement a formative, confidential collegial faculty peer observation process to complement student evaluations and external reviews, thereby fostering a culture of teaching improvement and professional growth among faculty. Ensure that individual teaching evaluation reports include comparative metrics (e.g., the instructor's score vs. the departmental average and the Polytechnic School average) for each key

performance question. This provides more meaningful feedback for professional development.

Formalize the External Advisory Board (EAB): The valuable creation of the EAB needs to be composed of representatives from alumni, key employers, and industry partners. This board should meet at least annually to provide structured input on curriculum relevance, strategic planning, and emerging trends (e.g., decarbonisation, digitisation) as recommended in the Chem Eng . departmental undergraduate accreditation report and the PSP's own proposals.

Update the English Version of the Student Guide: Ensure that the English version of the Student Guide is a complete, parallel, and regularly updated version of the Greek original to improve international accessibility.

Consider the development of optional internship or practical training opportunities in collaboration with relevant industrial and professional stakeholders, in order to further strengthen the applied and professional dimension of the PSP.

Strengthen the practical implementation and visibility of the academic advisor system in order to ensure that students are fully aware of and benefit from the available academic support mechanisms.

Further enhance the practical dimension of the curriculum through additional laboratory activities, educational visits to industries and research centres, and increased exposure to professional practice.

Actively encourage students to participate in evaluations by demonstrating how their feedback has led to concrete changes.

Establish a formal alumni network that systematically tracks the career path of the graduates. This may include an alumni portal to promote post-graduation interactions.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 6, 8, 9

The Principles where substantial compliance has been achieved are:

2, 5, 7, 10

The Principles where partial compliance has been achieved are:

Nil

The Principles where failure of compliance was identified are:

Nil

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
Soultanas Panagiotis	Signed by Soultanas Panagiotis
ARGYROPOULOS DIMITRIOS	Signed by ARGYROPOULOS DIMITRIOS
CHRYSAFI AIKATERINI ALEXANDRA	Signed by CHRYSAFI AIKATERINI ALEXANDRA
KANTZAS APOSTOLOS	Signed by KANTZAS APOSTOLOS
XANTHEAS SOTIRIS	Signed by XANTHEAS SOTIRIS