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:

Data Science and World Wide Web

Department: Informatics

Institution: Aristotle University of Thessaloniki

Date: 04/02/2026

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 **Data Science and World Wide Web** 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 7

Part B: Compliance with the Principles 9

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT 9

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES 12

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT 16

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION. 19

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES 21

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT 24

PRINCIPLE 7: INFORMATION MANAGEMENT 27

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES 31

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 33

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 36

Part C: Conclusions 37

I. Features of Good Practice 37

II. Areas of Weakness 38

III. Recommendations for Follow-up Actions 39

IV. Summary & Overall Assessment 41

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 Data Science and World Wide Web of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. Skevoulis Sotirios (Chair)
   (Title, Name, Surname)
   Seidenberg School of Computer Science and Information Systems, Pace University
   (Institution of origin)

2. ANDRITSOS FIVOS
   (Title, Name, Surname)
   Commission of the European Communities, Joint Research Center
   (Institution of origin)

3. Boulogiorgou Despoina
   (Title, Name, Surname)
   University of West Attica
   (Institution of origin)

4. KARAYIANNIS TASSOS
   (Title, Name, Surname)
   Department of Mechanical and Aerospace Engineering, Brunel University
   (Institution of origin)

5. TRYFONAS THEODOROS (THEO)
   (Title, Name, Surname)
   University of Bristol
   (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.

The External Evaluation & Accreditation Panel (EEAP) was constituted in early December 2025 and received the accreditation support materials for four Postgraduate Study Programmes: (a) Communications Networks and System Security, (b) Data and Web Science, (c) Digital Media – Computational Intelligence, and (d) Technologies of Interactive Systems, approximately one week prior to the scheduled accreditation visit. The review was organized by HAHE and the Department of Informatics at Aristotle University of Thessaloniki. The support materials provided were exemplary, with all documentation meticulously prepared and presented.

Throughout the visit, all participants—including MODIP, teaching staff, students, graduates and external stakeholders—were prompt and forthcoming in supplying the requisite information. The introductory meeting, attended by the department leadership, MODIP representatives, and the directors of the four Programmes, was convened on December 15th, 2025, and conducted online via Zoom. The discussions proceeded in a spirit of cooperation and collegiality.

On Monday, December 15th, the EEAP members convened briefly to organize the accreditation review and allocate responsibilities. Immediately following this session, meetings commenced with the directors of the four Programmes, the Head of the Department, MODIP members, Steering Committees/OMEA members, and MODIP staff to discuss the design and compliance of the new Programmes with the established Quality Standards for Accreditation.

Subsequently, the next meeting involved administrative staff and teaching staff members from all Programmes to review the facilities and learning resources, ensuring that the materials, equipment, and infrastructure were adequate for the effective delivery of the four Programmes. The EEAP privately viewed a video presentation of the university facilities, graciously provided by the department.

On Wednesday, December 17th, the agenda focused on the Postgraduate Study Programme in Data and Web Science . The day commenced with a meeting with faculty members to discuss their workload, opportunities for professional development, student evaluation methods, and their teaching and research activities. This was followed by an engagement with current students of the Programme, during which the EEAP solicited feedback regarding their experiences, invited suggestions for improvement, and encouraged candid assessments of their academic journey.

In the afternoon, the EEAP met with graduates of the Programme, facilitating an informative

exchange. This was succeeded by a meeting with social partners and employers, who described various forms of collaboration with the department. Following these discussions, the EEAP members convened privately via Zoom to deliberate on their initial impressions and prepare a brief oral presentation of their findings. The final meeting of the day was held with representatives of MODIP, the Head of the Department, and the Programme Director, during which additional comments and clarifications were addressed. The EEAP delivered a preliminary verbal report outlining their impressions and key findings.

The Panel wishes to express its sincere appreciation to the Aristotle University of Thessaloniki for the exemplary organization and hospitality extended during these meetings, and for the exceptional openness and collaboration demonstrated throughout the virtual accreditation visit.

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 Postgraduate Study Program (PSP) was established in 2018 and commenced in the 2018–2019 academic year. Since its inception, the program has undergone a significant revision in May 2024 (ΦΕΚ Ν4574/τ.Β/6-8-2024).

The primary objective of the PSP is to provide specialized education in the rapidly evolving fields of Data and Web Science. These domains are of paramount importance, given the exponential growth in data production and the swift advancement of web technologies. Such developments present new challenges across various areas of computer science, encompassing infrastructure, management, access, and the effective utilization of information for knowledge extraction. The program is designed to address these challenges comprehensively, thereby fostering scientific progress and innovation.

The purpose of the PSP is to ensure that postgraduate students receive rigorous training in Data and Web Science, equipping them for immediate employment in relevant industry roles or for further academic pursuits, including doctoral studies. The curriculum is structured to be flexible, encompassing both foundational and advanced topics, and aims to provide a robust background in Data and Web Science. The PSP comprises 90 ECTS credits, with each ECTS corresponding to 25–30 hours of study.

Students enrolled in the program develop competencies in:

- Critical analysis of scientific literature,
- Presentation of scholarly work,
- Practical application of algorithms and data processing techniques,
- Familiarity with contemporary big data methodologies that are highly sought after in industry,
- Development and utilization of ontologies and knowledge graphs,
- Use of diverse programming libraries for efficient and high-quality software development,
- Implementation of decentralized technologies using modern approaches.

Graduates of the program are prepared for professional roles such as:

- Data Analysts/Data Scientists, with a focus on statistical and machine learning model development,
- Data Management Professionals, specializing in the analysis, management, representation, and interconnection of large datasets,

- Researchers or PhD candidates in Data and Web Science,
- Technical managers and project managers within corporate and research environments.

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 Department has established a Quality Assurance Policy for the Postgraduate Study Programme (PSP) Data and Web Science that is aligned with the institutional quality policy of AUTH's overall quality system. The policy was approved by the Departmental Assembly (443/20-12-2023) and is publicly available via the programme's website.

The policy sets out a clear commitment to teaching QA and continuous improvement across teaching, research, administration and student support. It addresses all key dimensions required by the Standard, including programme design and organisation, learning outcomes aligned with EQF/NQF Level 7, teaching effectiveness, staff qualifications, industry and labour market relevance, the quality of student support services and efficient use of resources.

The programme has defined an extensive and well-structured quality goal targeting framework. Quality objectives are grouped under three strategic goals: quality of educational provision, research excellence and internationalisation/outreach. These objectives are supported by clearly defined indicators, baseline and target values, specific actions, assigned responsibilities and implementation timelines, as evidenced in document M1.2.

II. Analysis

The Quality Assurance Policy demonstrates strong alignment with the requirements of Principle 1 and represents a comprehensive and systematic approach to quality management at programme level. The relevance to the overall institutional QA system and the detailed description of implemented procedures indicate that quality assurance is embedded in the routine operation of the PSP rather than been applied performatively.

A notable strength is the breadth and depth of the quality goal setting framework. The programme defines a wide range of measurable objectives covering student progression and completion, student engagement in evaluation processes, academic advising, flexibility and student-centred learning, research productivity and impact, staff-student ratios and internationalisation. The use of quantitative indicators, together with named responsibilities and deadlines, provides a solid basis for monitoring progress and accountability.

At the same time, the number of quality objectives emphasises the importance of prioritisation and systematic follow-up, in order to ensure that monitoring focuses on impact rather than merely compliance. Overall, the evidence indicates a well-developed quality culture and a mature understanding of quality assurance as a continuous improvement process.

III. Conclusions

The Postgraduate Study Programme Data and Web Science fully meets the requirements of Principle 1. A publicly available and institutionally aligned quality assurance policy is in place, supported by a detailed and measurable quality

targeting framework that is clearly linked to the programme's strategic objectives and learning outcomes.

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. The panel encourages the academic unit to ensure clear prioritisation and systematic reporting on progress against the large number of quality objectives, so that the impact of quality actions is demonstrable and sustainable over time.
R1.2. Continued engagement of external stakeholders (e.g. employers and alumni) in the periodic review of quality objectives would further strengthen labour-market alignment and strategic relevance to industry.

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 PSP documentation relevant to Principle 2 (P2), as per the HAHE site, is complete and well written. The Accreditation Proposal (Document M01) provides comprehensive information on most P2 pertinent topics.

The Study Guide (Document M2.3) exists both in Greek and in English. It provides a comprehensive overview of the host department, including its structure, its faculty and its strategy, as well as an outline of the reasons and the market needs for such a PSP. It also provides a comprehensive outline of the expected learning outcomes. No streams or specializations are foreseen. The PSP is delivered in Greek.

PSP regulations as well as the PSP Study Program, complete with teaching staff, links to detailed content and other useful information (such as mobility, doctoral studies, other PSPs hosted in the Department etc.) are also part of the Study Guide. Finally, the emails and fixed phone numbers of all academic and support staff are listed at the end of the Study Guide.

The PSP courses are outlined, in tabular form, in the Study Guide and in Document M2.4, in a more extensive form, according to the HAHE guidelines. Finally, Document M2.5 provides a tabular overview of the PSP teaching staff assignments.

II. Analysis

The PSP has been set up in alignment with the relevant policies of AUTH and in compliance with the national legislation. The planned courses are delivered by academic staff with expertise in their respective fields, integrating both research-based content and elements targeted toward industrial and societal needs.

The PSP is well-structured and corresponds to Level 7 of the European Qualifications Framework (EQF), ensuring that students acquire advanced academic and professional knowledge, skills, and competences. The expected student workload also appears consistent with the European Credit Transfer and Accumulation System (ECTS) requirements for a Level 7 program. The University's Quality Assurance Unit (MODIP), responsible for supervising internal and external evaluation procedures, has provided effective guidance during the preparation and documentation of the new PSP. Their support has contributed to the creation of a clear and well-organized set of high-quality practical documents, including

the Accreditation Proposal (Document M01).

The need for such a PSP and its learning outcomes are well documented. A list of similar PSPs hosted in prominent European and US universities is provided.
The PSP is organized in a single stream. It requires a total of 90 ECTS for its completion: 7.5 ECTS for each of the 4 compulsory courses of the first semester and 4 electives of the second semester, plus 30 ECTS for the Master's Thesis during the third and final semester. However, in the Study Guide, it is not clear which out from the 8 courses of the 1st semester are compulsory. The maximum duration of studies is 4 semesters but there is a possibility of part-time enrolment, in which case the PSP duration is extended to a maximum of 6 semesters.

The PSP is delivered in Greek language.

The PSP fees are € 1,800, paid in 3 installments of €600 each.

There seems to be no general PSP policy on the delivery methodology: most courses specify a person-to-person delivery but some quote both person-to-person and remote teaching.

Although the Study Guide provides comprehensive information on ERASMUS+, it is not clear if the PSP students can benefit from such mobility.

The PSP study program seems well-aligned with industry and societal needs. However, the Panel notes the absence of courses on legal, regulatory & social aspects of data management, which are increasingly important in the design and development of modern IT systems.

There exists a portal dedicated to Department's graduates and another portal dedicated to the post-graduate program alumni. However, there seems to be no formal mechanism (i.e. external advisory board) to link with industry or other stakeholders.

III. Conclusions

The department has developed a well-structured program in accordance with the procedures prescribed by the AUTH and HAHE. The PSP fits well in the host Department's strategy. Its study program and the expected learning outcomes are in line with the relevant industrial and societal needs but more emphasis should be put on legal, regulatory & social aspects of data management.

The documentation provided is concise and well-written.

The PSP is fully compliant with the HAHE requirements concerning Principle 2.

Panel Judgement

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

Panel Recommendations

R2.1. The PSP should consider establishing a feedback mechanism involving alumni and stakeholders to ensure its continuous update and improvement.

R2.2. The PSP should introduce courses on legal, regulatory & social aspects of data management, in particular data mining, data retention and data use.

R2.3. In view of R2.2. above, the PSP could consider increasing the number of its delivered courses to 5 per semester instead of the actual 4 and/or introducing of two streams.

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

A set of effective practices has been implemented for the PSP, such as maintaining continuous contact with students beyond study guide requirements, adapting teaching and study programs to reflect current developments and industry needs, and consistently monitoring student progress. To further enhance the student-centered educational process, the University has established a system to manage and track student complaints. For academic evaluation of PSP courses, questionnaires solicit student feedback on course content, perceived usefulness, and teaching quality. However, the EEAP noted the absence of questions regarding infrastructure and student effort.

Students are well-informed about assessment procedures and report receiving substantial support from their professors. Mutual respect between students and instructors has been observed, fostering a collaborative environment and a sense of appreciation in these relationships. Although students are not provided with the questionnaire results, measures are in place to address their concerns. Nevertheless, students have identified a need for greater interdisciplinary enrichment, particularly in legal and regulatory frameworks, negotiation techniques, and technoeconomic factors.

II. Analysis

PSP clearly serves the societal need for lifelong learning and the demand for professional development among individuals in both private and public sectors. The teaching methods are adequate for meeting the needs of adult students at the University, who are typically employed and self-sustaining. From the assessment of the Programme, the student-centered approach was evident, along with the academic staff's ability to meet this task and the successful implementation of existing procedures. There is, however, room for improvement in the methods, processes, and tools used in the student-centered approach, including updating adult education methods and incorporating interdisciplinary approaches.

III. Conclusions

The rules and regulations developed for this Programme’s student-centered learning, teaching, assessment, and degree award are considered adequate. There is room for improvement in the methods, processes, and tools used for the student-centered approach. Based on the provided documentation and discussions, the EEAP can state that the PSP is well-received by students and stakeholders.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Officially introduce student representation in the quality assurance processes.
R3.2 Evaluate each course and report the data independently announced to students instead of an oral introduction by the academic staff per semester/year.
R3.3 Increase the alumni and social partners' participation in the course/programme evaluation and development
R3.4 An update on adult education methods, for professors, could be helpful.
R3.5 Enrichment of the PSP with interdisciplinarity.

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

Candidate evaluation and selection for enrolment are conducted in accordance with the PSP study guide. Admission procedures for the study programmes are clearly defined and accessible to students. Comprehensive processes and guidelines support the completion of assignments and theses. Students are also encouraged to engage in auxiliary work for the University or participate in departmental research programmes related to their theses.

Students have access to relevant regulations and instructions outlining their rights and obligations. The terms and conditions governing student mobility, both European and international, within the Erasmus+ programme are explicitly detailed.

II. Analysis

Comprehensive documentation is available that clearly outlines the procedures for participation in the PSP, student rights and obligations, assessment criteria, and requirements for thesis completion.

The EEAP commends the effective organisation of the PSP and highlights the quality of its regulations, which foster academic culture and emphasize the

importance of knowledge.

III. Conclusions

The rules and regulations for this PSP effectively guide admission, progression, recognition, and degree conferral.

Panel Judgement

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

Panel Recommendations

NONE

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 PSP documentation relevant to Principle 5, as provided in the HAHE site, is well written. Document M5.1 provides a tabular overview of the PSP teaching staff bibliographical performance. Document M5.2 provides a comprehensive overview of the academic staff selection criteria and procedures while document M5.3 outlines their contractual conditions and obligations. Finally, document M5.4 describes the Department's academic staff support and professional development policies.

II. Analysis

AUTH has a well-established and well-documented procedure for the appointment and promotion of the academic staff, in accordance to the national rules and regulations.

The Department of Informatics is organised in three Sectors, including four laboratories. On top of the graduate programme, it provides, as per 2018-19 data, five PSPs plus one intra-departmental PSP plus doctoral studies. The Department has 13 Professors, 11 Associated and 6 Assistant Professors for a total of 30 academic staff members, as per the Study Guide (document M2.3), which is a rather small number for such teaching commitments.

The PSP teaching staff, includes 9 academics (4 Professors, 4 Associated and 1 Assistant Professor) plus 1 external teaching staff member. They are responsible for the delivery of 15 courses plus the thesis supervision.

Documentation provided is limited to bibliometrics and publication statistics and, therefore, no conclusions can be derived as to the suitability of the teaching staff in relation to their particular assignments. It is only through additional web searches that one can check that the expertise and experience of the academic staff is indeed adequate and relevant to their assignments.

The evaluation of academic staff follows well-established and transparent criteria, based mainly on bibliographics and research performance. There are as many as 14 criteria, among them a generic reference to the teaching performance, but no specific teaching performance evaluation parameters are mentioned.

The PSP is, seemingly, well supported by administrative and support staff, although this is not sufficiently documented in the documents supplied through HAHE.

In order to better evaluate the adequacy of the Department's academic staff to cover their teaching obligations, specially in presence of a large number of PSPs, possibly with common or overlapping courses and activities, a table mapping the academic staff assignments (along some keywords on their expertise) across all of the Department's activities, including graduate, post-graduate and doctoral programs would have been desirable.

With the exception of one inter-departmental PSP, there is no other evidence of interaction with other departments in the university or other universities of Greece or overseas.

III. Conclusions

The PSP is fully compliant with the HAHE requirements concerning Principle 5.

The academic staff of the PSP under accreditation have, seemingly, the knowledge and the expertise to deliver their assigned courses.

On top of the provided statistics on the academic staff work-load, the Department

should provide a table mapping the academic staff assignments, along with their qualifications and some keywords on their expertise, across all the Department's activities, including graduate, post-graduate and doctoral programs.

The Department should seek to increase its staff or abolish some of its postgraduate programme offerings. Furthermore, it should reach out for further collaborations with other Geek and overseas institutions and establish a formal process for interacting with stakeholders.

Panel Judgement

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

Panel Recommendations

R5.1. Put better in evidence the credentials and experience of academic staff relative to their teaching assignments, possibly through a table mapping their assignments their qualifications and their expertise across all the Department's activities.

R5.2. Enhance collaborations with other University departments and Institutions in Greece and overseas.

R5.3. Establish an annual cycle of teaching peer review, including classroom observation, as a mean to support staff development and evaluation.

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 department boasts extensive infrastructure, including state-of-the-art laboratories. There are also well-resourced libraries, study spaces, and access to academic databases. The teaching staff of the PSP consists of 9 faculty members. As shown in the Program's five-year budget, part of its income will fund scholarships for students. Part of the tuition fees is invested in the PSP for the development of infrastructure (computers, software, books, secretarial and technical support, etc.), as well as in teacher and student training through

financing participation in international conferences. Finally, part of the tuition fees is invested in promoting the PSP and attracting new students to the program.

II. Analysis

The programme's infrastructure and resources are satisfactory, demonstrating substantial investment in advanced technology that supports high-quality research and education. Although resources are considered adequate, the report provides limited information regarding procedures for regularly updating equipment and software to align with ongoing technological progress. Increased transparency and systematic assessments of infrastructure and technology updates would help maintain the programme's leadership in science education. Additionally, pursuing alternative funding models, including research grants and partnerships, may enhance financial stability and foster further growth.

III. Conclusions

The programme's learning resources and student support are effective in meeting students' needs. However, greater focus should be placed on developing a more comprehensive and active alumni and social partners' network. Strengthening this network would improve information exchange, mentorship, and career guidance. Building stronger connections among alumni, industry, and current students would foster a collaborative community that supports professional growth, industry engagement, and lifelong learning. Initiatives such as alumni events, networking platforms, and structured mentoring programmes could further enhance the programme's impact and reputation.

Panel Judgement

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

Panel Recommendations

R6.1 Provide more opportunities to students for "hands-on" experiences with real projects and procedures as part of their coursework. A few more elaborate courses could provide that option.

R6.2 Prioritise the development of a more comprehensive and active alumni network. This initiative should focus on fostering mentorship opportunities, enhancing information exchange, and strengthening connections between alumni and current students, thereby

supporting students' overall growth. Structured events, networking platforms, and mentoring programmes can significantly support professional development and enhance the programme’s overall impact.

R6.3 Greater emphasis should be placed on the program's extroversion to attract new students. The creation of an institutionalized way to communicate with social partners and alumni, and the processing and presentation of the results of collaborations (publications, research programs, innovative products, etc.) are necessary processes that must be initiated.

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 Department of Informatics of the Aristotle University of Thessaloniki has a very well-established information system for collecting and monitoring data. The information collected relates to students (numbers entering programme and progression) academic staff performance (teaching load, student staff ratios and research in terms of grants awarded, publications and citation index) and provisions to staff and students. The discussion with the Head of Department, programme coordinator and academic and administration staff confirmed that they are all fully aware of the data collection processes and their significance in monitoring quality practice across the Department and the specific PSP.

The questionnaire given to the students includes 12 questions that cover the

content, organisation and level of the module and continues with an evaluation of the actual delivery by the academic staff. The questionnaire allows students to evaluate the specific module, with a rating 1-5 and the possibility to give additional comments, which in their view will improve the teaching experience. The data is centrally collected and provided to the Quality Assurance Unit of the University (MODIP) for a statistical analysis. At the end of the year this analysis is given to the members of the Department, quality assurance team (OMEA), the Head of Department and the programme coordinator. Discussions are then expected at the Programme Steering Committee and Department level for improvements/changes as necessary.
The processes outlined above are appropriate and thorough and provide the Department and the teaching team with the tools and a methodology for continuous improvements using known standards of excellence in tertiary education and key performance indicators (e.g. student progression rates, average module marks and staff performance in for example publications and h-index measures.)

As mentioned above, it was clear that staff (teaching and administrative staff) are familiar with the requirements and the methodology of data collection and monitoring and encourage student to participate in the process. The staff are, through their own initiative, able to "close the loop", i.e. initiate corrective actions that relate to the content and delivery of the modules.

It was not clear from the paperwork provided if the Department or programme coordinator and the steering committee collect data on graduates (destination, employability and type of employment and salary ranges). This is an important key performance indicator. However, it became clear later, with the presentation of the slides on the PSP, that these data are indeed collected. This is an excellent practice that should be properly documented and used – in statistical terms – in the PSP website to encourage more and better applicants.

II. Analysis

It was evident from the paperwork provided that the Department and the programme coordinator/committee have an established process of collecting data and with the help of MODIP analyse them and use them in a continuous process of improvement.

The student return rates to the questionnaire on some modules is low and hence the statistical analysis of the results are not particularly useful, i.e. do not allow staff to extract and conclude on indicative corrective actions. It is worth mentioning that this occurs in other universities – both in Greece and overseas. The Department is aware of this and are making efforts to increase the student participation rates.

The general main criticism here that applies to all the feedback given by students through the questionnaires and other means (e.g. verbal/in writing) is the fact

that the students do not participate in any formal discussion that follow and relate to the comments provided. There is no formal process where student representatives participate in the Programme Steering Committee or Department meetings where their comments are discussed and feedback/list of actions are provided.

Data on student graduates, although collected and give a very positive picture of the PSP and the Department, are not appropriately used by the Department. This information is very important for prospective students, parents and carers, career advisors and future employers throughout the country. Statistical data (not personal) on the student progression in industry should be made available as a key performance indicator of the Department and the particular PSP.

III. Conclusions

The PSP in Data and Web Science benefits from a well-established information management system that is both comprehensive and well supported by the Department/staff and the university central services and committees (MODIP). Key performance indicators are identified and performance analysed to ensure a continuous quality improvement process. In order to help enhance this process, the Department needs to consider a formal process of engaging students – through their representatives - in the discussion of matters arising based on student feedback, via for example the questionnaires and other verbal/written communications and inform students in a documented format of improvements and changes. The Department has a very supportive stakeholders group, ready to work more closely with the academic staff both in an informal but also a formal way, e.g. meeting twice a year. In addition, information and data available from stakeholders (e.g. availability of relevant vacancies, type of vacancies, locations) could be utilised to the benefit of the students. The same applies to data collection and input from graduates of the programme.

Panel Judgement

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

Panel Recommendations

R7.1. Establish a data base on PSP graduates and actively engage this cohort in an informal and a formal way to enhance both the programme curriculum with industry relevant material and the overall student experience.

R7.2. Include student representatives in a formal way in discussing both specific module/staff and overall programme performance.

R7.3. Continue to encourage students to participate in larger numbers to the module/programme evaluation. Include questions on the overall programme to the questionnaire given to graduating students.
R7.4. Engage more formally with stakeholders and utilise feedback on course improvements/changes and data on employability.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department of Informatics and the PSP in Data and Web Science have adequate information on the available university and departmental websites. The information available includes programme activities, learning outcomes, teaching delivery, assessment processes and pass rates. Student numbers entering and per year of the programme as they progress are also available. This is very useful to students seeking a postgraduate course and at the same time it constitutes important data for parents and alumni. It is also of significant value to industrial and other private and government organisations as they seek to assess graduates applying for jobs or if they are interested in collaborating with the Department and the specific PSP. Information on module content as well as information on staff interest and expertise is also very important. The website is both in Greek and English. In addition, the programme steering committee uses other appropriate channels for promoting the PSP, like workshops and invited lectures by alumni and industrial experts.

II. Analysis

The website of the programme is well designed. However, an initial assessment by the Panel members indicated the existence of two different websites, depending on how one seeks to find the information, i.e. via the main university website of directly by searching for the Department. This was discussed with the programme coordinator and academic staff. They mentioned that the university information management group and departmental staff were currently working on the university/department and programme websites and this anomaly was in the process of being rectified. It was also observed that the English version did not include all the information relevant to the programme and available on the Greek version. Again, academic staff with expertise in IT informed the panel that they

were in the processes of improving both the Greek and the English versions of the website. Feedback from the alumni (e.g. success stories) and stakeholders (e.g. possible collaborations) were not included in the website

III. Conclusions

There are currently improvements that need to be made on the website of the department and the programme in collaboration with the university central information management group. However, it was reassuring to note that relevant staff were aware of the issues, and they were in the processes of rectifying them. Similarly, inconsistencies and omissions in the English version were to be corrected. The website could be enriched with information on graduate student destinations/employability rates and relationship with stakeholders.

Panel Judgement

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

Panel Recommendations

8.1 Continue to improve the website

8.2 Include information on alumni, student destinations/employment and relation with stakeholders

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 Data and Web Science is subject to a formally established internal evaluation process. An annual internal evaluation was conducted by MODIP, in accordance with the institutional Internal Quality Assurance System.

The internal evaluation covers all major dimensions of programme operation, including quality policy and targeting, programme design and approval, teaching and assessment, student-centred learning, staff qualifications and performance, learning resources and student support, information management and information available to the public. The evaluation confirms compliance across the vast majority of criteria and documents both strengths and areas requiring

further attention.

The evaluation findings are formally recorded, communicated within the academic unit and accompanied by proposed preventive and corrective actions. The report highlights strong practices such as high-level teaching and research staff, structured quality assurance procedures, integration of research into teaching and recognition of academic excellence; while also identifying challenges related to staff-student ratios, infrastructure constraints and student participation in evaluations.

II. Analysis

Documentary and oral evidence evidence demonstrates that the programme has a robust and systematic mechanism for on-going monitoring and periodic internal evaluation, in line with the expectations of Principle 9. The annual MODIP evaluation is comprehensive and of analytical richness, grounded in multiple data sources that include institutional information systems, student evaluations, programme documentation and stakeholder input.

The reflective character of the evaluation which explicitly identifies both positive practices and weaknesses, and proposes concrete directions for improvement, is particularly useful. This indicates a mature quality culture and a realistic appraisal of programme performance.

While improvement actions are clearly identified, the documentation places emphasis on the need for strengthened monitoring of implementation and impact, particularly in relation to student engagement in evaluation processes, infrastructure adequacy, and systematic use of alumni feedback. The effectiveness of the monitoring cycle would be further enhanced by more explicit tracking of follow-up actions and their outcomes over successive evaluation periods.

III. Conclusions

The Postgraduate Study Programme meets fully the requirements of Principle 9. Regular internal monitoring and annual internal evaluation are firmly embedded in the programme's quality assurance processes, and evaluation outcomes are used to inform improvement planning. The system provides a solid basis for continuous enhancement, with scope for strengthening follow-up and impact tracking.

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. Particular attention should be given to increasing student participation in course and programme evaluations, in order to enhance the representativeness and robustness of feedback.
R9.2. Continued efforts to address staffing and infrastructure constraints are encouraged, ensuring the long-term sustainability and quality of the learning environment.

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

Since, this is the first time that the PSP undergoes an external evaluation / accreditation, there are no specific previous recommendations from any external review Body. Based on the online discussions, it is evident that all faculty and staff members have recognized the significance of the Quality Assurance (QA) process and its role in the continuous improvement of the Postgraduate Study Programme (PSP). All internal stakeholders—including academic, administrative, and support staff, as well as students—are actively participating in the current review process with the External Evaluation & Accreditation Panel (EEAP). The PSP has recently addressed recommendations pertaining to postgraduate programs as outlined in the Institution's external evaluation report (2015). Furthermore, the PSP has established a concrete plan to review the EEAP's comments and to implement corrective actions as necessary.

II. Analysis

The EEAP considers the PSP's plan of future action to be comprehensive and well-conceived. As this is the first time the PSP is undergoing the accreditation process, the outcomes of the current plan will be assessed in future accreditation reviews. Faculty and staff have demonstrated a clear understanding of the importance of external review and have provided relevant information to the Panel in a timely and efficient manner. There is sufficient evidence of specific actions and measurements undertaken in response to recommendations from the earlier Institutional Evaluation (2015).

III. Conclusions

The leadership of the Programme is encouraged to further highlight and promote the strengths of the PSP. Although there has been no prior external accreditation for the PSP, its commitment to the principles and processes of Quality Assurance is apparent across all aspects of the Programme. It is recommended that the PSP establish formal and well-defined procedures for soliciting, utilizing, and evaluating feedback from both students and external stakeholders (including graduates and partners). Additionally, it is strongly advised that the PSP maintain minutes of relevant meetings and committee sessions for QA purposes. This practice will enhance the documentation of QA activities, support ongoing Programme improvement, and provide evidence for monitoring and evaluation.

Panel Judgement

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

Panel Recommendations

R10.1 The leadership of the PSP is encouraged to proactively showcase and communicate the program's principal strengths.
R10.2 The PSP should establish clear and systematic procedures for collecting, utilizing, and evaluating feedback from both students and external stakeholders, including alumni and partners.
R10.3 It is advisable for the PSP to consistently record and preserve documentation of relevant meetings and committee sessions to support ongoing quality assurance efforts.

PART C: CONCLUSIONS

I. Features of Good Practice

Well structured program, covering well most technical aspects of the PSP's subject matter.

Course delivery through physical presence suring the afternoon hours, permitting the attendance to students who work.

Continuous contact with students beyond the study guide requirements

PSP clearly serves the societal need for lifelong learning and the demand for professional development among individuals in both the private and public sectors

Well-resourced libraries, study spaces, and access to academic databases

Good apparent gender balance of current intake given the STEM nature of the subject

The PSP benefits from a well-established information management system that is both comprehensive and well supported by the Department/staff and the university central services and committees.

Key performance indicators are identified and performance analysed to ensure a continuous quality improvement process.

The Department has a very supportive alumni and stakeholders group, ready to work more closely with the academic staff both in an informal but also a formal way

II. Areas of Weakness

Lack of courses on non-technical IT matters, like legal, regulatory and societal requirements for data management.

The results of the evaluation reports and relevant data are not announced to students. The Department does not have a formal process of engaging students – through their representatives - in the discussion of matters arising based on student feedback.

There are no alternative funding models, such as research scholarships or partnerships, that could provide additional financial stability and growth opportunities.

Information and data available from stakeholders is not utilised to the benefit of the students. The same applies to data collection and input from graduates of the

programme.

Improvements need to be made on the website of the department and the programme in collaboration with the university central information management group.
The website could be enriched with information on graduate student destinations/employability rates and relationship with stakeholders.

III. Recommendations for Follow-up Actions

Explore the possibility of introducing more courses (i.e. 5 instead of 4 courses per semester), including a course on non-technical data management aspects such as legal, regulatory or societal requirtements. In alterantive, consider the introduction of two streams.

In alternative, introduce lectures and/or seminars focused on legal, regulatory and societal aspects.

Promote group work by introducing group assignments.

The programme is of computational resource-intensive nature and vigilance is required to keep abreast of technological platform developments providing students with sufficient access to state of art infrastructures (e.g., such as AWS or equivalent services and relevant toolsets).

The panel encourages the academic unit to ensure clear prioritisation and systematic reporting on progress against the large number of quality objectives, so that the impact of quality actions is demonstrable and sustainable over time.

Continued engagement of external stakeholders (e.g. employers and alumni) in the periodic review of quality objectives would further strengthen labour-market alignment and strategic relevance to industry.
The PSP should consider establishing a feedback mechanism involving alumni and stakeholders to ensure its continuous update and improvement.

The PSP should introduce courses on legal, regulatory & social aspects of data management, in particular data mining, data retention and data use.

Evaluate each course and report the data independently announced to students instead of an oral introduction by the academic staff per semester/year.

An update on adult education methods, for professors, could be helpful.

Enhance collaborations with other University departments and Institutions in Greece and overseas.

Establish an annual cycle of teaching peer review, including classroom observation, as a mean to support staff development and evaluation.
Provide more opportunities to students for “hands-on” experiences with real projects and procedures as part of their coursework. A few more elaborate courses could provide that option.

Prioritise the development of a more comprehensive and active alumni network. This initiative should focus on fostering mentorship opportunities, enhancing information exchange, and strengthening connections between alumni and current students, thereby supporting students' overall growth. Structured events, networking platforms, and mentoring programmes can significantly support professional development and enhance the programme’s overall impact.

Greater emphasis should be placed on the program's extroversion to attract new students. The creation of an institutionalized way to communicate with social partners and alumni, and the processing and presentation of the results of collaborations (publications, research programs, innovative products, etc.) are necessary processes that must be initiated.

Establish a data base on PSP graduates and actively engage this cohort in an informal and a formal way to enhance both the programme curriculum with industry relevant material and the overall student experience.

Include student representatives in a formal way in discussing both specific module/staff and overall programme performance.

Continue to encourage students to participate in larger numbers to the module/programme evaluation. Include questions on the overall programme to the questionnaire given to graduating students.

Engage more formally with stakeholders and utilise feedback on course improvements/changes and data on employability.

Continue to improve the website and include information on alumni, student destinations/employment and relation with stakeholders

It is advisable for the PSP to consistently record and preserve documentation of relevant meetings and committee sessions to support ongoing quality assurance efforts.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 8, 9, 10

The Principles where substantial compliance has been achieved are:

7

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
Skevoulis Sotirios	Signed by Skevoulis Sotirios - 04/02/2026 15:46:03 +02:00
ANDRITSOS FIVOS	Signed by ANDRITSOS FIVOS - 04/02/2026 15:46:03 +02:00
Boulogiorgou Despoina	Signed by Boulogiorgou Despoina - 04/02/2026 15:46:03 +02:00
KARAYIANNIS TASSOS	Signed by KARAYIANNIS TASSOS - 04/02/2026 15:46:03 +02:00
TRYFONAS THEODOROS (THEO)	Signed by TRYFONAS THEODOROS (THEO) - 04/02/2026 15:46:03 +02:00