Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report

for the New Postgraduate Study Programme of:

Construction Project Management

Department: Civil Engineering

Institution: Aristotle University of Thessaloniki

Date: 05/07/2025

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Construction Project Management of the Aristotle University of Thessaloniki for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of Construction Project Management of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. PAVLOSTATHIS SPYROS (Chair)
   (Title, Name, Surname)
   School of Civil and Environmental Engineering, Georgia Institute of Technology
   (Institution of origin)

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

3. HARITOS GEORGE
   (Title, Name, Surname)
   College of Engineering, The University of Akron
   (Institution of origin)

4. PANAGOPOULOS THOMAS
   (Title, Name, Surname)
   Universidade do Algarve
   (Institution of origin)

5. STEFANAKIS EMMANUEL
   (Title, Name, Surname)
   University of Calgary, Canada(Department Head of Geomatics Engineering)
   (Institution of origin)

II. Review Procedure and Documentation

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

In preparation for the review and assessment of the new postgraduate study programme (PSP) Construction Project Management of the Aristotle University of Thessaloniki (AUTh), the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, as well as detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices provided by the new PSP through the HAHE.

The programme review was conducted via teleconference, organized, and coordinated by HAHE and the Aristotle University of Thessaloniki. The schedule and agenda of the review were as stated below.

Monday 30/6/2025:
a) Preliminary private meeting of the EEAP. Discussion of the programme under review; assignment of writing sections of the draft accreditation report to the EEAP members.
b) EEAP brief meeting. Discussion of the programme under review, impressions of the first day, coordination, and preparation for the remaining review and evaluation process.

Tuesday 1/7/2025:
a) Welcome meeting and a brief overview of the new PSP with MODIP representative Prof. K. Papazachos, the Head of the Department of Civil Engineering Prof. A. Tsikaloudaki, and the new PSP Director Prof. K. Petroutsatou. Brief presentation of the Department of Civil Engineering history and accomplishments; presentation of the structure, strengths & weaknesses, and other futures of the new PSP.
b) Meeting with PSP teaching staff members, Profs. G. Aretousis, K. Georgiadis, E. Loukogeorgaki, K. Katakalos, F. Antoniou, P. Gkorezis, T. Katsavounidou, A. Papadopoulos, and C. Zopounidis: Discussion of teaching involvement, learning resources and other features of the new PSP, professional development, research activities, as well as link between teaching and research.
c) Meeting with Department teaching staff members, Profs. M. Stefanidou, D. Pitilakis, A. Kougolos, K. Lakakis, Special Laboratory Teaching Staff Drs. G. Palantzas and D. Nalmpantis, and Head of the Department Secretariat Ms. A. Katsarou: On-line (video) tour of facilities, discussion of facilities, equipment, learning resources, software availability, as well as administrative and technical staff needs.
d) Meeting and discussion with employers and social partners: Mr. K. Mitzalis, CEO AVAX Group; Mr. P. Billias, Deputy Regional Governor for Infrastructure and Networks; Mr. I. Pertzimidis, President of Technical Chamber of Greece, Central Macedonia Section; Mr. G. Syrianos, President of the Association of Technical Companies of the Highest Classes; Mr. V.

Bardakis, President of the Greek Association of Civil Engineers; Mr. K. Valodimos, President of the Association of Greek Certified Contractors of Public Works and Technical Companies of Thessaloniki and Central Macedonia, CEO of Valcon SA; Mr. P. Panetsos, Head of Maintenance and Operation for Road Bridges of Egnatia Odos SA; Emeritus NTUA Professor
S. Lambropoulos, former General Secretary of Ministry of Infrastructure, Transport, and Networks.

e) Private debriefing meeting (EEAP members only): Discussion of the outcomes and findings of the PSP virtual visit; preparation of oral report.

f) Closure meeting with MODIP representative, Department Head, PSP Director, MODIP Committee Secretary Ms. A. Tzaneraki, and MODIP Staff P. Poutiou: Informal, oral presentation of the EEAP PSP key findings, discussion, and clarifications.

Wednesday 2/7/2025 to Saturday 5/7/2025:
Draft report writing. EEAP virtual meetings. Review and finalization of the draft report.

Throughout the review and evaluation process, the EEAP was in close communication with the Department and PSP administration as well as MODIP staff, who were very accommodating in providing additional information requested by the EEAP. The EEAP found that the Department, PSP administration, and MODIP staff, as well as the faculty, technical and administrative staff, and stakeholders interviewed were eager and helpful in our discussions, providing valuable additional information.

III. Postgraduate Study Programme Profile

Brief overview of the new 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 establishment of the new postgraduate study programme (PSP) “Construction Project Management” was approved by the Aristotle University of Thessaloniki (AUTh) Senate (decision no. 38440/14-01-2025) based on the provisions of Public Law 4957/2022 as well as other pertinent laws and regulations (Government Gazette 3150/22-06-2022/Issue B; No. 583/18a/2022), the proposal by the Assembly of the Department of Civil Engineering (meeting number 19/18-4-2024), and the proposal of the AUTh Postgraduate Studies Committee (meeting number 3827/16-9-2024). The new PSP offered by the Department of Civil Engineering, AUTh, replaces a previous PSP "Administration and Management of Technical Projects", which ran for 13 years (2005-2018). The decision for the new PSP was based on the scarcity of PSPs on construction project management along with identified areas of improvement based on the operation of the previous PSP.

The mission of the programme is the specialization of young engineers in the administration and management of construction projects with the use of new technologies and techniques related to all stages of the life cycle of technical projects, in accordance with current scientific, technological, and societal needs.

Teaching in the PSP is carried out by twenty (20) faculty members; eleven (11) faculty members from the Department of Civil Engineering, and nine (9) adjunct teaching staff from other AUTh Departments and three other universities (the Athens University of Economics and Business, the Technical University of Crete, and the International Hellenic University). Specialized technical staff and administrative staff assist the PSP.

The programme has set at thirty-five (35) the maximum number of admitted students per academic year, while the lowest number of admitted students is set at five (5). The PSP proposal specified that applicants would only be engineers who have graduated from a domestic university with a five-year duration of studies in the last five academic years. The admission criteria and selection process are specified in the PSP Programme Guide, which is posted on the PSP site. There are no tuition fees as the new PSP is sponsored by a Greek construction company for five years.

The PSP is a three-semester study resulting in a PSP diploma, level 7 of the European and National Qualifications Framework for Higher Education. To obtain the diploma, the student must have successfully passed ten (10) courses (60 ECTS) and completed a diploma thesis (30 ECTS). There are no elective courses. Instruction is in-person and attendance is mandatory.

Based on the interdisciplinary nature of PSP Construction Project Management, the PSP graduates will have the critical know-how to respond to scientific, technological, and environmental challenges concerning economic, legal, environmental, and social issues with sustainable, environmentally friendly, and time-resilient projects. Graduates will be prepared for careers in both the private and public sectors of the economy. There are strong links to society, which is a key priority of the PSP, the Department of Civil Engineering, and the Institution.

The Department of Civil Engineering has two postgraduate studies programmes and participates in an interdepartmental postgraduate programme in the AUTh School of Engineering. The Department also supports doctoral studies.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e- learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

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

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The PSP Construction Project Management of the Aristotle University of Thessaloniki has developed and implemented its Quality Assurance Policy as part of its broader strategy, as described in its proposal for accreditation of the subject PSP. The PSP was created with the senate decision 38440/14-01-2025. The School of Civil Engineering, in collaboration with the University Quality Assurance Unit (QAU/MODIP) and the Departmental Internal Evaluation Group (IEG/OMEA), has harmonized the quality policy of the PSP Construction Project Management with that of the University, accompanied by annual quality assurance targets for the continuous development and improvement of the PSP, as well as that of the academic unit and other educational programmes.

The Quality Assurance Policy of the PSP is publicly accessible from the Department's website, and includes adequate references to the PSP delivery, including commitments to satisfy requirements and strive for continuous improvement. In addition to IEG, a PSP Coordinating Committee further aids in the overall quality assurance of the PSP.

The processes and procedures used for monitoring and continuous improvement of the quality of the PSP are as follows:

• the suitability of the structure and organization of the PSP
• the intended learning outcomes and qualifications are in line with the European and National Qualifications Framework for Higher Education level 7
• promoting the quality and effectiveness of teaching and research
• the suitability of the teaching staff's qualifications for the postgraduate programme
• the implementation and review of annual quality objectives for the improvement of the PSP
• the level of demand for the acquired qualifications of graduates in the labor market
• the quality of support services and the efficient use of the PSP resources
• conducting the annual internal evaluation and review of the system

The quality and effectiveness of teaching at the PSP is closely monitored through the course/instructor evaluation by the students, the collection of data by the IEG and transfer to QAU on an annual basis. The goals of quality of the programme include:

- improving the education provided and student performance;
- strengthening the research profile of postgraduate students;
- improvement of scientific work and research impact of postgraduate teaching staff;
- improvement of daily operations, information, and communication;
- strengthening the national/international profile of the PSP;
- strengthening cooperation between the PSP and productive, professional and scientific bodies

The quality assurance policy of the Department and the PSP can be seen in the website: https://cpm.civil.auth.gr/politiki-diasfalisis-poiotitas/politiki-poiotitas-tou-programmatos/

II. Analysis

During the virtual meeting with the University, Department, and PSP administration, the PSP Director presented a SWOT analysis as part of the feasibility and sustainability study. The SWOT analysis shows the alignment of the new PSP with the AUTh strategy to strengthen the link between education, research, market needs, and funding sources.

The structure and organization of the PSP is well planned and in line with the overall goal of the programme. The material covered along with the study of new technologies in the area of Construction Project Management result in learning outcomes and qualifications of the postgraduate students consistent with Level 7 of the European and National Qualifications Framework for Higher Education. The teaching methods, learning outcomes, and the evaluation of student satisfaction are explained in the PSP Study Guide.

The Quality Assurance Policy is sufficiently communicated to all parties involved. The PSP has set specific, measurable, achievable, relevant and timely goals regarding the postgraduate programme. The targets that are monitored include the annual improvement based on the student surveys; the number of invited speakers; the student to professor ratio; the grade point average of postgraduates; the research output by the faculty such number of publications, citations and impact; participation of postgraduate students in research; the number of publications with postgraduate students as co-authors, the number of conferences in which postgraduate students participate; the students satisfaction from the administration support; the infrastructure; the academic advisor; the website information; the number of public events organized by the PSP; the number of training visits; and the number of postgraduate students who develop a practice-based Thesis in collaboration with an external organization.

Based on the data provided to the EEAP, the targets are also paired with suitable key performance indicators (KPIs). Goals will be monitored, updated, and communicated, according to the Quality Assurance Policy implemented by the Institution and the PSP. The quality assurance system will be reviewed on an annual basis by the IEG and results communicated to the University QAU, which issues an annual report.

The stakeholders were not consulted formally.

The PSP is financed by a construction company and does not have tuition fees.

III. Conclusions

Overall, this is a well-organized PSP focusing on the quality of teaching and effectiveness of learning. The Department has established a Quality Assurance Policy that is appropriate for the PSP. It includes a commitment for its implementation and continuous improvement of the programme. The metrics established by the PSP and the Institution are adequate in tracking and documenting the quality of the programme. An external advisory board for the continuous improvement of the PSP was mentioned but has not yet created.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	

Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Consider accepting ERASMUS students in some courses to promote the programme's internationalization and include this indicator in the KPIs.

R1.2 Establish an external, independent advisory board for the continuous improvement of the PSP.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The proposed programme which leads to a PSP degree, will follow a multi-disciplinary curriculum which will equip the students completing it with a highly diversified set of skills to fill specific staffing needs in the marketplace. This set of skills has been identified over the previous two years by the AUTh Department of Civil Engineering, where this PSP resides, after extensive interactions with both Industry and Government Agencies. These organizations are looking forward to the opportunity to recruit graduates of this PSP.

The Institutional strategy, the relevant regulatory framework, and the official procedure followed to secure approval of this PSP by the Institution are clearly and comprehensively reported in the materials provided to the EEAP prior to the accreditation visit. This PSP was formally approved by the AUTh Senate decision number 38440 on 14-01-2025.

The proposed curriculum brings together coursework from diverse academic disciplines together with carefully selected faculty who are highly qualified to both teach the curriculum courses and supervise the theses. The set of skills with which this PSP plans to equip its graduates will come from technical, economic, legal, social, environmental, international, management, and leadership fields.

As the selection criteria for prospective students have been set at a high level, it is the EEAP's expectation that the admitted students will be highly qualified and

thus capable of performing well in this demanding Programme. Furthermore, the variety of the undergraduate degrees earned by the selected students may lead to the organization of student teams which can tackle demanding projects as part of their studies.

The students are invited to actively participate in the structure and delivery of the curriculum by contributing every semester their assessment of both each course's content and the instructor's effectiveness in delivering the course topics, via carefully prepared evaluations.
The Student Guide is comprehensive and easily accessible by all students.

The discussion of the EEAP with the stakeholders from industrial companies and from both local and National governmental agencies underscored the high level of interest all of them have in this PSP. Significantly, the sponsoring of the Programme for five years by a major construction company further demonstrates the expectation that the graduates will be able to fill existing needs. During the same meeting, without exception, all of the participating stakeholders expressed their interest in maintaining close contact with the Programme.

The PSP course of study spans three semesters. The proposed PSP curriculum is well-articulated and comprehensive, and the student workload is compliant to the European Credit Transfer and Accumulation System (ECTS) for level 7 (90 ECTS - 60 for lectures plus 30 for thesis).

The option of providing work experience to students is not available in the proposed PSP. However, it is planned that a number of the required theses (up to 10 of 35, which is the maximum number of students admitted for each entering class) will likely involve a real-world project, which would offer the participating students some work experience, albeit without any monetary compensation.

The proposed PSP plans to link research with teaching in the proposed Programme mainly through the PSP thesis, supplemented by discussing research examples in courses, as appropriate. The EEAP is pleased to note that most of the teaching faculty are active in research, which will facilitate the transfer of new knowledge from research to practice.

The EEAP is favourably disposed toward this new PSP proposed by the Aristotle University of Thessaloniki (AUTh).

II. Analysis

The EEAP is pleased to report that all critical elements necessary for the success of this new programme have been carefully thought through and prepared: the implementation plan; the marketplace demand for its graduates; the

consultation with stakeholders from both Industrial and Government entities; the inter-disciplinary curriculum; the selection criteria for student admissions; the commitment of all necessary AUTh offices to support the students; the recruitment of excellent faculty from a number of disciplines and from various Institutions; and, the plan for the assessment and continuous improvement of the programme.

III. Conclusions

The EEAP, having considered all pertinent issues as discussed above, has concluded that there is an excellent probability that the proposed PSP will be successful.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 Add recommended bibliography in all course descriptions.

R2.2 Consider introducing mid-term course evaluations to improve the quality of instruction in the current semester.

R2.3 An Advisory Board consisting of stakeholders selected from potential employers, both companies and Government Agencies, should be formalized as soon as feasible, and it should meet at least once each semester.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The proposed new PSP in Construction Project Management plans to follow the set of regulations adopted a number of years earlier by the Department of Civil Engineering where this PSP will reside. These regulations cover all matters pertaining to the studies offered by the Department. They are discussed in detail in the PSP proposal which was made available to the EEAP through HAHE. The following paragraphs summarize the specific decisions/selections made by the Department for the subject PSP.

All lectures are conducted live with students and instructors physically present. The PSP proposal specified that the new PSP would admit new diploma holding engineers who graduated from a domestic university with a five-year undergraduate programme in the last five academic years, with the necessary condition of having a graduation grade of Very Good or higher and a certificate of knowledge of the English language at Proficiency level C2 or a degree from an English-speaking university.

The number of admitted students each year is set at a maximum of 35 graduate students. Also, this PSP cannot operate with less than 5 graduate students.

Every year a call for expressions of interest to participate in the PSP is published. The invitation includes the number of available places, the time period for submitting application files, the eligible categories of graduates and the list of mandatory and optional supporting documents. Included are also the number of students to be admitted, the selection criteria and the details of the application of these criteria, the definition as well as the conduct of examinations or interviews, the results of which are taken into account during the selection process. This call is publicised in the June/July timeframe, and it is completed in August each year.

Application files are submitted to the Programme Secretariat either electronically or in print. During evaluation, all information included in the application files is taken into account and evaluated utilizing the published list of weights assigned to each item. The process of selecting the successful candidates is completed in September and made public.

Successful applicants must enrol in the programme within 10 days after the publication of the selection results, according to the instructions they will receive

from the Secretariat. Should a selectee fail to register within this timeline, she/he is considered as having refused the admission offer and this open place is offered to the next candidate on the list.

For graduation the student must successfully complete 90 ECTS: 30 ECTS (5 courses x 6 ECTS per course) during the first semester, 30 ECTS (5 courses x 6 ECTS per course) during the second semester, plus 30 ECTS for the thesis. The thesis should be written according to specific Thesis Guidelines which are posted on the AUTh's website. A comprehensive Study Guide is also available electronically.

The normal duration of the PSP which leads to the award of the degree is set at three semesters - 18 calendar months - which includes the time required to complete the graduate thesis. The programme starts during the month of October. The maximum allowed duration of study has been set at 24 months (the maximum programme extension is set at six months). Should any PSP student exceed this maximum allowable timeframe without having completed all of the PSP's requirements for graduation will automatically be removed from the PSP and will be notified to that effect by the Secretariat, and she/he has to depart. These students will receive a certificate of having attended those courses that they successfully passed.

Each student is assigned a faculty member - among the programme's instructors – who serves as his/her supervising academic advisor throughout the duration of the PSP. The academic advisor may or may not also supervise the student's post-graduate thesis.

Course attendance is mandatory, with a maximum of three (3) absences allowed per course. Also, should a student accumulate more than ten (10) absences in either Semester, he is in danger of being removed from the PSP. Participation in relevant educational activities such as weekly laboratory-based assignments, projects, short exams, lectures and technical visits is also mandatory. Enrolment in each academic semester is also mandatory.

With regard to the thesis, the PSP students have to follow a process and rules that have been set by the Department and approved by the appropriate AUTh offices. They are outlined and discussed in great detail and publicized to the admitted students. The highlights are summarized next.

For each thesis to be approved, the students have to defend it in front of a three-faculty examining group. The list of available thesis topics is published near the end of the second semester, and each student has to select her/his topic(s) by the end of the examination period of that semester. Each PSP faculty member has to propose three thesis topics and, in order to avoid possible duplication,

each student has to declare three topics in prioritised order. The thesis can be written in Greek or in English, and each student has to provide an extensive summary (2,000 words) in Greek or English.

For the awarding of the Postgraduate Diploma, a passing grade in all postgraduate courses and the postgraduate thesis is required. The Programme is free of tuition, and it does not provide for student mobility, practical training, or distance learning.

The progress of students in their studies is monitored by the Department's Secretariat using a University-wide electronic platform.

II. Analysis

The EEAP was surprised to notice that the new PSP proposed to only admit graduates from Greek universities, thus excluding candidates from equivalent non-Greek university programmes. Upon the EEAP's request for clarification on the above stated application criterion, which excludes applicants from non-Greek universities, the PSP Director provided the rationale for such criterion included in the PSP proposal along with two documents: a) Public Law 4957/2022, which specifies that the University Senate can determine all issues governing the organization, operation, and management of the PSP, including the application criteria; b) The AUTh Internal Regulations for Postgraduate Studies, which is based on Public Law 4957/2022, states that "……the "PSP accepts holders of first- cycle degrees from domestic universities (Universities and Technical Educational Institutions) or equivalent institutions abroad." Given that the AUTh Internal Regulations for Postgraduate Studies has the provision of applicants who graduated from foreign institutions recognized as equivalent to Greek universities, the EEAP strongly recommends that the new PSP follows the AUTh Internal Regulations for Postgraduate Studies and thus includes graduates from foreign institutions in the PSP applicants' pool.

The time limit of 24 months to complete the PSP appears to be restrictive and differs from practices adopted by other PSPs at Greek Universities.

The EEAP believes that there is a very high probability for success once the programme begins admission and instruction of the first class of graduate students. Since currently no additional sources of funding after the five-year horizon for the PSP or scholarships for the postgraduate students have been identified, it would be advisable to engage additional companies who are interested in hiring graduates of the Programme and might be inclined to financially support the PSP beyond its fifth year of operation.

III. Conclusions

The rules and regulations that have been developed for this Programme guiding admission, progression, recognition and degree award to students are considered excellent.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Eligible engineering graduates from non-Greek Universities must be included in the PSP applicants' pool.

R3.2 Consider allowing a maximum study period greater than 24 months.

R3.3 The Department should explore opportunities to secure additional resources in order to ensure the PSP's continuation beyond the initial five-year period by seeking support from both Industry and Government.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The criteria and recruitment procedures for faculty members and adjunct teaching staff are defined by Greek state laws. As a public university, Aristotle University of Thessaloniki is required to adhere to strict regulations, in line with all other Greek public universities. The EEAP found that the teaching staff of the PSP in Construction Project Management possess excellent qualifications to deliver the programme's syllabus.

The PSP has 20 teaching staff members, including 11 faculty members from the Department of Civil Engineering (3 Associate Professors and 8 Professors). The 9 adjunct teaching staff (1 Assistant Professor, 4 Associate Professors, and 4 Professors) come from other departments within the same institution (6 members) and from three other universities: the Athens University of Economics and Business, the Technical University of Crete, and the International Hellenic University. All have significant academic and professional experience in the

subjects covered by the PSP. The teaching staff includes 8 female faculty members, four among the core faculty and four among the adjunct staff.

The teaching load for faculty members does not exceed 11.5 hours per week for both undergraduate and graduate courses, while the maximum teaching load for the PSP in Construction Project Management is limited to 3 hours per week. All courses in the programme are delivered by multiple instructors. Instructors receive remuneration based on the number of teaching hours provided for the PSP.

Faculty members receive guidance and support from the Teaching and Learning Centre (ΚΕΔΙΜΑ) of Aristotle University of Thessaloniki in the development and delivery of their courses. They also benefit from the university's participation in the European University, ERASMUS programmes, and other international organizations, networks, and associations. These collaborations offer teaching staff the opportunity to travel abroad for research, teaching, and participation in training programmes, helping them stay up to date with international developments.

In addition to teaching, most faculty members supervise a significant number of postgraduate students, lead research projects, and carry out administrative and professional duties. The overall workload, combined with limited technical support, has been described as both challenging and demanding by several faculty members during meetings with the EEAP.

II. Analysis

The faculty members involved in the development and delivery of the PSP possess the expertise and capability to offer a high-quality postgraduate programme. Each instructor holds strong academic credentials in her/his respective field, contributing a valuable combination of knowledge and experience. In addition to their academic qualifications, they bring extensive practical experience from professional sectors closely related to their areas of specialization.

The participation of faculty members from outside the Department and the Institution is a strength of the programme. However, coordinating a large teaching team that also includes a significant number of external faculty members may present challenges. The leadership team of the PSP should ensure that all instructors are actively engaged in the programme's activities and share their experiences with the broader team to support both short- and long-term actions that promote the delivery of a cohesive programme. It is strongly recommended that all teaching staff involved in the programme meet regularly as a team.

The Department should carefully monitor the workload of the teaching staff and

provide adequate technical and administrative support to ensure they can continue to focus on and enhance their research activities and productivity. Although the number of teaching hours assigned to each faculty member appears reasonable, most courses have not yet been developed, requiring additional time and effort from the teaching staff, particularly during the first year of the programme's implementation. Moreover, the delivery of courses by multiple instructors necessitates strong coordination within the teaching team, further increasing the workload for each instructor. This workload is expected to grow in the second year of the programme, as the same instructors will also be responsible for supervising student theses in the third semester of the PSP.

The gender balance within the teaching team (12 male and 8 female members) is reasonable. However, it should be monitored and, where possible, improved in future PSP faculty recruitment. The Department should also prioritize the recruitment of early-career faculty members at entry-level ranks, as the current team includes only one Assistant Professor among the 20 instructors.

III. Conclusions

The teaching staff are highly skilled in developing and delivering their assigned subjects and bring significant value to the PSP through their extensive academic and professional experience, as well as their networks with national and international partners from both the public and private sectors. It is strongly recommended that additional resources be allocated for professional development, as well as for technical support. Moreover, the Department should carefully monitor both the additional and overall workload of the teaching staff. Special attention should be given to coordinating the large teaching team and ensuring that all members are actively engaged in the programme's activities beyond their individual teaching responsibilities.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Develop a clear plan to monitor and, where necessary, mitigate the teaching and overall workload of faculty members involved in the development and delivery of the programme.

R4.2 Increase technical support to enhance the teaching staff's capacity for research productivity.

R4.3 Implement a comprehensive plan for the effective coordination of the large teaching team through regular meetings and open communication, to ensure the delivery of a cohesive programme.

R4.4 Involve more early-career faculty members in the programme and work toward maintaining and improving gender balance in future recruitment efforts.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND- ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support, and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered 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 conducted a virtual tour of the facilities of the postgraduate programme and those of the Aristotle University of Thessaloniki. During this tour, it was confirmed that the classrooms are appropriately designed and equipped with modern audiovisual tools. In addition, students have access to up-to-date infrastructure, such as the computer lab and the Department's laboratories, under the supervision of academic and technical staff.

Moreover, the University offers a comprehensive range of student support

services, including administrative assistance throughout the course of studies, the appointment of an Academic Advisor responsible for monitoring students' academic progress and guiding them in selecting their PSP thesis topic based on their research interests, as well as the Student Ombudsperson, who ensures the protection of students' rights. Students also have access to all central facilities and services of the Aristotle University of Thessaloniki, such as the University Student Club (dining hall), the Career Office, the Counseling and Psychological Support Center, the Accessibility Unit for students with disabilities, the Internship Office, the University Gym, the University Camp, and the Central Library, which provides study spaces and access to research resources. All these units are staffed by specialized academic and administrative personnel who play a key role in supporting student well-being and academic success.

Following the interviews conducted with administrative and technical staff, it emerged that students will be informed upon enrollment about their rights as postgraduate students, as well as the full range of services available to them through the AUTh. In addition, they will have access to detailed information through the official website of the PSP. The programme also organizes orientation events where incoming students will be welcomed and informed about the curriculum, as well as the academic principles and services provided by the Department and the University. Furthermore, interviews with academic, administrative, and technical staff revealed that the personnel involved in the programme are qualified and sufficient to ensure its smooth operation.

The programme is tuition-free. Its revenue comes from a company sponsorship and is allocated according to a detailed utilization plan. The largest share (68%) is directed to the remuneration of the teaching staff, while a significant portion (10%) is allocated to the Special Account for Research Funds (ELKE). The remaining funds are distributed among compensation for administrative and technical support staff, student travel expenses for technical visits, procurement of equipment and software, and promotional and publicity activities of the programme, each accounting for 7% of the total revenue. Finally, 4% is allocated to the procurement of consumable materials.

II. Analysis

The PSP in Construction Project Management is supported by an appropriate institutional infrastructure, a well-structured operational system, and competent teaching, administrative, and technical staff. Despite being a newly established programme, the facilities provided by the Department of Civil Engineering — including classrooms, laboratories, and computer labs — are suitably equipped to meet the PSP's academic and technical requirements. Software for the specific needs of the new PSP is available.

The University offers a wide range of student support services and infrastructure, combining administrative assistance, academic advising, and full access to all central university facilities. These services are designed to ensure that students receive comprehensive support throughout their studies, with special attention given to students with disabilities. They are provided with the necessary infrastructure and support through dedicated services, such as the Accessibility Unit. Additionally, the Department of Civil Engineering has appointed a faculty member as the "Study Access Support Advisor," responsible for reviewing requests from students with learning difficulties or other needs (e.g., medical or social issues) and recommending appropriate accommodations to support them.

Discussions with staff confirmed that mechanisms are already in place to inform students about their rights and the support services available to them.

The demands of the PSP are high, making it difficult to combine full-time study with full-time employment. Therefore, the possibility of offering flexible study options, including part-time study, should be considered to accommodate the needs of these students, as well as others who may benefit from more adaptable learning structures.

According to clarifications provided by the Department, special arrangements are made to ensure the participation of students with disabilities in technical visits. The PSP Director is responsible for coordinating transportation and selecting construction sites, ensuring that these activities are accessible and safe for all students.

Finally, the PSP is governed by a transparent utilization plan of the company sponsorship, with resources strategically allocated to teaching staff remuneration, administrative support, equipment, student travel expenses for technical visits, and promotional activities. Overall, the programme is well positioned to ensure its successful implementation and to support student achievement.

III. Conclusions

The Institution’s resources — including its infrastructure, facilities, and financial support mechanisms — are appropriately aligned with the operational and academic needs of the programme. However, it is suggested that the programme consider the introduction of more flexible study options, such as part-time attendance, to better meet the varied needs of future students.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 The programme is encouraged to take into account the diverse needs of potential future students, including the possible introduction of more flexible learning options.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The initial internal evaluation of the new PSP of the Aristotle University of Thessaloniki followed the principles of the present standards and the quality procedures of the Institution's Internal Quality Assurance System. The EEAP

found that the self-assessment of the PSP on Construction Project Management is based on procedures that support the learning environment for the students and the strategic goals of the Institution.

Several KPIs will be monitored in the annual internal evaluation. Factors considered for the assessment of the PSP include the student's workload, students' progression, and the assessment of the student satisfaction. Additionally, the PSP self-assessment will take into consideration scientific and technological developments, societal and market needs, as well as national and international legislation related to the Construction Project Management.

The PSP Director and the Coordination Committee will collect information from the students, teaching staff and other stakeholders for annual self-assessment of the programme. The annual report will be submitted to QAU for review. A clear timeline of the self-assessment procedure is established. Recommendations for improvement will be shared with the general faculty assembly. Decisions for improvements will be made at the end of the academic year and implemented by the beginning of the following academic year.

II. Analysis

Through the process of internal review and continuous improvement plan, the positive aspects of the programme will be reinforced by adding new topics based on scientific developments. The collected information will be analyzed by the PSP Director, and the programme will be adapted to ensure that it is up to date.

There is a strategically designed consideration for improving courses using the course evaluations by students. Programme weaknesses will be addressed when they are identified in student evaluations.

The Department is planning to create an external advisory board for the revisions of the study programmes, and the PSP is planning to involve external stakeholders in the annual revisions.

The PSP did not have a previous external evaluation; however, the Institution, through its Quality Assurance Unit (QAU), organize and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

III. Conclusions

The PSP was designed and established in accordance with the provisions of the Institution's internal regulations but have not considered the formal involvement of students and other stakeholders in the internal evaluation process. The

students will be involved in the evaluation of the PSP every semester and at the completion of the programme.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1. Establish an external Advisory Board to enhance further development of the Programme and to create an enduring link with the professional world.

R6.2. The students' participation in the revision of the study programme should be encouraged and their participation in the annual revisions should be enhanced and documented.

PART C: CONCLUSIONS

I. Features of Good Practice

- The programme has the necessary procedures for monitoring quality assurance and continuous improvement which align with the strategic objectives of the Department and the University.

- Faculty and staff are knowledgeable, enthusiastic, and dedicated to PSP's mission.

- Infrastructure and other resources are adequate for the successful operation of the new PSP.

- The employment potential of the new PSP graduates in public and/or private positions is high.

- Stakeholders and social partners praised the PSP and believe there is a clear need for such graduates.

- The programme is addressing an area of need in the Greek economy, both at local and national level.

II. Areas of Weakness

- There was no formal, organized involvement of external stakeholders, Department alumni, etc. in the design of the new PSP.

- Eligible engineering graduates from non-Greek Universities are not considered in the PSP applicants' pool.

- Course descriptions lack recommended bibliography.

- Opportunities for practical training are limited, mainly through completion of practice-based thesis in collaboration with an external organization.

- Participation of visiting international students in the new PSP is not considered.

- Department early-career faculty members were not included in the initial teaching team of the programme.

- The maximum allowed study period of 24 months is very restrictive.

III. Recommendations for Follow-up Actions

1) Add recommended bibliography in all course descriptions.

2) Consider introducing mid-term course evaluations to improve the quality of instruction in the current semester.

3) Include eligible engineering graduates from non-Greek Universities in the PSP applicants' pool.

4) Develop a formal mechanism of communication with social and industrial partners and other stakeholders to support continuous PSP review, curriculum development, and programme enhancement.

5) Conduct staff satisfaction surveys to document the needs of faculty as well as teaching and administrative staff.

6) Update the PSP website with current teaching and research staff CVs with ORCID and/or Scopus or Google Scholar ID, as well as research output indicators.

7) Establish a formal mentoring process for early career faculty.

8) Consider creating an external Advisory Board.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1, 2, 4, 5 and 6
The Principles where substantial compliance has been achieved are:
3
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
PAVLOSTATHIS SPYROS
CHRYSAFI AIKATERINI ALEXANDRA
HARITOS GEORGE
PANAGOPOULOS THOMAS
STEFANAKIS EMMANUEL