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. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report

for the New Postgraduate Study Programme of:

Applied and Environmental Geology and Geohazards

Department: Geology

Institution: Aristotle University of Thessaloniki

Date: 20/07/2025

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 New Postgraduate Study Programme of Applied and Environmental Geology and Geohazards of the Aristotle University of Thessaloniki for the purposes of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review 4

I. The External Evaluation & Accreditation Panel 4

II. Review Procedure and Documentation 5

III. Postgraduate Study Programme Profile 8

Part B: Compliance with the Principles 10

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes 10

Principle 2: Design and Approval of New Postgraduate Study Programmes 14

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification 19

Principle 4: Teaching Staff of New Postgraduate Study Programmes 24

Principle 5: Learning Resources and Student Support 28

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes 31

Part C: Conclusions 34

I. Features of Good Practice 34

II. Areas of Weakness 34

III. Recommendations for Follow-up Actions 34

IV. Summary & Overall Assessment 36

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 Applied and Environmental Geology and Geohazards 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. KATOPODES NIKOLAOS (Chair)
   (Title, Name, Surname)
   University of Michigan
   (Institution of origin)

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

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

4. PHOCAS MARIOS C.
   (Title, Name, Surname)
   University of Cyprus
   (Institution of origin)

5. Ζυγούρη Ευαγγελία
   (Title, Name, Surname)
   National and Kapodistrian University of Athens
   (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 PSP Applied and Environmental Geology and Geohazards of 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). These included background information and guidance on the review and accreditation process, as well as detailed data related to the Programme under evaluation, such as the accreditation proposal and its associated appendices.

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

1. Monday, 14/07/2025:

Preliminary private teleconference meeting of the EEAP. Discussion of the Programme under review and assignment of responsibilities.

2. Tuesday, 15/07/2025:

a. Meeting with the Vice-Rector/President of MODIP, the head of the Department, the Director of the PSP, and the MODIP Supervisor.

- Welcome teleconference meeting and overview of the PSP with the following:

- Prof. Nikolaos Maggioros, Vice-Rector of Academic Affairs and Planning Development, President of MODIP
- Prof. Konstantinos Vouvalidis, Head of the Department of Geology
- Prof. George Vargemezis, Director of the PSP
- Prof. Konstantinos Papazachos, MODIP Committee Member

The meeting included a general introduction of AUTh, the Department of Geology, and the new postgraduate Programme. Emphasis was placed on the academic profile, status, strengths, and possible areas of concern. The meeting included a discussion of the degree of compliance of the Programme with the Standards for Quality Accreditation.

b. Meeting with the teaching staff members of the PSP, which included the following:

- Prof. Nikolaos Kantiranis
- Assist. Prof. Sofia Pechlivanidou
- Assoc. Prof. Georgios Papathanassiou

- Prof. Panayiotis Tsourlos
- Prof. Anastasia Kiratzi
- Assist. Prof. Nerantzis Kazakis
- Assoc. Prof. Vasileios Marinos
- Assis. Prof. Sakellaris Grigorios Aarne
- Assist. Prof. Christos Pennos (visitor)
- Assoc. Prof. Aggelos Maravelis

The discussion focused on the professional development opportunities, mobility, competence, and adequacy of the teaching staff to ensure learning outcomes, workload, and evaluation by students; the link between teaching and research; teaching staff involvement in applied research, funded projects, and research activities directly related to the Programme; and possible areas of weakness.

c. Meeting and discussion of facilities and learning resources with teaching faculty and support staff, including the following:

- Prof. Konstantinos Voudouris
- Thomas Makedon, EDIP
- Assist. Prof. Marios Karaoulis
- Prof. Emmanuel Scordilis
- Assist. Prof. Stefanos Karampelas
- Dimitrios Vogiatzis, EDIP
- Kalliopi Koliadimou, EDIP
- Prof. Papadopoulou Lambrini
- Venetia Mpaltadaki, Secretary
- Anastasia Serafeim, Secretary

d. Meeting with employers and social partners, including the following:

- Stoumpos George, ELLINIKO METRO
- Didaskalou Grigoris, GEOTER
- Daoultzis Panayiotis, HELLAS GOLD
- Strouggaris Vasilis, TITAN
- Tsatsos Nikolaos, GEOGNOSI
- Katsoularis Anastasios, GEOMELETI
- Sotiropoulos Pavlos, TERRAMARINE
- Spachos Thomas, EYATH
- Athanassias Sotiris, GEOTEE
- Skovolas Serafeim, ILIDA

e. Private debriefing meeting (EEAP members only).

f. Closure meeting. Informal oral presentation of the EEAP key findings and

clarifications to:

- Prof. Nikolaos Maggioros, Vice-Rector of Academic Affairs and Planning Development, President of MODIP
- Prof. Konstantinos Vouvalidis, Head of the Department of Geology
- Prof. George Vargemezis, Director of the PSP
- Prof. Konstantinos Papazachos, MODIP Committee Member

3. Wednesday, 16/07/2025 to Saturday 19/07/2025:

Draft report writing. EEAP virtual meetings. Review and finalization of the draft report.

Throughout the review and evaluation process, the EEAP communicated with the Department and the PSP administration, which were very helpful in providing answers to questions posed by the EEAP. The EEAP found that the Department administration and the faculty, staff, and stakeholders interviewed were courteous, cooperative in our discussions, and eager to provide 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 Postgraduate Study Programme (PSP) Applied and Environmental Geology and Geohazards is organized by the Department of Geology of Aristotle University of Thessaloniki (AUTh). The new PSP is a revision and expansion of the existing Programme in Applied and Environmental Geology, which has been offered continuously under various names since 1995. The latest PSP was approved during the Department meeting of October 19, 2024, and the Graduate study committee of AUTh (approval 2/21-11-2024) and the University Senate (49790/27-2-2025 (Meeting 3155/23-12-2024)). Remarkably, this is the first time in its 30-year existence that this PSP is undergoing an external evaluation by HAHE.

The objectives of the new PSP are the multidisciplinary training and specialization of scientists and engineers in Applied and Environmental Geology and Geohazards, with the ultimate goal of promoting a subject of great importance to Greece. Specifically, the study programme involves specialization in:

a. Engineering Geology and Hydrogeology
b. Applied Geophysics and Seismology
c. Mineral Resources and Environmental Management
d. Earth Surface Processes and Geoenvironments under Climatic Variability

The new PSP was redesigned to address the strategic goals of the Department of Geology, suggestions of undergraduate students and external stakeholders, and to add a fourth specialization as an option in the study programme.

Teaching in the PSP will be provided by sixty-nine (69) members of the staff of the Department of Geology at AUTh. Thirteen (13) external instructors will also contribute to the educational process of the PSP. It is unclear what the responsibilities of each teaching staff member will be because a group of instructors will teach most courses, and their description does not mention a cognizant faculty member.

The language of instruction will be Greek, and all courses will be taught in person. The course offerings are impressive in terms of topics covered. However, none shows a prerequisite course, which is perplexing for a postgraduate study programme.

The Programme has set the maximum number of admitted students per academic year to 50. The EEAP did not interview current students or recent graduates because this is labelled a new Programme. The PSP requires a minimum of three (3) academic semesters of study. To graduate, a student must have completed 90 European Credit Transfer System (ECTS) credits (60 ECTS for coursework and 30 ECTS for preparing and completing a postgraduate

thesis). The EEAP found that the courses offered cover most topics of interest in the area of specialization of the PSP.

The EEAP met with a group of external stakeholders, who expressed their strong support for the Programme. All those interviewed expressed a willingness to participate in an External Advisory Board, if and when it is established.

Presently, the Department of Geology at AUTH offers two postgraduate programs, including the existing Programme in Applied and Environmental Geology, which will be terminated upon offering the new PSP. In addition, several faculty members teach in graduate programmes organized by other departments. The Department of Geology also maintains a strong doctoral and postdoctoral studies programme.

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 Applied and Environmental Geology and Geohazards 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 49790/27-2-2025. The Department of Geology, in collaboration with the University Quality Assurance Unit (QAU) and the Departmental Internal Evaluation Group (IEG/OMEA), has harmonized the quality policy of the PSP Applied and Environmental Geology and Geohazards 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 PSP's Quality Assurance Policy is publicly accessible on the department's website. It 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 are closely monitored through the course/instructor evaluation by the students, the collection of data by the IEG, and transfer to QAU annually. The goals of the quality of the Programme include:

- Modernization, accreditation, and internationalization of the Program;
- The education provided and student satisfaction;
- The quality of teaching staff;
- Student performance;
- Improvement of scientific work and research impact;
- Strengthening cooperation between the PSP research and the market
- Strengthening the national/international profile of the PSP;
- Improvement of daily operations, information, and communication;

The quality assurance policy of the Department and the PSP can be seen on the website: https://websites.auth.gr/pmsgeologias/

II. Analysis

The structure and organization of the PSP are well-planned and in line with the Programme's overall goal. The material covered, along with the study of new technologies in the area of Applied and Environmental Geology and Geohazards, results 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 collaborations with stakeholders; the impact factor of scientific publications; the number of conference presentations; the ratio of students/teaching staff; the percentage of theses in research projects; and the percentage of theses 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). However, some goals are very low, e.g., 10% of the Thesis in collaboration with an external organization. Additionally, KPIs for internationalization, such as Erasmus mobility and students' publications in international conferences and journals, are missing.

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 annually by the IEG, and results will be communicated to the University QAU, which issues an annual report.

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

A viability study was not presented, the minimum number of admitted students was not studied, the expenses for student grants are underestimated in the budget, and there is no action plan for low revenue from tuition fees.

III. Conclusions

Overall, this is a well-organized PSP focusing on the quality of teaching. The Department has established a Quality Assurance Policy appropriate for the PSP. It includes a commitment to its implementation and continuous improvement of the Programme. The metrics established by the PSP are suitable. Still, more quality indicators related to internationalization and collaboration with external organizations should be added to track the Programme's quality efficiently. A viability study should be elaborated, and external funds could be sought in cooperation with an external advisory board to improve the PSP continuously.

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

R.1.1. Consider the number of ERASMUS students as an indicator in the KPIs.

R.1.2. Raise the target of the quality indicators related to linking the PSP Thesis with the professional world.

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 establishment of the new Postgraduate Study Programme (PSP) “Applied and Environmental Geology and Geohazards” was approved by the Aristotle University of Thessaloniki (AUTh) Senate (decision no. 49790/27-2-2025) based on the provisions of Public Law 4957/2022 as well as other pertinent laws and regulations, the proposal by the Assembly of the Department of Geology, and the proposal of the AUTh Postgraduate Studies Committee.

The new PSP offered by the Department of Geology, AUTh, replaces a previous PSP, "Applied and Environmental Geology ", which ran from 2014 to 2025. The decision for the new PSP was based on the need for a multi-track PSP in applied geology, along with identified areas of improvement based on the operation of the previous PSP. The development of the new PSP followed the AUTH Strategic Plan 2024-2028 goals, mainly the continuous evaluation, redesign, and certification of study programmes, as well as offering attractive and competitive postgraduate study programmes.

The proposed PSP has four specialization tracks:

1) Engineering Geology and Hydrogeology
2) Applied Geophysics and Seismology
3) Mineral Resources and Environmental Management
4) Earth Surface Processes and Geoenvironments under Climatic Variability

The goal of the new PSP is to train new scientists with specialized knowledge and skills for practice in specific areas of applied and environmental geology and geohazards, and introduce them to theoretical and applied research.

Teaching in the PSP is carried out by 69 faculty and teaching staff members of the Department of Geology, AUTh; 3 members from the Department of Civil Engineering, AUTh; 3 members from the Department of Geology, University of Patras; 3 members from the Department of Civil Engineering, Democritus University of Thrace; 2 members from the National Technical University of Athens; 1 member from the University of Peloponnese; and 1 member from the Harokopio University. In addition, scientists from domestic research institutions and bodies, as well as faculty from foreign universities, will assist in teaching. Specialized technical staff and administrative staff will help the new PSP. The faculty and teaching staff who will participate in the new PSP are active in

research and have extensive practical experience in sectors closely related to their areas of specialization.

The Programme has set at fifty (50) the maximum number of admitted students per academic year, with no more than thirteen (13) students per specialization track. Admitted students hold first-cycle degrees in Natural Sciences, Geography, Geotechnical and Environmental Sciences, and other related academic subjects from domestic educational institutions and foreign institutions recognized as equivalent to Greek universities. The proposed PSP Internal Regulation posted on the PSP website (https://websites.auth.gr/pmsgeologias/) specifies the admission criteria and selection process. Tuition fees are set at €1000.

The PSP consists of three (3) academic semesters of study, resulting in a PSP diploma, level 7 of the European and National Qualifications Framework for Higher Education. To graduate, the student must have completed 90 European Credit Transfer System (ECTS) credits, 60 ECTS for coursework, and 30 ECTS to prepare and complete the mandatory postgraduate thesis. Many elective courses are included in the PSP curriculum and grouped according to each specialization track, as required or free electives. Lectures are given exclusively in person, and lecture attendance is mandatory.

The students will actively participate in the continuous development and delivery of the curriculum by conducting, every semester, their assessment of each course's content and the instructor's effectiveness in delivering the course topics via course/instructor questionnaires prepared by the University QAU/MODIP.

The Student Guide is comprehensive and easily accessible to all students.

The EEAP discussion with the stakeholders from industry, private engineering companies, and governmental agencies underscored the high level of interest all of them have in this PSP. During the same meeting, all participating stakeholders expressed their interest in maintaining close contact with and contributing to further development of the PSP.

Providing students with work experience is not available in the proposed PSP. However, up to 10 theses per academic year are anticipated to involve a real-world project in collaboration with an external body, offering the participating students some work experience, albeit without any monetary compensation.

The proposed PSP will link research with teaching, mainly through the PSP thesis supplemented by discussing research examples in courses, as appropriate, as well as with technical visits and field exercises. The faculty and teaching staff who will participate in the new PSP are active in research and have extensive practical experience, which will facilitate the transfer of new knowledge from

research to practice.

Mobility opportunities for faculty and students exist (e.g., ERASMUS, bilateral agreements, etc.) and are encouraged.

II. Analysis

Critical elements in the design of the new PSP have been carefully thought through and prepared: the implementation plan; the marketplace demand for its graduates; the curriculum and its specialization tracks; the selection criteria for student admissions; the commitment of all necessary AUTh students' support offices; the involvement of excellent faculty from several disciplines and various Institutions; and the plan for the assessment and continuous improvement of the Programme.

Course descriptions with the expected learning outcomes based on the European and National Qualifications Framework and the Dublin Descriptors for level 7 were provided. However, some course descriptions lack recommended bibliography.

Although a Feasibility and Sustainability Study for the new PSP was conducted, the minimum number of admitted PSP students for the Programme to be viable was not stated in the documentation received by the EEAP. However, during discussions of the EEAP with the Department and PSP administration, it was stressed that in the event of a low number of admitted students, funds from research grants will be made available to sustain the continuous delivery of the new PSP.

Several individuals from the stakeholders' group who met with the EEAP had previously interacted with the PSP administration relative to the design and implementation of the new PSP. However, the contribution of alumni of the previous PSP and that of external stakeholders in the curriculum development of the new PSP were not documented or made available to the EEAP.

III. Conclusions

The new PSP proposal, associated documents, and the Department administration's presentations demonstrate that a substantial effort was made to redesign the Programme. 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. Interactions with future alumni and external stakeholders should be developed to assist the decision-making process regarding future directions of the Programme and should be documented.

R2.4 An external Advisory Board should be formalized as soon as feasible and 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

For several years, the Department of Geology has implemented a series of internal regulatory documents that comprehensively address all aspects of the study. In alignment with the student-centred approach of the Postgraduate Study Programme (PSP) and by applicable legislation, all relevant procedures are explicitly and thoroughly outlined in the PSP's regulatory texts. These procedures include, but are not limited to: the selection process for Programme participants; required supporting documentation; students' rights and responsibilities during their studies; examination and grading protocols; scholarship application and award processes; guidelines for the preparation of assignments and theses; degree conferral and recognition procedures; matters concerning the duration of studies; and the conditions that promote and ensure students' academic progress.

Admission to the PSP is limited to 50 students per year, with a maximum of 13 students accepted into each of the four specializations offered. Eligible candidates include graduates from various disciplines, such as the Natural Sciences, Geographical, Geotechnical, and Environmental Sciences, as well as other related subject areas. Admission is granted through a clearly defined and rigorous selection process. Evaluation criteria include undergraduate academic performance, curriculum vitae, relevant research and/or professional experience in the field of specialization, proficiency in the English language, a statement of educational and professional interest, and letters of recommendation. Shortlisted candidates are invited to attend an interview conducted by an academic selection committee. All admission procedures are thoroughly outlined in the official documentation, which also details students' rights and responsibilities and mechanisms for monitoring academic progress. Additional regulatory texts address research ethics, study regulations, internships, student mobility, and the preparation of academic assignments.

Applicants may enrol in the Programme either on a full-time or part-time basis. Part-time study is available to postgraduate students who are unable to fulfil the minimum requirements of the full-time programme. This option is granted primarily to working students, as well as in exceptional cases involving serious circumstances—such as illness, significant family obligations, military service, or other force majeure situations—subject to approval by the Department's Council. The teaching method is based on in-person instruction and requires the physical presence of students.

The minimum duration of the PSP for full-time students is three semesters, with each semester comprising 30 ECTS credits, for a total of 90 ECTS. The maximum

allowable duration of study is four semesters. Students are assessed at the end of each semester through written or oral examinations, fieldwork, and laboratory activities. Students must undertake a research-based thesis during the final semester, if at least 80% of the first-year coursework is completed. Thesis topics may involve independent research questions, components of broader research projects, or specific research problems. Theses may also be conducted in collaboration with private organizations or other academic institutions, offering students the opportunity to gain experience in alternative academic or professional environments. Upon completion of the programme, graduates are qualified for employment in both the public and private sectors (e.g., research institutes, private companies), depending on the specific requirements of each field. Alternatively, they may choose to pursue doctoral studies.

Course and instructor evaluations are conducted through anonymous electronic questionnaires, which students are expected to complete at the end of each semester. These evaluations are submitted via a dedicated digital platform provided by the Quality Assurance Unit (MO.DI.P.). The feedback collected through this process supports the implementation of improvement measures aimed at enhancing the student learning experience. In the Department's undergraduate programme, the average student participation rate in course evaluations is approximately 30%. However, in the context of the PSP, the relatively small number of enrolled students presents a challenge to achieving similar or even higher levels of participation in the evaluation process.

The courses offered in the PSP curriculum are well-structured and accessible, facilitating student comprehension and progression. Members of the teaching staff have emphasized that the Programme is highly rewarding, significantly contributing to student development through the provision of theoretical knowledge, the integration of interdisciplinary subject areas, and active student engagement in the learning process. Students also benefit from participation in research project meetings, academic conferences, and seminars. Instruction across all courses is delivered using modern teaching methods, including lectures, laboratory work, field exercises, tutorials, and seminar-based learning. Detailed course descriptions for the PSP are well-documented and available on the MO.DI.P. website. Furthermore, since last year, the University has established the Teaching and Learning Center (TLC), which supports academic staff in enhancing their teaching skills and effectiveness. TLC offers a range of resources and training opportunities designed to align teaching practices with the diverse needs of the curriculum.

The Department has established the role of the Academic Advisor to support and guide students enrolled in the PSP. The Academic Advisor is responsible for assisting with academic matters, including course selection and content, participation in research activities, and the effective use of the Department's laboratory infrastructure.

The Department has established and disseminated the Regulations for the Appeals and Complaints Record Management System for Postgraduate Students

to address student complaints or objections. This framework provides clear guidance and information to students on how to submit and resolve such matters. Complaints and objections may relate to various issues, including academic, educational, administrative, or other services provided by the Department.

Additionally, graduates of the PSP automatically receive a Diploma Supplement issued in Greek and English. The Supplement should reference Level 7 of the National and European Qualifications Frameworks, indicate full-time in-person attendance as the mode of study, and provide updated information on the national higher education system.

II. Analysis

This PSP offers a valuable and engaging foundation for both professional career development and advanced studies in Applied and Environmental Geology and Geohazards. It addresses a significant demand for specialized education and training within allied Polytechnic Schools.

The Programme is designed to offer a personalized curriculum through specialized tracks within the respective subject area. A student-centred approach is evident in the learning, teaching, and assessment processes, demonstrated by the diverse teaching methods, regular programme evaluations conducted by students, and established procedures for addressing student objections and complaints. With a favorable tutor-to-student ratio of approximately 1:1.8, the Programme fosters mutual respect in the student-professor relationship and ensures personalized academic support for each student.

III. Conclusions

This is a well-organized and well-structured PSP in Applied and Environmental Geology and Geohazards. The curriculum and the duration of studies required for graduation are appropriate and satisfactory

Panel Judgement

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

Panel Recommendations

R3.1 The organization of an information day, during which faculty members and relevant stakeholders can present opportunities for collaboration, employment, and related activities, should be considered.

R3.2 The Diploma Supplement must indicate Level 7 as the qualification level, specify in-person attendance as the mode of study, and include up-to-date information on the national higher education system.

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 merit-based criteria and procedures for recruiting the PSP teaching staff are based on national standards as defined by Greek state laws. External lecturers are selected based on their research, expertise and professional accomplishments. The EEAP found that the selected PSP teaching staff possess excellent qualifications to deliver the Programme's syllabus.

Teaching in the PSP is carried out by 69 faculty and teaching staff members of the Department of Geology, AUTh (20 Professors, 12 Associate Professors, 12 Assistant Professors, 8 Emeritus Professors, and 17 Special Laboratory Teaching members); 3 members from the Department of Civil Engineering, AUTh; 3 members from the Department of Geology, University of Patras; 3 members from the Department of Civil Engineering, Democritus University of Thrace; 2 members from the National Technical University of Athens; 1 member from the University of Peloponnese; and 1 member from the Harokopio University. In

addition, scientists from domestic research institutions and bodies, as well as faculty from foreign universities will assist in teaching. Specialized technical and administrative staff will also assist the new PSP. All faculty and teaching staff who will participate in the new PSP have significant academic and professional experience in the subjects covered by the PSP.

The average teaching workload of academic staff members varies between the minimum (6 hours/week) and the maximum workload (18 hours/week) according to current legislation. All courses in the Programme are delivered by multiple instructors.

Faculty receive guidance and support from the AUTh Teaching and Learning Centre (ΚΕΔΙΜΑ; https://kedima.auth.gr/en/homepage-2-eng/) in the development and delivery of their courses. Staff mobility is encouraged as part of the Erasmus+ programme and through sabbatical leaves of absence. They also benefit from the University's participation in the European University 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, thus helping them to stay up to date with international developments in research and technology.

In addition to teaching, most faculty members will 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 virtual meetings with the EEAP.

The links between research, practice, and teaching are excellent as the PSP faculty and teaching staff have significant academic and professional experience in the subjects covered by the PSP.

Evaluation of the teaching staff by the students will be accomplished through on-line course/instructor surveys at the end of each semester. The Department has focused its efforts on ways to increase the extent of students' participation in the course/instructor evaluation process.

II. Analysis

The faculty members involved in the new PSP possess the expertise and capability to offer a high-quality postgraduate programme. They have strong academic and research credentials, along with a valuable, extensive practical experience in sectors closely related to their areas of specialization.

The participation of faculty members from other Institutions is a strength of the Programme. However, coordinating such a large teaching team with a significant

number of external faculty members may present challenges. The PSP administration should ensure that all instructors are actively engaged in all programme activities, meeting regularly as a team, to promote the delivery of a cohesive programme.

The Department should 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. The delivery of courses by multiple instructors necessitates strong coordination within the teaching team, further increasing the workload for each instructor, which is expected to continue as the instructors will also be responsible for supervising student theses in the third semester of the PSP.

There is no formal mentoring process for early career faculty.

III. Conclusions

The teaching staff are highly skilled in delivering the new PSP curriculum in their assigned subjects. They have extensive academic and professional experience, and maintain valuable contacts with national and international partners in both the public and private sectors.

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 plan to monitor and, where necessary, mitigate the teaching and overall workload of faculty members involved in the delivery of the Programme.

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

R4.3 Implement a 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 Establish a formal mentoring process for early career faculty.

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 University makes available a wide variety of facilities to cover the teaching and learning needs for the duration of the PSP, such as: 1) the University Libraries and the University Information Systems Centre, 2) various wellbeing facilities such as the mental health centre, 3) the Support Centre for Students of Vulnerable Social Groups, 4) the Career Office, 5) the Student Advocate, 6) the Internships Office, 7) the University Sports Centre, 8) the foreign languages centre and the 9) student summer camp.

The Department of Geology includes four teaching rooms and seven laboratories, all well-equipped. The university also provides a range of IT services via the Information Systems Centre and the corresponding student portal (e-learning). All course material will be delivered in person. The students will have access to laboratory equipment for their dissertation and other projects related to the PSP.

Regarding the PSP teaching staff, it is comprised of 82 members, 69 of whom are members of the School of Geology. There are four administrative staff members, one of whom is dedicated to the existing PSPs of the School.

The student guide is well-developed, covering all aspects of the PSP.

A tuition utilisation plan was submitted by the Department in the context of this report, based on revenues and costs for an average of 35 students per year.

II. Analysis

The University and the Department offer a variety of student services and resources (online and in person) for the successful implementation of this new PSP, all of which are functional and easily accessible. The teaching resources will cover the courses' learning objectives. The administrative staff is very competent to ensure the smooth operation of the student support services. The Department has secured the collaboration of various external stakeholders with very high competence. During the meetings, teaching staff members and external stakeholders were open to collaborations. It was also mentioned that European projects implemented by the staff will be a source of raw data and additional funding for student thesis work.

According to the submitted tuition utilisation plan, the university will not contribute financially to the operational costs of the PSP, all of which will be covered by the tuition fees. The costs include teaching staff fees, additional administrative and technical support, IT support, software, an excellence scholarship, teaching staff transportation, student transportation, equipment, consumables, and promotional measures. A substantial amount (30 %) is retained by the University; however, it is indirectly returned to the students via scholarships, etc.

III. Conclusions

The learning resources and student support are in line with the standards of Principle 5.

Panel Judgement

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

Panel Recommendations

R.5.1 Inform students at the start of the second semester about the available research projects, public and private sector partnerships with the Department, and collaborations with other research and academic institutes, as well as companies, so they can make timely and informed decisions when selecting and planning their thesis project.

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 PSP Applied and Environmental Geology and Geohazards at Aristotle University of Thessaloniki follows 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 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 student satisfaction. Additionally, the PSP self-assessment will take into consideration scientific and technological developments and market needs. The PSP Director and the Coordination Committee will collect information from the students, teaching staff, and other stakeholders for the 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 a 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. The students will be involved in the evaluation of the PSP every semester and at the completion of the Programme. 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 programme, 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), organizes and supports 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 has not considered the formal involvement of external stakeholders in the internal evaluation process.

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.

PART C: CONCLUSIONS

I. Features of Good Practice

- Excellent department; Prominent senior faculty; Promising early-career faculty
- High research productivity and service to the Nation.
- Very strong course offerings with a variety of elective courses.
- Excellent diversity of student population.
- An abundance of services available to the students.
- Good but informal mentoring process for early-career faculty

II. Areas of Weakness

- There is no formal External Advisory Board; alumni and students are not engaged in the design of the PSP.
- There is no cognizant faculty member responsible or accountable for each course, which makes the evaluation process difficult.
- None of the courses offered has a prerequisite, which is perplexing for a postgraduate study programme.
- There is no formal plan for faculty career development, mentoring and workload.
- The employability of graduates is subject to economic and political variations while the influx of students remains high.
- Student participation in course evaluation is low. It is unclear how the results of the evaluation are used in the design and improvement of the Programme. There is no evidence of a formal course assessment program focusing on student learning and achievement.

III. Recommendations for Follow-up Actions

- Establish and formalize an external Advisory Board to enhance further development of the Programme and to create an enduring link with the professional world. Schedule meetings of the board at least once each semester.
- Commence Interactions with alumni and engage them in the decision-making process regarding future directions of the Programme.
- Create a formal mentoring programme for early-career faculty by assigning a senior member of the faculty as the responsible agent for the success of new faculty.
- Encourage sabbaticals for all teaching faculty and secure the necessary funding for substitute instructors.
- Raise the target of the quality indicators related to linking the PSP Thesis with the professional world.
- Consider the number of ERASMUS students as an indicator in the KPIs.

- Add prerequisites and recommended bibliography to all course descriptions.
- Implement a plan for the effective coordination of the teaching team for each course. Assign a cognizant faculty member who would be accountable for the course's success and evaluation.
- Consider introducing mid-term course evaluations to improve the quality of instruction in the current semester.
- The Diploma Supplement should indicate Level 7 as the qualification level, should mention that the mode of instruction is in person, and should include up-to-date information on the national higher education system.
- Organize an information day, during which faculty members and relevant stakeholders can present opportunities for collaboration, employment, and related activities.
- Develop a plan to monitor and mitigate the teaching and overall workload of faculty members involved in the delivery of the Programme.
- Increase technical support to enhance the teaching staff's research productivity.
- Inform students at the start of the second semester about available research projects, public and private sector partnerships with the Department, and collaborations with other research and academic institutes, so they can make timely and informed decisions when selecting and planning their thesis project.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1-6
The Principles where substantial compliance has been achieved are:
None
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
KATOPODES NIKOLAOS	Signed by KATOPODES NIKOLAOS - 20/07/2025 12:51:11 +03:00
PANAGOPOULOS THOMAS	Signed by PANAGOPOULOS THOMAS - 20/07/2025 12:51:11 +03:00
PAVLOSTATHIS SPYROS	Signed by PAVLOSTATHIS SPYROS - 20/07/2025 12:51:11 +03:00
PHOCAS MARIOS C.	Signed by PHOCAS MARIOS C. - 20/07/2025 12:51:11 +03:00
Ζυγούρη Ευαγγελία	Signed by Ζυγούρη Ευαγγελία - 20/07/2025 12:51:11 +03:00