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Accreditation Report

for the New Postgraduate Study Programme of:

Mathematics and Applications

Department: Mathematics

Institution: Aristotle University of Thessaloniki

Date: 21/01/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Mathematics and Applications 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 Mathematics and Applications of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. FRIDERIKOS VASILIS (Chair)
   (Title, Name, Surname)
   King's College London (KCL), University of London
   (Institution of origin)

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

3. KONTIS KONSTANTINOS
   (Title, Name, Surname)
   School of Engineering, University of Glasgow
   (Institution of origin)

4. MANOLOPOULOS SPYROS
   (Title, Name, Surname)
   University Hospitals Coventry and Warwickshire (UHCW) NHS Trust
   (Institution of origin)

5. Δελησταύρου Κωνσταντίνος
   (Title, Name, Surname)
   University of Macedonia
   (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.

The accreditation review of the proposed new Postgraduate Study Programme (PSP) on Mathematics and Applications supported by the Department of Mathematics at the Aristotle University of Thessaloniki was carried out by the External Evaluation and Accreditation Panel – EEAP (which has been appointed by the Hellenic Authority for Higher Education - HAHE) on Tuesday the 9th of December 2025. The accreditation meeting took place via on-line participation with (Zoom) credentials that have been distributed to the EEAP by the Department of Mathematics on Monday the 8th of December. The overall evaluation process started on December 8, 2025, with an exchange of communications among EEAP members, and an online meeting for the allocation of responsibilities, whilst Panel members had an opportunity to briefly discuss the submitted documentation to HAHE from the Department of Mathematics that took place on Monday the 8th of December. The allocation of responsibilities allowed the Panel to prepare for the follow-up intensive one-day meeting.

The accreditation review meeting of the proposed new PSP Mathematics & Applications started with a welcome note by a representative of the MODIP at the University level, the Head of the Department and the Director of the proposed PSP programme; MODIP professional administrative staff also participated in this introductory meeting. The aim of the initial meeting was to provide an overview of the new proposed PSP together with the overall academic profile of the Department, the status of the programme in terms of academics involved and future projection, as well as highlighting the key strengths as well as emerging challenges and areas of concern. Sufficient time has been allocated in discussion with EEAP members and the leadership team in that first session. In the follow up session, EEAP had the opportunity to meet with ten (10) teaching staff of the proposed PSP. It was an opportunity for the Panel to immerse themselves further into the proposed programme, discuss different aspects related to teaching of the different courses offered, aspects related to learning strategies as well as links to the research activities and professional enhancements opportunities offered to academics within the Department. In addition to the discussions, the Panel had an opportunity for a virtual tour of the facilities—including classrooms, lecture theaters, libraries, laboratories, and other spaces associated with the PSP.

As part of the various meetings, the EEAP also had the opportunity to engage with a group of social partners. Three invited representatives shared their perspectives on the PSP programme, including their experiences with the Department and their role in contributing to the programme's development and direction.

Following this session, the Panel convened privately to reflect on the discussions, identify key findings, and summarize the day's outcomes. The review process concluded with an informal presentation of the EEAP's principal observations, which also functioned as a debriefing session. These initial findings were communicated to, among others, the Head of

Department and the Director of the proposed PSP and a representative from MODIP.

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 proposed PSP programme on Mathematics and Applications offered by the Department of Mathematics at the Aristotle University of Thessaloniki over the 3 academic semesters has been structured in a way to provide graduates with a strong background in applied and theoretical mathematics whilst creating competitive graduates in the general area of applied mathematics. It is envisioned that these qualifications will enable them to advance professionally as highly skilled specialists in education, research, industry, and organizations across both the public and private sectors. The PSP programme offers a rich curriculum which follows recent developments in Mathematics and related disciplines, including rapidly evolving areas such as for example information/data processing and big data analysis. According to the specifications of the programme as presented to the Panel the proposed PSP programme will award a Postgraduate Diploma (which is essentially a Master's Degree) entitled "Mathematics and Applications" and will be offering the following two specializations: (a) Theoretical Mathematics, (b) Statistics, Modelling, and Computational Methods. The number of admitted students per year is set at a maximum of 40 postgraduate students.

To be more specific, within the specialization entitled "Theoretical Mathematics", three groups of courses are offered: Group A, comprising fifteen (15) courses in the areas of Algebra, Number Theory, and Mathematical Logic; Group B, comprising sixteen (16) courses in the field of Mathematical Analysis; Group C, comprising fourteen (14) courses in the field of Geometry. Within the specialization "Statistics, Modelling, and Computational Methods", two groups of courses are offered: Group A, consisting of twenty-two (22) courses in the areas of Statistics and Operational Research; Group B, consisting of twenty-one (21) courses in the areas of Computer Science and Numerical Analysis.

The programme will be offered free of charge, with no tuition fees, and courses will be delivered either through in-person instruction or via distance-learning methods, up to a maximum of 30%. The courses are distributed across the first two semesters and are credited with thirty (30) ECTS credits per semester. The third semester, which is dedicated to the completion of the Master's Thesis, is credited with thirty (30) ECTS credits. The total number of ECTS credits required for the award of the postgraduate degree (Master's Degree) amounts to ninety (90). Each semester includes thirteen weeks of teaching. There is provision for allowing part-time studies for enrolled students that work full-time and also the majority of in-person lectures/tutorials take place in the afternoon so that to ease participation from students working on a part-time or full-time basis.

Students enrolled in the PSP programme may carry out Teaching Assistant (TA) duties as part of their studies; teaching assistantships include various tasks assigned by the Department in the context of delivering undergraduate courses. Finally, it is worth noting that as part of the PSP programme five selected students will be able to participate in a

formal eight week internship at the Hellenic Statistical Authority. These 8 weeks are part of EMOS programme that provides postgraduate education in the field of official statistics at the European level.

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 "Mathematics and Applications" is clearly embedded in the institutional and departmental strategy of the Aristotle University of Thessaloniki (AUTH). The MODIP Quality Assurance Committee explicitly confirms that the Department of Mathematics has developed a Strategy for the Development of PSPs and a Quality Policy that are fully aligned with AUTH's Strategic Plan and vision, including the updated Strategic Objective "1.3 Competitiveness in postgraduate study programmes".

The new PSP is presented as the evolution of an existing master's programme in Mathematics that has operated since 2002, aiming to strengthen the connection between pure and applied mathematics and to enhance graduate employability in line with AUTH's strategic priorities.

The establishment of the PSP has been formally approved by the Senate, which adopted the regulation for the operation of the programme and confirmed its alignment with the institutional mission, profile and strategic objectives.

A dedicated feasibility and sustainability study documents the positioning of the PSP within the national landscape, including a comparative table of analogous programmes in Greece and an analysis of supply and demand for the subject area, as well as the basic infrastructure and resources required for its operation.

The MODIP report verifies that, for this PSP, the Department has adopted a specific quality policy and programme-level quality targets, which are consistent with the institutional quality assurance framework. These include the systematic use of annual internal evaluations, indicators related to learning outcomes at EQF level 7, and mechanisms for monitoring the implementation of strategic and quality objectives.

All necessary regulations (study regulations, mobility, dissertation, complaints and appeals, academic advisor) have been prepared and are in the process of being or have been published on the PSP website, ensuring transparency for all interested parties.

In terms of stakeholder involvement, the documentation shows that the design of the PSP drew on the long experience of the previous master's programme, feedback from students and graduates, and communication with collaborating bodies. MODIP notes that these inputs were taken into account in justifying both the rationale and the sustainability of the new programme.

The programme presentation also highlights discussions with alumni and doctoral graduates, as well as the existence of an informal external advisory group.

The programme is mainly delivered face-to-face but makes use of distance-learning tools in accordance with AUTH's "Special Regulation for the implementation of e-learning", which is explicitly listed among the accompanying documents and referenced in the MODIP evaluation.

II. Analysis

Overall, the PSP demonstrates a strong level of strategic integration and preparedness with respect to Principle 1. The existence of an institutional strategic framework for postgraduate studies, together with a department-specific strategy and quality policy for PSPs, provides a clear context in which this new programme has been designed. MODIP explicitly confirms that the PSP was planned under Strategic Objective 1.3 on competitiveness in postgraduate programmes and that it fully aligns with the new AUTH Strategic Plan 2024–2028. This indicates that strategic considerations are not retrospective but were integral to the programme's conception.

The feasibility and sustainability study provides systematic evidence that the department has anticipated benefits, risks and challenges. It situates the PSP within the national and international landscape, documents comparable programmes, and discusses labour-market and societal needs in relation to the nature of mathematical expertise. Coupled with the long track record of the predecessor PSP, this supports the conclusion that the new programme is both strategically justified and viable.

The quality assurance policy and quality goal setting for the PSP are robust. According to MODIP, the Department has defined quality targets for each PSP, including this one, and these are embedded in the institution's broader QA system.

The planned annual internal evaluations, supported by existing information systems, are expected to monitor the attainment of objectives and to drive continuous improvement. The comprehensive package of regulations and the commitment to publish them on the PSP website reinforce transparency and make the quality policy operational for staff, students and external stakeholders.

Stakeholder involvement is present and meaningful at the design stage, though currently more articulated in qualitative terms than in formalised structures. The documentation confirms consultation with collaborating organisations, students and alumni, and references an informal external advisory role. MODIP itself underlines the importance of active participation of external bodies, students and graduates through specific feedback mechanisms, and recommends close monitoring of strategic and quality-policy implementation over time.

The panel notes that, while the underlying mechanisms and intentions are clearly in place, some elements—such as the formalisation of an external advisory body and the full online publication of all documents—will need to be demonstrated in practice as the PSP becomes operational.

The use of e-learning is appropriate and framed by institutional regulation, even though the PSP is not a fully distance-learning programme. The panel considers that the existing e-learning policy and its incorporation into the PSP's operation satisfy the Principle 1 requirement concerning programmes delivered using distance methods.

III. Conclusions

On the basis of the documentation provided, the panel considers that the PSP "Mathematics and Applications" complies fully with Principle 1. The programme is firmly embedded in the institutional and departmental strategic framework; it is supported by a documented feasibility and sustainability study; and it is governed by a coherent quality assurance policy with clearly defined quality objectives and procedures. The mechanisms for internal quality monitoring are well specified and integrated into AUTH's QA system, and there is evidence of initial and planned involvement of external stakeholders.

Minor enhancements could still be made—particularly in formalising external stakeholder engagement and ensuring timely publication and continuous updating of all quality-related documents on the PSP website—but these do not detract from overall compliance with Principle 1.

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 Formalise the currently informal external advisory input into a structured External Advisory Board for the PSP, with clearly defined membership (including representatives from relevant sectors and alumni) and a regular role in reviewing strategic priorities and quality targets.

R1.2 Ensure that all key documents (quality policy, quality objectives, study guide, regulations, e-learning regulation, complaints procedure, academic advisor regulation) are promptly published and regularly updated on the PSP website in both Greek and English, as envisaged in the MODIP report.

R1.3 Systematically monitor feasibility and sustainability through periodic review of student demand, graduate outcomes and resource adequacy, using the indicators developed by the Department and MODIP, and explicitly link these reviews to potential strategic adjustments.

R1.4 Consider summarising, at the PSP level, how e-learning tools and digital infrastructures are used to support the learning outcomes and quality objectives, in line with the institutional e-learning regulation, to make this aspect more visible to students and stakeholders.

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 overall design of the programme has been a result of consultations with various stakeholders, including the students themselves, graduates of the Department of Mathematics, and of course faculty members (DEP and EDIP) of the Department. These consultations aimed to gather information, opinions, and suggestions for improving the proposal as well as the overall structure of the programme. At the same time, an overall steering offered the Strategic Plan of the University as a whole, as well as current trends and developments in the field

of Mathematics at both national and international levels. Following the formally required procedures, the programme was approved by the Assembly of the Department of Mathematics and by the Postgraduate Studies Committee of the Aristotle University of Thessaloniki. The Student Handbook can be deemed as comprehensive, concise, and appropriate, in its 47 pages it contains all the essential information students need to navigate their academic journey effectively. It clearly outlines programme objectives, course descriptions, academic regulations, assessment methods, graduation requirements, student rights and responsibilities and support services. In general, the content is well-organized, accessible, and aligned with both institutional policies and national/international standards, ensuring that students have a reliable and user-friendly resource throughout their studies.

The PSP in Mathematics and Applications features a curriculum that aligns closely with global standards in Mathematical Sciences. It offers a wide range of courses that integrate and blend advanced mathematical theories with applied methodologies, ensuring that students gain both deep analytical foundations as well as applied skills.

II. Analysis

Based on the discussions held by the Panel during the e-visit, it can be confirmed that the curriculum is the outcome of extensive consultation with both staff and students. Given that a similar programme has been running for many years, the experience gained has been effectively utilized to develop a more refined and forward-looking version. That said, it would have been beneficial to engage a broader range of external stakeholders during the design process, enabling them to provide feedback and guidance prior to the finalization of the PSP. In terms of advanced computational computing aspects in the offered PSP there are two main courses that offer students an experience with such tools, namely the “Analysis and Synthesis of Systems with the Aid of Computers” and the “Advanced Numerical Analysis and Scientific Computing”. The first one mainly focuses on Matlab/Simulink where the second one focuses mostly in Python tools. Even though computational aspects are touched upon in various other courses there is a general need to increase the capabilities of the student in performing scientific programing. This could be done via dedicated course works in different modules where a predefined number of them contains computational aspects.

Another issue to consider is the need to more clearly articulate the links between the programme and the underlying mathematics of AI and deep learning. Making these connections explicit in the student handbook, on the website, and in other promotional materials could help attract larger cohorts, as this area is a strong focus of international research interest. More generally, the programme’s identity should be clarified to help prospective students make informed decisions and to establish a coherent blueprint for the PSP. This is particularly important given the large number of courses offered, which can obscure the programme’s

overarching theme.

III. Conclusions

The PSP Mathematics and Applications programme can be considered as being meticulously structured and is supported by a dedicated team of faculty members from the Department of Mathematics. The programme covers a wide range of topics in contemporary mathematics including applied mathematics with real-world applications. As such, the proposed PSP possesses significant potential to deliver a high-quality educational experience to enrolled students and to enhance their professional competitiveness.

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 Increase the exposure of the students to computational computing aspects within the PSP.

R2.2 Identify and emphasize links between the mathematics of AI and deep learning with the offered PSP and how the programme could allow students to further develop and immerse themselves in that scope area.

R2.3 Clarify and strengthen the overall identity and thematic focus of the programme.

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 PSP "Mathematics and Applications" is supported by a complete and formally approved set of regulations covering all stages of postgraduate studies, from admission to graduation and certification.

The Internal Operating Regulation sets out the legal framework (alignment with Law 4957/2022), the programme's purpose and structure, the governing bodies (Senate, Postgraduate Studies Committee, Department Assembly, Programme Coordination Committee, Director), and the responsibilities of each body, including approval of admissions, allocation of teaching, thesis examination, and award of degrees.

The Study Regulation explicitly addresses the object and aims of the PSP, the structure of studies, the official length of the programme, progression rules, examination and grading procedures, conditions for repetition/withdrawal, the framework for practical training (if implemented), mobility, and the preparation and assessment of assignments and the Master's thesis.

Admission requirements and candidate categories are clearly defined in the academic accreditation proposal and are summarised in the Study Guide. They require a first-cycle degree and specify eligible fields, the number of admitted students, and the selection criteria and procedures.

Student rights, obligations and participation conditions are described in the Internal Regulation and the decision of establishment, including mandatory attendance, use of university services, and specific measures for students with disabilities and special educational needs (alternative examination modes and access to facilities).

A dedicated Complaints and Appeals Regulation defines the mechanism, steps and responsibilities for handling student complaints and appeals. At the same time, the Academic Advisor Regulation ensures that each student is assigned an academic advisor to support the organisation and monitoring of their studies.

A Research Ethics Regulation has been adopted, incorporating the institutional Regulation of the Research Ethics Committee of AUTH, thereby addressing ethical issues, data protection, research integrity and related matters.

For courses delivered with distance-learning methods, a dedicated e-learning Regulation details the institutional tele-education system (synchronous/asynchronous), user authentication (SSO), accessibility for students with disabilities, technological infrastructure, and staff training for digital skills and online teaching.

The institutional strategic plan and the PSP regulations explicitly address access and support for students with disabilities, including physical access, digital

accessibility and support services, in collaboration with central university structures.

A model Diploma and Diploma Supplement is provided in Greek and English, following the European Diploma Supplement format and specifying the level (2nd cycle, Level 7), official length (3 semesters, 90 ECTS), language of instruction, entry requirements and main fields of study, thus facilitating transparency and recognition in Greece and abroad.

The Study Guide confirms that the internal regulations, including the Internal Operating Regulation and Study Regulation, are published on the department website and summarise key information on admission, structure, learning outcomes, and student rights/obligations.

Overall, all types of regulations explicitly required by Principle 3 (internal operation, studies, mobility, e-learning, research ethics, academic advising, complaints mechanism, and certification templates) are in place, approved by the competent bodies and planned to be publicly available in Greek and English.

II. Analysis

The regulatory framework for the PSP is comprehensive, coherent and well aligned with both national legislation and the requirements of HAHE Principle 3.

Coverage of the full student lifecycle. The Study and Internal Regulations jointly cover admission procedures and required documents, categories of candidates, monitoring of student progression (ECTS accumulation, attendance, examination rules), conditions for continuation/interruption of studies, thesis drafting and assessment, mobility, and the final award of the degree. This satisfies the expectation that all phases of studies are governed by published rules.

Student support, rights and obligations. The Internal Regulation and Student Guide clearly articulate the rights, obligations and support mechanisms for students, including academic advising, use of university services and facilities, and special arrangements for students with disabilities or special educational needs. The dedicated Academic Advisor and Complaints Regulations further operationalise personalised support and conflict resolution.

E-learning and digital provision. The e-learning Regulation provides a detailed framework for the use of distance-learning methods (where applied), including methodology, online course organisation, synchronous/asynchronous delivery, student support, instructor training in digital tools, authentication and data security. These provisions are fully integrated with the institution's central digital infrastructure and quality assurance procedures.

Equal access and inclusion. Both the programme-level regulations and the institutional strategic planning emphasise accessibility of teaching, digital platforms and physical facilities, as well as dedicated support (helpdesk, counselling, technological aids) for students with disabilities, illness or other special circumstances. This is consistent with the Principle's expectations for appropriate access and participation.

Ethics, integrity and recognition. The adoption of the institutional Research

Ethics regulation and the explicit reference to plagiarism, intellectual property and fraud within the legal and regulatory framework address ethical aspects of postgraduate studies. The Diploma and Diploma Supplement templates, in Greek and English, ensure transparent certification and facilitate national and international recognition of the qualification.

Minor points for enhancement relate primarily to presentation rather than substance: information is necessarily spread across several regulations and templates, which may be complex for students to navigate. A more integrated, student-friendly overview of key regulations (admissions flow, progression rules, mobility, and use of e-learning) could further improve usability, but this does not affect compliance with the Principle.

Overall, the evidence demonstrates that the PSP has developed and applies a robust, legally compliant and transparent regulatory framework that fully addresses the elements specified in Principle 3.

III. Conclusions

Based on the documentation reviewed, the PSP "Mathematics and Applications" fully satisfies Principle 3. All required regulations are in place, approved by the competent university bodies and planned to be publicly available; they govern admissions, progression, thesis drafting, mobility, e-learning, ethics and certification in a coherent and transparent manner and include appropriate provisions for student support and equal access.

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 Improve student-facing presentation of regulations. Prepare a concise summary (e.g. flowchart or checklist) of the key steps and rules for admission, progression, mobility, thesis preparation and graduation, in both Greek and English, and include it prominently in the Study Guide and on the PSP website, with direct links to the full regulations.

R3.2 Highlight recognition and credit transfer procedures. Make explicit, in the Study Guide and website, how recognition of prior postgraduate studies and credit transfer (where

permitted by institutional policy) is handled, referencing the relevant institutional regulations.

R3.3 Monitor and communicate e-learning arrangements. Whenever distance-learning components are used, clearly inform students how the e-learning Regulation applies (teaching modes, attendance, assessment, identity verification) and periodically review these arrangements to ensure continued alignment with institutional digital strategy and accessibility provisions.

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 Department of Mathematics follows standard procedures complying with Greek Government regulations for selection and appointment of academic staff. The same applies for the process that the Department follows for promotions.

The staff cohort consists of 28 members at various stages of their academic careers. On paper (Document A10) there is an allocated teaching time of 39 hours per staff for the delivery of the MSc in Mathematics and Applications. The staff background is of excellent quality, and they are able to cover adequately the delivery of the MSc programme and its two streams, i.e. the pure and applied mathematics.

The overall load (teaching, administration, research) of the staff was not clear from the paperwork provided. However, this was explored during the discussions of the EEAP with the academic staff. It was evident that staff feel that their workload is at the right level, allowing them to carry out both research and scholarly activities.

The research activity of the staff is at different levels. The information in the documents provided indicate that some discussions need to take place to ensure that all staff engage more actively with research, grant applications and publication of journal papers. Discussions with staff also led to the conclusion that research-led teaching is practiced to a good degree across the Department. Also, industry relevant teaching is evident from the staff responses and some of the examples provided.

The discussion covered possible support for new staff entering the Department. It seems that there is no formal staff induction process or the allocation of a mentor. Early career staff that the Panel spoke to were however satisfied with the fact that they felt welcome and they had a reduced teaching load in their first or second year at the university, allowing them a smooth transition to academic life.

A close assessment of the individual module descriptors indicates that staff should revisit these documents and complete and update the bibliography. The need to ensure that they include recent reference material for their students. This exercise will also help staff identify current trends in the area and include them in the curriculum/teaching.

The EEAP met a very supportive group of possible stakeholders, with expert knowledge of the subject matter and industrial needs. Closer formal interaction with this group and other stakeholders will help the development of staff, especially the early career academics. It was noted subsequently that the Department is considering establishing an Industrial Advisory Panel, which is an excellent way forward to facilitate this transfer of knowledge from industry to academia.

The department is supported well with a very engaging administrative team.

II. Analysis

The PSP is supported by an experienced team of competent academics. They demonstrated their strong enthusiasm to support and deliver the programme – a good starting point and evidence of possible success of the programme.

The academic staff are well supported by administrative staff (6 in total) with one member dedicating their time to this programme.

There is no proper induction of new academics. There is a risk therefore that new staff may not appreciate the overall culture of the department and its needs. There is also no official mentoring of new staff. This may lead to new staff not exactly clear of what is expected of them in terms of teaching, research and career progression.

Staff receive feedback from students on their delivery of their module. However, beyond that, there is no assessment of staff performance. This can be done on an annual basis and can be of benefit to staff, resulting in improvements both in their teaching and research performance and their overall development.

Staff can engage in a continuous review of their academic offering and research work, which include feedback/comments from graduates of the PSP and

industrialists. There is no teaching peer review in the Department. This can be a non-managerial process of staff reviewing the lecture/teaching delivery of colleagues and offering constructive comments and support if needed.

III. Conclusions

The PSP is delivered by an experienced, competent and well-balanced team of academics supported well by the Department management and administrative staff. Staff need to undertake a thorough review of the syllabi and bibliography as presented in the Programme guide to ensure that it is all up to date and continues to cover relevant developments and industrial needs

Staff need to consider their measurable research effort in terms of applications for grants, number of PhD students supervised and publication output.

A formal processes covering staff induction and initial support in terms of teaching and research in not available. A formal non-managerial process of peer review aiming at improvements in the teaching delivery is also not established. Staff performance is currently not evaluated on, for example, an annual basis with the process aiming to be supportive of staff needs.

Panel Judgement

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

Panel Recommendations

R4.1. Staff should review the the published material in the module descriptors and bibliography.

R4.2. The Department should consider establishing a peer review process aimed at improving module delivery across all areas.

R4.3. The Department needs to consider an annual review of the performance of staff in teaching, research and their overall contribution. This should be aimed to support staff in their overall performance and in career progression.

R4.4. A staff induction process and the allocation of a mentor should be considered for early career staff.

R4.5. Staff should engage further with industrial stakeholders, making use of this knowledge bank to improve their teaching offering and enhancing their research activities.

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 academic unit has the necessary facilities to ensure an appropriate teaching and learning environment for the new postgraduate programme. More specifically, the existing facilities include three amphitheatres; six lecture rooms; two computing laboratories with enough workstations to meet the demand for the expected number of students; IT support centrally provided by the university. Other facilities available on-campus include a library with adequate room for reading and studying; a cafeteria and restaurant; sporting facilities; and a first-aid medical centre. The Panel had the opportunity to observe most -but not all- of

the above-mentioned facilities by means of a short video prepared by the Department. The Panel was informed that no accessibility issues have been reported by previous students with disabilities and/or special educational needs.

The Department provides a variety of information services to all students, including access to a Wi-Fi network, the Student Information System, databases and scientific journals. Extensive information is available on the departmental web site and the dedicated site for the program, e.g. the study guide, timetable, research output of the faculty, as well as a central university portal, also available as a phone application, for all the student services, e.g. email, certificates, feedback questionnaires, supporting services etc.

Supporting services provided by the university include student counselling and wellbeing; careers office; office for students with disabilities; diversity and equality; student advisor; European programs and mobility offices; internships office.

Student mobility is encouraged and supported via the department's participation in the Erasmus+ programme and the offer of internships in the private or public sector (National Statistics Agency).

Each student is allocated a student advisor, which is a member of the teaching faculty.

A variety of student facilities centrally available are accommodation, restaurant, medical centre, as well as a student public transport discount card.

There is currently one experienced administrative staff member supporting the program, with additional support provided by the wider administrative team of the department. Administrative services are also available digitally via a dedicated web site.

II. Analysis

There is a plethora of resources to cover the student general needs, e.g. wellbeing, as well as those related to the program. The physical resources, e.g. lecture rooms, laboratories, library etc. are sufficient for the number of students envisaged to attend the program, whereas the digital resources is expected to cover all their needs.

Information about all facilities and services is efficiently communicated to all students.

Although student participation in internships is encouraged, so far this is based on bilateral relations with individual stakeholders.

III. Conclusions

The Mathematics Department offers adequate resources to ensure an appropriate learning environment for the program.

The PSP "Mathematics and Applications" fully complies with the standards for learning resources and student support. The program is distinguished by its high-quality infrastructure, comprehensive student welfare framework, and the

equitable model of tuition-free education supported by consistent funding.

Panel Judgement

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

Panel Recommendations

R5.1 Strengthen collaborations with research institutes and the private sector to enhance student employability and retain a state-of-the-art curriculum.

R5.2 Replace ad-hoc faculty measures with a formalized regulatory framework for part-time attendance and standardize the provision of asynchronous learning materials (e.g. lecture recordings).

R5.3 Increase the number of administrative staff to support program operations and ensure the continuous maintenance of Computer Laboratory hardware and software to keep pace with advancements in computational mathematics.

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 program's external assessment is overseen by HAHE. Its internal assessment is supported by MODIP, which provides the department with the necessary IT systems for the collection of the relevant data. The PPS quality assessment policy

is publicly available at the web site https://mma.math.auth.gr/politiki-diasfalisis-poiotitas/politiki-poiotitas-tmimatos-gia-pms/.

The self-assessment procedure of the PSP's quality is benchmarked against quantitative targets set annually, which are deemed relevant for the program's successful evaluation. However the targets are not publicly available at the aforementioned web site.

Student surveys are used for the evaluation of both the program's courses and the teaching staff. As the PSP is new, there are no quality assessment data regarding its performance. Student surveys exist for previous programs, the results of which are not publicly available. Likewise there is no wide dissemination of the action plan that follows the students' feedback or other internal assessments.

The EAAP found no information on surveys from external stakeholders.

II. Analysis

The department aims to collect relevant data for the assessment of the PSP's quality, which will subsequently be used for the program's improvement. This includes students' evaluation surveys. The lack of satisfaction surveys from external stakeholders will add to the program's assessment.

Publication of the results of the quality assessment processes, e.g. student surveys, external stakeholder etc., as well as the action plan that will be formulated and the progress of its implementation, will close the quality assessment "feedback loop" and strengthen the transparency of the PSP's operation.

III. Conclusions

Relevant processes are in place for the successful assessment of the PSP's quality. This could be strengthened by increasing the transparency of the process and the inclusion of external stakeholders.

Panel Judgement

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

Panel Recommendations

R6.1 The PSP should develop satisfaction surveys for external stakeholders involved with the program.
R6.2 The results of the annual quality assessment, the subsequently developed action plan and the progress of its implementation should be made publicly available.
R6.3 The department should consider developing an Advisory Board with faculty, students, graduates, and external stakeholders to assist in the program's improvements.

PART C: CONCLUSIONS

I. Features of Good Practice

· The proposed PSP in Mathematics and Applications is offered without tuition fees and as such helps to broaden access to advanced education. This approach taken by the Department of Mathematics helps cultivate a wider pool of highly skilled graduates irrespective of their economic background who can contribute meaningfully to research, industry, and society.

· The program offers a broad selection of courses that span the key areas of contemporary mathematics. It also provides extensive options in applied mathematics, ensuring that students can tailor their studies to both theoretical interests and real-world applications.

· The department of Mathematics has a committed team of staff (including professional administrative staff) who are deeply engaged in delivering high-quality postgraduate studies (and student experience).

II. Areas of Weakness

· There is a need to formalise the engagement with external stakeholder, potentially creating an extended industrial liaison committee to oversee and steer the PSP

· Greater focus on computational and numerical aspects of the applied mathematics stream would enhance the programme's relevance and applicability.

· A more clearly defined programme identity would help strengthen its appeal and (potentially) increase postgraduate student enrolment.

III. Recommendations for Follow-up Actions

R1.1 Formalise the currently informal external advisory input into a structured External Advisory Board for the PSP, with clearly defined membership (including representatives from relevant sectors and alumni) and a regular role in reviewing strategic priorities and quality targets.

R1.2 Ensure that all key documents (quality policy, quality objectives, study guide, regulations, e-learning regulation, complaints procedure, academic advisor regulation) are promptly published and regularly updated on the PSP website in both Greek and English, as envisaged in the MODIP report.

R1.3 Systematically monitor feasibility and sustainability through periodic review of student demand, graduate outcomes and resource adequacy, using the indicators developed by the Department and MODIP, and explicitly link these reviews to potential strategic adjustments.

R1.4 Consider summarising, at the PSP level, how e-learning tools and digital infrastructures are used to support the learning outcomes and quality objectives, in line with the institutional e-learning regulation, to make this aspect more visible to students and

stakeholders.
R2.1 Increase the exposure of the students to computational computing aspects within the PSP.
R2.2 Identify and emphasize links between the mathematics of AI and deep learning with the offered PSP and how the programme could allow students to further develop and immerse themselves in that scope area.
R2.3 Clarify and strengthen the overall identity and thematic focus of the programme.
R3.1 Improve student-facing presentation of regulations. Prepare a concise summary (e.g. flowchart or checklist) of the key steps and rules for admission, progression, mobility, thesis preparation and graduation, in both Greek and English, and include it prominently in the Study Guide and on the PSP website, with direct links to the full regulations.
R3.2 Highlight recognition and credit transfer procedures. Make explicit, in the Study Guide and website, how recognition of prior postgraduate studies and credit transfer (where permitted by institutional policy) is handled, referencing the relevant institutional regulations.
R3.3 Monitor and communicate e-learning arrangements. Whenever distance-learning components are used, clearly inform students how the e-learning Regulation applies (teaching modes, attendance, assessment, identity verification) and periodically review these arrangements to ensure continued alignment with institutional digital strategy and accessibility provisions.
R4.1. Staff should review the the published material in the module descriptors and bibliography.
R4.2. The Department should consider establishing a peer review process aimed at improving module delivery across all areas.
R4.3. The Department needs to consider an annual review of the performance of staff in teaching, research and their overall contribution. This should be aimed to support staff in their overall performance and in career progression.
R4.4. A staff induction process and the allocation of a mentor should be considered for early career staff.
R4.5. Staff should engage further with industrial stakeholders, making use of this knowledge bank to improve their teaching offering and enhancing their research activities.
R5.1 Strengthen collaborations with research institutes and the private sector to enhance student employability and retain a state-of-the-art curriculum.
R5.2 Replace ad-hoc faculty measures with a formalized regulatory framework for part-time attendance and standardize the provision of asynchronous learning materials (e.g. lecture recordings).
R5.3 Increase the number of administrative staff to support program operations and ensure the continuous maintenance of Computer Laboratory hardware and software to keep pace with advancements in computational mathematics.
R6.1 The PSP should develop satisfaction surveys for external stakeholders involved with the program.
R6.2 The results of the annual quality assessment, the subsequently developed action plan and the progress of its implementation should be made publicly available.

R6.3 The department should consider developing an Advisory Board with faculty, students, graduates, and external stakeholders to assist in the program's improvements.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1,2,3,4,5
The Principles where substantial compliance has been achieved are:
6
The Principles where partial compliance has been achieved are:
N/A
The Principles where failure of compliance was identified are:
N/A

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

The members of the External Evaluation & Accreditation Panel

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