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Accreditation Report
for the Foreign Language Programme of:

Bachelor of Science in Clean Energy Science and Engineering

Institution: Aristotle University of Thessaloniki

Date: June 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 Foreign Language Programme of **Bachelor of Science in Clean Energy Science and Engineering** 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 Foreign Language Programme of Bachelor of Science in Clean Energy Science and Engineering of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. KARAYIANNIS TASSOS (Chair)

   Department of Mechanical and Aerospace Engineering, Brunel University

2. Megaridis Constantine

   University of Illinois at Chicago

3. SKARLATOS YANI

   Boğaziçi University

4. Δραγατσίκα Μαγδαληνή

   University of Western Macedonia

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EAAP) carried out a review process of the 4-year Full-Time Bachelor of Science Programme in Clean Energy Science and Engineering (CESE) of the Aristotle University of Thessaloniki (AUTh) at the request of the Hellenic Authority of Higher Education (HAHE) on the 16th of June 2026. The programme is offered jointly by the Schools of Mechanical Engineering (coordinating school), Chemistry and Agriculture.

The EEAP had email communications and an in-person premeeting in the evening of the 15th of June to discuss preliminary findings, after a first read of the paperwork submitted via HAHE by the University/Schools. Points that needed clarification were noted with the intention that these be included in the discussions on the 16th. At the same time the EAAP agreed their approach procedure for the meetings and the allocation of member responsibilities in terms of the 11 principles of the report.

In the morning of the 16th, the EAAP met with the president of MODIP and Vice-Rector for Academic Affairs and Development Professor Nikolaos Maghioros and the Head of the School of Mechanical Engineering Professor Christos Vlachokostas. The vision of AUTh and the sponsoring schools was discussed during this informal-welcome meeting, in relation to the proposed programme of study to be delivered exclusively in English.

Following this, the EAAP met with the heads of the sponsoring schools plus the director of the programme and the chair and members of OMEA plus the secretary of MODIP. The presentation by the head of school included a short overview of the Foreign Language Programme (FLP) of the BSs in Clean Energy Science and Engineering and its academic profile, strengths and possible areas of concerns. The meeting progressed with questions from the Panel and open discussion. The meeting was very informative and helped set the background for subsequent meetings and discussions. The chair of the EAAP requested copies of the presentations to be sent to the panel.

On completion of the above, the EAAP had a meeting with nine academics from the sponsoring schools. It was an excellent opportunity to discuss and clarify issues relating to professional development, staff opportunities/mobility, appropriate workload, assess directly the academic competences of staff and ensure high-quality teaching. Staff support and English language competence was also discussed. The EAAP also assessed, through the available paperwork and the discussions at this meeting, staff compliance and their support for standards of accreditation.

A meeting with administrative staff followed, mostly from the coordinating School of Mechanical Engineering plus Ms Liana Michailidou, representing the international studies office and Ms Efrosini Tsanaktsidou, administration officer for communications.

There was a tour of the laboratory and classroom facilities focusing on resources relevant to the Bachelor Programme, led by staff from the School of Mechanical Engineering and staff from the library. The EEAP was able to confirm adequate learning material and support

facilities including library provision for a successful delivery, meeting the targeted learning outcomes of the FLP. There was only a limited visit to facilities in the leading school of Mechanical Engineering, i.e. Formula-1 student project area and one laboratory.

In the afternoon, the EEAP met with the programme stakeholders, who included possible employers and social partners from a number of organisations. The significance and value of the proposed programme to the labour market was thoroughly discussed. The industrial

colleagues were very supportive of the programme and the possible engagement and employability of its graduates. The fact that most of the graduates would be foreign nationals (and probably non-EU citizens) was also discussed.
The EAAP had a short debriefing and prepared for a final meeting with the Vice-Rector, Heads of School, two members of OMEA and members of MODIP.
Documentation
The documentation received by the EAAP included among others information on the AUTh, the three sponsoring schools, a programme feasibility study, the vision, objectives and targeted learning outcomes of the FLP, quality assurance procedures, information on the staff profiles and the fee structure of the programme. The rational for the development of the FLP and a list of similar programmes (particularly in Europe) was clearly explained in the documentation plus the presentation. In general, the documents provided were of high quality, fully informative and adhere to the standards required and expected by HAHE. Summary
The review process was well organised and progressed in a smooth very straightforward manner. The documentation provided by the University/Schools was very informative and well written. All meetings were carried out in a friendly, collegial and constructive atmosphere.
The presence of the Vice Rector of Academic affairs and Development and the secretary and members of MODIP gave a chance to the EAAP to explore the AUTh vision in relation to the foreign language programmes and their related immediate/long term plans plus the measures taken to ensure academic high-quality provision within the framework required by HAHE and established international benchmarks.

III. Foreign Language Programme Profile

The reviewed BSc Programme in Clean Energy Science and Engineering is proposed by three collaborating schools, namely the Schools of Mechanical Engineering (coordinating school), Chemistry and Agriculture of the Aristotle University of Thessaloniki. It is a four-year, full-time programme of study offered exclusively in English. The tuition fee for both Greek/EU and other students is 8,000 euros per academic year. The sponsoring schools are targeting a maximum of 40 new entrants per year. A minimum of 22 new students is considered by the schools as the number required for the programme to operate without financial loss.

The subject of the programme is timely and relates to the science of clean energy and technology. It aims to deliver the fundamental scientific principles with applied technological knowledge which underpin the development of competencies in the design, analysis and optimization of clean energy systems and low- and zero-carbon technologies. The subject matter is very relevant and of global interest. Therefore, it is obvious that the programme targets both a national (provided they have not completed the Greek secondary school system) and international student cohort, as it seeks to provide a high level of tertiary level education in clean energy science and engineering.

In specific terms, the BSc Programme in Clean Energy Science and Engineering aims to provide multidisciplinary training in the principles, processes and technologies that determine and facilitate the transition towards clean forms of energy. The programme includes background

knowledge from multidisciplinary areas of Chemistry, Engineering and Environmental Sciences, focusing on energy materials, energy conversion and storage systems (including solar, electrochemical, bioenergy), as well as on the sustainable production/storage/transport and use of hydrogen. The degree aims to offer students the competences, technical knowhow/capacity and ecological awareness, to enable them to contribute to the efforts towards a low carbon economy.

The degree awarded is structured in accordance with international academic standards and is comparable to internationally recognized BSc degrees. The successful completion of studies corresponds to level 6 of the National and European Qualifications Framework. The programme is structured in eight semesters leading to a total of 240 ECTS. It includes 34 courses, with 27 being compulsory. There are three specialisation routes, for which a student will take three compulsory courses, two selective and two assignments over a semester. The programme provides graduates of the BSc in Clean Energy Science and Engineering with the academic prerequisites for progression to postgraduate and doctoral studies, as well as with the scientific and technological competencies necessary for professional careers in fields related to clean energy and sustainable technologies, both in Greece and abroad.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).

By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.

Relevant documentation

- *Institutional Strategy*
- *Academic unit Strategy, including a plan for effective revenue utilization*

Foreign Language Programme Compliance

I. Findings

The programme steering committee (PSC) with their multi-member team have done a lot of preparatory work on the operation specifics of the programme, including the curriculum and course content, the distribution of teaching and support tasks, the coordination of the programme activities with the parallel operation of the existing Greek language programmes in the three participating departments, the promotion of the FLP in targeted foreign markets, the special multicultural requirements of teaching students from abroad, the leveraging of administrative support for the multiple FLPs planned by the University, the documentation of the programme curriculum and academic support, the distribution of the income drawn from the programme, and other related matters.

Both the institution's and the three participating units' ongoing activities reveal extroversion consistent with the delivery of FLPs. The team is highly qualified to deliver foreign language programmes, as many team members have participated in external activities where they had to deliver course and workshop lectures abroad. In addition, the participating faculty members have experience in delivering course content in English in some of the graduate programmes of the university.

The Institution has been setting up the administrative support infrastructure required for accepting and teaching foreign students. Capacity does not appear to be a problem, although student housing accommodation difficulties were identified. The city of Thessaloniki does not offer many options for high-quality housing near the campus, and this was identified as a matter that the Institution and the PSC must address in the long term not just for this FLP. Some peculiarities in teaching labs were also noted. All labs that the committee visited were research spaces intended for dual use (both as research labs as well as teaching labs). There was no showing of dedicated spaces for teaching only; such spaces are commonly available in engineering departments at foreign institutions. Classroom infrastructure was found adequate, with several rooms having full digital instrumentation for multimedia instruction.

The potential benefits of the FLP include the cultural enrichment of the current student body, the support staff and the faculty, the familiarization with academic procedures and methods from abroad, the establishment of new collaborations with foreign institutions, the development of a multi-lingual workforce that is highly skilled in cross-disciplinary subjects, which is not possible with the current structure of the AUTh, the enhancement of the reputation of AUTh abroad. Most importantly, the FLP would raise funds that could be leveraged to improve the overall university infrastructure which is in urgent need of upgrades.

II. Analysis

The evaluation was performed through in-person meetings with the programme leadership and representatives of the university management and administration, the teaching staff, the administrative support staff, as well as multiple stakeholders from industry and local civil entities. No AUTh students participated in the evaluation, as this is a new programme. The programme team had provided extensive documentation on many programme specifics written both in Greek and English. This material was analyzed in advance to examine the preparedness of the proposed programme to progress to the implementation phase.

III. Conclusions

The Director and the programme leadership team have completed a large amount of work up to now. The documentation on the programme's academic specifics was found to be very good. Some strategy details are still under development and several issues remain unresolved. The team's strategy is solid. However, the foreign student recruitment situation remains in flux. Therefore, while the team has done a good job up to now and is very enthusiastic, the feasibility of an October 2026 programme start was found to be unrealistic given the amount of work that remains to be done before the programme gets launched.

Panel Judgement

Principle 1: Strategic Planning	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

1.1 The programme team should continue to work with the University management to address the issues brought up during the evaluation. In particular, formulate and put in place aforeign student recruitment strategy.

1.2 The team is advised to take actions that enhance the probability for a successful later start (Sept - Oct 2027), which will place the programme on a more favourable track for a viable future.

1.3 The PSC in collaboration with the sponsoring schools should review the laboratory provision

Principle 2: Quality Assurance Policy

ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.

The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Quality Policy*
- *Quality Targeting (utilizing S.M.A.R.T. methodology)*

Foreign Language Programme Compliance

I. Findings

The Aristotle University of Thessaloniki has an established Quality Assurance Policy that schools have to follow in establishing programmes of study. Based on the documents provided, it is noted that the Regulation of Undergraduate Studies is drafted in accordance with the provisions of Chapter G' of Law 4957/2022 (Government Gazette A', 141/21.07.2022) "New Horizons in Higher Education Institutions: Strengthening the quality, functionality and connection of HEIs with society and other provisions", which concern the organization and operation of university study programmes. Foreign Language Undergraduate Study Programmes are covered in Chapter K' of the same law. The proposed Bachelor of Programme in Clean Energy Science and Engineering also follows the Regulation of Operation of Undergraduate Study Programmes of the AUTh. This ensures that the regulations governing the operation of the programme including quality assurance processes are in line with the current institutional framework.

The quality assurance policy of AUTh is well documented in the paperwork provided. The discussions established that the university/MODIP have indeed a clear quality assurance policy and their efforts to create an environment enabling staff and students to work together in the delivery of high-quality programmes at all levels of provision are clearly articulated. The university management is also committed to an on-going review and continuous improvement of programmes offered, with quality being one of the main pillars considered at each review. The above policy is directly related to the operational principles of the university and is in accordance with international benchmarks provided, for example, through this accreditation organised by HAHE and based on the Principles and Directives for Quality Assurance in the European Higher Education Area.

The university formal policy for quality assurance forms part of its strategic objectives and includes contributions from all members of the institution (management, academic and

research staff, technical and administrative staff and students). The responsibility for implementation is delegated to MODIP, which works closely with schools, including OMEA, for successful outcomes. This work involves the quality provision of existing programmes, as well as the recommendations for new - as the one proposed here. The schools have published an inter-school Quality Policy document that clearly explains their plans to established and maintain a high-quality programme. Reference is made to the implementation of the quality assurance process and the procedures involved. There is clear listing of performance indicators (KPIs) under the quality objectives, which include continuous quality enhancement, internalisation, alignment with subject matter developments and research, high level teaching staff, attraction of students with high qualifications and maintaining transparency, academic integrity and equal opportunities. The school quality is communicated to academic and administrative staff and will be made available to students of the FLP.

II. Analysis

The school(s) quality assurance policy is directly linked to the university-level recommendations. As indicated above, the schools will work closely with university (OMEA and MODIP) in an annual cycle of the evaluation of the Bachelor Programme. The heads of the participating schools are equally committed to continuous improvement and as mentioned above, set particular targets that relate to the expectations of all involved (academic/technical and administrative staff and students). It is therefore clear to the EEAP that the schools have defined targets and performance indicators and are committed to the provision of high-quality, student-centred education. There is an established process of evaluation that is transparent, communicated clearly with easily verifiable outcomes in all its provisions both at individual and team level. The evaluation process includes data collected from student questionnaires statistical input collated by the school administration staff including course results and staff contributions. These are evaluated by OMEA with a follow up assessment by MODIP and recommendations and final actions presented by the chair of OMEA. Note that the student questionnaires are well designed to cover all classroom and laboratory teaching.

The Panel had separate meetings with external stakeholders. Feedback was very good. The stakeholders expressed unanimously their satisfaction with the curriculum. They mentioned that they will be willing to offer placement and if permitted by immigration laws, employment to the foreign graduates of the programme. They consider the delivery in English a positive aspect of the programme. However, they mentioned that they were not consulted as a group in any formal way during the development of the curriculum.

The Panel had separate meetings with administrative staff. Feedback was again very good. The administrative staff expressed a direct desire and ability to be involved with all the processes that relate to the programme including the processes covering the quality of programme provision.

A tour of the facilities included a visit to only one of the laboratories of the sponsoring school that relate to the programme plus the student formula project area. The EAAP was not able to ascertain general laboratory provision that could support the programme. Note that the laboratory provision of the School of Chemistry that took place the following day for a different programme confirmed that the provision in this area was adequate.

III. Conclusions

It is obvious that the quality assurance (programme academic level and processes) is very high in the objectives of the sponsoring schools and the university. This is based on the documents provided and subsequent discussions with the Vice-Rector, Heads of Departments, MODIP secretary and staff plus the programme director and administrative and academic staff. There is a clear culture of appreciating and supporting quality processes – well embedded and articulated in the proposed new programme of study. Staff are also aware of the particular challenges (English language delivery, different student cohort than what they are currently used to, i.e. mostly non-Greek students) and international market needs. The schools have clear aspirations to deliver a programme that includes both fundamental plus research-led and industrial relevant aspects, that meet the aspirations of its graduates and the needs of Greek/international industry and relevant organisations. The Panel concludes that sponsoring schools with the support of MODIP have an excellent quality assurance process in place that can nurture and support delivering a very challenging novel programme of study. The schools have a very supportive stakeholders' group and will benefit by working more closely with them.

Panel Judgement

Principle 2: Quality Assurance Policy	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

2.1 Include a member of the technical and administrative staff in the Programme Steering Committee.
2.2. Include student representatives (one per year) in a formal way in the discussions of the Programme Steering Committee that relate to student matters. This could possibly extend to (part of) a school meeting where student related matters /comments are discussed.
2.3. Establish an Industrial Advisory Board, which, among others, will periodically review the curriculum content and provide advice accordingly.
2.4 Consider the laboratory provision in the sponsoring school that could underpin the curriculum (see also Principle 1).

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES, AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS, AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, the experience of external stakeholders from the labour market, the smooth progression of students throughout the stages of the Programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution.

The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *Institutional Senate decision for the establishment of the FLP (par. 2, 3, and 5 of article 82 of Law 4692/2020)*
- *FLP Guide (bilingual, in Greek and English)*
- *Course outlines*
- *Teaching staff (list of names with scientific specializations, employment relationship, and assignment of teaching in the FLP and other Programmes)*
- *Special protocols on cooperation or memoranda of agreement*
- *Feasibility study*
- *QAU records*

Foreign Language Programme Compliance

I. Findings

The proposal for accreditation submitted for the Foreign Language Undergraduate Study Programme in Clean Energy Science and Engineering followed guidelines set by the Hellenic Authority for Higher Education (HAHE) for such evaluations. The participating departments are responding also to institutional guidelines and presented paperwork that clarifies aspirations to provide, among others, high quality research and application led education, support of collaborative activities and learning and a programme that in itself contributes to high research and application attainment levels and linking studies in an interdisciplinary area.

A detailed feasibility study with comparisons to similar programmes in Greece and abroad, involving academic as well as financial aspects has been made (Doc. ιγ).
The quality processes in place are in line with the AUTh guidelines with key performance indicators given in a detailed list. For example, parameters such as an appropriate FLP structure, the learning outcomes that are designed to correspond to the European and National Qualifications Framework at level 7, the high quality of academic staff teaching on the programme and the availability of administrative support for staff and students plus the targeted completion of an annual internal quality review and audit of the programme with a collaboration between the PSC, OMEA and MODIP. In this framework, the annual internal report of OMEA is to be submitted to MODIP for the evaluation of the annual performance of the FLP. It is also reported that MODIP performs its own evaluation of PSP programmes in the AUTh. The first internal evaluation led by MODIP took place in January 2026.
It became clear during the Panel discussion with the programme director, faculty, and administrative staff that there is an excellent relationship and harmonious cooperation in achieving the desired goals. The small number of students (40 at most) makes the latter approach possible. However, it was noted that there is no formal mechanism provisioned for involving students in the programming and discussion process of academic matters, as student representatives are not expected to attend faculty meetings. There was also no evidence of formal collaboration or advice sought from stakeholders, apart from informally on an individual basis. It has been stated, however, by both parties that there is willingness and intention to hold advisory board meetings periodically once the programme is launched.

II. Analysis

The foreign language undergraduate study programme has a high academic standing and compares well with similar programmes in established universities internationally.
A point to note is the fact that this is a rapidly evolving scientific area and frequent reviews of the curriculum and practices employed should be considered on a regular basis.
The PSC has nominal quality processes in place but it needs to ensure that they are all followed on an annual basis. It seems that the University does not involve current students and graduates in the annual evaluation cycle beyond the typical completion of questionnaires and informal discussions. In addition to feedback on the curriculum relevance, the involvement of graduates in the form of presentations to current students can have the additional advantage of offering advice on possible paths and opportunities after graduation.
The relation with industry and the possible job opportunities for the graduates is a possibility that would benefit both staff and students. The PSC so far has not involved the stakeholders in any formal way in the evaluation of the curriculum and programme delivery. In addition, to comments on the taught part of the programme, this group can possibly help in supporting students through project ideas and sponsored research beyond the FLP. It can also help the participating schools cultivate and enhance their overall relationship with industry.

III. Conclusions

The programme is comparable with those at outstanding Greek and foreign universities.

Panel Judgement

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

3.1 Involve students in the annual program evaluation process through formal participation of their representatives in the PSC meetings and in some school meetings, when the teaching delivery is considered and recommendations, including students' comments, are discussed.
3.2 Increase the educational interaction with industry both in terms of input on curriculum content and collaborative projects. Perhaps, involve industrialists in the teaching delivery through a targeted programme of guest lectures.
3.3 Involve stakeholders and alumni in an Industrial Advisory Panel meeting 1-2 times a year to support the curriculum development and relevance of material delivered (see also Principle 2).

Principle 4: Student-Centred Learning, Teaching and Assessment

ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

In the implementation of student-centered learning and teaching, the academic unit:

- *Respects and attends to the diversity of students and their needs, enabling flexible learning paths*
- *Considers and uses different modes of delivery, where appropriate*
- *Flexibly uses a variety of pedagogical methods*
- *Regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *Regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *Reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *Promotes mutual respect in the student - teacher relationship*
- *Applies appropriate procedures for dealing with students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Operating procedure for managing student complaints*
- *Operating procedure for the function of the academic advisor*
- *Report on teaching methods and student assessment*

Foreign Language Programme Compliance

I. Findings

The participating schools have developed a coherent framework for student-centred learning, teaching, and assessment. The BSc in Clean Energy Science and Engineering is designed to encourage active student participation in the learning process through a combination of lectures, laboratory sessions, individual and group assignments, computational activities, case studies, project-based learning, and the use of digital educational tools.

Course syllabi specify, for each course, the expected learning outcomes, teaching hours, workload in ECTS, methods of teaching and learning, and modes of student assessment. Teaching is intended to be conducted in English and supported by ICT, including the institutional e-learning platform, electronic communication, digital educational resources, and online submission and assessment tools.

Student assessment is described in the course syllabi and encompasses a variety of methods, including written examinations, problem-solving, assignments, laboratory activities, projects, presentations, and, where applicable, formative assessment modes. The Programme also includes a Senior Project and a Capstone Project, which are expected to reinforce autonomous learning, knowledge synthesis, and the development of applied research skills.

The programme has a clear interdisciplinary and applied character, aimed at developing skills in experimental research, technological application, innovation, critical thinking, and the creative

application of knowledge. The limited annual intake of up to 40 students per year supports the quality of the educational process and personalised guidance.
The programme planning team has also adopted mechanisms for student support and feedback. The Academic Advisor system is applied to students of the Programme and provides academic guidance, support in course selection, progress monitoring, and referral to relevant institutional services where required. In addition, course and instructor evaluation questionnaires have been developed to periodically assess each course and its instructor, with the aim of continuous improvement.
Finally, the programme has an institutionalised procedure for managing student complaints and appeals. This mechanism provides students with a transparent route for submitting academic or administrative concerns and contributes to strengthening fairness, mutual respect, and accountability in the student–instructor relationship.

II. Analysis

The programme has been designed in accordance with the principles of student-centred learning. The curriculum combines theoretical, laboratory, computational, and project-based education, which is particularly appropriate for an interdisciplinary programme in clean energy science and engineering. The use of diverse teaching methods supports different learning profiles and helps students connect foundational scientific knowledge with applied energy challenges.
The emphasis on laboratories, projects, problem-solving, and technical assignments is significant, as it encourages students to move away from passive learning and engage actively with scientific and technical challenges. The Senior Project and the Capstone Project further reinforce autonomous learning, critical thinking, and the integration of knowledge from different fields such as engineering, chemistry, energy systems, sustainability, and bioenergy.
The assessment methods appear to be aligned with the learning outcomes of each course. The use of both summative and, where applicable, formative assessment modes support a more comprehensive evaluation of student performance. Written examinations, assignments, laboratory reports, projects, and presentations allow students to demonstrate different types of knowledge and skills. The publication of assessment methods in the course syllabi contributes to transparency and fairness.
The existence of student evaluation questionnaires is a positive element, as it provides a mechanism for monitoring the quality and effectiveness of teaching. Since the programme is new, actual student evaluation data are not yet available. However, the relevant mechanism is ready to be implemented from the first cycle of operation. It is important that evaluation results be systematically analysed and that improvement actions taken on the basis of student feedback be documented.
The Academic Advisor system is also a key element of the student-centred approach. It provides students, and in particular international students, entering a new academic and cultural environment, with organised academic guidance and support. The complaints and appeals mechanism further strengthen the student support framework and ensures the principles of transparency, equal treatment, and mutual respect.

III. Conclusions

The programme has developed an appropriate and coherent framework for student-centred learning, teaching, and assessment. The curriculum includes a variety of teaching and learning methods, the course syllabi provide clear information on learning outcomes and assessment, and mechanisms for student feedback, academic advising, and complaints management have been established.
As this is a new Foreign Language Programme, the implementation and effectiveness of these mechanisms cannot yet be fully evaluated on the basis of actual student data. However, the required structures and procedures exist and are ready for implementation.

Panel Judgement

Principle 4: Student-Centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

4.1 The implementation of student-centred teaching and assessment methods should be systematically monitored from the first year of operation.

4.2 Student participation in course and instructor evaluations should be encouraged, and students should be informed of how their feedback is used (see also Principle 2).

4.3 Improvement actions arising from student feedback should be documented, particularly in relation to teaching methods, workload, assessment, and student support.

4.4 Given the international character of the programme, continued attention should be paid to the academic and cultural adjustment of international students, particularly through the Academic Advisor and welcome activities.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).

The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. Graduation represents the culmination of the students΄ study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the FLP (Senate decision)*
- *Regulation of studies, internship, mobility, and student assignments*
- *Diploma Supplement*

Foreign Language Programme Compliance

I. Findings

The schools have established a comprehensive regulatory framework covering the key stages of the student journey, from admission to graduation. This framework includes the Internal Regulations of the Foreign-Language Programme, the Study Guide, and regulations on studies, internships, mobility and the preparation of academic projects and assignments, as well as the Diploma Supplement in English.

The admission procedure is clearly described and follows a defined administrative workflow. The BSc Programme is primarily aimed at international students, including graduates of secondary schools abroad, graduates of recognised foreign schools operating in Greece, and students from higher education institutions abroad in related scientific fields. Admission criteria include academic documents, proof of English language proficiency at least at B2 level, a CV, a letter of motivation, and, where applicable, an interview.

The admission process includes a call for applications, online applications, evaluation of applications by a committee of academic staff members, preparation of lists of successful and reserve candidates, acceptance of a place, submission of documents and payment. There is also an online expression-of-interest form, and communication with applicants is conducted electronically and by telephone by the admissions team.

The programme is organised as a four-year full-time undergraduate programme of eight semesters. It corresponds to 240 ECTS and leads to the award of the Bachelor of Science in Clean Energy Science and Engineering at Level 6 of the National and European Qualifications Framework. The curriculum includes compulsory courses, specialisation courses, elective courses, a Senior Project, and a Capstone Project. In the final semesters, students may choose courses from one of three different specialisation tracks: Plant Design, Clean Energy Applications, and Smart Systems.

Student progress is regulated through the Study Guide and the relevant academic regulations. The programme guidelines provide for course registration, mandatory attendance, assessment procedures, examination periods, grading rules, and requirements for the successful completion of studies. Administrative operations are supported by information systems such as the PAPYROS electronic document management system, REGISTRAR, e-learning, the academic ID acquisition service, and electronic services via students.auth.gr.

The BSc Programme follows the European Credit Transfer and Accumulation System. Each semester corresponds to 30 ECTS, and a total of 240 ECTS are required for graduation. Course syllabi and the Study Guide provide information on the distribution of ECTS, learning outcomes, teaching methods, and modes of assessment. The programme also provides for the automatic issuance of the Diploma Supplement in both Greek and English, in accordance with the European template.

The programme does not include a compulsory internship at the current stage. However, students will have opportunities for applied and research-oriented learning through laboratory courses, the Senior Project, the Capstone Project, and possible participation in research activities related to the scientific fields of the programme. The programme also refers to mobility provisions and expresses the intention to further develop mobility opportunities for students in the future.

II. Analysis

The schools have developed a clear and coherent framework for admission, progression, recognition, and award of qualifications. The admission criteria are appropriate for a foreign-language undergraduate programme and are aligned with its international orientation. The requirement for English language proficiency is particularly important, given that teaching and assessment are conducted in English.

The existence of an organised administrative admission process is a strong element of compliance. The process is not limited to a regulatory description but includes clear administrative steps, online applications, evaluation by a competent committee, communication with candidates and procedures for accepting a place and registering.

The structure of the study programme is transparent and compatible with European higher education standards. The distribution of 240 ECTS across eight semesters, the existence of compulsory and elective courses, the three specialisation tracks, and the integration of the Senior Project and the Capstone Project form a coherent academic pathway from foundational knowledge to specialisation and applied learning.

The application of ECTS supports transparency, comparability, and academic recognition. The Study Guide and the Diploma Supplement provide essential information on the level, content, and structure of the qualification. The automatic issuance of the Diploma Supplement in both Greek and English is a strong element, particularly for a Foreign-Language Programme that aims to attract international students and to support the mobility and recognition of its graduates.
The monitoring of student progress appears to have been adequately designed through the institutional information systems, the Secretariat, and the Academic Advisor system. These structures are important for identifying potential difficulties, supporting students during their studies, and ensuring that students understand the requirements for progression and graduation.
The absence of a compulsory internship is not necessarily a weakness, as the curriculum includes applied learning elements such as laboratory courses, technical assignments, the Senior Project, and the Capstone Project. However, given the applied nature of clean energy science and engineering, the BSc Programme could benefit from the gradual development of more structured links with industry, research organisations, and external stakeholders, promoting and enhancing opportunities for students to engage directly with industry.

III. Conclusions

The Panel considers that the schools have established an appropriate and sufficiently detailed regulatory and administrative framework for admission, progression, recognition of qualifications, and award of degrees. The admission criteria, the structure of studies, the application of ECTS, the rules for completion of studies, and the automatic issuance of the Diploma Supplement are clearly documented and aligned with the requirements of the Principle. The programme of study provides a clear academic pathway leading to a Level 6 qualification corresponding to 240 ECTS. It also includes mechanisms for monitoring student progress and supporting students throughout their studies. As the programme is new, certain aspects such as mobility opportunities and connections with applied learning and the labour market will need to be further developed and monitored during implementation.

Panel Judgement

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

5.1 All admission, progression, recognition, and graduation procedures should be published, clear, and easily accessible in English for prospective and current students.

5.2 Student mobility opportunities should be further developed, and clear guidance should be provided on available mobility schemes, recognition procedures and possible international pathways.

5.3 Given the applied nature of the programme under review, links with industry, research organisations, and external stakeholders should be gradually strengthened, with the aim of developing optional internships, applied projects, field visits, or other forms of work-related learning.

5.4 The effectiveness of the Academic Advisor system and the electronic student monitoring system in supporting student progress should be monitored, particularly during the first years of operation.

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes

ACADEMIC UNITS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the law).

More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, obligations*
- *Staff support and development policy*
- *Performance of the teaching staff in research and teaching*

Foreign Language Programme Compliance

I. Findings

The three supporting schools and the university follow the laws and regulations set out by the Greek state in appointment of new staff. Similarly, they follow nationally agreed processes for promotions. In discussions with staff, the appointment and promotion criteria were clear and closely adhered to. The Panel was able to review all relevant documents that relate to staff in the schools, including their research performance - recent and over the last few years.

The PSC is responsible for the allocation of the teaching work of the Joint Undergraduate Studies Programme. This is done in consultation with the sponsoring schools and on the basis of the teaching staff availability and expertise. The staff that may be employed as teaching staff on the programme include: (i) members of the teaching and research staff of the Schools of Mechanical Engineering, Chemistry and Agriculture or other schools of the university and other higher education institutions; (ii) emeritus professors or retired faculty members; (iii) members of special educational staff, laboratory teaching staff and special technical laboratory staff (with a doctoral degree, teaching and related experience). The PSC can also consider visiting or collaborating professors and visiting or contract researchers plus post-doctoral research fellows and researchers and scientists based in other research organizations in Greece and abroad (with

a PhD and relevant experience).

The involvement of the heads of the sponsoring schools ensures that the assigned teaching duties do not in any way affect staff other educational, research and administrative obligations towards the rest of the work of the schools and the mainstream Greek programmes of study. All staff involved get additional renumeration for their involvement in the FLP. There is however, an established and transparent process identifying the educational activities and the total teaching hours assigned per staff according to the curriculum, as well as the total cost of their remuneration. The renumeration amount is communicated to the Special Account for Research Funds (E.L.K.E.) of the Aristotle University of Thessaloniki. The amount of remuneration per category of teaching staff is determined following a decision of PSC and is based on the regulations of AUTh regarding the contracts for the remuneration of the institution's staff, external collaborators, the teaching work and total teaching hours assigned, on a case-by-case basis. Staff teaching on the programme are obliged to follow all normal procedures as relevant to the proper high-quality delivery of the course material and examination. Administrative staff supporting the programme are also entitled to additional renumeration, following similar processes as for the teaching staff.

Permanent academic staff that are due to contribute to the new programme include 17 members from the School of Mechanical Engineering, 17 from the School of Chemistry, 5 from Agriculture plus a small number from other engineering schools. The EEAP found that the permanent staff that are proposed to teach on the programme are very well qualified, enabling them to teach/deliver appropriate supervision as required by the courses/research projects offered by the programme. In discussions with staff, one could see that their workload was quite manageable and allowed them to contribute well to this programme, without jeopardising their contribution to the rest of the teaching work of their schools, while having enough time for research and scholarly activity.

The schools and the university are able to support (at least in part) staff through school funds (e.g. open access publications, conference participation, specialist teaching/research software). Mentoring, e.g. for new academic staff, is not a formal, established process in any of the schools. However, it was evident in discussions that the very highly collegial environment is conducive to support from senior staff towards new/early career staff as they enter academic life. The sponsoring schools have also an established process for staff support and development, working closely with the AUTh Centre for Supporting Teaching and Learning. This includes support for new teaching technologies.
The staff are able to offer projects based on student-staff interests, enhancing research-led-teaching leading to a mutually beneficial process and a good outcome. This can also lead in many ways to an excellent forum, for training of students (and sometimes staff development) and publications. The programme could also be an excellent springboard – as in part intended – for students wishing to follow a postgraduate programme in Greece or foreign institutions or join relevant industries. This was also confirmed in the discussions of the panel with the stakeholders. This engagement with industry through their graduates could bring additional benefits for staff, i.e. extending possible high-impact work and industry related teaching.

Some of the bibliograph/references provided did not have dates, so it was not clear if the recommended material is up to date. This needs attending.

II. Analysis

The quality and enthusiasm of the staff selected from the three participating schools was clearly evident. They all feel that the working life (teaching, research, scholarly activity and administration load) is well balanced in a very supportive school-university environment. The staff also feel that they are all well treated/supported by the schools and the university. This support covers all three activities, i.e. teaching, research and their desire to develop further through scholarly activity. In the discussions that took place the EAAP verified the staff commitment to a long-term success of the programme. The fact that the programme will be delivered in English appears not to be a problem. However, the EAAP panel was not able to verify this – all discussions were in Greek. In addition, it was not possible to assess this for other technical, research and external staff that were due to teach on the programme. There were clear intention and willingness to work more closely with industrial partners, and this can be of benefit to all parties concerned, i.e. students, staff and stakeholders. This was confirmed in discussions with stakeholders. The fact that the programme was to be entirely in English was not seen as a disadvantage – and in fact was considered a positive move- by the stakeholders in embedding their collaboration with staff and students.

There is no formal mentoring process for new/early career staff and no classroom peer review. Students are asked to evaluate the courses and teachers each semester through questionnaires in a process led by MODIP and overseen at programme level by OMEA (see principle 3). However, beyond that, there is no formal process for evaluating staff performance, especially important for new Foreign Language Programmes.

III. Conclusions

Faculty members are well qualified and able to deliver the current programme under review. The staff feel that the balance of their workload is correct and are able to carry out successfully teaching, research and scholarly activities. The teaching work of the Joint Undergraduate Studies Programme in English is allocated by decision of the Programme Steering Committee to permanent and external/visiting staff with experience and expertise in the subject matter. Teaching in the three schools is organically related to the staff research activities, drawing on the scientific expertise and international networks of the academics. The EAAP was able to discuss this with the heads of the schools and was able to ascertain that the teaching delivery will be directly related to current trends and developments in each of the areas covered by the programme. All teaching staff publish regularly in academic journals and conferences.

The EAAP was able to discuss administrative contribution and student support for the programme. It was thus able to verify the committed and high-quality support available from the administration staff.

There is a need to review regularly the material and bibliography included in the delivered modules

Panel Judgement

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

6.1 Encourage all staff to publish regularly in high quality journals and well perceived conferences.

6.2 Consider establishing an annual review of staff performance – not necessary as a management tool but rather in a supportive/advising manner for career progression.

6.3 Consider establishing a classroom peer review process to support early career staff. This should include a "light touch" visiting teaching staff, especially at the start of their involvement.

6.4 Establish further links with industry for feedback on teaching curriculum and selection of projects.

6.5 The bibliography included in the courses needs to be reviewed to ensure up to date material.

Principle 7: Learning Resources and Student Support of Foreign Language Programmes

ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES, ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support, and counselling services. When allocating the available resources, the needs of all students -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), 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. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.

Relevant documentation

- *Insurance contract for foreign students*
- *Level, structure, and organizational setup of the Foreign Students Support Unit (Senate Decision)*
- *Administrative support staff of FLP (positions, qualifications, and responsibilities)*
- *Information material for the students with reference to the services provided (in English)*

Foreign Language Programme Compliance

I. Findings

The programme has appropriate learning resources, administrative support, and student welfare services for the delivery of the BSc in Clean Energy Science and Engineering. It is supported by the existing infrastructure of the three collaborating Departments: Mechanical Engineering, Chemistry, and Agriculture. These schools have available classrooms, laboratories, scientific equipment, digital infrastructure, and academic resources relevant to the interdisciplinary character of the programme.

Courses are held in classrooms of the three schools, primarily in the School of Mechanical Engineering, with a capacity of approximately 40 people. Eighteen university laboratories participate in the conduct of laboratory sessions and assignments within the programme. In addition, there are supporting spaces, such as computer clusters, reading rooms, and libraries, as well as laboratories and research equipment for basic and applied research.

The participating Schools have a strong academic and research base that supports the programme. The BSc Programme makes use of the laboratories of the Schools of Mechanical Engineering, Chemistry and Agriculture, as well as significant research activity, competitive

research projects, and collaborations with external bodies. Furthermore, the three schools mentioned that they have available new research equipment of considerable total value.
The programme has administrative support staff with clearly defined positions, qualifications, and responsibilities. Administrative support is organised under the responsibility of the Secretariat of the leading School of Mechanical Engineering. Responsibilities include management of applications, student records, and student affairs, communication and information for interested parties, support for collective bodies, management of digital media, website updates, statistical data, financial management, and informing students about benefits and regulations.
Particular emphasis is placed on the needs of international students. The PSC makes use of the Institution's International Student Support Unit, which provides information and assistance to international students on matters such as required documents, residence permits, housing, settling in, and integration. The PSC also provides insurance coverage for international students.
There is information material for students in both Greek and English. This material covers the programme, the collaborating schools, the university, the city of Thessaloniki, and the overall student experience. It is particularly useful for international students, as it provides introductory information on the academic environment and the living context in which they will study.
Students of the BSc Programme have access to a wide range of student support services at AUTh. These services include, among others, the University Student Club, the Counselling and Psychological Support Centre, the Career and Academic Liaison Office, the Accessibility Office for Students with Disabilities, the Internship Office, the Student Ombudsperson, the European Educational Programmes Department, the International Relations Department, scholarships, the University Gymnasium, the University Camp, library services, and units for equality, accessibility, and digital governance.
Student support is further enhanced through the Academic Advisor system. In accordance with the relevant regulations, Academic Advisors provide guidance on academic matters, course selection, progress monitoring, selection of dissertation topics, communication with university services, and addressing potential academic difficulties.

II. Analysis

The Schools have designed an appropriate learning and support environment for its students. Utilising the infrastructure of three established schools is a significant advantage, as it allows the programme teaching staff to use existing classrooms, laboratories, equipment, academic expertise, and administrative experience.
The involvement of eighteen university laboratories and the availability of supporting spaces such as computer clusters, reading rooms, and libraries significantly enhances the learning environment. The reference to substantial new research equipment in the collaborating schools is also a positive element, as it is associated with the ability to provide modern laboratory, technological, and research-informed education. The EAAP panel had only a limited tour of the Mechanical engineering provision, so this was not verified in this case.
Administrative support arrangements are clearly defined. The schools have allocated specific responsibilities for managing applications, enrolments, course registrations, grades, certificates, graduation ceremonies, website updates, statistical data, and communication with students. This is critical for a Foreign Language Programme, where students may need additional guidance regarding enrolments, documentation, academic procedures, and communication with institutional services.

The PSC focus on international students is evident. The International Student Support Unit and the insurance coverage address significant practical needs of international students. These services are expected to facilitate their transition to the Greek higher education system and their integration into the academic and social environment of the University. The information material in English is also a useful tool for reception, orientation, and communication.
Access to a wide range of central AUTh services reinforces student support beyond the immediate context of teaching. The existence of psychological support, career, accessibility, student welfare, international relations, European programmes, library, sports, and cultural services creates a comprehensive support environment. For international students, clear information and guidance regarding these services will be particularly important.
The Academic Advisor system contributes directly to student support and student-centred learning. It provides an organised mechanism through which students can receive academic guidance, discuss difficulties, organise their studies, and be referred to appropriate services. For a new international programme, this mechanism is particularly important during the first years of operation.
As the programme is new, EAAP cannot yet assess the actual effectiveness of these mechanisms in practice. However, the schools have put in place the necessary structures for learning resources and student support. The key issue for future monitoring will be whether the available services are consistently accessible in English, sufficiently visible to students, and effectively coordinated between the programme teaching staff, the PSC, the collaborating schools and the central services of the University.

III. Conclusions

The Panel considers that the participating schools have established an adequate and well-documented framework of learning resources and student support. The Programme makes use of the infrastructure and academic resources of the collaborating schools, the central services of Aristotle University of Thessaloniki, administrative support staff, student information material, the International Student Support Unit, insurance coverage for international students, and the Academic Advisor system.
The programme module delivery involves specific classrooms, laboratories, supporting spaces, information systems, administrative procedures, and student welfare services. These elements indicate that the PSC has taken into account the needs of the student population it serves, in particular international students.
As the BSc Programme has not yet completed a full cycle of operation, the effectiveness and accessibility of these support mechanisms should be systematically monitored during implementation.

Panel Judgement

Principle 7: Learning Resources and Student Support of Foreign Language Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

7.1 All key student support information should be made available in English through a clear and easily accessible digital "Student Information Pack".

7.2 The effectiveness of international student support services should be monitored during the first years of operation, particularly on matters of enrolment, residence permits, insurance, accommodation, academic advising, and integration into university life.

7.3 Close coordination should be ensured between the Programme Secretariat, the International Student Support Unit, Academic Advisors, and the central services of the Institution.

7.4 The adequacy of laboratories, classrooms, digital resources, and administrative support should be periodically reviewed as student numbers grow.

7.5 Students should be systematically informed, from the start of their studies, of all available academic, social, psychological, counselling, career, and accessibility services

Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes

ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.

Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).

The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.

During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).

Relevant documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) on the launching of FLP*
- *Operation of an information management system for the collection of administrative data for the implementation of the Programme (Students' Record)*

Foreign Language Programme Compliance

I. Findings

The FLP fully complies with AUTh's relevant regulations and policies. It has established formal processes for routinely gathering data on students, teaching methods, and academic progress. Student satisfaction will be assessed regularly via online surveys issued each semester, which also capture feedback on instructors. This data will be analyzed and summarized in reports that evaluate and improve teaching quality. No additional formal channels for communication among FLP management, students, and alumni have been identified

II. Analysis

Analysis results from the data will be shared with key parties, such as faculty and program leaders. The PSC of the FLP takes student input seriously, resulting in meaningful improvements to the learning environment and better alignment with career goals.

III. Conclusions

The three schools and the PSC effectively operate a robust data management and quality assurance system that drives its performance and long-term viability. To enhance this further, it should expand and structure involvement from students and external parties—like alumni and industry—through periodic workshops or similar efforts. Programme leaders are also urged to boost survey response rates and investigate new communication channels with students, alumni, and stakeholders.

Panel Judgement

Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

8.1 The FLP management should explore additional methods for information exchange with its students, alumni and external stakeholders

Principle 9: Public Information concerning the Foreign Language Programmes

ACADEMIC UNITS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE, AND READILY ACCESSIBLE.

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

Therefore, Institutions and their academic units must provide information about their activities, including the Foreign Language Programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning, and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

Key information regarding the University and the participating academic units is available online in Greek. The English version needs more work. Some participating schools had impressive websites, while others had only basic information available or some broken links. The FLP website in English (https://cese.auth.gr/) is well structured and has extensive content, although some deeper links were broken. The dedicated technical team that has been hired for the digital tasks seems competent and well qualified to perform the work. The programme course summaries and syllabi provided with the application in both languages were found to be extensive and informative. The Study Guide provided both in Greek and in English was extensive and contained useful information about the University, the city and other support services for the students of the FLP. The University Quality Assurance policies are already available online in both languages (MODIPAUTH http://qa.auth.gr).

II. Analysis

The evaluation was performed through in-person meetings with the programme leadership and representatives of the university management and administration team, the teaching staff, the administrative support staff, stakeholders from industry and local civil entities. No AUTh students participated in the evaluation process, as this is a new programme. The leadership team had provided extensive documentation with the application written both in Greek and English. This material was analyzed in advance to examine the preparedness of the FLP to advance to the implementation phase.

III. Conclusions

The extensive documentation in both languages and the credentials of the academic team are detailed and of high quality, thus offering assurances on the administrative and academic success of the programme. The starting online materials made available to the public are very good. The in-person interactions of the evaluation committee with the academic team, the support staff and the stakeholders provided clear evidence that even though all the appropriate issues have not been fully resolved at this stage, the programme is destined to meet the European requirements for offering FLPs.

Panel Judgement

Principle 9: Public Information concerning the Foreign Language Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

9.1 The programme associated outreach materials (including the website) should be improved.

Principle 10: Periodic Internal Review of Foreign Language Programmes

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

Regular monitoring, review, and revision of the FLP aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of: the content of the FLP in light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression, and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs, and satisfaction in relation to the FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP is adapted to ensure that it is up to date.

Relevant documentation

- *Procedure for the re-evaluation, redefinition, and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the FLP, and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the FLP, and relevant decision-making processes (students, external stakeholders)*

Foreign Language Programme Compliance

I. Findings

There are a number of documents submitted in relation to this principle; namely Doc. α, (central to this accreditation), Doc ιβ, (Targets and planning), Doc. θ, (quality targets) Doc. ιθ, (students' feedback) Doc. ιγ, (feasibility study) Doc. κβ, (MODIP report) as well as pieces of information found in several other documents.

Document κβ includes the programme's actual internal report. Dated January 2026, it lists strong and weak points, as well as corrective actions to be undertaken. Quality targets, apart from improvements in the contents of the programme's web page, grouped in seven headings are tabulated in this document. The target dates for their attainment are set as the end of 2027, which is presumably the planned time for the next internal assessment. No subsequent internal quality reviews and no further progress reports are mentioned.

II. Analysis

The programme being new, has had its first self-assessment towards the end of 2025, and the outcomes have been submitted to MODIP. This was thoroughly assessed and a report was prepared, i.e. the first report on the internal evaluation in January 2026 (Doc. κβ). The detailed report summarized the main findings of MODIP, such as the specific areas covered by the FLP and its multidisciplinary nature, the advantage that would be offered to the graduates in terms of expertise in fundamental and applied aspects of clean energy science and technology,

transparent operational structures and the integration of quantity and quality targets and measurable deliverables. The MODIP report continues with a comprehensive list of suggestions for continuous improvement in the quality and delivery of the FLP. The action plans involve mainly improvements in the quality of education, student centred learning, industry relations, human resources, finances, and data collection and dissemination. It is interesting to note that the document indicates a well-considered student-centred process of learning that, if followed, will produce excellent results. The report has been shared with the academic unit, and action plans have been made and published in Doc. ιβ in February 2026.
A point to note is that, although indirect reference is made, there is no dedicated target to improve the visibility of the programme and make it truly international.

III. Conclusions

It is clearly evident, based on the documents provided and discussions that followed with the Vice-Rector for Academic Affairs and Development, the Secretary and members of MODIP plus the heads schools and academic/administrative staff that the sponsoring schools and the university have very detailed and appropriate plans in place for a periodic review of the FLP. These include both targets and measurable outcomes. The PSC and the heads of school were also agreeable that more interaction with the stakeholders will help improve the long-term relevance and viability of the programme. In addition, they are mindful that this will enhance the relations of the FLP (staff and students) with the labour market. Discussion also led to the agreed conclusion that the university management and administration, the PSC and the faculty involved should consider actions to increase the FLP visibility and thus attract as many international applicants as they can (with a maximum number of 40). In addition to bilingual publications, an international office, increased social media presence, and engagement rates in platforms such as linkedin should be considered. The employment of more appropriate marketing technics and facilities such as health and lodging that can cater for the needs of foreign students should be added to the action plans and be made part of the quality assurance audits. This will also contribute to applicants with higher academic qualifications seeking to follow the FLP, and as consequence help improve the overall quality of teaching and learning.

Panel Judgement

Principle 10: Periodic Internal Review of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

10.1 Proceed with the establishment of an external Industrial Advisory Panel that could be consulted on a regular basis (at least once or twice a year) with this being part of the continuous monitoring and efforts for quality improvements.
10.2 Make plans to increase the visibility and reach of the programme to ensure high quality applicants

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes

FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required.

The accreditation of the quality of the FLP acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and Institutions must consistently consider the conclusions and recommendations submitted by the committee of experts for the continuous improvement of the FLP.

Relevant documentation

- *Utilization of the recommendations of the external evaluation of the academic unit and / or the Institution for the establishment and the continuous improvement of the operation of the FLP (reference to the action plan)*

Foreign Language Programme Compliance

I. Findings

The Director, the academic team and the administrative support staff are well aware of the importance of periodic external reviews by independent experts whose criticism and advice are necessary for continuous programme improvement. Plans are in place to engage external stakeholders from the private and the public sectors in an advisory board that would convene at least once a year to review and discuss the current status or the programme, new needs in the marketplace, and recent technological developments (e.g. AI tool implementation in teaching and learning) that may require periodic programme adjustments.

II. Analysis

The evaluation was performed through in-person meetings with the programme leadership and representatives of the university management and administration team, the teaching staff, the administrative support staff, as well as a group of stakeholders from industry and local civil entities. No AUTh students participated in the evaluation process. The programme team had provided extensive documentation with the application written both in Greek and English. This material was analyzed in advance to examine the preparedness of the FLP to advance to the implementation phase.

III. Conclusions

Regular evaluations are commonplace in most academic degree programmes and will be used to trigger revisions that ensure the timeliness of the curriculum of the FLP. Accreditation reviews performed every few years (3-5) by external experts will contribute to an independent

confirmation that the FLP remains competitive and viable. These will ensure that the FLP meets the needs of the rapidly advancing marketplace by producing professionals who are well equipped to work productively in both the private and the public sectors in countries around the globe.

Panel Judgement

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

11.1 External evaluation and accreditation procedures should be established and processes documented in accordance with established European accreditation standards.

PART C: CONCLUSIONS

I. Features of Good Practice

The EAAP notes the following good practice points:

1. This development is part of the AUTh's vision and objectives for internationalising it provision and reputation as a centre of educational excellence. Hence the university is very supportive of the proposed new programme.
2. The AUTh and MODIP have a very well-established quality assurance process that filters down to the three participating schools.
3. Staff are very supportive of the new programme and committed to its long-term success.
4. Staff are well qualified to deliver a high-quality programme.
5. The curriculum mix/choice of multidisciplinary topics is well received by the stakeholders.
6. The experience of this programme may inform necessary changes to the more rigidly prescribed programmes in Greek.

II. Areas of Weakness

The EAAP notes the following areas of weakness that need consideration.

1. The stakeholders, although very senior/knowledgeable, were not consulted as a group in the development of the programme. Links with industry could be improved.
2. There is no formal Industrial advisory Panel.
3. The schools and the university need to consider and implement effective marketing plans.
4. The physical infrastructure needs to be improved if it is to present a competitive university environment at international level.
5. Some of the laboratories do not measure well in quantity and quality for such a multidisciplinary programme.
6. The schools and the university seem to be not adequately informed or appreciative of the needs of international students (e.g. accommodation, pastural needs cultural differences that can be important since most of the student will be international.)

III. Recommendations for Follow-up Actions

Detailed recommendations are given in each section above under each principle and we request that the management and administration of the AUTh, the sponsoring schools and the PSC consider these and the bullet points under "Areas of Weakness" and implement corrective actions following the submission of this report. The list below is only a summary of these detailed recommendations.

1. February 2027 start, as mentioned by the programme director, is not viable. Time is needed to prepare better – both in terms of academic provision and support for foreign students wishing to join the programme.
2. Plan and formulate marketing material, processes and actions for the BSc Programme for what is a very competitive market, especially bearing in mind the plethora of university degrees offered in English both in Europe and elsewhere.
3. Establish an Industrial Advisory Board, meeting twice a year and solicit their comments/advice on up-to-date curriculum and industrial needs.
4. Review laboratory provision, ensuring modern, well equipped and safe facilities that are well supported by technical staff.
5. Initiate a process providing information for staff (academic/administrative/technical) on specific needs of international students. Create the support mechanisms at school and university level to provide the necessary support for a multicultural international student cohort.
6. Establish a continuous staff performance and review process.

Finally, we recommend that HAHE considers a follow-up review of the BSc Programme in no-longer than three years from the formal start of the programme.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

3, 4, 5, 6, 8, 10

The Principles where substantial compliance has been achieved are:

1, 2, 7, 9, 11

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
KARAYIANNIS TASSOS	Signed by KARAYIANNIS TASSOS
Megaridis Constantine	Signed by Megaridis Constantine
SKARLATOS YANI	Signed by SKARLATOS YANI
Δραγατσίκα Μαγδαληνή	Signed by Δραγατσίκα Μαγδαληνή