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Accreditation Report
for the Postgraduate Study Programme of:

Environment and Development

Department: Rural and Surveying Engineering - Geoinformatics Engineering

Institution: National Technical University of Athens

Date: 20/04/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Environment and Development** of the **National Technical University of Athens** 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 postgraduate study programme of Environment and Development of the **National Technical University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. CONSTANTINOU STAVROS (Chair)
   (Title, Name, Surname)
   Department of Geography, College of Arts and Sciences, The Ohio State University
   (Institution of origin)

2. ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)
   (Title, Name, Surname)
   TU Dortmund University, Germany
   (Institution of origin)

3. KALISPERIS LOUKAS
   (Title, Name, Surname)
   Department of Architecture, College of Arts and Architecture, Pennsylvania State University
   (Institution of origin)

4. KATOPODES NIKOLAOS
   (Title, Name, Surname)
   University of Michigan
   (Institution of origin)

5. Ζυγούρη Ευαγγελία
   (Title, Name, Surname)
   National and Kapodistrian University of Athens
   (Institution of origin)

II. Review Procedure and Documentation

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

The External Evaluation & Accreditation Panel (EEAP) prepared for the review and assessment of the Postgraduate Study Programme (PSP) in Environment and Development and Environment and Development of Mountain Regions at the School of Rural, Surveying and Geoinformatics Engineering (SRSGE) of the National Technical University of Athens (NTUA), based on a plethora of materials provided by the Hellenic Authority of Higher Education (HAHE). These materials included background information and guidelines on the review and accreditation process, as well as 36 documents related to the PSP under review, including the program accreditation proposal and related documents. The programme material was submitted to HAHE in January 2024.

The programme review was conducted via teleconference and was organized and coordinated by HAHE and the National Technical University of Athens (NTUA). The schedule and agenda of the review were as follows:

Monday 30/3/2026
Private meeting. The EEAP members met and discussed the two PSPs of the School of Rural, Surveying, and Geoinformatics Engineering (SRSGE) under review. They allocated tasks and sections of the draft accreditation report to each member of the EEAP.

Meeting with the Directors of the two PSPs, the Head of the Department, MODIP, Steering Committees / OMEA members.
The participants in the meeting included the following:
Director of the PSP1 (Geoinformatics): Mr Charalabos Ioannidis, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Director of the PSP2 (Environment and Development): Ms Efi Dimopoulou, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Head of the Department: Ms Maria Tsakiri, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Steering Committee member: Mr Dimitrios Kaliampakos, Professor, School of Mining and Metallurgical Engineering, NTUA
OMEA members: Ms Maria Papadopoulou, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
MODIP members: Mr Athanasios Zisis, Professor, Vice Rector of Academic Affairs and

Lifelong Education, President of MODIP, NTUA; Ms Maria Bania, MODIP Secretary.
Online tour: classrooms, lecture halls, libraries, laboratories, and other facilities related to the two PSPs. Discussion about the facilities presented in the video produced for this purpose.
Administrative staff members:
PSP1: Ms Efi Paliatsou, Administrative Personnel
PSP2: Ms Efthimia Papaloi, Administrative Personnel
Secretariat: Ms Athina Donta, Administrative Personnel of the Graduate Studies of the School of Rural, Surveying & Geoinformatics Engineering
Teaching staff members:
PSP1: Mr Georgios Pantazis, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA; Ms Margarita Kokla, Associate Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
PSP2: Ms Aggeliki Geronteli, Technical Laboratory Staff (ETEP); Mr Konstantinos Kepaptsoglou, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA.

Debrief meeting. Discussion of the two PSPs under review, impressions of the first day, coordination, and preparation for the remaining review and evaluation process.

Wednesday, 01/04/2026
Meeting with the teaching staff of the PSP2
The following nine members of the teaching staff participated in the meeting:
Mr Dimitris Damigos, Professor, Dean of the School of Mining and Metallurgical Engineering
Mr Andreas Kallioras, Professor, School of Mining and Metallurgical Engineering
Mr Sotirios Karellas, Professor, School of Mechanical Engineering
Ms Konstantina Kollia, Professor, School of Chemical Engineering

Mr Konstantinos Noutsopoulos, Professor, School of Civil Engineering
Mr Ioannis Psarras, Emeritus Professor, School of Electrical and Computer Engineering
Ms Eleftheria Tsakanika, Associate Professor, School of Architecture
Mr Polychronis Kolokousis, Laboratory Teaching Staff, School of Rural, Surveying and Geoinformatics Engineering

Mr Anastasios Labropoulos, Laboratory Teaching Staff, School of Rural, Surveying and Geoinformatics Engineering

Meeting with students of the PSP2
The following eight students of the PSP2 participated in the meeting:
Mr Labros Zorbas, Chemical and Environmental Engineering, TUC (2nd Semester)
Ms Eleni Karoutsos, Bachelor of Engineering in Chemical and Molecular Engineering, Stony Brook University (2nd Semester)

Mr Dimitrios Sklias, Department of Physics, NKUA (2nd Semester)
Ms Helga-Eleni Tsakoni, Department of Geology and Geoenvironment, NKUA (2nd Semester)
Mr Panagiotis Koutsoliakos, Department of Crop Science, AUA (2nd Semester)
Mr Michael Lekakis, School of Chemical Engineering, NTUA (2nd Semester)
Ms Eleftheria Anna Matrakouka, School of Political Sciences, AUTh (2nd Semester)

Ms Kwnstantina Christakou, Department of Electrical and Computer Engineering of the School of Engineering University of Thessaly, (2nd Semester)

Meeting with PSP2 graduates
The following ten graduates of the program participated in the meeting with EEAP.
Ms Nepheli-Evangelia Alexopoulou, Architect Engineer, Urban Planner, Congenius Consulting and Systems
Mr. Alexandros Gerolymatos, Physicist, VMF OCEAN CONSULTING
Ms Anna Karatasiou, Communication Officer at KYADA and the Municipality of Amfilochia
Mr Nikolaos Manos, Naval Engineer –Assistant Specialist, Lloyd's Register
Ms Despoina Tsarpela, Lead Inspector, Forestry Auditor EMICERT,
Mr Anastasios Balaskas, Agricultural Economist, Regulatory Authority for Energy, Waste and Water
Ms Aphrodite Basiouka, Spatial Planning and Development Engineer, Municipality of Central Tzoumerka
Ms G. Kanellopoulou, Mineral Resources Engineer
Ms Ioanna Karani, Engineer of Applied Mathematics and Physics, Aurora Energy Research

Mr Christos Pantazis, Environmentalist, Navarino Environmental Observatory

Meeting with employers, social partners of the PSP2
Mr Christos Chasiakos, Mayor of Central Tzoumerka
Ms Melina Daskalakis, Lawyer, ex.President of the Development and Tourism Promotion Company (ADDMA), ex. President of the Reception and Solidarity Center of the Municipality of Athens
Mr Alexis Kardabikis, Mayor of Agrafa
Mr Spiros Papageorgiou, Founder and Director of the NGO "Cities for Cycling"
Mr Antonis Skrepetos, Project Manager Officer (PMO), EMICERT, Verification of Greenhouse Gasses
Mr Andreas Stergiou, Mayor of Argithea

Ms Maria Vitoratou Zisimatou, Marine Assets & Performance Operation Senior Specialist - Athens team leader, Lloyd's Register

Debrief meeting

Closure meeting with the Director of the PSP2, the Head of the Department, MODIP, PSP2 Steering Committee/ OMEA members

Director of the PSP2 (Environment and Development):
Ms Efi Dimopoulou, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA

Head of the Department:
Ms Maria Tsakiri, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
OMEA members:
Mr Vassilios Tsihrintzis, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
MODIP members:
Mr Athanasios Zisis, President of MODIP and Vice Rector of NTUA
Ms Maria Bania, MODIP Secretary

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The National Technical University of Athens (NTUA) is the oldest and most prestigious technical university in Greece, founded in 1837. It is a large, research-oriented public engineering university with a large student population and a well-developed multicampus system. The School of Rural, Surveying and Geoinformatics Engineering (SRSGE) is a specialized School with a strong emphasis on geospatial sciences. The School was originally founded in 1917 and adopted its current name in 2020, reflecting changes in its academic and research focus in modern geospatial sciences. The School and the Institution offer a robust program of postgraduate education in Environment and Development and Environment and Development of Mountain Regions, supporting academic excellence and applied research.
The Programme is located at the NTUA Zografos Campus, about 6 km northeast of central Athens, and hosts eight of NTUA's nine Schools, including all major engineering disciplines. The campus's physical plant includes modern lecture halls, advanced laboratories, central and departmental libraries, student housing, sports facilities, dining services, medical services, and extensive open spaces.

The PSP Environment and Development Programme has been in operation for 28 years, having been established in 1998, reestablished in 2018, and internationalized in 2024. The PSP Environment and Development of Mountain Regions has been in operation for 18 years. The following statistics provide a snapshot of the programme: the student-faculty ratio is 1.5:1; the graduation rate is 93%; 11% of the graduates pursue doctoral studies; and employability is 100%.

The PSP Environment and Development and Environment and Development of Mountain Regions is an interdepartmental, interdisciplinary programme among three schools: the School of Rural, Surveying and Geoinformatics Engineering (SRSGE) as the coordinating School, the School of Electrical and Computer Engineering, and the School of Mining and Metallurgical Engineering.

The governance structure is fully consistent with the provisions of the law for joint postgraduate programmes within a single HEI (Law 4485/2017, Art. 32; Law 4957/2022, Arts. 79-80) and reflects the interdisciplinary nature of Environment and Development and Environment and Development of Mountain Regions. The PSP design aligns with the ESG

2015 requirement that the objectives and structure of the programme are coherent and academically justified.

Graduates of the PSP earn a Master of Science (MSc) degree, which corresponds to Level 7 of the European Qualifications Framework (EQF). The purpose of the PSP is to provide advanced education and scientific specialization in one of two areas: Environment and Development, or Environment and Development of Mountain Regions. Its aims are to equip graduates with advanced knowledge of the collection, analysis, and interpretation of spatial data related to the natural and cultural environments. The PSP aligns with the nationally defined objectives of postgraduate studies as specified by Law 4485/2017; Art. 30; Law 4957/2022, Art. 77 and with ESG 1.1.

The PSP is a three-semester study resulting in a MSc degree, level 7 of the European and National Qualifications Framework for Higher Education. The maximum duration of the Programme is two years. Every student takes 4 out of the 6 core courses and 4 out of the 20 specialization courses. Each course counts for 7.5 ECTS. To obtain the diploma, the student must have successfully completed all coursework (60 ECTS) and a diploma thesis (30 ECTS), for a total of 90 ECTS. Instruction is 100% face-to-face, and attendance is mandatory.

The Programme has set the maximum number of admitted students at 40 per academic year. The admission criteria and selection process are specified on the School of Engineering website https://geoinformatics.ntua.gr/admissions/ and the PSP Programme Study Guide. Participation in the Programme does not require the payment of tuition fees for EU nationals. Non-EU nationals are required to pay a tuition fee of €500 per semester.

SRSGE supports a large and active academic community with approximately 140 undergraduate and 90 postgraduate students per academic year across its integrated diploma programmes and interdepartmental MSc degrees, including Geoinformatics and Environment and Development and Environment and Development of Mountain Regions. Since the launch of these postgraduate programmes in 1998, SRSGE has produced 1,000 MSc graduates in geospatial and environmental fields. Teaching in the PSP is carried out by 44 faculty members of the three schools of the NTUA. Specialized technical staff and administrative staff assist the PSP.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a) the suitability of the structure and organisation of postgraduate study programmes
b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7
c) the promotion of the quality and effectiveness of teaching at the PSP
d) the appropriateness of the qualifications of the teaching staff for the PSP
e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP
f) the level of demand for the graduates' qualifications in the labour market
g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP
h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees
i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The EEAP has found that the Quality Assurance Policy (QAP) developed and implemented by the Postgraduate Programmes in Environment and Development and in Environment and Development in Mountain Regions of the National Technical University of Athens has developed and implemented a Quality Assurance Policy as part of its broader strategy. In collaboration with the MODIP and the School OMEA, the School of Rural, Surveying and Geoinformatics Engineering has aligned the two PSPs' quality policy with that of the University. This alignment is supported by annual quality assurance goals aimed at the continuous development and improvement of the PSPs, as well as of the academic unit and other educational programmes approved by the Senate of the Institution.

The PSPs are a joint effort of the School of Mining and Metallurgical Engineering, School of Chemical Engineering, School of Electrical and Computer Engineering, School of Rural, Surveying and Geoinformatics Engineering, School of Civil Engineering, and School of Architecture. The School of Rural, Surveying and Geoinformatics Engineering is the organizing entity. The programme is an excellent inter-, multi- and transdisciplinary postgraduate experience for all the students in both options (specializations) of study. This QAP focuses on the continuous improvement of educational work and research, as well as the interconnection with society and the labour market. Moreover, the Schools sought and incorporated in its QAP the views of students, alumni, and stakeholders.

The Postgraduate Programme (PSP) in Environment and Development and in Environment and Development of Mountain Regions implements and is committed to follow this quality policy, as it believes that its tenets strengthen its academic profile and subject matter, pursues its strategic objectives, which are revisited annually, thus facilitating its continuous improvement.

The PSP's Quality Assurance Policy is publicly available on the coordinating School's website and includes comprehensive details about the PSP's delivery. This includes commitments to meet requirements and pursue continuous improvement. In addition to OMEA, a departmental Coordinating Committee further supports the overall quality assurance efforts for both the PSP and the Department.

The processes and procedures used for the monitoring and continuous improvement of the quality of the PSP include:

- Conducting an evaluation of the courses and instructors on a semester basis.
- The annual revision of the PSP.
- The assignment of teaching duties to the regular and adjunct members of the department, depending on their scientific specialization and experience.
- The updating of the Graduate Programme's website.
- The monitoring and improvement of the provided support and administrative (in-person or online) services.
- The renewal and enhancement of research facilities.
- The announcement of new positions that will be approved or have been approved and the selection of new faculty staff, with transparency and

meritocracy.

- The implementation of guidelines from the institution's MODIP.
- The formulation of proposals to the competent higher authorities for changes and improvements in the operation and infrastructure of the Institution.

The quality and effectiveness of teaching in the PSPs are closely monitored through student evaluations of courses and instructors, as well as the annual collection and transfer of data by the OMEA to MODIP.

The quality policy of this PSP is shaped through a set of strategic objectives. They include:

a. The continuous improvement of quality in education and research,

b. the continuous improvement of the services provided and the operation of the PSP,

c. the strengthening of extroversion, and

d. the interconnection with the labour market, and with professional and scientific bodies.

Assigned to each strategic objective are specific goals, quality objectives, and target values which are monitored continuously by the Internal Evaluation Group with the help of a set of indicators and expected progress of each is reviewed annually.

The programme in Environment and Development was established in 1996 with its first implementation in 1998 while the specialisation of Mountain Regions was established in 2007. The structure, organization, course content, expected outcomes and the overall design of this PSP in both specializations have been continuously updated upon their establishment. The duration of study in this PSP is set at a minimum of three academic semesters, which include two semesters of teaching, while the third semester is devoted to preparing the MSc thesis. A significant and excellent advantage of the programme is the applied nature of the studies and joint projects with specific townships and other rural and urban entities.

The PSP follows the European and National Qualifications Framework and the diploma awarded is at level 7. The OMEA and the Coordinating Committee (CC) evaluate the learning outcomes, considering the evaluation of students and self-evaluation of teachers.

The teaching staff of this PSP is mainly composed of, but is not limited to, faculty members of the Schools involved, who are recruited and developed in accordance with the procedures and conditions provided for by applicable legislation. Additionally, this PSP assigns teaching work to other esteemed professors, researchers and scientists, who have specialized knowledge and extensive experience in the subjects of this MSc.

The EEAP found that the graduates of the programmes are systematically accepted for work or PhD studies at home and abroad as a testament of the high level and relevancy of the knowledge they have acquired through their studies at this NTUA PSP.

The good functioning of this Postgraduate Program is ensured through support services offered by both the Department and the Institution to its students,

namely the School of Rural, Surveying and Geoinformatics Engineering Secretariat, the Libraries, the Computer Services, and the Student Welfare Services.

The EEAP also learned that the financial resources of the Programme are based on the standing and internal budget of the School of Rural, Surveying and Geoinformatics Engineering, and are used for equipment and software, consumables, administrative and technical support, educational trips, publicity, and the like, in support of the needs of this PSP. Additional resources are contributed by the collaborating municipalities and public entities, as well as resources based on the endowment of the University

To assure the quality of the Programme and specializations, the Director of the programme and the School OMEA collect academic statistics through the MODIP information system, evaluate them, and prepare an Internal Evaluation Report on an annual basis. The results of these internal evaluations are presented and discussed at the Department meeting and are used to achieve the continuous improvement of all aspects of this PSP.

The quality policy and the objectives of the PSP are communicated to students and all interested parties and are accessible on the PSP website.

II. Analysis

The EEAP carefully examined all information contained in the relevant documents, as well as the information provided by the School Dean, the PSP Director, and several PSP faculty members. The Panel found that the School of Rural, Surveying and Geoinformatics Engineering, the collaborating Schools and this PSP's academic unit have established and carefully implement a Quality Assurance Policy which is in line with the expectations of the Institution, and that they are committed to the continuous improvement of this PSP.

The goals set forth for this PSP are carefully thought out. During meetings with the Panel all current students, alumni, and stakeholders - expressed their great satisfaction with the structure and organisation of the curriculum. Both alumni and stakeholders clearly indicated that there exists a strong need for this PSP's graduates both in the private and the public sectors. Without exception, current and past students expressed their strong satisfaction with the qualifications and devotion of the teaching staff, and with both the effectiveness of teaching and the ready availability of both the Faculty and the Administrative Staff in the Secretariat whenever they needed support. Moreover, all graduates interviewed by the Panel expressed their satisfaction with the opportunities for securing employment upon completion of this degree, both in Greece and abroad.

The EEAP also found that the curriculum as well as the specified learning outcomes for this PSP agree with the European and National Qualifications Framework for Higher Education - Level 7. Specific quality goals are defined, discussed, and reviewed on a systematic and continuous basis. These goals are judged relevant, appropriate, and measurable. This academic unit has clearly demonstrated its commitment to the promotion of the quality and effectiveness of teaching and research, as indicated by Department actions, policies and

initiatives, and student/graduate/stakeholder opinions. Income from tuition fees appears to be managed effectively.

III. Conclusions

The EEAP was pleased to find that the Institution, the School of Rural, Surveying and Geoinformatics Engineering, and the collaborating Schools of the NTTUA have established and apply a Quality Assurance Policy for the MSc's Environment and Development and in Environment and Development of Mountain Regions, which ensures that it is monitored and evaluated on a systematic basis. This well-defined process ensures this PSP's continuous monitoring and improvement. Without exception, all students, graduates, and alumni stakeholders and social partners the Panel interviewed expressed their satisfaction with the curriculum and organisation of the PSP, as well as with the faculty's knowledge, experience, and commitment to their students, and with the careful and capable assistance of the Secretariat to the students throughout the duration of their studies.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1. Improve the documentation and communication of the course/instructor evaluations to all involved.
R1.2. Increase awareness about the PSP and through promotion increase the presence of the programme and possibly in student enrolment in the programme.

R1.3. Establish a formal External Advisory Board, which could provide input for the continuous review, and further improvement of the curriculum and vision of the PSP.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PRORAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The Interdepartmental PSP "Environment and Development" was established in 1996 and has been in operation since the academic year 1997-1998 (FEK 885/B/19-9-1996). Since the academic year 2007-2008, a second specialisation track has been in operation, focusing on "Environment and Development of Mountainous Regions" (FEK 1889/14-9-2007). The Mountainous Regions specialisation is hosted by the NTUA facilities at the Metsovo Center for Interdisciplinary Research (MEKDE) for the Protection and Development of the Mountain Environment and Local European Cultures, in Metsovo, Greece. The PSP was reestablished in 2018-2019 in accordance with the provisions of Law 4485/2017 and the decisions of the NTUA Senate (FEK 3207/Vol. B/ 08/06/2018 and FEK 3265/B/08/08/2018). Starting in the academic year 2022-2023, the Interdepartmental PSP "Environment and Development" operates in accordance with the new Law 4957/2022 (FEK 141/A/July 21, 2022).

Seven schools at the National Technical University of Athens (NTUA) participate in the PSP "Environment and Development": the School of Rural, Surveying and Geoinformatics Engineering (SRSGE), which is the coordinating school providing administrative support, and the Schools of Civil Engineering (SCE), Architectural Engineering (SAM), Mechanical Engineering (SMM), Chemical Engineering (SCHM), Electrical and Computer Engineering (SMMY), and Mining and Metallurgical Engineering (SMME). The subject matter of the Interdisciplinary PSP is to strengthen scientific and technological research and to generate new interdisciplinary knowledge in the field of "Environment and Development".

Educational policy is formulated and implemented through the Curriculum Committee (CC), which regulates any other matters not provided for by law or the Regulations. Specifically, in accordance with the law and the decisions of the Senate regarding the general principles, the structure and general content of NTUA's Interdepartmental Postgraduate Programs, organizes the planning for each academic year and submits it, along with a report on the previous year and an explanatory memorandum and analysis of the proposed program, to the collaborating Schools and coordinates the preparation of joint recommendations for its final approval by the Senate.

The PSP curriculum includes courses in the areas of Environment, Energy, Design, Environmental Economics, and Tools, spread over two semesters, while a third semester is dedicated to the Thesis. In order to graduate, students must complete and pass ten (10) courses corresponding to 60 credit units (ECTS) and complete and defend successfully the Thesis, which is equivalent to an additional 30 credits,

for a total of 90 credit units (ECTS). In addition to graduate-level courses and the completion of the Thesis, a series of additional activities are organized to foster the academic development of graduate students. Participation in such activities is mandatory, and they range from lectures by distinguished senior scientists, workshops where past PSP Theses are presented, educational visits/field trips, etc., as well as support for the students' own research activities.

II. Analysis

The curriculum for the First Specialization consists of five (5) Core Required Courses and fifteen (15) Elective Required Courses, distributed across the two academic semesters. The Second Specialization consists of ten (10) Core courses, distributed across the two academic semesters, alongside individual and group projects and laboratory exercise modules, fieldwork and technical visits etc. The courses of the Second Specialization are delivered at the NTUA facilities in Metsovo in weekly "block teaching". For the successful completion of the PSP, a pass grade is required in the relevant courses for each specialization and successful defence of the Thesis. The overall graduating mark is calculated as the weighted average of the course grades and the Thesis, which is considered to correspond to one six-month course.

The Study Guide for the PSP is updated annually and uploaded on the Programme's official website, providing detailed information regarding the organization of the curriculum, information regarding the teaching and administrative staff, as well as matters concerning the organization of educational activities and basic student services. There is a special mention to the quality policy principles governing the PSP, as well as the key expected learning outcomes. Regarding the teaching staff of the PSP, in addition to their contact details listed in the Study Guide, their profiles with detailed information regarding areas of expertise, employment status, teaching assignments and visiting hours appear on the publicly accessible PSP website.

Detailed syllabi for all courses, including the Postgraduate Thesis, are available on the official PSP website. The course descriptions have been drafted in accordance with the template of the HAHE organized into comprehensive sections. It is notable that for all course descriptors, including the Postgraduate Thesis, the learning outcomes have been formulated in accordance with the European and National Qualifications Framework for Level 7, with a clear distinction between knowledge, skills, and competencies.

III. Conclusions

From the relevant material it becomes evident that the PSP has been designed based on appropriate standards, following all the necessary internal and external legislative procedures. The curriculum is well designed alongside accepted standards for the specific area of study, while the overall structure of the programme is clearly articulated in the comprehensive Study Guide and the well-

designed PSP website, both updated annually. The clear and comprehensive documentation constitutes an example of good practice. However, there has been no evidence of extensive and formal consultation with stakeholders, external experts or students/graduates for the curriculum design and subsequent revisions.

While the programme meets academic and regulatory standards, systematic stakeholder involvement in curriculum review remains limited. The establishment of a formal External Advisory Board is therefore recommended to support continuous review and further enhancement of the PSP's curriculum and strategic vision through structured participation of students, alumni, and external stakeholders.

Panel Judgement

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

Panel Recommendations

R2.1 Introduce a formal mechanism for consultation with stakeholders, external experts and students/graduates to inform the curriculum design/revision and ensure that this process is evidenced in the relevant documents.

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

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

From the documents provided by the PSP in Environment and Development and in Environment and Development in Mountain Regions of the National Technical University of Athens and the discussion with the students, it became clear that student-centred teaching methods are applied in the PSP. Most of the courses are delivered under the lecture and laboratory format, and students' collaboration and interaction throughout the learning process are encouraged by working on group projects during the classes. The courses for the Environment and Development in Mountain Regions option of the PSP are offered at the incredible campus that the collaborating schools have available to them at mountain region of Metsovo. These students work in an immersive and collaborating environment that not only supports but rather instils in the participants the very collaborating nature of the discipline and provides them with life changing experiences, as it was reported to the EEAP by the current students of the option.

A student-centered approach in terms of teaching is evident: the students are able to choose a path in their studies, focusing on the aspect of the discipline they are most interested in; the mode of delivery depends on the topic and may include lectures, lab sessions, or even electronic delivery. In the interest of inclusivity, the delivery mode and methods may be adjusted in response to identified special needs of some students. The condense format of the courses and the frequent and very well-organized seminars provide opportunities for learning that are beyond the norm and allow for very effective learning. The applied learning and projects that the students undertake with a different every year municipality provide incredible opportunities for learning and very significant mode of student- and user- centered applied education. This unique approach to knowledge acquisition and application is exemplary.

The academic advisor role is implemented in the PSP. During the first semester, each student is assigned to a member of the teaching staff. The communication between a student and their academic advisor follows a specific process described in detail in the relative documentation. The cohabitation of students and faculty allows for unique and very meaningful collaborations in the pursuit of knowledge.

The students are requested to evaluate the learning process twice a year through online questionnaires. The university's QAU is managing the process which is anonymous. However, the statistics show very low student participation, which is something that the PSP director also pointed out. Unfortunately, as is the case in most academic institutions the questions are very general in scope and not specific to the area of knowledge and subject matter. The programme is reviewing the questionnaires and is in the process of implementing specific question and feedback mechanisms for the improvement of the process.

II. Analysis

The above findings demonstrate that the PSP and its teaching staff have adopted a well-structured student-centred learning process, where students have an active role, mainly from their participation in group projects. It is very important that the groups consist of students with different expertise, and thus each project is holistically approached. The recent graduates stated that the collaboration in

these multidisciplinary teams was excellent and a strong component of the programme. They attributed the homogenizing support to the involvement of the faculty and the very strong collaborating attitude of every cohort.

From the students' interviews and the student satisfaction survey results, it is evident that the assessment criteria for each lesson are clearly presented by the teaching staff from the early beginning of each semester. The students are also adequately supported by the PSP since they have their personal academic advisor. As the students stated during the interview, all the teaching staff are very supportive and willing to help in the learning process. It is necessary though for the PSP leadership team and instructors to motivate the students and increase the participation rate in the satisfaction surveys. This would produce more complete evaluations, while any potential weaknesses would be highlighted.

During the interview, some students coming from remote areas stated that the PSP could be more sustainable for them if some theoretical courses were online, which could reduce their travel needs and save them money and time.

III. Conclusions

The PSP in Environment and Development and in Environment and Development of Mountain Regions has adopted a well-structured student-centred learning approach and practices to promote the students' collaboration and the further development of their individual skills. Student satisfaction surveys are periodically conducted, although the participation rate is somewhat low.

There was some evidence from interviews that the students are seen as active partners. In general, they appeared enthusiastic about the faculty, whom they described as very accessible and willing to take on board student suggestions.

Panel Judgement

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

Panel Recommendations

R3.1. Motivate the students to participate in the course evaluations.

R3.2. Consider a joint learning experience in order to allow for the Option 1 students to participate in projects at the Metsovo center with the support of the University and local municipalities.

R3.3. Expand the presentation of the excellent collaborative project results for the

municipalities online and in social media.

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

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

Graduates and final-year students of NTUA Schools and schools/departments of other Greek universities and recognized institutions abroad are eligible to apply to the PSP. A general requirement for the admission of graduate students is that they possess a minimum level of academic background. The total number of students admitted each year is capped at forty (40) for both specializations. Following the Call for Applications published in May of each year, and in accordance with the procedure established by the Curriculum Committee, prospective graduate students are invited to submit their application and supporting documents by the deadline, as specified in the call. Candidates who are provisionally accepted and meet the necessary requirements for admission to the Program participate in a personal interview. Selected candidates are asked to accept or decline the position and are subsequently informed by the Secretariat about the enrolment process for PSP.

At the start of each semester, an orientation event is held for students, during which the Director of the PSP provides information on general issues regarding the educational and administrative structure, and the instructors discuss the nature and requirements of specific courses. Providing students with information and guidance on issues related to educational, research, and career opportunities offered by their enrolment to the PSP are crucial for ensuring their progress and wellbeing.

Within the framework of the ERASMUS program, a number of collaborations have been established between NTUA's Schools and European universities, thereby strengthening the transfer of know-how through both research and educational partnerships (e.g., EULiSTalliance). Graduate students may undertake work related to the subject matter of the PSP for a specified period abroad, through the Erasmus+ internship program, at research institutions, organizations, NGOs, public and private sector companies, or higher education institutions in a program country that has been awarded an Erasmus Charter for Higher Education, or to complete their Thesis over the course of one academic semester abroad. Graduate students who have already graduated may also participate in an Erasmus+ internship abroad, provided that their application has been submitted and approved prior to receiving their degree. However, the Erasmus+ mobility of

graduate students is relatively low, ranging from 4% to 5% annually.

II. Analysis

During their studies, students follow specific procedures regarding various administrative/bureaucratic matters: initial registration and renewal, academic calendar, course registration, Postgraduate Thesis declaration and completion, degree conferral, financial matters, etc. These procedures are guided by the Secretariat of the Interdepartmental PSP through detailed announcements on the website as well as through direct, one-to-one communication. The various PSP Study Regulations detail all procedural matters concerning studies and the examination process, as well as the relevant applicable obligations and rights of students. The obligations of students concern the following: administrative matters (registration, course registration, etc.), financial matters (payment of tuition instalments), mandatory attendance expectations for the distance learning components of the courses, issues related to the examination process and research ethics (e.g., plagiarism), provision of support services to the two collaborating departments for students who are exempt from paying tuition fees, etc.

With regard to the award Degree, the European Credit Transfer System (ECTS) is applied, and the degree corresponds to a total of 90 ECTS credits. Additionally, the Diploma Supplement is issued upon request to the Secretariat and is not automatically generated by the central student registry system. Finally, graduate students are encouraged, if they wish, to participate in NTUA research programs, and upon completion of their PSP studies, they may continue on to earn a doctorate at one of the Schools collaborating in the organization of the PSP.

III. Conclusions

From the relevant material it becomes evident that the PSP provides ample material towards supporting the students in taking full advantage of all available services. Student progression is monitored comprehensively, and the ECTS is applied consistently across the curriculum. The student progression is monitored through clear regulations and procedures, explained in the Study Guide and in relevant documents available from the well-designed, publicly available website dedicated to the PSP. Student mobility is also encouraged in a flexible framework: by taking a course or writing the Postgraduate Thesis. Upon completion, a detailed Diploma Supplement listing information on the content of the PSP and the outcomes achieved is issued in both Greek and English.

Panel Judgement

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

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training-development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The teaching staff of the PSP in Environment and Development consists of 44 faculty members from the National Technical University of Athens (NTUA) and 10 collaborating instructors. The regulations governing faculty recruitment are established by the Greek Department of Education. NTUA, as a public university, strictly follows these regulations. The roles of the PSP and the School of Rural, Surveying & Geoinformatics Engineering, along with the supporting Schools of Civil, Architectural, Mechanical, Chemical, Electrical & Computer Engineering, and Metallurgical & Mining Engineering, are therefore limited to selecting the best candidate when the Ministry of Education grants a faculty position to NTUA. The selection criteria include holding a PhD, scientific publications, and having practical experience. The EEA Panel found that the faculty of the PSP in

Environment and Development has extensive experience in the PSP's topics and strong qualifications to teach the Program's courses. Furthermore, most faculty members have excellent records of research accomplishments. During the meeting with the EEA Panel, the faculty expressed their dedication to the PSP and the School of Rural, Surveying and Geoinformatics Engineering.

The faculty's teaching responsibilities consist of at least two courses per semester plus supervision of graduate thesis work, which provides reasonable time for research engagement. The prudent targets for student admissions to the PSP further reduce the time faculty devote to teaching, allowing them to pursue other professional endeavors. The student-to-faculty ratio is excellent, and the mutual respect between students and teachers is evident. There is some institutional support for new hires. However, there is no evidence of a formal mentoring process for early-career faculty, nor is there any mention of a significant start-up package, such as travel funds, equipment, or teaching allowances, to accelerate their professional development.

The PSP faculty values extroversion and encourages travel to conferences and visits to other universities. There are research collaborations and partnerships with other Greek and European universities, as well as many co-authored publications with non-NTUA engineers and scientists. However, there is minimal encouragement and support for sabbatical leaves in the School of Rural, Surveying & Geoinformatics Engineering.

Overall, there are strong links between teaching and research in the PSP, and students' graduate theses often lead to journal publications. The PSP's research activities, publications, and funding levels are strong and rank among the top graduate programs in Greek universities. Several faculty members hold prestigious positions in international organizations. The total number of publications of the PSP is very good.

II. Analysis

The PSP in Environment and Development is a unique program, and the home School of Rural, Surveying and Geoinformatics Engineering is a dynamic and academically excellent branch of NTUA. The EEAP found that the faculty of the PSP is well qualified and that its productivity is excellent compared to other universities in Greece.

The School of Rural, Surveying and Geoinformatics Engineering believes that mobility is essential to the faculty, staff, and students. However, there is no systematic approach to provide additional support for the mobility of early-career faculty members. Sabbatical leaves abroad are not particularly encouraged or supported financially by the School. As a result, most faculty members have never had the opportunity to be immersed in the culture of a foreign university for an extended period of time.

Linking teaching to research seems natural, as most students complete their theses on topics covered in the required and elective courses. Most of the instructors research the subjects they teach in the PSP, and it is very easy to transfer their new findings into the classroom.

III. Conclusions

The faculty members of the PSP Environment and Development are well qualified to teach the Program's courses. The link between teaching and research is excellent. Some opportunities for faculty mobility exist, and teaching responsibilities are moderate. These allow for the professional development of early-career faculty. However, there is no established, systematic mentoring or specific processes to enhance the professional development of new hires. The right and privilege to pursue a sabbatical abroad needs to be re-embedded in the culture of the School of Rural, Surveying and Geoinformatics Engineering and the NTUA in general.

Panel Judgement

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

Panel Recommendations

R5-1. Introduce a formal mentoring process for early-career faculty and other teaching staff to accelerate their professional development and promotion.

R5.2 Encourage and support the sabbatical leave process.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

I. Findings

The University makes available a number of facilities and services to cover the teaching and learning needs of the PSP, such as the University Library, the Erasmus+ mobility service, the Academic Counsellor service, the Student Advocate and the student welfare service. The School of Rural, Surveying and Geoinformatics Engineering has a teaching rooms dedicated to PSPs and two rooms with a total of 52 computers, equipped with a plethora of software, constantly updated depending on the programme's needs. The second specialisation students in Metsovion Interdisciplinary Research Center (MIRC) have full access to necessary equipment and software. The MIRC includes four

teaching room, two of which are PC laboratories with a tital of 30 work stations, event rooms, dormitories, etc.

There are also various field and laboratory instruments. The University provides a range of IT services and a student portal (Helios and Moodle platforms). The course material is taught on-site. All students have access to laboratory equipment for their PSP thesis work and other projects related to the PSP.
The PSP teaching staff is comprised of 88 members, 80% of which are NTUA teaching staff members from 7 different Schools. There are also 2 administrative staff members. The study guide is well developed, covering all aspects of the PSP. A tuition utilisation plan was submitted in the context of the accreditation proposal, based on a student intake of 40. There are no student fees for European Union students. There is a €500/semester fee for students from outside the EU (the goal is to include 5-6 international students per year). According to the submitted tuition utilisation plan, the operational cost of the PSP is covered by the University. The costs include consumables, equipment and software costs, PSP promotion, administration and technical support fees, and travel costs; 30 % of revenue is retained by the University. It is important to note that the programme offers full accommodation for the students in MIRC for the first two semesters.

II. Analysis

The University and the School offer a variety of student services and resources (online and physical) for the successful implementation of the PSP, all of which are functional and easily accessible. The teaching resources cover the courses' learning objectives. The administrative staff is very competent to ensure the smooth operation of the student support services.

The PSP offers a wide range of software, both open-source and commercial. During the meetings, it was mentioned that commercial software is preferred for applications that students will encounter in their working environment, while open-source software is useful for research. Students were enthusiastic about the wide variety of software and equipment that is offered in the PSP.

The School has secured the collaboration of various, high-profile external stakeholders with very high competence. During the EEAP virtual meetings, the fruitful collaboration of the teaching staff members and the external stakeholders was very apparent. The external stakeholders are very open to collaborations, use of their facilities and provision of data for the PSP thesis work. The stakeholders are also very open to publishing theses' results in conferences and peer-reviewed journals, which is a practice they already follow.

The facilities in MIRC are excellent, contributing greatly to the second specialisation students' learning experience. Both graduates and current students praised the facilities and learning resources.

III. Conclusions

The learning resources and student support are in line with the standards and requirements of the HAHE for Principle 6.

Panel Judgement

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

Panel Recommendations

R6.1 Inform students at the start of the second semester about the available research projects, public and private sector partnerships, and collaborations with other research and academic institutes, as well as companies, so that they can make timely and informed decisions when selecting and planning their thesis project, depending on their research interests.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The Integrated Student Affairs Information System aims to provide digital services to students and faculty members through the following functionalities: management of graduate student data and degree programs, central Secretariat, System User Management, report management (ReportGenerator), online student and faculty services, statistical data management, student amenity services, and evaluation of educational work. The system management is carried out by the administrative staff of the Secretariat, the Head, and the officials responsible for graduate studies, to monitor data on students, faculty, the structure and organization of courses, instruction, and services for all members of the academic community. The Secretariat has established specific procedures

regarding student enrolment, such as course registration, thesis preparation, participation in the examination process, etc.

II. Analysis

All data related to educational activities and student enrolment are collected primarily through requests submitted by students. This data is then processed to assess and evaluate, how the program is being implemented, using specific indicators. The indicators aim to track students' academic progress and performance over time (years to graduation, success rate in each exam period for each student, etc.) as well as student satisfaction with the courses offered (enrolment rate for each elective course, etc.). The raw data and processed information regarding enrolment and the curriculum feed into NTUA's quality assurance system. Information directly related to student enrolment and the courses selected by students, as well as survey responses, is utilized by the Curriculum Committee and taken into account in the curriculum revision process.

An extensive number of tools and procedures are used for collecting, analysing and managing information for the efficient management of the PSP. Moreover, the results of course and instructor evaluations by students are utilized to investigate potential correlations with student performance in the respective courses, in order to improve their learning outcomes through teaching. Long-term monitoring of changes in quality indicators is used to assess the effectiveness of measures taken to improve quality, as well as to assist the Curriculum Committee in focusing on the quality objectives that require greater attention.

III. Conclusions

The documentation and discussions with the PSP administration, academic staff and students demonstrate that a number of procedures have been established for the collection and analysis of data regarding students, teaching methods and student progression. For example, student satisfaction surveys are regularly conducted, analysed and communicated towards improvement.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The dedicated PSP website (https://environ.survey.ntua.gr/) includes 6 categories: About (with subcategories), Participating Schools, Courses (with subcategories), People, Announcements, and Contact. The website includes information on all aspects of the PSP, including the most important ones, such as course outlines, mode of attendance, teaching staff, etc. There is also a dedicated website for the second specialisation (http://mountains.ntua.gr/el). This includes 7 categories: Home, About (with subcategories), Faculty & Staff (with subcategories), Actions (with subcategories), Life in MIRC, Articles & Publications (with subcategories), Testimonials. In addition to the PSP website, the School website (https://www.survey.ntua.gr/el/postgrad/environment-and-development) also includes a page promoting the PSP. The academic unit Quality Assurance Policy is also available on the website. The information in general is up-to-date, clear and easily accessible, including accessibility options. The two PSP websites appear in both the Greek and English languages (except the category "Testimonials" from the website of the second specialisation, which appears only in Greek).

II. Analysis

The PSP dedicated websites include a plethora of information, are user-friendly and have a visually appealing interface. The categorisation of information is helpful both for prospective and current students. The website is well-developed, including a variety of accompanying files for download, covering every possible aspect of the study. The programme does not appear on social media platforms, such as LinkedIn and Facebook. Although it is promoted on the School's pages, dedicated social media pages would be very advantageous as social media is one

of the most effective ways to disseminate project results, collaborations, and publications.

III. Conclusions

The public information concerning the PSP is in line with the standards and requirements of the HAHE for Principle 8.

Panel Judgement

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

Panel Recommendations

R8.1 Create social media pages for the PSP website to promote both the programme itself and the research and studies conducted by the students and teaching staff in the course of the PSP. This will also help attract international students.
R8.2 Translate into English the page "Testimonials" from the website for the second specialisation of the PSP.

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

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date
b) the changing needs of society
c) the students' workload, progression and completion of the postgraduate studies
d) the effectiveness of the procedures for the assessment of students
e) the students' expectations, needs and satisfaction in relation to the programme
f) the learning environment, support services, and their fitness for purpose for the PSP in question

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The internal evaluation of the PSP in Environment and Development is carried out by the University Quality Assurance Unit. The procedure is based on HAHE principles, student feedback, and direct collaboration with the PSP team. There is also an exit interview for graduating students, a follow-up evaluation by alumni/alumnae, and significant interaction with the School's stakeholders. They expressed a strong desire to increase their engagement in the Programme's planning and revision.

The EEAP found that the results of the internal evaluation are meticulously studied by the teaching faculty. The data collected during the internal evaluation are used in the continuous improvement of the Programme. There is also

evidence of improvement even after the submission of the PSP proposal for this accreditation review, which is truly commendable. The results show many strengths that align with the EEAP's experience during interviews with students, graduates, and stakeholders.

Student input is obtained by standard course evaluations, and participation is good compared to other Greek universities. Participation has truly increased in recent years, which provides further evidence that the evaluation process is an integral part of the PSP. There is no attempt to assess student learning through the course evaluation process. The EEAP was very impressed by the learning assessment expressed by the alumni/alumnae of the PSP. They described a unique, life-changing learning experience that is difficult to capture in program evaluations.

There is no direct participation by students in the development and modification of the PSP curriculum. However, graduates confirmed changes to the Program following their suggestions.

II. Analysis

The internal evaluation aims to monitor the learning experience of the PSP's students. The evaluation confirms a student-centred learning environment, as evidenced by direct contact with the students. During the EEAP interviews, the students seemed to highly value the efforts of the faculty. Both tracks of the Programme are excellent, and track B in particular offers a learning experience that has a profound impact on its students.

The students' participation in the Program evaluation is good and has been continuously improving. There is an exit interview/survey, followed by another questionnaire, a year later. Both students and faculty approach the evaluation process seriously and value its results. The internal evaluation report, as shown in the evaluation proposal of the PSP, provides some recommendations for changes in the Programme. If implemented, these will further improve an already excellent approach to the internal evaluation of the PSP. The EEAP believes that adding a learning assessment either to each course evaluation or to the exit interview would be a great improvement to the evaluation process and it will highlight the unique achievements of the Programme.

The sustainability of the PSP appears secure, as the number of applications significantly exceeds that of admissions. Student mobility is not subject to annual evaluation because the numbers are relatively low. Increasing student mobility could be an area for potential improvement.

III. Conclusions

The results of the internal evaluation show a positive learning experience for the students and a high level of satisfaction with the Programme offerings. Good quality assurance practices are followed, with proper engagement of the faculty. The curriculum is dynamic and continuously adapts to student input. Adding a

learning assessment and engaging all stakeholders in the internal evaluation would be a great improvement.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1. Establish a formal External Advisory Board, which will comprise members of the private and public sectors, alumni/alumnae, and other program stakeholders.

R9.2. Include learning assessment procedures in the internal evaluation.

R9.3. Include mobility of students in the internal evaluation.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

The Programme is subject to the regular external evaluation and accreditation procedures of the Hellenic Authority for Higher Education (HAHE), in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The last external review of the School of Rural and Surveying Engineering (SRSE), as it was previously called, took place in 2013. The evaluation was conducted by an International Evaluation Committee appointed by the Hellenic Quality Assurance and Accreditation Agency (HQAA), with the final report issued in March 2024. That evaluation included a detailed assessment of the postgraduate programmes , with particular emphasis on the MSc in Geoinformation, the predecessor to the current MSc in Environment and Development.

The Committee found the PSP to be academically strong, interdisciplinary, and unique at the national level, with high admission standards and high employability. The Committee also noted certain weaknesses that required systematic attention: overlaps between postgraduate and advanced undergraduate content, limited emphasis on advanced programming and applied research, weak links with industry, and the use of only Greek as the language of instruction, which was an obstacle to internationalization, student mobility, and broader visibility and appeal. There were also concerns about the long-term sustainability of postgraduate programs due to funding and the legislative framework.

Although that evaluation predated the formal programme accreditation, it provided important recommendations regarding the Environment and Development Postgraduate Study Programme (PSP).

The Institution, through its Quality Assurance Unit (QUA/MODIP), organized and supported the present external evaluation process of the PSP in accordance with HAHE guidelines.

II. Analysis

The EEAP considers that the PSPs in Environment and Development and in Environment and Development of Mountain Regions meet the formal requirements and the underlying objectives of ESG Principle 10.

A careful review was conducted of the Academic Accreditation Proposal, section on Period External Evaluation, at the following link:
https://environ.survey.ntua.gr/uploads/ACADEMIC_ACCREDITATION_PROPOSAL_7e624d3ec2.pdf

Evidence shows that the outcomes of previous external evaluations, most notably the 2013 evaluation, have informed the programme's evolution since then. The EEAP noted that improvements in program structure, curriculum development, research integration, additional faculty hiring, and internationalisation reflect responses to external feedback and are consistent with ESG expectations.

III. Conclusions

The PSP in Environment and Development and Environment of Mountain Regions has responded constructively and effectively to the recommendations of the 2013 External Evaluation. Their actions demonstrate that the PSP takes the recommendations of external evaluations seriously and is willing to promote a culture of continuous quality improvement. The EEAP finds the PSP fully compliant.

Panel Judgement

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

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

The External Evaluation and Accreditation Panel (EEAP) concludes that the Postgraduate Study Programmes Environment and Development and Environment and Development of Mountain Regions comply to a very high degree with the HAHE Principles for Postgraduate Study Programmes. The two Programs demonstrate strong academic foundations, effective governance, and excellent quality culture.

The following features of good practice have been identified by the External Evaluation and Accreditation Panel (EEAP). In the Postgraduate Study Programmes (PSP) Environment and Development and Environment and Development of Mountain Regions:

Both Programmes demonstrate a clear academic orientation and interdisciplinary coherence and structure. They demonstrate well-defined academic identities that focus on integrated, holistic approaches to the environment, sustainability, and development. The interdisciplinary structure across seven Schools of the National Technical University of Athens (NTUA) is a major academic strength.

The two Programmes are strongly aligned with the institutional strategy and quality assurance framework. The two specializations are fully embedded within the NTUA's Internal Quality Assurance System (IQAS) and institutional strategic planning.

The teaching staff is highly qualified and actively engaged in research, ensuring a strong link between teaching and research.

The two Programmes have a clear regulatory framework and are transparent. Admission, assessment, progression, and degree award procedures are publicly available.

The two Programmes are clearly relevant to society and address real-world needs through a strong applied orientation. Both Programmes address contemporary environmental challenges and enhance graduate employability, which is very high. Current graduates are in high demand, especially in the private sector.

The decision of the National Technical University of Athens (NTUA) to internationalise its programmes has led to several positive outcomes. These include adopting English as the language of instruction and establishing strategic partnerships across the EU, as well as collaborating with U.S. institutions.

II. Areas of Weakness

The identified areas for improvement are non-critical and focus on enhancements rather than deficiencies. With the implementation of the recommended actions, the two Programmes are well-positioned to achieve higher academic and international development outcomes. The Final Overall Assessment of the EEAP is that both PSPs are fully compliant with HAHE accreditation requirements.

Specific areas include:
Absence of a formal External Advisory Board.

Room for further visibility of Programmes at the national and international levels. Such publicity is especially important for the unique and innovative second specialization of Environment and Development of Mountain Regions.

The expressed need by students of both Programmes to meet regularly to exchange ideas and concerns.

Given the high demand for graduates of the two Programmes, there is a need to explore ways to meet the increasing demand in the marketplace.

III. Recommendations for Follow-up Actions

Establish a formal External Advisory Board comprising representatives from the private and public sectors, alumni/alumae, and other key program stakeholders to provide systematic input and strategic guidance for the PSP in Environment and Development and Environment and Development of Mountainous Regions.

Implement a formally defined and monitored mentoring system for early-career faculty and teaching staff to ensure systematic support for professional development and career progression.

Strengthen and monitor institutional policies supporting sabbatical leave to ensure

transparency and enhance teaching quality, research output, and staff development.

Systematically incorporate learning assessment procedures into the internal evaluation framework to ensure continuous monitoring of student achievement and alignment of expected learning outcomes with program objectives.

Include student mobility (e.g., exchanges, fieldwork, internships, or other mobility opportunities) as a component of the internal evaluation process to assess its contribution to learning outcomes and program quality.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 5, 6, 7, 8, 9, and 10

The Principles where substantial compliance has been achieved are:

2

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
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