ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

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Accreditation Report
for the Postgraduate Study Programme of:

Geoinformatics

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 **Geoinformatics** 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 Geoinformatics 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 Post Graduate Study Programme (PSP) in Geoinformatics 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 programme 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 (SRSE) 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.

Tuesday, 31/03/2026
Meeting with the teaching staff of the PSP1
The following faculty participated in the meeting:

Mr Nikolaos Doulamis, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Mr Vassilios Gikas, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Mr Marinos Kavouras, Emeritus Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Ms Margarita Kokla, Associate Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Mr Nikolaos Mitrou, Emeritus Professor, School of Electrical and Computer Engineering, NTUA
Mr Konstantinos Modis, Professor, School of Mining and Metallurgical Engineering, NTUA
Ms Chryssy Potsiou, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Ms Andriani Skopeliti, Assistant Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA
Ms Ioanna Spyropoulou, Professor, School of Rural, Surveying & Geoinformatics Engineering, NTUA

Meeting with the students of the PSP1
The following students participated in the meeting:

Ms Elli-Aikaterini Evangelou, Rural, Surveying and Geoinformatics Engineer, 4th semester
Mr Georgios Goutsos, Environmental Geologist, 2nd semester
Mr Kosmas-Marios Kapetanidis, Rural, Surveying and Geoinformatics Engineer, 2nd semester
Mr Geraldo Kolitsi, Rural, Surveying and Geoinformatics Engineer, 2nd semester
Ms Georgia Kornelatou, Rural, Surveying and Geoinformatics Engineer, 2nd semester
Mr Georgios Michailidis, Spatial Planning and Development Engineer, 2nd semester
Mr Nikolaos Nomikos, Captain / Rural, Surveying and Geoinformatics Engineer, 4th semester
Ms Charikleia Papachristou, Hellenic Army General Staff / Geographer, 4th semester
Ms Angeliki Sartampakou, Rural and Surveying Engineer, 4th semester
Mr Spyridon Vamvakeros, Rural and Surveying Engineer, 2nd semester

Meeting with PSP1 graduates
The following nine graduates participated in the meeting:
Mr Vyron Antoniou, Assistant Professor on Military Geography and GeoInformatics, Hellenic Army Academy
Ms Maria Efstathiou Xylangoura, Fire Captain, Helicopter Squadron, Hellenic Fire Corps
Mr Theofilos Fakas, Consultant Engineer in Transport Sector, ADT OMEGA SA
Ms Aikaterini Foteinou, Freelance Rural and Surveying Engineer
Ms Eriola Impersimi, Operational Researcher - Branded Medicines Pricing Analyst, Department of Health and Social Care, UK / GIS Data Analyst, The University of Manchester
Ms Christina Karakizi, Scientific Officer - Earth Observation, Hellenic Space Center
Ms Maria Kaselimi, Assistant Researcher, Institute for Astronomy, Astrophysics, Space Applications and Remote Sensing, National Observatory of Athens
Ms Anastasia Panousi, Rural and Surveying Engineer, Cadastral Specialist, OTE ESTATE

Mr Konstantinos Retsas, Rural and Surveying Engineer, Data Visualization Specialist, Alpha Bank.

Meeting with employers, social partners of the PSP1
The following seven representatives participated in the meeting:
Ms Betty Charalampopoulou, CEO GEOSYSTEMS HELLAS S.A.
Mr Alexandros Karditsas, Rural and Surveying Engineer, General Director, AKSM
Mr Panagiotis (Panos) Lolonis, Rural and Surveying Engineer, Head of the Geospatial Information Department of the Hellenic Cadastre
Mr Ioannis Marakakis, Rural and Surveying Engineer, General Director, ERATOSTHENES S.A.
Mr Charalabos Paraschou, Rural and Surveying Engineer, Major General (ret.), former Commander of the Hellenic Military Geographical Service, Advisor for Geospatial Data of the President of the Technical Chamber of Greece
Mr Christos Stavrou, Head of Cartography & Geospatial Data Section, Hellenic Statistical Authority.
Mr Konstantinos Stefanakis, General Director, General Directorate of e-Government and

Geospatial Information, Hellenic Ministry of Environment and Energy.

Debrief meeting.

Closure meeting with the Director of the PSP1, the Head of the Department, MODIP, PSP1 Steering Committee/ OMEA members
Director of the PSP1 (Geoinformatics):
Mr Charalabos Ioannidis, 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:
Ms Maria Papadopoulou, MODIP member for the School of Rural, Surveying & Geoinformatics Engineering, Professor, 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 programme of postgraduate education in Geoinformatics, supporting academic excellence and applied research.
The PSP 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 Geoinformatics Programme has been in operation for 28 years, having been established in 1998, reestablished in 2018, and internationalized in 2024. 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 90%.

The PSP Geoinformatics 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, Art., 79-80) and reflects the interdisciplinary nature of Geoinformatics. 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 programme earn a Master of Science (MSc) degree, which corresponds to

Level 7 of the European Qualifications Framework (EQF). The purpose of the programme is to provide advanced education and scientific specialization in Geoinformatics and spatial information science. 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 diploma, level 7 of the European and National Qualifications Framework for Higher Education. The maximum duration of the PSP 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 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 PSP 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 in 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 euros per semester.

SRSGE supports a large and active academic community with an enrolment of approximately 140 undergraduate students and 90 postgraduate students per academic year, across its integrated diploma programmes and interdepartmental MSc degrees, including Geoinformatics and Environment and Development. Since the launch of these postgraduate programmes in 1998, SRSGE 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 Programme in Geoinformatics 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 PSP's 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 PSP, as well as that of the academic unit and other educational programmes that was approved by the Senate of the Institution.

The PSP is a joint effort of the School of Mining and Metallurgical Engineering, the School of Electrical and Computer Engineering, and the School of Rural, Surveying and Geoinformatics Engineering. The School of Rural, Surveying, and Geoinformatics Engineering is the organizing and administrative School. 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) Geoinformatics 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 PSP 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 Geoinformatics was established in 1998 and was reestablished in 2018. The programme was internationalized in 2024 when the English language of instruction was established as the primary language and international students are enrolling in the programme. 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 the 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 relevance of the knowledge they have acquired through their studies at this NTUA PSP.

The good functioning of this Postgraduate Programme is ensured through support services offered by both the School 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 on resources based on the university and external research funding.
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 Geoinformatics 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 implemented 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.
According to the 2023 Quality Targets report, the PSP is at a satisfactory quality level in several of the established targets. Areas for improvement include the frequency of meetings between students and Academic Advisors, the number of applications and admissions, research productivity, the number of students completing course/instructor evaluations, and student mobility. More details are presented in the next Principles.

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 NTUA have established and apply a Quality Assurance Policy for the MSc in Geoinformatics, 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. 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 Interdisciplinary and Interdepartmental PSP Geoinformatics was established and has been operating continuously and successfully since 1998, spearheaded by the School of Rural, Surveying and Geoinformatics Engineering (SRSE), in collaboration with the Schools of Electrical and Computer Engineering (SECE) and Mining and Metallurgical Engineering (SMME). The establishment of interdepartmental graduate programmes at NTUA was a landmark strategic decision, following an in-depth analysis to ensure their successful design. As part of a coordinated process, the design of the "Geoinformatics" was developed by a specialized interdisciplinary committee of the Academic Unit, taking into account: the strategy of the Institution and the Academic Unit, the experience of external stakeholders from the labour market, and international experience in the field of Geoinformatics, drawing on technological advancements as well as related study programmes.

The establishment of the PSP, as published in the Government Gazette B7/94i/6.7.98 (FEK 737, B), as well as its subsequent operation, followed the necessary formal amendments (including its reestablishment in 2018) to fully adapt to legislative changes. These amendments have been accompanied by the necessary documentation, such as: justification, relevance to the subject matter of the first cycle of studies, academic competence of the faculty, sustainability and adequacy of infrastructure, operating budget, and internal and external evaluation procedures. The implementation of the PSP follows the approved and published regulations, primarily the Operating Regulations and the PSP Study Guide. Administrative support for the PSP is provided by the School of Rural, Surveying and Geoinformatics Engineering, while it is administered by a five-member Curriculum Committee (CC) composed of representatives from the collaborating Schools, in accordance with the Special Cooperation Protocol. The process of approving revisions of the PSP requires verification of compliance with the standards by the Institution's Internal Quality Assurance Unit (MODIP).

II. Analysis

The application and admission process for the PSP and the evaluation of applications against the selection criteria follow the provisions of the Academic Regulations. The female-to-male ratio is consistently around 50/50. Student progress is tracked using metrics such as the completion rate and pace of studies, as well as academic performance. The structure, content, and organization of the

courses and teaching methods are geared toward deepening students' knowledge and developing the corresponding practical skills. In terms of its nature and structure, the PSP Geoinformatics combines four approaches that require an interdisciplinary approach: measuring and representing space, spatial analysis and design, infrastructure projects, computer science, and cutting-edge technologies. The PSP offers two categories of courses: Core Courses (first semester) and Specialization Courses (second semester), as well as the completion of an independent Thesis (third semester). Students undertake 4 out of 6 core courses and 4 out of 20 specialization courses before undertaking a thesis topic. All courses have specific expected learning outcomes and assess their achievement. The programme follows the ECTS system, with a total of 90 credits for its entire duration. Each semester corresponds to 30 ECTS credits, with 7.5 credits for each of the 8 courses and 30 ECTS credits for the thesis.

There is strong evidence of integration between research and teaching, a task facilitated by the high research performance and activity of the academic staff. The participation of graduate students in research-related activities, in the co-authoring of publications, and in pursuing doctoral studies is strongly encouraged, as evidenced by the presented evidence. Over the course of its many years, the PSP has demonstrated its continuity and resilience over time. The continuous evolution of its content is combined with a reliable structure that ensures its successful position at the forefront of education. Its uninterrupted operation and high demand each year confirm the PSP's widespread acceptance. Among the most significant outcomes of its continuous operation are: 2630 applications, 693 admissions, and 620 graduations, while the employment rate of graduates attributable to the PSP is 89%.

III. Conclusions

From the relevant material it is 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 excellent 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 Geoinformatics 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.

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 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 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 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. Nevertheless, 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 Geoinformatics has adopted a 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.

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 hybrid learning process to support diverse students professional commitments and schedules possible making PSP more attractive.

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

The PSP Geoinformatics follows a rigorous selection process for prospective students, which received positive feedback during the School's External Evaluation conducted in 2013. According to the Operating Regulations, a general requirement for the enrolment of graduate students is the possession of a minimum academic background. This background is determined by the Special Interdepartmental Committee (SIC). It may include a set of prerequisite

undergraduate courses that cover the fundamental knowledge in the broader interdisciplinary field of the Schools participating in the Interdepartmental PSP. The required academic background is evidenced either through the detailed course descriptions of the candidate's prior studies and a career summary, or through the candidate's registration and successful completion of the respective courses determined by the Curriculum Committee. When selecting candidates, the Curriculum Committee takes into account a number of prespecified criteria, following a recommendation from the Graduate Student Selection Committee. The Curriculum Committee determines the details regarding the application of the selection criteria for graduate students, which may also include interviews, during the selection process.

The maximum number of graduate students admitted to the PSP Geoinformatics is set at forty (40), subject to certain exceptions. The total number of postgraduate students admitted each year to the programme is determined by the Special Interdepartmental Committee based on the number of faculty members in the programme and the student-staff ratio, as well as the physical infrastructure and available classrooms. The PSP consists of coursework during the first two academic semesters and the completion of the thesis in the third semester. The minimum duration of studies is set at three (3) academic semesters, while the maximum duration is 2 years, calculated from the date of regular enrolment in the PSP. Courses are graded on a scale of 0 to 10, with a minimum passing grade of 5. The course grade is not necessarily determined by a written exam, but also by exercises, assignments, and other work completed during the course, with the relative weighting determined for each course by the instructor in charge. The postgraduate thesis is worth 30 ECTS credits and may be undertaken after the end of the second semester of the first year of study, provided that the graduate student has by then successfully completed at least half of the PSP courses in the programme.

II. Analysis

Attendance at classes and participation in related educational activities and assignments are mandatory. In the event of exceptionally serious and documented reasons for the student's inability to attend, the Department may excuse certain absences (not exceeding one-third of the lectures), subject to the instructor's approval. The progress of graduate students is closely monitored throughout all phases of the programme and from various perspectives: by the academic advisor throughout the course of study, by the Special Interdepartmental Committee (SIC) and the Director of the Interdepartmental PSP, and by the thesis advisor during the preparation of the thesis. Students who fail a course may re-enroll in the same course the following year (or in a different course, if it is an elective).

The academic advisor advises and guides the graduate students regarding their studies, such as in selecting the most appropriate courses based on their interests

and aims. In addition, they monitor the graduate student's overall progress in the programme, including the fulfillment of prerequisites where necessary. Finally, they advise graduate students who may be facing difficulties or have special needs and inform them about the options for individual psychological support/counseling provided by the NTUA Student Social Welfare Intervention Support Unit, with which they may collaborate.

Graduate students may undertake work related to the subject matter of the PSP for a specified period abroad, through the Erasmus+ internship programme, at research institutions, organizations, NGOs, public and private sector companies, or higher education institutions in a programme country that has been awarded an Erasmus Charter for Higher Education. In addition, they are given the opportunity to complete their thesis during an academic semester abroad through the Erasmus+ programme for studies at a higher education institution in a programme country that has been awarded an Erasmus Charter for Higher Education.

III. Conclusions

From the relevant documents it is 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, writing the thesis, or completing an internship. Upon completion, a detailed Diploma Supplement listing information on the content of the PSP and the outcomes achieved is issued.

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 Geoinformatics consists of 44 faculty members from the National Technical University of Athens (NTUA) and 16 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 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 Geoinformatics has extensive experience in the PSP's topics

and strong qualifications to teach the Programme's courses. Furthermore, some 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 and Geoinformatics Engineering.

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

II. Analysis

The PSP in Geoinformatics is an outstanding programme, 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 very good compared to other universities in Greece. Publication numbers vary widely among faculty members, due to differences in rank, background, and specialization. The differences are not insurmountable, provided the School reallocates some resources to support faculty members who need to increase their research output.

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

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 & 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.

R5.3. Provide incentives to support the publication efforts of certain faculty members.

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 includes 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. There are also various field and laboratory instruments, such as total stations, photogrammetry stations, laser scanners, drones, 3D printing equipment, etc. The University also 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.

Regarding the PSP teaching staff, it is comprised of 44 members, 16 of whom are Laboratory Teaching Staff and external collaborating instructors. There are 3 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 25. There are no student fees for European Union students. Thers is a 500 euro/semester fee for students from outside the EU. 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, external teaching staff transportation costs, and other costs; 30 % of revenue is retained by the University.

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 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 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, especially given the software development aspect of the PSP. Students were enthusiastic about the wide variety of software that is offered in the PSP, which covers as many aspects of geoinformatics as possible.

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 with the School, 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 PSP Geoinformatics makes full use of the existing information systems of the NTUA, through which management and monitoring of data regarding students, faculty, the structure and organization of courses, teaching, and the provision of services to students. The analysis of this information is essential for identifying both the positive characteristics and the gaps or weaknesses that need to be addressed.

In this context, the following data sources are utilized: data reports for all previous academic years regarding the Institution, the Academic Unit, and the Interdisciplinary PSP; the information system for collecting administrative data on the implementation of the Interdisciplinary PSP (student registry); tools and

procedures designed to collect data on the academic and administrative operations of the Academic Unit and the PSP. The analysis and evaluation of this data over a number of academic years reveals insights regarding the PSP performance, the profile of the student population, the course of study, student satisfaction with the PSP, and the availability of learning resources and student support.

Student satisfaction with the PSP "Geoinformatics" is comprehensively assessed in three stages: during the first two semesters of coursework through student participation in evaluations, through the evaluation completed by graduating students upon completion of their studies, and a posteriori, through the evaluation of the PSP by graduates conducted when the diplomas are being awarded. Upon completion of their studies, graduating students are able to provide a more comprehensive assessment of their experience in the programme and they have participated extensively in the evaluation at a 97% on average.

II. Analysis

An extensive number of tools and procedures are used for collecting, analysing and managing information for the efficient management of the PSP. For example, the data collection tool for reporting to HAHE provides useful data for each academic year regarding the demographic characteristics of students, demand for the PSP, enrolment rates, graduates (numbers and demographics), financial aid provided to students, the faculty, and finally student mobility. In addition to the above, the tool provides information regarding the structure of the programme, such as the number of courses offered, etc.

The analysis of student performance by course and the range of variation, potential differences across course groups, and changes over time, is used to draw conclusions about students' preferences and challenges, as well as their academic level. The results are thoroughly examined by the Curriculum Committee, and ways are sought to address any weaknesses with a view to optimising the student performance and their learning experience.

The evaluation by graduating students can highlight important aspects regarding the content, organization, and implementation of the PSP for future improvements. In addition, the evaluation by graduates provides a comprehensive picture of the PSP's achievement of its objectives, offering a more reliable and comprehensive indication of the beneficiaries' satisfaction, especially when combined with tracking subsequent professional trajectories.

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. The "exit survey" of graduating students and the "follow-up survey" of PSP graduates constitute excellent practice not only for identifying academic gaps in the PSP, but also for ensuring that the graduates obtain the relevant skills to enhance their employability.

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://geoinformatics.ntua.gr/) includes 7 categories: Home, Overview, Courses, Admissions, People, News, 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. In addition to the PSP website, the School website (https://www.survey.ntua.gr/el/postgrad/geoinformatics) 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 website appears in the English language.

II. Analysis

The PSP dedicated website includes a plethora of information, is user-friendly, and has 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. As stated above, the website is only available in English. Although the English website is very well developed and necessary to attract European and international students, a Greek version would be beneficial, especially for external stakeholders such as public bodies and help promote collaborations. The programme also does not appear on social media platforms, such as LinkedIn and Facebook. Although it is promoted on the School's pages, dedicate 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 dedicated to the PSP, to promote both the programme itself and the research and studies conducted by the students and teaching staff in the course of the programme. This will also help attract international students.
R8.2. Create a Greek translation of the PSP website.

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 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. On the other hand, students and graduates offered several examples of learning assessment.

There is no direct participation by students in the development and modification of the PSP curriculum. However, graduates confirmed changes to the Programme following their suggestions. Finally, there seems to be some communication issues in the feedback process regarding assignments and examinations.

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.

The students' participation in the Programme 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.

Finally, a mid-term evaluation would allow course improvement in real time and give current students a feeling that their voices have an immediate impact.

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 programme stakeholders.

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

R9.3. Include the 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 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 Geoinformatics.

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 programmes, particularly regarding funding and the legislative framework.

Although that evaluation predated the formal programme accreditation, it provided important recommendations for the Geoinformatics 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 PSP in Geoinformatics meets the formal requirements and the underlying objectives of ESG Principle 10.

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

III. Conclusions

The PSP in Geoinformatics has responded constructively and effectively to the recommendations of the 2013 External Evaluation. Most of the recommendations have been fully implemented, demonstrating external quality assurance and a culture of quality. 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

R10.1. Consider establishing a formal External Advisory Board to advise on the strategic development and enhancement of the Programme.

PART C: CONCLUSIONS

I. Features of Good Practice

The following features of good practice have been identified by the External Evaluation and Accreditation Panel (EEAP). In the Postgraduate Study Programme

(PSP) Geoinformatics:

This Programme is well structured academically, especially given its interdisciplinary nature. The academic offerings are well-integrated and complementary.

The PSP strongly aligns with the quality assurance framework and is 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 Programme follows a clear regulatory framework wth publicly available information. admission, assessment, progression, and degree award procedures.

The Programme is clearly relevant to society and addresses real-world needs through a strong applied orientation. A hallmark of the PSP is the extremely high employability of its graduates. Current graduates are in high demand, especially in the private sector.

The decision of the National Technical University of Athens (NTUA) to participate in the internationalization of all its programmes has resulted in a number of positive outcomes. These include the adoption of English as the language of instruction and the establishment of strategic partnerships across the EU and collaboration with U.S. institutions.

II. Areas of Weakness

The lack of a formal External Advisory Board.

Room for further visibility of the PSP at the national and international levels. Such publicity is especially important for this unique and innovative specialization.

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

III. Recommendations for Follow-up Actions

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.

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

Implement a formal mentoring programme for early-career faculty and teaching staff to accelerate professional development and promotion.

Actively support and promote faculty participation in sabbatical leave to strengthen research, teaching, and career advancement.

Provide targeted incentives to support the publication efforts of certain faculty members.

Integrate student learning assessment systematically into the internal evaluation.

Include student mobility indicators in the internal evaluation framework to assess internationalization and student academic enrichment.

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
CONSTANTINOU STAVROS	Signed by CONSTANTINOU STAVROS - 20/04/2026 17:05:38 +03:00
ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)	Signed by ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ) - 20/04/2026 17:05:38 +03:00
KALISPERIS LOUKAS	Signed by KALISPERIS LOUKAS - 20/04/2026 17:05:38 +03:00
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