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Accreditation Report for the Postgraduate Study Programme of:

Applied Mathematical Sciences

Department: Applied Mathematical and Physical Science

Institution: National Technical University of Athens

Date: 10/12/2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Applied Mathematical Sciences** 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 Applied Mathematical Sciences 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. **BANITSAS KONSTANTINOS (Chair)**
(Title, Name, Surname)
Department of Electronic and Electrical Engineering, Brunel University London
(Institution of origin)

2. **ANDRITSOS FIVOS**
(Title, Name, Surname)
Commission of the European Communities, Joint Research Center
(Institution of origin)

3. **DIMAKIS NIKOLAOS (NICHOLAS)**
(Title, Name, Surname)
Department of Physics and Astronomy, College of Sciences, University of Texas Rio Grande Valley (UTRGV)
(Institution of origin)

4. **KYRITSIS DIMITRIOS**
(Title, Name, Surname)
École Polytechnique Fédérale de Lausanne (EPFL)
(Institution of origin)

5. **ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ**
(Title, Name, Surname)
University of Western Macedonia
(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 reviewing committee had the chance to receive all the necessary documentation for this PSP in advance and had ample time to study and process all the information within.

The committee had then the pleasure of meeting the institution's management team on Tuesday 18 Nov 2025. In that first meeting, the following members of staff were present: Mr. A. Zisis, Professor, Vice Rector of Academic Affairs and Lifelong Education, President of MODIP, Mr. A. Kyritsis, Dean and Professor at the School of Applied Mathematical and Physical Sciences (SAMPS) of NTUA, Mr. L. Tsetseris, Professor at SAMPSNTUA and Director of PSP1, Mr. N. Yannakakis, Professor at SAMPSNTUA and Director of PSP2, Mr. A. Giannakopoulos, Professor at SAMPS-NTUA and Director of PSP3, Mr. G. Kominis, Associate Professor of SAMPS-NTUA, member of MODIP and OMEA, Mr. D. Tsoukalas, Emeritus Professor of SAMPS-NTUA, member of Steering Committee of PSP1, Mr. A. Charalambopoulos, Professor at SAMPS-NTUA, member of Steering Committee of PSP2, Mr. G.Tsiatas, Associate Professor at SAMPS, member of the Steering Committee of the PSP 3, Mrs. M. Bania, Secretary of MODIP. During that meeting there were three short presentations of the three PSPs to be accredited, and within those the second one was for the Applied Mathematical Sciences. This presentation involved some interesting slides that seemed to demonstrate an honest and critical review of the PSP, highlighting both strengths and weaknesses. Some short questions were asked by the committee to better orient themselves in the structure and delivery of this PSP. The slideshows of these presentations were sent to the committee for further study.

Two days later, (on the 20 Nov 2025) the committee had a chance to have a number of meetings with the teaching staff, the current students, the graduates and the external stakeholders and get more information about the structure and running of the PSP.

The day concluded with a final meeting with the management staff for this particular PSP where some conclusions and recommendations were made. The management thanked the committee for their valuable comments and pledged to take their recommendations seriously.

The whole process went smoothly, conducted in a friendly manner without any issues.

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 Applied Mathematical Sciences PSP is a programme that has applications spanning from mathematics to physics and from mechanics to socioeconomic analysis. It collaborates with the school of mechanical engineering and the school of Naval Architecture and Marine Engineering. As it is conducted under the NTUA umbrella, it capitalises on the high reputation that NTUA has both nationally and internationally.

The programme was originally created in 2005 and was updated to its current form in 2018. The purpose of the program is to develop skills in analysis and modelling for real life problems, increase research and innovation as well as combine the mathematical theory with cutting edge technological applications. It includes five different streams: analysis and differential equations, computational mathematics, probabilities and statistics, mathematics for computer science and algebraic, geometric and topological structures. Graduates of this program can find work in all sorts of industries ranging from IT to finance and social statistics to engineering. This was evident during the interviews the committee had with the graduates.

The PSP runs in three semesters: two of them represent the taught part while the third is reserved for the dissertation. The total number of ECTS credits are 90 (60+30) while the cost is free for EU students. Students have to take 2 obligatory courses, 7 elective courses and one from a collaborating school, out of a larger pool of 10 obligatory and 29 elective courses. Successful graduates will receive an MSc degree and many of them will follow careers in either industry or further research (PhD).

Of interest is the exceptional quality of the teaching staff with many of them being world renowned. Of concern is the declining number of students that might make this PSP financially unviable, something that the PSP's presentation did not try to hide. The gravity of the latter is somewhat unclear as there is a large number of very old students that should have been deregistered by now but still appear as active.

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 Applied Mathematical sciences PSP has established processes to both safeguard and monitor the quality assurance of the programme.

More particularly, most of the quality assurance processes are generally described in the M1 document where a general overview of the commitments takes place.

Furthermore, within the M1.1 document, some additional statements regarding the quality process are being made; some overlapping with the M.1.

Finally, there is a more detailed and to the point goal setting to be found inside the M1.2 document.

At face value, the statements in these documents seem to cover the key expectations for assuring a high level of quality within the PSP and also the department in general, and is of an appropriate level for a postgraduate degree. It includes commitments for a high level education programme, support for interdisciplinary research, promises to link this PSP with the socioeconomic development of the country, plans for innovation and new products and inventions, commitments on supporting internationality and finally pledges for connection with external representatives of the industry as well as the graduates of the programme through an alumni network.

The above are implemented through processes that ensure the appropriateness of the structure and organisation of the PSP, the achievement of learning outcomes appropriate for a level 7 degree (MSc), the increase of the staff's quality of teaching and learning along with the increase of their skills, the gathering and analysis of annual goals with the aim of improving the delivery of the programme, the increase of the level of skills of the graduates as reflected by the industry's needs, the student support services and finally, the optimal investment of the financial intake of this PSP.

To achieve the above, the PSP's quality assurance has set a number of goals within the M1.2 document that include the introduction of new teaching practices and new courses, the reduction of the average graduation time for current students, the creation of an alumni hub, the international exchange of students under the Erasmus programme, increase of students' feedback as well as cultivation of international collaborations.

The above goals are set with some specific and measurable indicators, with a clear deadline for implementation.

II. Analysis

Despite the fact that the documents seem, at first glance, to cover the necessary issues related to assuring quality, these documents (especially document M1 and M1.2) seem very generic as their contents can be applicable to any PSP around the world. These documents contain a lot of information on what should be done to achieve the above but very little on what is actually been done and how this is ensured on this specific PSP. They form more a list of wishful thinking rather than a roadmap on ensuring that these criteria are met.

In the M1.2 document (drafted in Jan 2024), although there are measurable indicators, all of the goals have a deadline for Dec 2025; which is a month from the composition of this report. The success of these goals was presented within

the PSP's slideshow during the third day of the meetings. Many of the issues were addressed adequately, while many other remain unresolved, despite the hard deadline set. If a strict quality assurance was in place, most of these should have been met by now.

Moreover, the following are noted:

- In these documents, there is a mention of an alumni hub (keeping contact with the graduates). As evident from the discussion that the committee had with the graduates, such hub has not been done yet, or is not known to the graduates.
- A pivotal point of students' feedback as a tool for steering the programme is mentioned several times within these documents. However, a very small percentage of the students actually take part on providing feedback (15%); so small that it is just noise and cannot be taken into account for strategic decisions. The management has set a target for 75% which was admittedly overoptimistic, while the resulting participation was nowhere near that. Despite this, the PSP's management has made significant efforts to chase up the students, as evident within the students interviews.
- There does not seem to be any involvement of the external stakeholders into the strategic steering of the PSP, as per the ETHAAE's prerequisite.
- The same applies for the involvement of student representation in the board of studies that will decide the future directions of specific courses.
- Some of the goals set in M1.2 are very modest: increase of the average graduation rate within the nominal time from 8% to 15%.
- There is very little collaboration with the outside world (both the industry and as a form of international student mobility). This is something that was brought up within the interviews with both students and graduates.
- There is an unreasonable high number of offered courses (49 according to the slideshow) and an equal high number of teaching staff (40), especially for the very small number of new students (12 students were reported as this year's intake). Even accounting for the different pathways of the programme, it is still very high and one wonders if this is designed to benefit the students or was implemented for different reasons.
- Finally, the strategic approach of the programme has to be revisited as it has a declining number of intake students. This is a result of various reasons, one of which can be the fact that many of the students taking this come from the NTUA's pool and already have an integrated postgraduate degree as part of their MEng qualifications.

III. Conclusions

This is a very desirable PSP that has numerous applications in all sorts of industries. It capitalises by the brand name of NTUA and is served by world renowned academics. It is led by a very active course director that seems to care very much for it. It has all the necessary requirements to be a leading PSP in the country; but yet it does not demonstrate that trajectory so far.

The role of the MODIP in the quality assurance of the PSP remains limited as evident by the very generic documents submitted as well as the modest goals set.

MODIP has to take a leading role in revisiting the strategic goals of this PSP and set more strict and ambitious goals.

In general, there seem to be a level of complacency and an assumption that the PSP will work by itself as long as there are good courses and capable academics. However, this is not the case as lack of processes keeps the PSP back and do not allow it to reach its full potential.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Intensify the efforts to increase the number of students that provide feedback so it will be meaningful. Use out-of-the-box approaches to achieve this.

R1.2 Invite external stakeholders to participate in the steering of this PSP.

R1.3 Include student representation in the boards of studies.

R1.4 Streamline the programme by reducing the number of courses and the number of staff involved.

R1.5 Take decisive action and deregister all long-term students.

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 PROGRAMME 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 Applied Mathematical Sciences (AMS) PSP was established in 2005 to educate young scientists and professionals in applied mathematical sciences. It was re-founded in 2018, in accordance with the relevant Greek legal framework and NTUA procedures. The relevant Senate decision and the consequent PSP founding law (Official Government Gazette) have been provided in the HAHE item M2.1.

The re-founded AMS PSP is an inter-institutional PSP involving three NTUA Schools. The coordinating School is that of the Applied Mathematical and Physical Sciences, the other two being: (a) the School of Mechanical Engineering and (b) the School of Naval Architecture and Marine Engineering. The program is organized into five streams. It spans 3 semesters, with the 3rd semester dedicated to the MSc Thesis.

The five streams are well-thought, leading to careers in distinct areas, such as informatics, numerical methods, data sciences, etc. Each stream has only two compulsory courses, specific to each stream. Each student can choose the rest of his/her courses among a list specific to the stream of his/her choice. Subject to the agreement of their tutor, students can also choose a maximum of 1 elective course, from other PSPs delivered in NTUA.

This structure results in an impressive number of courses: 74 according to the Senate decision, mapped in the Official Government Gazette 3413 of 2018. This fact was signalled to the PSP management who furnished additional documentation on the latest PSP regulations, published in the Government Gazette 1179 of 2024, according which the number of courses is limited to 50, this number being further reduced to 41 for the ongoing academic semester.

In the HAHE item M2.2, there is an “updated internal regulation”, which refers to the regulations of another PSP, mapping, most probably, the general NTUA regulations concerning inter-institutional PSPs.

Finally, there is a comprehensive 67-page long Study Guide in Greek in HAHE item M2.3. According to this Study Guide, the PSP graduates receive an MSc degree in “Applied Mathematical Sciences”, with no mention of the specific stream followed. There is no English version of the Study Guide. However, during the site visit, after the interaction between the Panel and the PSP management, the latter confirmed that a decision to create an English version had already been made.

II. Analysis

The PSP aligns well with the School of Applied Mathematical and Physical Sciences and NTUA's development strategy. However, the need for this PSP is neither clearly explained nor documented, and its scope is quite broad. The connection between the PSP and educational and market needs, as well as the career development of future graduates, is unpersuasive.

Another significant issue with the PSP concerns its breath: It includes five distinct streams, each of which leads to careers in distinct application areas (i.e. informatics, numerical methods, data sciences, etc.), with no common courses, resulting to an excessive number of courses (74 according to the 2018 regulations provided initially, 50 according to the 2024 regulations), mostly electives. Inevitably, many of these courses are delivered to audiences across postgraduate and undergraduate curricula and, consequently, a broad range of student backgrounds, which penalizes their effectiveness.

The PSP claims to be inter-institutional but the contribution of the two other participating schools is not visible in the PSP study program nor in the provided supporting documents, apart from some faculty teaching assignments.

The study programs of most streams are well articulated and delivered by experienced and committed academic and non-academic professionals. The PSP is well-supported by the NTUA QA and other support services.

The PSP administration and support structure seems rational and effective, but can be further improved by formalizing connections with the PSP alumni or introducing an advisory board/committee.

Indeed, despite its inter-institutional nature, the PSP is rather introverse. The introduction of sponsored "industrial" diploma theses and the introduction of extra-curricular seminars given by prominent relevant professionals could improve the PSP and enhance its relations with the industry/market.

Unfortunately, the data originally provided through the HAHE website, on which this analysis was based, were old, already superseded by new programs and regulations. Updated information was provided to the Panel only after the interaction and discussions with the PSP staff and management, through an additional document which was much better and more concise than the original documents in the HAHE site.

III. Conclusions

The PSP complies with most HAHE requirements relative to principle 2. However, its goals are not specific enough, and its claimed inter-institutional nature is not mapped in its program. Furthermore, the outdated and incomplete documentation, along with the lack of an adequately documented timeline for the

evolution of the PSP, created confusion about the PSP's goals, course programs, and delivery methods.

Panel Judgement

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

Panel Recommendations

R2.1 Update the PSP operating regulations, including an English version of the Study Guide.

R2.3 Clarify the goals of the PSP, and better highlight its expected benefits and better define its incoming student target space.

R2.3 Document the evolution of the PSP, including its design and approval history, possibly in a time-line.

R2.4 Complement the PSP management with an external stakeholders' / advisory committee that could include some prominent PSP alumni.

R2.5 Consider the introduction of theses tailored to specific industrial / company applications.

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

The evaluation of the PSP by students through questionnaires shows very high levels of satisfaction regarding both the courses and the teaching staff. However, it is observed that many students do not complete the questionnaires, either due to lack of information or because they do not receive the necessary emails. At the same time, although there is an established mechanism for handling complaints and appeals, as well as the institution of the Academic Advisor, students do not make sufficient use of these structures despite being aware of their existence. In practice, complaints are mainly directed to the department's secretariat or directly to the instructors. Regarding teaching and assessment methods, lectures, laboratory exercises and assignments dominate, while final assessment is based on coursework and examinations. The PSP has a duration of three semesters and 90 ECTS and is offered free of charge to students from Greece and the EU, whereas students from non-EU countries are required to pay a specific participation fee.

II. Analysis

The overall picture of the program reflects high teaching quality and student satisfaction. However, it also highlights that the feedback collection mechanism is not being utilised to the extent required. Low participation in the questionnaires reduces the validity of the results and indicates shortcomings in communication processes with students. Furthermore, the perception among students that they can directly address the secretariat or instructors for any complaint suggests that the official complaints and appeals mechanism has not been fully established as a functional tool. Similarly, the Academic Advisor instrument institution appears to be undervalued, possibly due to insufficient information or lack of systematic engagement by students. At the level of teaching, the program applies traditional but effective methods. The absence of an e-learning regulation is not considered a weakness, rather, it highlights the program's strong orientation toward face-to-face instruction. Overall, the PSP maintains complete and clear institutional documentation, demonstrating maturity and organisational adequacy, with the main issue lying in the dissemination and use of these resources by students.

III. Conclusions

The PSP demonstrates a high level of academic quality and excellent evaluations from the students who participate in the feedback processes. Nevertheless, important issues remain regarding student participation, information flow, and the use of institutional tools. The lack of systematic communication results in limited use of official mechanisms and non-representative evaluation outcomes. Overall, the program has all the necessary structures in place, but improvement is needed in how students are informed and encouraged to make use of these resources.

Panel Judgement

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

Panel Recommendations

R3.1. Strengthen communication and issue reminders for completing questionnaires.

R3.2. Develop short informational guides on the complaints mechanism and the role of the Academic Advisor.

R3.3. Present procedures systematically in information sessions each semester.

R3.4. It is advised to create a “Welcome Pack” for new students with consolidated and simplified information on all regulations.

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

All matters pertaining to the operation of the PSP Applied Mathematical Sciences are governed by its Internal Regulation. The procedures concerning the program's daily functioning and the organization of its educational activities are detailed in the Study Guide and in the Regulations available on the PSP website.

The PSP seeks to familiarise and train students in research methodology through the critical study of scientific literature, active participation in educational workshops organised by the participating institutions, and the preparation of their diploma thesis. Student engagement in research activities is conducted in accordance with the principles of research ethics, good laboratory practice, and ethical standards governing the design, implementation, and utilization of research outcomes. These principles are comprehensively set out in the NTUA Research Ethics Regulation, accessible through both the PSP and NTUA websites.

As previously noted, all educational and operational processes are implemented in full compliance with the Internal Regulation of the PSP and the provisions articulated in the Study Guide and include a variety of well recognised learning and examination models and processes.

The standard duration of study is three semesters, with the possibility of a one-semester extension. In exceptional circumstances only may an additional

extension be granted.

Upon successful completion of the prescribed program of study and the attainment of 90 ECTS credits, the PSP confers the Master's Degree (MSc) in Applied Mathematical Sciences.

II. Analysis

The PSP Applied Mathematical Sciences is delivered in Greek. The PSP has established well-defined and appropriate admissions criteria. Students can find all necessary information about the structure of the programme, teaching staff, timetables, studies rules and regulations, and procedures in the website of the PSP. The programme recognises and applies the European Credit Transfer System (ECTS) consistently across the curriculum. Students can participate in the ERASMUS+ exchange programme but no activity on that possibility is reported. The position and the role of the Academic Advisor is part of the internal regulation, but its application is not at the expected level. There is low participation of students in the evaluation of the program. The number of applicants in recent years is decreasing.

III. Conclusions

The rules and regulations that have been developed for this PSP guiding admission, progression, recognition, and degree award to students are considered adequate. Overall, the programme complies with the HAHE requirements of Principle 4.

The PSP should promote international mobility of students and actively encourage and support student internships with national industry.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 The PSP management is invited to think on measures to increase the interest of students for international mobility.

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 PSP has operated since 2005 and was re-founded in 2018. Consequently, most of the teaching staff have significant experience in the subject matter of the PSP. Most of the teaching staff are academics and hold Ph.D.s. Hence, they are subject to the selection procedures and criteria prescribed by the Greek law. On top of that, the PSP has its own procedures and criteria for selecting its teaching staff, well documented in the HAHE item M5.2. The PSP has provided a separate document (M5.3) on the working regulations, work contracts, and staff obligations.

A table of teaching staff assignments is provided in item M2.5, while another table, in item M5.1, summarizes the academic performance of the teaching staff.

Both tables are concise but difficult to read and to extract cumulative data. This is rectified in the PSP PowerPoint presentation (slide 18), according to which there are a total of 40 persons who take part in the PSP teaching process: 24 from the Department, 14 from other NTUA departments, and 2 from collaborating institutions. 28 are active faculty members, 7 are emeritus professors, 3 are teaching support staff (ΕΔΙΠ), and 2 are post-doctoral researchers.

The PSP claims that the non-academic staff can receive support from a dedicated NTUA service in relation to their teaching techniques and practices.

All teaching staff, academic and not, are of high quality, and their professional experience is relevant to their teaching assignments. Moreover they appear committed to promoting a culture of research engagement by involving interested students, whenever possible, in research projects, seminars, or design activities.

II. Analysis

The PSP teaching staff selection procedures and criteria are well-documented and in line both with the HAHE standards and with what should be expected from a prestigious institution such as NTUA. The same holds true for the staff support and development opportunities.

The documentation provided on the PSP teaching staff, complemented by the PSP presentation, is brief and concise. Almost all courses are assigned to academics. Few are assigned to non-academics PhD holders, who seem to be competent and able to fulfil their allocated tasks.

The Panel is of the opinion that the PSP should better document and put well in evidence the credentials, performance and experience of its teaching staff.

III. Conclusions

The PSP is fully compliant with all HAHE requirements regarding the quality and suitability of the teaching staff and the staff selection procedures.

Panel Judgement

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

Panel Recommendations

P5.1 Provide better documentation regarding the teaching staff credentials, performance and experience, in particular relevant to their teaching assignments.

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 LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed 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 PSP has fully developed and high-quality infrastructure that supports learning and academic activity. Its facilities include a fully equipped computer laboratory, seminar rooms, amphitheatres, and access to advanced networks and computational software packages, as detailed in the infrastructure description. It has sufficient academic and technical staff, as well as designated laboratories covering the full spectrum of applied mathematics and physical sciences. The administrative staff supporting the PSP is well organised, with clearly defined responsibilities regarding secretarial support, study supervision, student record management, and examination coordination.

Regarding the provision of informational material, students receive information via email and the e-class platform, while the PSP refers them to the School's Study Guide for available services and support structures. The tuition utilisation plan is not applied, since the program is offered free of charge to EU students, and the budget presented concerns only operational needs related to equipment and academic events, funded by Ministry resources rather than tuition fees.

Students rate the infrastructure as very good and believe that it fully meets their needs. However, it was noted that additional seminars on career development and guidance for entering the job market would be beneficial. At the same time, it was highlighted that in some cases there is difficulty in finding a supervisor for thesis topics in highly specialised fields.

II. Analysis

The emerging picture reflects a PSP with exceptionally well-developed infrastructure and adequate personnel, as evidenced by the documentation of available laboratories, facilities, and technical services. The administrative staff operates within structured frameworks, ensuring efficient study management and support throughout the students' postgraduate journey. Access to services such as the library, dining facilities, housing, career counselling, and participation in European programs further enhances the quality of learning resources available to students.

Despite the adequacy of the infrastructure, students express a need for expanded career-related guidance activities, showing that while the PSP focuses on academic progression (particularly preparation for doctoral studies), students seek stronger support for transitioning to the job market.. Additionally, the reported difficulty in finding supervisors for certain thesis topics suggests the need for better coordination between students and faculty, or for expanding the thematic areas offered.

From an administrative and financial perspective, the absence of tuition fees is a significant advantage and contributes to the program's high demand. The budget is clear, transparent, and oriented toward covering operational needs and supporting outreach activities. Finally, communication about PSP services is conducted mainly through email and e-class platform—a functional but potentially limiting approach in terms of student engagement and interactive information flow.

III. Conclusions

The PSP is built on strong foundations in terms of infrastructure, services, and human resources. Students benefit from high-quality academic and technical support, strengthening the program's overall effectiveness and reliability. Nonetheless, there are opportunities for improvement, particularly in linking the PSP more directly with professional practice, developing systematic cooperation with alumni, and enhancing support during the thesis selection process. The expressed need for career guidance and greater connection to the job market indicates that the program could broaden its role beyond academic preparation.

Finally, any effort to increase the PSP's international visibility requires stronger internationalisation through the materials provided to prospective students.

Panel Judgement

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

Panel Recommendations

R6.1 Strengthen career-orientation activities such as career seminars, skills workshops, and presentations by industry professionals.

R6.2 Explore collaborations with stakeholders to develop links, internships, or joint research activities.

R6.3 Translate and publish the Study Guide in English to attract international students and strengthen the PSP's international profile.

R6.4 The programme should provide a list of available research topics annually for students to choose from.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY 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 fully adheres to the regulations and policies established by the NTUA in this regard. It has instituted formal procedures for the systematic collection of data concerning students, teaching methodologies, academic progression, as well as the employability and career trajectories of graduates. Student satisfaction is systematically evaluated through electronic questionnaires administered each academic semester. These questionnaires also serve as a mechanism for collecting student feedback on the teaching staff. The data obtained are analysed and compiled into reports used to assess and enhance teaching performance. No other formal mechanism for information exchange between the PSP management, its students and its alumni has been reported.

II. Analysis

The results derived from the analysis of collected data are disseminated to relevant stakeholders, including the teaching staff and programme management. The PSP actively considers student feedback, which has led to substantive enhancements in the overall learning experience and the alignment of the programme with career development objectives. Graduates confirm that the programme has undergone continuous adaptations to better correspond to the evolving needs of the labour market. Nevertheless, the rate of student participation in the semester evaluation process remains limited.

III. Conclusions

The PSP demonstrates the implementation of a comprehensive data management and quality assurance framework that substantially contributes to its effectiveness and sustained success. To further strengthen these mechanisms, the PSP is advised to broaden and formalise the engagement of external stakeholders, including alumni and industry partners, through regular consultative workshops and collaborative initiatives. Furthermore, the programme management is encouraged to adopt additional measures aimed at increasing student participation in the semester evaluation surveys. It should also explore more ways of communication with its students, its alumni and the external stakeholders.

Panel Judgement

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

Panel Recommendations

R7.1 The PSP management is invited to simplify the course's evaluation questionnaire and encourage teachers to talk about it in the class and invite and motivate students to participate in the evaluation.

R7.2 The PSP management should explore additional ways/methods for information exchange with its students, alumni and external stakeholders

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 PSP website is <https://apms.math.ntua.gr> and can be found via the referenced link in the HAHE documents: <https://semfe.ntua.gr/el/studies/postgraduate>. The latter is the School of Applied Mathematics and Physical Sciences. The PSP website is in English and Greek. The website provides information on the PSP structure and its purpose, the curriculum, its teaching staff, the Study Guide, and a copy of the founding law in the gazette, which are only available in Greek. It also includes the course schedule, examination and graduation procedures, details about the Thesis, seminars, and contact information. The Greek version of the PSP website offers additional content compared to the English version, such as PSP regulations and course scheduling details.

Links from the PSP website point to the teaching staff's CVs, which are only available in Greek.

II. Analysis

The PSP website has a modern design and is user-friendly. The English version contains similar information to the Greek version, including links to the Study Guide and the CVs of teaching faculty, although these are in Greek. The absence of a complete PSP website in English reduces the program's visibility to non-Greek-speaking prospective students and the public. Specifically, the lack of the posted Study Guide in English discourages Erasmus+ students from attending the PSP.

III. Conclusions

The PSP has bilingual websites, in Greek and English. However, these sites do not contain identical information. Moreover, the Study Guide and the teaching staff CVs on its website are only in Greek. Thus, the PSP does not fully satisfy principle 8.

Panel Judgement

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

Panel Recommendations

R8.1 The PSP must contain the same information on its Greek and English websites.

R8.2 The English version of the PSP website must only point to documents and information in English, including the Study Guide and the teaching staff CVs.

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 PSP internal evaluation takes place annually with the support of the MODIP. The PSP Steering Committee sets the quality assurance targets. The last PSP interval evaluation used the following information: Course outlines, student evaluation questionnaires, available quality data from the HAHE's Information System (ΟΠΕΣΠ) from 2015–2016 onward, and the PSP target settings for the Academic Year 2022–2023. The PSP is evaluated using students' evaluations. The EEAP found no information on surveys from PSP graduates and external stakeholders.

II. Analysis

The PSP collects data and uses it for improvement. The students' evaluation surveys serve as an indirect assessment method for the PSP. However, this number is small (15% of the enrolled students). The lack of satisfaction surveys from the external stakeholders hampers the program assessment. Students, graduates, and other stakeholders do not appear to have been directly involved in the decision-making processes for curriculum improvements.

The internal evaluation showed that 1) participation in the Erasmus+ program is small, 2) the number of student applicants to the PSP is declining, and 3) the connection to the PSP alumni needs to be improved.

III. Conclusions

The PSP is assessed through student surveys. However, it does not fully satisfy Principle 9 due to the lack of a feedback mechanism from its graduates and external stakeholders, the low participation of its students in the surveys, and the absence of the engagement of students, graduates, and external stakeholders in its improvements.

Panel Judgement

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

Panel Recommendations

R9.1 The PSP must develop satisfaction surveys for its graduates and the external stakeholders involved with the program

R9.2 The PSP may consider developing an Advisory Board, with faculty, students, graduates, and external stakeholders, to assist in the program improvements actively.

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 PSP has not previously undergone an external HAHE accreditation evaluation. However, it provides a progress report on parts of the NTUA accreditation, which took place on May 23-26, 2016, and pertains to the PSP.

II. Analysis

The current evaluation is the PSP's first external accreditation review, administered by HAHE. Some recommendations from the 2016 institutional review also apply to the PSP. Since then, several improvements have been implemented to the PSP. The PSP adopted English as the language of instruction for courses in which Erasmus+ students are enrolled. The PSP rejected adopting tuition and changing the language of instruction to English for all its courses.

The EEAP found that the PSP faculty and supporting staff were constructive in their responses to the panel's questions during the current review. Moreover, they demonstrated understanding of the importance of the accreditation process and the panel's recommendations. The PSP follows a commonly used procedure for using the outcomes of the external evaluation: MODIP informs the PSP Director of the external assessment outcomes, who then shares this information with the PSP Steering Committee and teaching staff.

III. Conclusions

An external committee has not previously evaluated the PSP for accreditation purposes. However, the PSP has implemented several recommendations from the

2016 institution's external review. The EEAP found that the PSP is fully compliant with Principle 10.

Panel Judgement

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

Panel Recommendations

R10.1 The PSP should consider adopting English as the teaching language, thus enhancing its exposure in the non-Greek speaking population.

PART C: CONCLUSIONS

I. Features of Good Practice

This is an excellent PSP that is manned by world renowned staff that are real experts in the field.

Staff are very engaged in the running of this PSP.

Students are admitted following a personal interview.

It has numerous industrial applications thus the industry thinks very highly of it and wishes to establish more collaboration.

II. Areas of Weakness

Student feedback is essential in the internal quality process but seems to be missing; at least in meaningful numbers.

Although stakeholders wish to collaborate with the PSP there does not seem to be a formalised method of doing so and there is no external advisory board.

The role of the academic advisor does not seem to be activated.

Links with the alumni seem to be non-existing.

There is very little internationalisation of the students (Erasmus+).

Some parts of the external information (i.e. Study Guide) must also exist in English as this will assist international students.

All of the above weaknesses have already been identified by the PSP and were reported within the documentation submitted.

III. Recommendations for Follow-up Actions

Increase the number of students providing feedback for this PSP. Think of innovative methods on how to attract them to do so. Encourage academics to talk about it in the classes and demonstrate how this feedback promotes improvements.

Create an external advisory board so the industry can participate and steer this PSP. This will also increase research collaborations.

Create an alumni network (including a website) and capitalise on the alumni experience.

Promote the role of an academic advisor as the first point of contact for the students.

Increase student mobility by utilising Erasmus+.

Take decisive action to deregister very old students.

Translate and publish the Study Guide in English.

Streamline the PSP as the number of available modules and participating academics seem to be a lot, even for a PSP with different pathways.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

4, 5, 7, 10

The Principles where substantial compliance has been achieved are:

1, 2, 3, 6, 8, 9

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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