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Accreditation Report for the Postgraduate Study Programme of:

Applied Mechanics

Department: Applied Mathematical and Physical Science

Institution: National Technical University of Athens

Date: 09/12/2025



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 Mechanics** 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 Mechanics 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 third one was for the Applied Mechanics. 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.

Three days later, (on the 21 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.

The day concluded with a final meeting with the management staff for this particular PSP. During this meeting it was revealed that there were significant changes made to the programme of studies with many of the items described in the documentation having been completely changed. As this was not known to the accreditation committee, the assistance of the ETHAAE was sought on how to proceed. It was concluded that at this stage the committee should only take into account the submitted documentation and disregard any newer, additional information sent. As such, this document concentrated on the information submitted by the institution until Jan 2024.

Following the final meeting, the management thanked the committee for their valuable comments and pledged to take their recommendations seriously. The whole process was conducted in a friendly and nurturing manner.

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 Mechanics PSP appears to be an interdisciplinary programme that is in collaboration with the school of civil engineering, the school of mechanical engineering and the school of naval architecture and marine engineering.

It is a programme of study that balances well between the theoretical and practical aspects of mechanics and mechanical engineering. As it is conducted under the NTUA umbrella, it capitalises on the high reputation that NTUA has both nationally and internationally.

The purpose of the program is to provide a solid background and an up-to-date knowledge base in engineering mechanics and applied mathematics. This is a highly interdisciplinary master's program encompassing mechanical-physical modelling, advanced computational / mathematical methods, and relevant engineering application fields. Students acquire a comprehensive understanding of topics such as solid mechanics, dynamics, biomechanics, and advanced experimental techniques, preparing them effectively for the challenges they will encounter in the field of engineering.

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. 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 well balanced programme of study as well as the wide range of applicability for this PSP. Of concern is the declining number of students that might make this PSP financially unviable. The gravity of the latter is somewhat unclear as there used to be a large number of very old students that should have been deregistered by now but still appeared 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 Mechanics 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 reduction of the average graduation time for current students, the reduction of the overall pool of available courses and the 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. Additionally, the documentation submitted seems to have been written in a hurry, with many of the pages being hardly visible as they were scanned from poor quality originals.

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. Adding to the confusion, some of the factual

information presented in the slideshow does not seem to correspond to the information submitted in Jan 2024 documents.

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 and during the interview with the students, none of them even knew of the existence of these questionnaires. Simply sending a couple of emails to the students indicating the feedback's necessity does not seem to suffice.
- 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 well intentioned but seem unrealistically high: i.e. ratio of graduates vs registered to be increased from 3.5% to 70%.
- Finally, the strategic approach of the programme has to be revisited as it has a declining number of intake students. The original documentation mentions numbers around 20-30 as annual intake but during the concluding meeting it was mentioned that only two were registered this year while only one actually attends. 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 is well balanced, well taught and supported by modern labs. It capitalises by the brand name of NTUA and is served by world renowned academics. 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 and not well presented documents submitted as well as the limited range of the 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 seems 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 does 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	
Partially compliant	X
Non-compliant	

Panel Recommendations

R1.1 Increase the number of students that provide feedback so it will be meaningful.

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 Reduce both the number of courses offered and the number of academics teaching those and streamline the PSP.

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 Mechanics (AM) PSP was founded in 2005 aiming at the post-graduate level education of young scientists and professionals in applied mechanics. The relevant Senate decision and the consequent PSP founding law (Official Government Gazette) have been provided in the HAHE item M2.1.

The AM PSP has been founded as an inter-institutional PSP involving four NTUA Schools. The coordinating School is that of the Applied Mathematical and Physical Sciences, the other three being: (a) the School of Mechanical Engineering (b) the School of Naval Architecture and Marine Engineering and (c) the School of Mechanical Engineering.

The program is organised in three streams: (i) Mechanics of Materials, (ii) Dynamics and (iii) Failure Analysis and Prevention. It spans across three semesters, the 3rd semester being dedicated to the post-graduate diploma thesis. It leads to an MSc degree in “Applied Mechanics”, after the successful completion of 10 courses and the defence of the MSc Thesis.

There are five trunk courses, common to all streams, from which students must select three. The rest of the courses are stream specific. Each student must select a total of 7 stream-specific courses to reach the required 60 ECTS.

An updated (2024) Internal Regulation is provided in the HAHE item M2.2.

Finally, there is a 34-page-long

Study Guide in Greek (HAHE item M2.3). There is no mention of an English version of the Study Guide, although this would be expected for an English-delivered PSP.

From the PSP presentations and the discussions with its management and faculty, it became apparent that the documentation originally provided through the HAHE website was incomplete and not up-to-date. Consequently, the Panel has been provided with many new documents, some of them in English. According to instructions by HAHE, the present accreditation report analysis, conclusions and recommendations are based solely on the original documentation, although the Panel acknowledges that some of the Panel suggestions are taken care of in the new PSP version.

II. Analysis

The PSP is well in line with the School of Applied Mathematical and Physical Sciences and the NTUA development strategy. It complies with Level 7 of the European Credit Transfer and Accumulation System (ECTS).

The PSP structure is well articulated and the courses delivered are of high quality and linked to important cutting-edge research topics. There appear to be strong links between the PSP and the industry. However, these are based on individual faculty links and initiatives and are not mapped in institutional structures or procedures.

The need for such a PSP is not sufficiently well-presented nor documented and the PSP's scope is rather generic.

In general, the documentation initially provided to the Panel is of relatively poor quality, often just a collection of scanned pages from diverse documents. A timeline of the evolution of the PSP, in terms of design, approval, goals, and study program, would have been very useful, but unfortunately, it is missing.

Many of the documents are not up-to-date. Important information is either missing or not correct. The same with the course program: following the discussions with the PSP faculty and management, the Panel became aware that the current study program is quite different from the one that the Panel used as reference.

III. Conclusions

Unfortunately, the documentation provided does not do justice to the PSP. It does not put in evidence its long history, its evolution and the quality of its offering and, in a certain sense, it undermines the efforts of the very capable and qualified teaching and support staff and endangers the PSP's sustainability. The PSP must undertake a consistent effort to ameliorate and update all documents required by HAHE. It must also provide a clear but concise time-line of the evolution of its goals, design, approval procedures and structure.

Panel Judgement

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

Panel Recommendations

R2.1 Improve the quality, in terms of content, readability and clarity, of the PSP documentation required by HAHE. In particular the Documents M2.1, M2.2, M2.3, M2.5, M5.1 and M5.2

R2.2 Clarify the goals of the PSP, highlight better its expected benefits and better define its

incoming student target pool.

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 needs and applications.

R2.6 Consider using English as the teaching language of the PSP with a view of attracting more international students

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 overall review of the PSP documents and the discussion with students, it emerges that the teaching methods rely mainly on traditional lectures and laboratory exercises, while assessment is based on assignments and written examinations. The programme has a clear three-semester structure with a total of 90 ECTS. A significant finding is that students rarely complete the PSP evaluation forms. Similarly, although the PSP has an established complaints and appeals mechanism and a clearly defined system of Academic Advisors, students either are unaware of their existence or do not use them, resulting in complaints being submitted informally, mostly to the Secretariat or directly to instructors.

II. Analysis

The picture emerging from the findings indicates that, although the PSP has all the necessary institutional tools for a student-centred approach, their implementation is limited in practice. Teaching remains instructor-centred and does not fully utilise active and participatory learning methods. The evaluation process for courses and teaching staff presents significant gaps, with low student participation depriving the programme of valuable data for improvement. The lack of effective communication leads students to be unaware of the Academic Advisor system, despite the regulation clearly outlining its role. Likewise, the complaints and appeals mechanism, although thoroughly structured, remains inactive because students have not been informed about it. These weaknesses do not concern the programme’s structure, which is clear and academically robust, but rather relate to communication, information dissemination, and student engagement.

III. Conclusions

The PSP has all the institutional and regulatory elements required for smooth, high-quality, and student-centred operation. However, these are not sufficiently activated in practice. Students rarely participate in the evaluation process, which undermines the quality assurance mechanisms. The Academic Advisor system remains theoretical, as there is no established communication or guidance. The complaints and appeals mechanism, although fully defined, is essentially unknown to students, resulting in procedures taking place informally and outside the prescribed framework. At the same time, teaching methods do not sufficiently promote active student engagement. Overall, the issue does not lie in the regulations themselves but in transparency, communication, and students’ awareness of the relevant institutional frameworks.

Panel Judgement

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

Non-compliant	
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Panel Recommendations

- R3.1. Encourage students to complete the evaluation questionnaires.
- R3.2. Establish a mandatory introductory meeting between students and their Academic Advisor, accompanied by informative email communication.
- R3.3. Promote awareness for the complaints and appeals mechanism.

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 Mechanics 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 Mechanics.

II. Analysis

The PSP Applied Mechanics 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 interview with students must be systematic with the admission process.

R4.2 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 teaching staff assignments are outlined in item M2.5, along with their qualifications and performance. Item M5.1, summarizes their research performance in terms of their h-index and citations. Cumulative numbers are missing, and there are inconsistencies in the teaching staff numbers. According to M5.1 there are 15 staff members involved in the PSP. According to M2.5, the table on page 4 lists 8 staff members with 9 CVs in the annex.

The PSP claims that the non-academic staff can receive support from a dedicated NTUA service regarding 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 aligned with HAHE standards and expectations for a prestigious institution such as NTUA. The same holds for the staff support and development opportunities.

The PSP teaching staff is of high quality, their qualifications and experience are relevant to their assignments and all teaching staff seem committed both to their allocated teaching staff and to the promotion of science and research.

However, the documentation provided to the Panel regarding the PSP teaching staff is of very poor quality. It seems hastily put together from scans and photocopies of diverse documents, it presents some inconsistencies and, most importantly, does not put in evidence the quality and potential of the teaching staff. A comprehensive list of teaching staff that includes subject areas, employment relationship, institution and department of origin, teaching allocations etc is missing.

The Panel believes 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. However, the PSP should take care to properly document and provide evidence of the teaching allocations, credentials, performance, and experience of its teaching staff.

Panel Judgement

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

Panel Recommendations

R5.1 Improve the visibility of the academic staff qualifications, in particular as related 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 very good infrastructure, as confirmed by the students. The regulations and study guides provide a detailed description of the operation of the facilities, the equipment, and the technical support available to the programme, while the administrative staff supports the procedures in accordance with the institutional framework of NTUA, as stated in the PSP regulations. Administrative support includes the management of student records, issuance of certificates, organisation of teaching, publication of announcements, as well as the coordination of committees and secretarial procedures, as defined in the section regarding PSP support at NTUA. Students primarily receive informational

materials via email and the e-class platform, which facilitates access to essential information but remains limited to basic communication without additional guidance-related content. Furthermore, as indicated in the discussion, students consider the programme's infrastructure to be of very high quality

II. Analysis

The overall picture reflects a PSP with a strong institutional and infrastructural foundation, a well-organised administrative framework, and sufficient resources to support the educational process. However, the area of student support appears to function primarily at the level of basic information provision and less as an active mechanism for the development of skills, professional guidance, and academic progression. Although administrative support is operational and compliant with the regulations, there does not seem to be an integrated communication system that can be utilised for the systematic provision of support services beyond bureaucratic management.

III. Conclusions

The PSP has strong infrastructure, well-organised administrative support, and sufficient resources, which enable it to operate effectively. However, student support, as currently implemented, remains limited to basic information and does not extend to activities of networking, guidance, or systematic development of professional and research skills.

Panel Judgement

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

Panel Recommendations

- R6.1. Enhance the dissemination of information regarding available student support services.
- 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.

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 students and external stakeholders, including alumni and industry partners, possibly through regular consultative workshops and other collaborative initiatives. Furthermore, the programme management is encouraged to adopt additional measures aimed at increasing student participation in the semester evaluation surveys and, eventually, explore other 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, inviting and motivating 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 NTUA School of Applied Mathematical and Physical Sciences website is available in Greek and English, whereas the reported PSP website in the HAHE documents

(<https://semfe.ntua.gr/el/search/itemlist/search?searchword=εφαρμοσμένη>) is part of the School's website. The above website provides announcements in Greek related to the PSP. A Google search for "NTUA Applied Mechanics" returns the website <http://appliedmechanics.mechan.ntua.gr>, which appears to be the actual PSP website. This website is in English, with some basic information in Greek. This PSP English version of its website contains information on the PSP mission, an introductory video by its Director, information and links on the participating Schools, and the PSP Regulations. The webpage has top menus linking to announcements, PSP courses, and their descriptions. However, several top menus are inactive and serve only as placeholders. The Quality Assurance Policy, the Study Guide, and the founding law regarding the PSP are not available on the later PSP website.

The faculty CVs can be found at <http://mechan.ntua.gr/proswpiko/dep.html>, in Greek and English, whereas the course descriptions can be found at <http://mechan.ntua.gr/en/studies/postgraduate.html> and are only available in Greek.

II. Analysis

The English version of the PSP website <http://appliedmechanics.mechan.ntua.gr> has some basic information about the program. The link <http://mechan.ntua.gr/POSTGRADUATES/metaptyxiako.html> is broken, and this

may confuse prospective applicants and current students. The faculty CVs, available at <http://mechan.ntua.gr/en/staff/dep.html>, include contact information, a short bio, and selected publications.

The Study Guide is only available in Greek, whereas the PSP is taught in English. The presence of broken links and multiple websites affects the program's exposure.

III. Conclusions

The PSP website listed in the HAHE documents only has a PSP-related announcement, while another website appears to be the actual program website. The presence of multiple websites and broken links, as well as the absence of an English version, is problematic. 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 have one complete website with sufficient information about the program and include links to the Study Guide, the founding law about the PSP, the quality Assurance policy, and the faculty's CVs, all also existing in English, in accordance with the PSP instruction language.

R8.2. The PSP must ensure that no broken links appear on their 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 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. 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 must assist in increasing the participation of its students in the satisfaction surveys.

R9.3. 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, including adopting English as its official language of instruction and introducing tuition for non-EU students. Moreover, the PSP partially implemented improvements to its English website and removed inactive students who no longer participated in the program.

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

none

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. It capitalises on the branding name of NTUA in engineering.

Current and past students share a very high opinion on the contents and running of the PSP.

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 strengths and weaknesses are based solely on the documentation submitted in January 2024.

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.

Promote awareness for the complaints and appeals mechanisms.

Increase student mobility by utilising Erasmus+.

Take decisive action to deregister very old students.

Translate and publish the study guide in English.

Consider offering this PSP in English in order to attract international students.

Fix broken links in the PSP's web pages and include all necessary documents there, including the study guide in English.

Reduce the number of available modules and participating academics as these 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:

3, 4, 5, 7, 10

The Principles where substantial compliance has been achieved are:

6, 8, 9

The Principles where partial compliance has been achieved are:

1,2

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

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