



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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# Accreditation Report for the Postgraduate Study Programme of:

Microsystems and Nanodevices

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 **Microsystems and Nanodevices** 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 Microsystems and Nanodevices 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 first one was for the Microsystems and Nanodevices. 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.

During the next day, (on the 19 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. Within this last meeting there seemed to be a slight conflict of interest as Mrs Ioanna Zergioti seemed to be holding a current teaching position related to the PSP and was kindly asked to leave the meeting.

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 Microsystems and Nanodevices PSP is a programme that is in collaboration with the school of electrical and computer engineering, the school of chemical engineering, the school of mechanical engineering and the school of metallurgical engineering. It is also working with Demokritos research centre, the national foundation for research and technology and the national Hellenic research foundation. 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 July 2003 (FEK 1980/31-12-2003) with a 276000 Euros of initial funding by the ministry of education and the EU.

It is a programme of study that balances well between the theoretical and practical aspects of the relevant science.

The purpose of the program is to provide high-level education in microsystems and nanodevices, familiarising students with research as well as with the formal procedures used in industry. The emphasis of this postgraduate program lies on directions where Nanotechnology meets Microsystems technology for the construction of electronic nanodevices and sensors, as well as the development of nanostructured materials. This sits at the cutting edge of today's technologies and fills a gap in the industry's needs for graduates with high level of expertise in nanotechnology.

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 4 obligatory courses and 5 elective courses out of a larger pool of 14 available 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 labs that support this PSP that have also received a lot of publicity through the media. 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 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 Microsystems and Nonodevices 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, attraction of foreign students 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 committee is unaware how many of these

goals have been achieved; if any. If a strict quality assurance was in place, all of these should have been met by now but based on the interviews taken place, only few seem to have been achieved.

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 (14%); so small that it is just noise and cannot be taken into account for strategic decisions. 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 very modest: increase of the average graduation rate within the nominal time from 24.3% to 35%.
- 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 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 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	<b>X</b>
Partially compliant	
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 To the point that the law allows, include student representation in the boards of studies.

## **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 Microsystems and Nanodevices (MINA) PSP has operated since 2003 aiming at the education of young scientists in the, then emerging, field of nanotechnologies. It was re-founded in 2018, following the relevant Greek legal framework and the NTUA procedures. The relevant Senate decisions and the PSP founding law (Official Government Gazette) are annexed to the documentation provided.

The program is an inter-institutional PSP involving several academic departments and research institutes.

The study program is comprehensive, in-line with the PSP objectives. It is reviewed annually by a Study Programs Committee, according to standard NTUA procedures. Changes to the study program or to the course assignments are well regulated and documented. It spans across 3 semesters of 30 ECTS each, the last one being dedicated to the MSc Thesis. Four core courses are concentrated in the first semester. In the second semester, a choice of five out of a total of thirteen electives is given to each student.

The MINA operating procedures are published in the Official Government Gazette, provided in the HAHE item M.2.2. The Study Guide (item M2.3) is comprehensive and well-written. It includes the scope of the PSP, the expected outcome in terms of acquired knowledge and the employment perspectives for the PSP alumni. The participating HEI departments and non-academic institutions are briefly described.

Finally, the course outlines and assignments are documented in items M2.4 and M2.5, respectively. All documents initially provided were in Greek language. Following the meetings with the PSP management, the Panel was informed on the existence of English versions of the PSP Regulations and, most importantly, the Study Guide (M2.3) which were indeed provided as supplementary documentation. The English version of the Study Guide was later forwarded to the Panel.

The PSP appears to have good relations with industry, based primarily on personal relations of the teaching staff rather than formal structures or procedures. No industry-hosted practicals are foreseen. The Thesis are occasionally linked to industrial problems or applications.

Courses are delivered in Greek, exclusively through physical presence. When a non-Greek student is present then the course is delivered in English.

### **II. Analysis**

The MINA PSP is well in-line with the NTUA development strategy. Furthermore the need for such a PSP is well-understood and documented. The study program is well articulated and delivered by experienced and committed academic and non-academic professionals. It is well-supported by the NTUA QA and other support services.

The PSP Study Guide, available also in English, is comprehensive and of good quality.

The PSP leverages on the fact that it is highly interinstitutional. This is the result of collaborations established in the course of 23 years of operational experience. The Panel cannot but praise such an approach. The PSP administration and support structure seems rational and effective, despite the difficulties of coordinating a variety of university departments and research institutes. However, the very high degree of inter-institutionality of the PSP is also a risk factor. A program involving such a variety of actors, whose vision and interests are not always aligned, may lose its flexibility and its capacity to adapt to the inevitable changes of a rapidly evolving sector such as the microelectronics and nanotechnologies.

The PSP subject matter is of high industrial relevance. One more reason why the good links of the PSP staff with industry should be institutionalised, possibly through a stakeholders' committee. Another improvement towards that direction could be the introduction of sponsored "industrial" diploma thesis based on specific industrial problems or issues. The introduction of extra-curricular seminars given by prominent relevant professionals would be an additional plus.

### III. Conclusions

The PSP is fully compliant to all HAHE requirements regarding principle 2. Formalising the PSP links with industry, possibly through a stakeholders' committee and/or other similar procedures/activities, would be highly beneficial.

### Panel Judgement

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

### Panel Recommendations

R2.1 Formalise the PSP links with industry, possibly through a stakeholders' committee.

R2.2 Consider the introduction of diploma theses related to specific industrial problems, possibly in collaboration with relevant companies or industry.

R2.3 Enhance, if possible formalise, the link with the PSP alumni. Organise regular workshops / meetings.

### **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 PSP has a well-structured system of teaching and assessment methods, based mainly on lectures and supported by laboratory training, exercises, quizzes, and coursework. Most courses include laboratory activities and major assignments, which contribute to the development of research skills and a deeper understanding of the material. At the same time, a formal Complaints and Appeals Mechanism exists, as well as a Regulation governing the role of the Academic Advisor, both with clearly defined procedures.

However, it emerged that students are unaware of these mechanisms, resulting in complaints being submitted informally to the Secretariat or directly to instructors. It was also noted that students rarely participate in the PSP's evaluation processes, either due to a lack of incentives or due to issues with receiving the relevant electronic notifications.

Finally, although the PSP offers opportunities for participation in research projects and the preparation of scientific papers, and although it operates over three semesters with 90 ECTS and the option of part-time study, teaching methods remain largely traditional.

## **II. Analysis**

The current situation indicates that, although the PSP has fully institutionalised tools for student-centred support and quality assurance, their practical implementation shows gaps. The teaching methods applied in the programme's day-to-day operation appear to remain predominantly lecturer-centred, with an emphasis on lectures and limited student engagement. Laboratory training and assignments, although present, are not sufficient to create a fully student-centred learning environment unless accompanied by increased interaction during class meetings.

Moreover, the effective implementation of the Academic Advisor and the Complaints Mechanism is significantly limited due to the students' lack of awareness. As a result, this suggests that the institutional framework is not adequately translated into everyday educational practice. Additionally, the low participation in evaluation processes highlights the need to strengthen communication and trust in quality assurance mechanisms, as well as to consider introducing incentives for participation.

## **III. Conclusions**

The PSP has a strong institutional framework supporting quality, the student experience, and a student-centred approach, however, student awareness and involvement in these processes remain limited. Low participation in evaluations and the lack of awareness regarding key structures such as the Academic Advisor and the Complaints Mechanism reduce the effectiveness of these mechanisms. Although teaching methods include laboratories and assignments that encourage active learning, the dominant mode of teaching continues to be lecture-based, which inevitably limits interaction. This creates a gap between the programme's formal student-centred orientation and the students' experience. The PSP remains academically strong and offers substantial research opportunities, but

greater engagement and communication are needed to fully utilise the tools available.

### Panel Judgement

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

### Panel Recommendations

R3.1. Activate and promote the role of the Academic Advisor to ensure all students are aware of and can utilise the support offered.

R3.2. Enhance student-centred teaching, incorporating more interaction and active learning activities into the instructional process.

#### **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 Microsystems and Nanodevices 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 Microsystems and Nanodevices.

## II. Analysis

The program of the PSP Microsystems and Nanodevices is available in English, though courses are delivered in Greek in case only Greek students are present. 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. It seems that the interview is not systematic in the admission process. 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

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

## **Panel Recommendations**

R4.1 The interview with students must be systematic within 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 relevant PSP documentation is short but concise. The PSP has operated for a number of years establishing links and formal cooperation with prominent institutions. This is also reflected in the composition of the teaching staff, two thirds of whom are external to the host department. The non-academic teaching staff are from prominent national research institutes, 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 for selecting its teaching staff.

The PSP claims that the non-academic staff can receive support from the Department 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 is highly pertinent to NTUA's technological tradition as well as to the Greek and international market needs.

The PSP teaching staff selection procedures and criteria are 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, which are further enhanced by the very extroverted nature of the PSP and the numerous external links and collaborations.

The documentation provided on the PSP teaching staff is brief but concise. Regarding the courses assigned to non-academic professionals: their affiliation with prominent research institutions along with their publication performance are strong indications of their suitability.

The Panel strongly supports the involvement of experienced professionals external to the NTUA in the educational process of the PSP and, in general, the University. However, formally, the need for so many external assignments and the prestige and the PSP-relevant specialised knowledge of the non-academic teaching staff, should have been better documented. Such documentation could also serve to put more in evidence the links and collaboration opportunities that the PSP offers to its alumni.

## 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

R5.1 Justify the need for so many teaching staff external to NTUA and their selection for this role.

R5.2 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 a high-level system of learning resources, supported by fully equipped and modern infrastructures. It provides an extensive network of classrooms, laboratories, clean rooms, advanced analytical instruments, and equipment suitable for high-technology research.

Information material for students is mainly provided through email communication and the programme's website. However, there is no official printed informational leaflet.

The PSP remains essentially tuition-free, with fees applying only to non-EU students, and a complete plan exists for the utilisation of these funds. Revenue is

used for website development, coverage of laboratory needs, procurement of educational material, scholarships, and support of research activities.

## II. Analysis

Although the infrastructures are of high quality and constitute a strong competitive advantage for the PSP, the communication towards students does not appear to be fully structured. The exclusive use of electronic messages carries the risk that some students may not receive essential information. The absence of an official printed information brochure reduces the visibility and coherence of the information provided—especially for new students or international applicants. With respect to the plan for the utilisation of tuition fees, it appears sufficiently organised and targeted at improving the quality of the PSP and its infrastructures. However, strengthening internationalisation requires further investment in English-language material and enhanced support services for international students.

## III. Conclusions

The PSP has an excellent set of infrastructures, rich learning resources, and adequate administrative support, providing high standards for both education and research. At the same time, the tuition-fee utilisation plan demonstrates a strategic approach that enhances the programme’s sustainability and development. However, there is a clear need to improve the communication mechanisms with students and to develop more coherent informational material.

### Panel Judgement

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

### Panel Recommendations

R6.1. Create a printed/digital guide covering all PSP services and procedures.

R6.2. Enhance the international exposure and visibility of the PSP through Erasmus+ collaborations.

## **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. The PSP should also explore more ways of communication with its students, its alumni and the external stakeholders.

#### **Panel Judgement**

<b>Principle 7: Information management</b>	
Fully compliant	<b>X</b>
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 referenced in the HAHE documents (<https://www.physics.ntua.gr/gr/micronano/index.htm>) is not working. However, the following link <https://mina.physics.ntua.gr> points to the PSP website and is available in English, which is the language of the program. This website contains information on the program's aims, purpose, objectives, potential applicants, learning outcomes, course details, alumni, and contact information. Moreover, prospective applicants can directly apply via the website. Menus on news and events are in Greek.

There are no links to the PSP reestablishment law, its Quality Assurance, and the Study Guide, the latter is available only in Greek.

The website has links to faculty contact information, but subsequent links pointing to their CVs are broken.

### **II. Analysis**

The <https://mina.physics.ntua.gr> website appears to be the actual PSP website, not the referenced <https://www.physics.ntua.gr/gr/micronano/index.htm>. This new version, available only in English, is missing some essential documents as referenced above. The Study Guide is not posted on this website and is only available in Greek, whereas the PSP is taught in English. The faculty CVs are absent since the links to their complete CVs are broken. This could affect the PSP student in search of Thesis topics and faculty availability.

### **III. Conclusions**

The <https://mina.physics.ntua.gr> PSP website has important information but is not complete, as explained above. Moreover, the Study Guide is in Greek rather than English, which is the PSP language. Therefore, the PSP does not fully comply with principle 8.

### Panel Judgement

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

### Panel Recommendations

R8.1 The PSP must ensure its website is up to date, in English, and that all links are working.

R8.2 The Study guide must be posted in English, which is the PSP language of instruction.

## **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

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
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, as well as to the 2013 external evaluation of the NTUA School of Applied Mathematics and Physical Sciences. Additionally, the PSP provides progress reports for the non-HAHE-administered external evaluation conducted on June 1-7, 2007, and its re-evaluation on June 16, 2008.

#### **II. Analysis**

The current evaluation is the PSP's first external accreditation review, administered by HAHE. Some recommendations from the 2013 and the 2016 reviews also apply to the PSP. Since then, several changes have been implemented to the PSP to improve it following the institution's review. The PSP adopted English as its official language of instruction, as part of its alignment with the recommendations from the 2013 review. The PSP implemented two key points from the 2016 review: Mandatory course attendance for its students and tuition for its non-EU students. The progress from the 2007/2008 reviews resulted in changes in the curriculum and in the PSP goals, which were included in the updated Study Guide. Specifically, the courses "Laboratory techniques for nanomaterials" and "Organic Nanomaterials" were added, and the course "Physics of semiconducting materials and devices" replaced "Physics of Nanomaterials".

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 NTUA School of Applied Mathematics and Physical Sciences review, and the two non-HAHE-administered evaluations and re-evaluations in 2007 and 2008, respectively. 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 in the cutting edge of today's technology in micro and nano devices. It is focused and it has personality.

It is also manned by excellent, world renowned staff that are real experts in the field. The labs the PSP is using are well equipped and experiments taking place there are often promoted in the local media.

As this is a modern PSP, 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.

## **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.

Create an external advisory board so the industry can participate and steer this PSP.

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+.

Rethink the number of available modules and participating academics as they seem to be a lot.

## **IV. Summary & Overall Assessment**

The Principles where full compliance has been achieved are:

2, 4, 5, 6, 7, 10

The Principles where substantial compliance has been achieved are:

1, 3, 8, 9

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

<b>Overall Judgement</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

<b>Name and Surname</b>	<b>Signature</b>
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