ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
Τ. +30 210 9220 944 • Ε. secretariat@ethaae.gr • www.ethaae.gr

Αθήνα, 30-05-2025
Αρ. πρωτ. QA_1580

ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α΄/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.
2. Την υπ΄ αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ), την υπ' αριθμ. 16384/Ζ1/15.02.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 137/τ. ΥΟΔΔ/19-02-2024), περί παράτασης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της ΕΘΑΑΕ, καθώς και την υπ' αριθμ. 88986/Ζ1/1.08.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 846/Υ.Ο.Δ.Δ/7.8.2024) περί της ανανέωσης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
3. Την υπ΄ αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ.' ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)», όπως ισχύει.
4. Την υπ΄ αριθμ. QA_1441/14-05-2025 Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΜΣ «Εφαρμοσμένη Γεωπληροφορική» του Τμήματος Μηχανικών Χωροταξίας, Πολεοδομίας και Περιφερειακής Ανάπτυξης του Πανεπιστημίου Θεσσαλίας.
5. Την 50η/29-05-2025 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2 «Έγκριση εκθέσεων πιστοποίησης– Χορήγηση πιστοποίησης».

ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το νέο Πρόγραμμα Μεταπτυχιακών Σπουδών

Εφαρμοσμένη Γεωπληροφορική
του Τμήματος Μηχανικών Χωροταξίας, Πολεοδομίας και Περιφερειακής Ανάπτυξης
του Πανεπιστημίου Θεσσαλίας

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Νέων Προγραμμάτων Μεταπτυχιακών Σπουδών της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 7 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 29-05-2025 έως 28-05-2030.

Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report

for the New Postgraduate Study Programme of:

Applied Geoinformatics

Department: … Planning and Regional Development

Institution: …University of Thessaly

Date: ……5 May 2025

NOTES

- *Please do not modify styles, fonts, and language in this template.*
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Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Applied Geoinformatics of the University of Thessaly 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 new postgraduate study programme of Applied GeoInformatics of the University of Thessaly comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Dr Dimitrios Theodossopoulos (Chair)

   University of Edinburgh

2. Prof Loukas Kalisperis

   Department of Architecture, College of Arts and Architecture, Pennsylvania State University

3. Prof Thomas Panagopoulos

   Universidade do Algarve

4. Ms Evangelia Zygouri

   PhD candidate, National and Kapodistrian University of Athens

II. Review Procedure and Documentation

The EEAP reviewed the new PSP proposal during the week 28 April – 3 May 2025. We have based our judgment and recommendations for improvement on the official documentation provided by ETHAAE/ HAHE (according to their templates and set list of documents, like the European qualifications framework, the mapping grid, the Report template, the Accreditation Guide and the Study Guide of the PSP) and a series of on-line meetings with the institution (University of Thessaly, UTh) and their stakeholders.

As the PSP is a new programme and has not started yet, the review involved an initial accreditation process based on the planned design of the future programme and the projections regarding its sustainability.

The EEAP had an initial meeting to discuss the process of the review (especially the mapping grid and final report), allocate tasks and plan for the online meeting with the university.

The online meeting in lieu of a visit took place on Monday 28 and Tuesday 29 April 2025. This included meetings with the vice-rector of the University, the deputy president of the Department of Planning and Regional Development (DPRD) and the leaders of the PSP on Monday. Meetings with a number of the teaching staff, the administrator and IT technician of the Department, as also the circle of Greek stakeholders and partners of the PSP, who included officers from research companies and state institutions took place on Tuesday, together with a virtual tour of the facilities.

The EEAP had to review two PSP during this week and unfortunately these meetings were combined across two days, which resulted in a very compact session that over-ran and the EEAP did not have time for a full range of questions.

An oral report on our first impressions were given to the UTh and Department administration, the directors of the PSPs and the head of MODIP at the end of the on-line meetings on Tuesday.

During the rest of the week, EEAP collaborated to produce the final report, based on the template by HAHE. No other information or contact was necessary from HAHE or UTh, who were available for any clarifications through the MODIP.

III. Postgraduate Study Programme Profile

The proposed PSP in Applied sGeoInformatics is a new programme offered by the University of Thessaly (Department of Planning and Regional Development DPRD). The proposal stemmed from the research interests of the staff, who identified the need for specialist and applied postgraduate training that will allow their graduates to combine a theoretical approach and the application of methods in the area of Geographic Information Systems (GIS) and remote sensing, in the context of current advancements at informatic technology. The PSP substitutes the (now closed) PSP Spatial analysis and environmental management.

The PSP is designed as a Greek-language, mixed mode online and presential (hybrid) programme and aims to attract Greek students, offering 25 posts. Matriculated students of the PSP should be Planning Engineers similar to the profile of the undergraduate degree of the Department, but also other professionals with interest in the field (e.g. geography, economic and social sciences). A series of new courses have been designed for the programme, all owned by UTh, based on the research experience of the teaching staff, all current academics at the Department.

The programme will charge fees of €2,500, which will be its only source of income and support. They are considered reasonable and competitive, offering also alternatives for students from lower incomes, as per Greek Higher Education legislation. The PSP is not running yet and has not recruited students, expecting the conclusion of the accreditation process to set up a marketing strategy. The PSP belongs to a suit of 7 postgraduate programmes of the Department.

The students are expected to develop research, analytical and application/ design skills through a series of projects and exercises. Some courses will be tutored, developed, presented and assessed online but the ethos of the PSP includes also periods of fieldwork and laboratory work that will take place in person at the facilities of the Engineering Faculty campus in Volos (Research Laboratories, computer labs, postgraduate space, studios, library) or elsewhere. The learning experience is further enhanced by the extensive student support services of the university.

A mixture of learning outcomes pertinent to the field and transferable skills are considered in each course. The programme is offered full-time (3 semesters) and part-time (5 semesters) and has a structure of delivery and contact that accommodates any students who may be in employment. It is structured around 5 compulsory taught courses per semester, amounting to 60 ECTS credits, and the students will be working on a Thesis during the third semester (30 ECTS).

The new PSP aligns fully with the Quality Assurance and ethos defined by the UTh. Quality Assurance will be monitored by the university's MODIP unit.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The Institution (UTh) has an ambitious and persistent strategy for the organization and delivery of PSPs, 88 active in total (judging from the discussions with staff and the web site). The commitment is stated clearly at the Development Strategy of April 2023, defined well before the application for the PSP under examination. UTh recognizes the need to address new scientific and professional areas with constantly creating and reviewing PSPs, and this is supported by inter-departmental and other university collaborations. Feasibility is sought in seeing PSPs as an opportunity for the students for advanced knowledge, connection with research and their preparation in this direction, as also wider professional opportunities.

Regarding the range of PSPs at the Dept, 5 are currently on offer and they are sustainable, with 180 postgraduate students in total and more than 90% average capacity.

The PSP builds on the research interests of the staff, who identified the need for specialist postgraduate training that combines a theoretical approach and the application of methods in the area of Geographic Information Systems (GIS) and remote sensing, in contrast to the more theoretical way at the current PSP in similar areas in Athens and Thessaloniki.

Mixed online and presential (hybrid) mode is offered as the PSP team recognized that the students who will apply for such postgraduate training would not be able to dedicate or afford an entire year out of their workplace. The e-Class platform will be used, which is the standard one for the University. The ethos of the PSP however includes also periods of fieldwork and laboratory work that will take place in person at the facilities of the Department in Volos or elsewhere.

The learning outcomes of the PSP are appropriate for level 7, according to the European and National Qualifications Framework. Each course has a clear set of Learning Outcomes and the assessment is

mapped on the Courses Descriptors. The PSP is highly specialised beyond the undergraduate professional degree in Planning and Regional Development and is based on research expertise of the teaching staff. The structure of the programme covers pertinent topics around geographic informatics and spatial analysis, and is divided into a First theoretical semester followed by a Second one dedicated on applications. The Thesis will be running during the Third semester. There is no space for elective courses. All courses have the same ECTS credit weight and attention was paid to share evenly content, staff workload and student effort.

The staff of the Department is very research active and the meeting with the stakeholders and partners demonstrated their connections with the industry, state institutions and in general with the current topics in their field. They did not have an active role in the design of the PSP but the proposal emerged from their work together and they praised its application orientation and the course structure. The meeting with the staff showed also their connection with the undergraduate programme and how the new PSP was produced.

The importance of student academic support is recognized in this learning environment and is suitably organized across UTh, with libraries and study space, at UTh and the Department. Appropriate software is primarily available as open source, but key software licences for this and design disciplines is widely available at the Engineering Faculty.

Quality Assurance at UTh is monitored by the MODIP unit, the Department fully aligns with its implementation and the proposed PSP fully subscribes to the policy. The OMEA committee for the internal annual appraisal of the Department PSPs submits the reports directly to MODIP. Quality Assurance aims at the programme's annual review and continuous improvement, and it appears that the Department is quite flexible in adapting the structure of the PSP they offer.

Annual fees of 2,500 euros per student are the PSP's main financial resource and all activities are planned on them, no other income is mentioned.

Communication of the university's PSPs range is in general very clearly signposted at the UTh web site https://www.uth.gr/spoydes/metaptyhiakes/programmata-metaptyhiakon-spoydon as also the Department http://www.prd.uth.gr/studies/#studies-graduate. The proposed PSP plans to be very open about their Quality Assurance.

II. Analysis

The proposed PSP is well supported within the broader UTh PSP strategy for growth and specialisation in the postgraduate sector. There is no specific marketing and recruitment plan at the moment until the formal approval of the proposal by HAHE, however the very healthy student numbers at the other PSP of the Department and their clear signposting are a good indicator of successful recruitment of the 25 planned students. This is further helped by the wide range of relevant graduate disciplines that can be admitted to the PSP and the staff is prepared to show a degree of flexibility in their teaching methods according to this range. The hybrid mode learning environment is a feasible choice in this direction, the Department and University have experienced in this field.

The new courses represent meaningful trends in the field of Planning and Regional Development as also the research interests of the current staff, who see a clear need to develop learning material and design projects at a specialist postgraduate level, beyond their good teaching experience at undergraduate level. The structure of a theoretical first semester followed by an applied/ design focused second one is quite strong and innovative among other similar PSP in Greece, and the staff are well prepared in this direction. The need for the specialist training of professionals in GeoInformatics, the range of courses, the innovative contribution of the PSP was confirmed by the partners of the programme during our meeting – who stresses their availability to support the

students. All these points underline the suitability of the PSP and enhance its feasibility.

The students will be well supported in their studies, both by the UTh and Department facilities, but also the enthusiasm of the staff, while the academic support services at UTh seem adequate. Quality Assurance is well established across UTh and the OMEA appears as a well-established procedure to listen to the students' voice and act accordingly.

The Study Guide should include the full mapping of Learning Outcomes and assessment parameters as was reported at the Course Descriptors.

III. Conclusions

The EEAP appreciated the thorough and well-defined Quality Assurance principles across the university, and the commitment and enthusiasm among the teaching and technical staff for the design and delivery of the proposed PSP. The split between theoretical and applied courses, and their topical content demonstrate the staff's ambitions and a good understanding of what the professional sector needs. These are all promising factors for the longevity of the PSP and its academic development.

There is strong will in the PSP team to be transparent in their formal processes and communicate well with their students. The PSP certainly aspires to Learning Outcomes in line with the appropriate level 7 of the European Qualifications Framework, including a mixture of specific and transferable skills, and assessment is carefully mapped on them.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 1, the EEAP recommends the following:

R1.1 Enhance the e-Class teaching to accommodate more fine-tuned practices and pedagogies required for the applied nature of the programme and the hybrid teaching environment.

R1.2 The Study Guide should include the full mapping of Learning Outcomes and assessment parameters as was reported at the Course Descriptors.

R1.3 Plan the fieldwork and in-person activities carefully so that the students can organise their stay. This should be included as early as possible to the Study Guide each year or specific handbooks for each course.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The Postgraduate Study Programme on Applied Geoinformatics is a new programme at the Department of Planning and Regional Development of the University of Thessaly. The programme of study has a minimum duration of three semesters and leads to the Postgraduate Diploma in Applied Geoinformatics.

The Programme's specific contents, objectives and aims comply with the academic and scientific guidelines set by the University. The scientific field covered by the programme is concerned with the theoretical approach and application of methods that are part of the subjects of geographic information systems and remote sensing in the light of modern developments in the field of information technology. It specifically explores the applied dimension of the subjects of geographic information systems and remote sensing and draws examples from contemporary issues related to the field of spatial planning and the environment. The specific programme is unique in Greece in providing a comprehensive postgraduate education and an interdisciplinary approach within a department of Spatial Planning and with emphasis on applied urban and regional planning problems. Furthermore, the purpose of the postgraduate programme is: (a) to train high-level executives, capable of effectively utilizing the modern capabilities offered by the sciences of geographic information systems and remote sensing to manage corresponding information and methods to solve problems in the field of geography and spatial planning. The programme also aims to train and familiarize students with issues of geographic data sources, both in Greece and abroad (b) to train specialized scientists who will meet the needs of public, social and private institutions, as well as (c) to develop research and original knowledge production in the various fields of applied Geoinformatics with the aim of improving interventions and the study of spatial planning issues. The programme operates in addition to the undergraduate studies provided by the Department of Planning & Regional Development, is an in-depth programme and provides the scientific background as well as the technical proficiency for further studies at the doctoral level. The postgraduate programme) is part of the Scientific Field of Engineering Sciences but also concerns other scientific fields (Geography, Economics and Social Sciences, etc.). The majority of the teaching staff is from the Department of Planning & Regional Development of the University of Thessaly. One member of the teaching staff is from another research institution (EKKE - National Centre for Social Research) in Greece. The students entering the programme have different backgrounds.

In the first two semesters, the curriculum covers the thematic areas of geographic information systems and remote sensing, with four respective compulsory courses and a course in research methods. The 2nd semester includes courses in applied urban planning, machine learning, big data and geodemography. The 3rd semester consists of the Thesis project. Since the individual courses and the Thesis project are primarily of applied nature, the students with different backgrounds are capable to attend the courses of the Programme without need for other preparatory courses.

The Quality Assurance unit MODIP and the faculty as a whole support the existing identity of the Programme as formulated above. The EEAP believes that this identity is presently adequately reflected in the structure of the programme of study. Presently, the sequence of the compulsory courses is clearly defined regarding the contents, levels of advancement and pedagogical objectives and the individual courses in each semester act synergistically to the final Thesis project.

The Programme reflects the interests and specializations of the faculty and is comparable with only few similar Programmes that exist internationally. The Programme is presently offered in hybrid mode through on-line and physical participation of the students in the courses. Certain benefits associated to the hybrid mode of participation refer to a wide-spread geographic location of the students attending the programme and the increase of enrolments to the programme.

II. Analysis

The EEAP noted the lack of elective courses within the programme which is particularly critical given the different backgrounds of the students. This would enable further specialization in a specific area of interest or enrichment of knowledge in areas outside one owns background prior to the completion of the Thesis project.

The EEAP notes that the remote mode of the programme of study and the individual assignments to the students for successful completion of the courses and the Thesis project would provide the opportunity for the advancement of multi- and interdisciplinary collaborations among the students themselves in the development of their research and their application of knowledge in applied project-based learning experiences. The proposed hybrid mode of in-situ meetings once a month would accommodate such learning experiences.

Furthermore, some courses of the programme and the final Thesis Project need to be reformulated and further developed, in order to convey the research and its outcomes with a quantitative approach based on the available computation technologies. The faculty is encouraged to explore proprietary modelling software that are predominately available in the industry in addition to the open-source ones. In this respect, use of such analysis and simulation software in the courses assignments and case studies analysis will further enhance the depth and value of the research conducted by the students and facilitate collaborations in project developments and applications with social bodies of competence and community authorities. Additional areas of current trends in GIS and Remote Sensing, such as SARs, Decision Support Systems for Urban Analysis + Planning, as well as Risk Analysis in geo applications should be further explored.

III. Conclusions

The Department delivers on the stated intention of creating an extroverted applied programme and opening the students' horizons to the international circles in academia and practice. The course syllabi support this direction through both project and bibliography. The social partners and employers of the programme spoke highly of the value of their perceived experience noting that the Programme managed to provide new knowledge and skills for handling related developments in a holistic and resilient way. The partners were very enthusiastic about the possibilities that the programme could offered to the industry and eager to actively participate and enhance the programme.

There are Quality Assurance procedures and regulations for the revisions of the programme. External consultations and collaborative activities with the private and civil sector should be encouraged and realized in systematic way. As the programme matures, the EEAP would encourage the use of virtual platforms/social media to enhance student and partners participation and engagement. The faculty and Department are encouraged to explore opportunities for additional areas of investigation and knowledge acquisition through the implementation of elective course and utilization of industry standard proprietary simulation and data-mining software.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes

Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 2, the EEAP recommends the following:

- **R2.1** The curriculum committee should consult, with all stakeholders and partners, and should have a schedule of recurrent meetings and consultations. Central administration should facilitate such endeavours.
- **R2.2** Organise a catalogue of projects jointly developed with public and/or private entities and stakeholders for joint applied research projects that is made available to students for their Thesis.
- **R2.3** Multi- and interdisciplinary collaborations among the students themselves in the development of their research based on group assignments and physical attendance should be encouraged.
- **R2.4** Consider elective courses for inclusion in the curriculum given the different backgrounds of the students.
- **R2.5** Expand the software and data bases that the Programme is utilizing to support the acquisition and implementation of research projects, the achievement of diversity within the discipline and potential for interdisciplinary research activities and accommodate for industry based standard methodologies.
- **R2.6** Facilitate collaborations in project developments and implementations with social bodies of competence and community authorities.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The EEAP has confirmed that predefined and published regulations regarding student admission are in place. The admission criteria are clear, consistent, and transparent. Admission to this study programme is well-defined and regulated. The PSP adheres to the same admission criteria as other state universities in Greece, in accordance with national law. The programme has established processes and mechanisms to support incoming students and has created a welcoming and engaging environment. A student support and services system are in place to assist students with academic and personal challenges.

Predefined, published, and clear regulations regarding student progression are in place. All regulations and information are conveyed to students clearly and transparently. All academic and other relevant data are readily available to students on the PSP's website and the Learning Management System (e-class). The programme has established services to ensure effective delivery of courses both in-person and online, and mechanisms to monitor student satisfaction through course evaluations. Student progress is continuously monitored to ensure that students have registered for the expected courses each semester, and that they have been assigned a post-graduate report and a supervisor in their 3rd semester of study. The necessary administrative support and technological infrastructure are in place for delivering the programme.

Appropriate recognition procedures are in place and align with standards. Graduation requires a total of 90 ECTS, of which 60 ECTS are obtained from 10 mandatory courses each worth 6 ECTS, and 30 ECTS are allocated for the Thesis. There are well-defined criteria for the completion of the Thesis, which can take various forms. Various scholarship opportunities and awards are available to students.

Certification procedures are established, and students are properly informed about them. A Diploma Supplement is provided to all graduates of the programme in Greek and English. Receiving the postgraduate Diploma allows graduates to enhance their profiles more effectively, both professionally and academically, at national and European levels.

II. Analysis

- The PSP in Applied Geoinformatics employs effective processes and tools to properly manage, coordinate, and address student admission, progression, recognition, and certification. The internal assessment mechanisms are well-developed and enable continuous monitoring of key student performance indicators. Programme requirements and other relevant information are readily available to both prospective and current students on the PSP's webpage. The programme adequately addresses all individual aspects required to ensure student admission, progression, and completion of studies. However, the EEAP also expressed some concerns in the following areas:
- The programme does not include any elective courses.
- The programme offers flexible delivery virtually and presentially in labs, exercises, and site visits. However, this flexibility does not guarantee that all graduates will acquire sufficient practical experience in the PSP subject area and the Thesis is exclusively research-oriented.
- The student mobility in the PSP appears limited, even though industry and government partners / employers have emphasized the value of practical experience and site visits.

- The Diploma Supplement has several mistakes such as in 2.2 should mention the fields of study, in 3.1 should mention Level 7, in 3.3 Bachelor level 6, in 4.1 online and presential mode of study and in 5.1 Doctoral studies level 8.

III. Conclusions

The programme employs effective processes and tools to properly manage, coordinate, and address student admission, progression, recognition, and certification. However, the students don't have opportunity of elective courses and the Diploma Supplement has several mistakes.

Panel Judgement

Please tick one of the following:

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 3, the EEAP recommends the following:

R3.1 The PSP should correct the mistakes in the Diploma Supplement.

R3.2 Consider the inclusion of elective courses

R3.3 The PSP should develop more personalized communication strategy, particularly for virtual participants, to ensure all students are fully engaged and receive an enhanced learning experience having the opportunity of optional courses.

R3.4 The PSP should implement a mechanism to ensure that all students receive a minimum level of practical training activities before graduating and to have the option for developing a report of training instead of a research-oriented Thesis.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The EEAP found that the teaching staff of the PSP in Applied Geoinformatics has excellent qualifications to teach the programme's courses.

The PSP includes 8 teaching staff, including 7 faculty members from the Department of Planning & Regional Development (3 Assistant Professors, 1 Associate Professor, 2 Professors, and 1 Emeritus Professor). The additional adjunct teaching staff is a member of the research institute EKKE (National Centre of Social Research) with significant experience in the topics of the PSP. The members of the teaching staff are also involved in the activities of the significant undergraduate programme (over 800 students) and the additional 6 postgraduate programmes with around 180 students in total.

The teaching load for faculty members varies between 4 and six courses in both the undergraduate and graduate programmes per year. Additionally, most of them supervise a significant number of postgraduate projects and conduct administrative duties. The workload and the limited technical and administrative support could prove to be challenging and demanding, allowing only limited time for research activities, which results in generally decent research and publication records for most faculty members. However, the faculty members seem to be well connected with numerous research teams both nationally and internationally. The industry supporters and stake holders of this PSP spoke enthusiastically for the proposed programme and offered to make available to the programme their significant expertise and resources. The EEAP was very impressed with the standing and expertise of the external stakeholders representing significant public and private entities in the area

of Geoinformatics.

Out of the 6 full-time faculty members involved in the PSP, there is only one female member. This low female-to-male ratio should be taken into consideration when seeking a better gender balance in future academic hirings.

II. Analysis

The department offers opportunities for Erasmus teaching mobility through several international collaborations.

The student-to-teacher ratio in this PSP is approximately 3:1, enhancing the learning experience.

It is the intention of the faculty that a number of students graduating from the proposed programme would pursue doctoral studies, and as such significantly contributing to the academic goals of the faculty members in promoting their academic objectives and securing research funding. However, the research output of most faculty members teaching in this programme should be enhanced.

While the non-faculty teaching staff's research experience is crucial for this programme, the opportunities afforded by the industry efforts should be made to increase the connection between research and practice. There is also a need to improve the gender balance among the teaching staff.

Additionally, the teaching staff require more technical and administrative support to fulfil their teaching duties and to have more time and energy for research activities.

III. Conclusions

Faculty members are adept at teaching their assigned topics and bring commendable benefits to the PSP through their extensive networks with national and international partners from academia, as well as the private and public sectors. Allocating additional resources for professional development, technical, and administrative support for the teaching staff is strongly recommended.

Panel Judgement

Please tick one of the following:

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 4, the EEAP recommends the following:

- **R4.1** Increase the number of female tutors to enhance the academic diversity of the PSP.
- **R4.2** Increase the support for faculty and staff with internal and external formal collaborations with other PSPs and external stakeholders.
- **R4.3** Increase the support for and motivation of the teaching staff for research, mobility, and recognition.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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 and foreign students, students with disabilities), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the Institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

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

Documentation

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

Study Programme Compliance

I. Findings

The University makes available a number of facilities to cover the teaching and learning needs for the duration of the PSP, such as: 1) the Department library, the Central Library of the University and the University Information Systems Centre, 2) healthcare for uninsured students via the National Health System, 3) academic advisor for all PSP students, 3) the “Student advocate”, 4) career, scholarships and Erasmus+ offices, 5) student welfare, the counselling centre, the gender equality and the ethics committees and 6) sports facilities, transport facilities and access structures for students with disabilities.

The Department includes various teaching rooms and laboratories. Two teaching rooms, equipped with at least 50 computers in total are available, as well as a study area for students. For the tuition of the courses open-source software will be preferred, as it will be suitable to a wide range of the students’ personal computers. Cloud based software will also be utilised. The university also provides a range of IT services via the Information Systems Centre and the corresponding student portal

(eClass). The courses will be taught via teleconferences, along with application and document sharing and chat rooms. The online learning environment supports both the Greek and the English language. All students will have access to all available rooms and laboratory equipment for their dissertation and other projects related to the PSP.

Regarding the PSP teaching staff, it is comprised of eight members, seven of which are members of the Department of Planning and Regional Development. There are four administrative staff members, one of which covers the existing PSPs of the Department. There is also a possibility that a new external contractor will be employed to cover additional administrative needs of the PSPs of the Department.

The Study Guide is very well developed, covering all possible aspects of the PSP. Notably, the programme offers thesis development seminars, to guide students through the research and writing processes. More detailed information is needed for the courses description.

A tuition utilisation plan was submitted by the Department in the context of this report, based on revenues and costs for 25 students per year, with a 30% maximum tuition exemption positions.

II. Analysis

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

According to the submitted tuition utilisation plan, the university will not contribute financially to the operational costs of the PSP, most of which will be covered by the tuition fees. Research projects and various other sponsorships will comprise a 16% of the total revenue. The costs include equipment and software costs, scholarships, transportation costs both for the teaching staff and the students, filed trips, publication costs, external teaching staff fees, additional administrative and technical support and promotional measures and a large amount (around 25.5 %) which is retained by the Special Account for Research Grants) ("ELKE"). Regarding the Master's thesis, as discussed with the Institution representatives possible field work costs will be kept to a minimum, as students (who may reside in various areas of Greece) are encouraged to study areas close to their location. Raw data and/or software will not bear no additional costs to the students, as open software is preferred, and there are also some paid software options that the University already holds licenses for.

III. Conclusions

The learning resources and student support are in line with the standards of the HAHE.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 5, the EEAP recommends the following:

R5.1 Invest in more commercial software licenses to be used during tuition (academic versions where possible), that respond to needs of the market. Since licenses may vary in cost, support from the university's ELKE (Special Account for Research Grants) should be negotiated to acquire more funding, derived from the amount of the student fees which is retained by ELKE.

R5.2 Develop a catalogue of projects jointly with public and/or private entities and stakeholders could be developed for joint thesis research projects that is made available to students for their Thesis.

R5.3 Engage additional administrative and technical staff member to support the students and activities of the new PSPs

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The PSP Applied Geoinformatics is following the Principles of the present Standards and the quality procedures of the University of Thessaly Institution's Internal Quality Assurance System (IQAS). The EEAP found that the self-assessment of the PSP is based on procedures that support the learning environment for the students and the strategic goals of the Institution. Factors considered for the assessment of the PSP include the student's workload, students' expectations, and the assessment of the student satisfaction. Additionally, the PSP self-assessment takes into consideration scientific and technological developments, societal and job market needs, as well as national, European, and international policies. The PSP Director and the coordination committee will collect information from the students, teaching staff and other stakeholders for annual self- assessment of the programme, through the OMEA committee. The annual report will be submitted to MODIP for review, and

recommendations will be shared with the general faculty assembly. A clear timeline of the self-assessment procedure is established. Decisions for improvements will be made at the end of the academic year and a report will be delivered, which includes suggestions for improvement to be implemented by the beginning of the following academic year.

The PSP did not have a previous external evaluation, however, the Institution, through its Quality Assurance Unit (MODIP) and the corresponding academic units, organize and support the current external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

II. Analysis

Through the process of internal review and continuous improvement plan, the positive aspects of the programme will be reinforced by adding new topics based on scientific developments. The collected information will be analyzed, and the programme will be adapted to ensure that it is up to date. There is a strategically designed consideration for improving courses using the course evaluations by students. Programme weaknesses will be addressed when problems are identified in student evaluations. The PSP has been designed without the direct involvement of other stakeholders.

III. Conclusions

The self-assessment procedure of the programme is adequate, but should include more active participation of the students, alumni and the external stakeholders.

Panel Judgement

Please tick one of the following:

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To enhance adherence to Principle 6, the EEAP recommends the following:

R6.1 The PSP should establish an External Advisory Board to enhance further development of the Programme and to create a permanent link with the professional world.

PART C: CONCLUSIONS

I. Features of Good Practice

- The University and the Department have implemented compliant and efficient mechanisms for monitoring and ensuring a high quality education and services relative to the PSP. The existing quality assurance and continuous improvement policy and practices followed by the PSP align with the strategic objectives of the Department and the University.
- The faculty and staff are enthusiastic and dedicated to their mission.
- The enthusiasm of employers, and stakeholders is evident.
- Employment of the postgraduate study programme graduates in public and/or private positions is high.
- Employers and social partners praised the postgraduate study programme and believe there is a clear need for such graduates.
- Overall, the proposed PSP offers many opportunities to its graduates.

II. Areas of Weakness

- There is no structured, well-defined process for students, graduates and external stakeholders' in the PSP improvement.
- Hands-on student laboratory training is insufficient.
- Student participation in internship training is limited.
- There is no formal External Advisory Board.
- Gender balance is inadequate

III. Recommendations for Follow-up Actions

- Establish a formal External Advisory Board comprised of social partners, academics from foreign institutions, and other stakeholders to actively assist and guide the continuous review, revision, and further development of the PSP curriculum, enhance the entire programme, as well as attract resources.
- Develop a catalogue of possible research experiences or topics with the external stakeholders
- Implement a mechanism to ensure that all students receive a minimum level of practical training activities before graduating
- Develop more personalized communication strategies, particularly for virtual participants, to ensure that all students are fully engaged and receive an enhanced learning experience.
- Correct the mistakes in the Diploma Supplement.
- Expand the software and data bases that the Programme is utilizing to also serve in support of the acquisition and implementation of research projects, the

achievement of diversity within the discipline and potential for interdisciplinary research activities and accommodate for industry based standard methodologies. Negotiate with ELKE for support.

- Improve gender balance
- Include elective courses in the curriculum

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1, 4, 5 and 6

The Principles where substantial compliance has been achieved are: 2 and 3

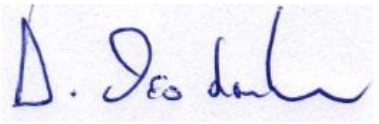
The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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

The members of the External Evaluation & Accreditation Panel

Name and Surname **Signature**

1. **Dimitris Theodossopoulos** 
2. **Loukas Kalisperis** 
3. **Thomas Panagopoulos** 
4. **Evangelia Zygouri**