Accreditation Report
for the Postgraduate Study Programme of:

Applied Automation Engineering Systems

Department: Industrial Engineering and Management
Institution: International Hellenic University
Date: 1 June 2024

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Applied Automation Engineering Systems** of the **International Hellenic University** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Applied Automation Engineering Systems** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Marios Mavronicolas (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Dr. Konstantinos Banitsas**
   Brunel University, London, UK

3. **Prof. Costas Iliopoulos**
   King's College London, London, UK

4. **Dr. Vasilis Friderikos**
   King's College London, London, UK

5. **Ms. Despoina Boulogiorgou**
   University of West Attica, Athens, Greece

II.   Review Procedure and Documentation

The External Evaluation and Accreditation Panel (henceforth EEAP) was formed in late April 2024 and received the accreditation support material concerning the Postgraduate Study Programmes (henceforth PSPs) in Applied Automation Engineering Systems as well as in Renewable Energy Utilisation Systems a few days before the online visit to the Programmes began on May 13th. Most but not all documents (coded A1 – A17) were well-crafted and presented in a decent state. During the visit, all the participants involved (MODIP, Teaching and Administrative staff) were very prompt to provide us with all the information asked for. All meetings were conducted online utilising ZOOM from Monday May 13th to Wednesday May 15th in a friendly and cooperative spirit.

The meetings during the visit were scheduled as follows:

At the welcome meeting, the EEAP met with the Directors of the two PSPs, the Head of the Department, MODIP, Steering Committees/ OMEA members to discuss the compliance of the PSP to the Quality Standards for Accreditation. At the same time, the department provided us with access to a video of the facilities and grounds. After the end of this meeting, the EEAP members met in a separate zoom meeting to discuss and reflect on their first impressions and prepare for the next day.

The following day, May 14th at 15:00 the EEAP started a sequence of online meetings that lasted until (around) 20:30. The teleconferences started with the teaching staff members of the PSP, followed by students, graduates and ended with employers/social partners. At the end of this day, EEAP had its last follow-up meeting with the OMEA and MODIP representatives during which additional comments and clarifications were brought up. The EEAP gave a short preliminary verbal report about their impressions and findings of the virtual visit. The EEAP thanked everyone for their participation, cooperation, and virtual hospitality.

III.   Postgraduate Study Programme Profile

The PSP in Applied Automation Engineering Systems was established in 2021 and was included into the newly established International Hellenic University (henceforth HIU). The establishment of the PSP was empowered by the Greek Law that can be found in the official Government Gazette (ΦΕΚ) 5036 (13/11/2020).

The PSP aims to educate and train young professionals in industrial automation and provide a well-educated work-force to meet the demands of the technological society. The PSP can be completed in 3 (full-time) academic semesters with 8 courses plus a mandatory Thesis for a total of 90 ECTS.

The objective of the PSP is the production and advancement of knowledge in the scientific field of Applied Automation Systems and the successful transmission of such knowledge to the PSP participants. In particular, the PSP aims to train high-level executives who meet the demands of the public and private sector and of business organisations. The Thesis is written during the third semester of studies, counts for 30 ECTS, and is defended in front of a committee of three members, one of which is the Thesis Advisor. The academic titles are awarded by the Department of Production Engineering and Management of the IHU. The graduates of the PSP can occupy various professional positions in the local industry, in the private and/or public sector and in the education system.

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 PSP is supported by sufficient academic and administrative structures that enable a teaching and learning provision according to the institution's quality framework.

Although not entirely formal, the procedures followed in planning, delivering, and assessing the components of the PSP appear to be rather robust and enable consistency across the various modules comprising the PSP.

Student performance and completion rates suggest that the aims and objectives of the PSP are met at a basic level of satisfaction. Student satisfaction as to the level of teaching and learning appears to be very high.

Successful employment of graduates suggests that the PSP meets the objectives of delivering able and well-prepared graduates that address the needs of the workplace.

Employers and other social partners have a high regard for the PSP and its graduates.

II.   Analysis

The team delivering the PSP comprises competent members of staff in academic and technical areas. Most are graduates of well-established Higher Education Institutions (HEIs) in Greece and abroad. They continue to engage with the subject of their studies and research, expand their knowledge and experience and combine it with new and enhanced experiences gained through consultancy and development projects. The PSP team should consider investing the outcome of this continuous improvement into their teaching and guidance of the students. Outcomes of development work of individual staff appear to become integrated into teaching and provide ideas and inspiration for coursework and projects. Such actions enrich student learning, improve the ability of students to connect theory to real work practice and favour the employability of the graduates of the Programme.

We understand that the structure of the PSP and the content of the taught modules are reviewed annually following the end of the teaching and assessment period. Beyond the results of the academic review, it appears that comments and suggestions from student surveys are considered to some extent in revising a module. This is considered good practice that sustains the interaction of partners of the learning community engaged with this PSP, but it could be strengthened and formalised.

The EEAP felt that although the engagement of social partners appears to be a very dynamic and beneficial process, it operates rather informally. The PSP would benefit from a more formal engagement process through the establishment of an advisory board comprising professionals from the public and private sector, as well as representatives from industry and other "big" employers. We envision that the

board could meet once or twice a year, depending on the needs and wishes of the PSP team. The members of such an Advisory Board could also be utilised in supporting a wider survey among the professional community by seeking their views on upcoming major revisions of the PSP.

The PSP team often invites guests from the professional world to complement academic teaching. Suitably qualified professionals are also used as auxiliary lecturers in supporting different modules with specialist knowledge. Although some of these external partners have a history of engagement with the department and the PSP team, the EEAP believes that there should be a formal system of supporting these staff with their development and securing funds to guarantee a decent stipend to them. This is considered essential in cases where such staff are involved with assessment activities, where it is vital to ensure consistency and accuracy of the outcomes. This is particularly important as the wider expectation is that the PSP is or should be expected to attract higher student numbers.

To support a potential increase in student numbers, the PSP team could consider engaging in a risk assessment exercise. Such an exercise will need to be repeated every year to evaluate the impact of student numbers on human, technical and teaching resources. Relevant discussions on utilising any surplus money earned from student fees to support the development of staff and teaching resources appears to be absent.

Totally absent are also formal procedures for supporting students, who are at the stage of completing their dissertation, in presenting their work at international conferences or publishing journal papers. It appears that the PSP team has not evaluated properly the extent to which such procedures could help the improvement of the reputation of the PSP and, by reflection and osmosis, that of the department too, among prospective students to enter the PSP. At present, most of the above processes take place in a less formal manner. We strongly encourage the development of a framework of procedures compatible with the institution's quality framework and concurrent with the aims and goals of the PSP.

Graduates of the PSP appear very supportive, attaching value to the knowledge and experiences accrued and justifying their preference to hiring graduates of the PSP. They expressed their satisfaction as to the impact the PSP has had into their career and pointed out several improvements to the PSP (e.g., introducing modern AI techniques and tools into the modules, introducing modern courses that would be up-to-date with contemporary technological advances or adjusting and modernising the content of older courses, etc).

We subscribe to the philosophy that the alumni of a PSP are its ideal ambassadors and constitute a valuable resource not only for the PSP but for the hosing institution too. They could support further developments, create a career network that will

support future graduates, collaborate with the institution in research and consultancy projects, and possibly offer financial support in the form of donations.

It will benefit the PSP if they were to create a PSP alumni group with a formal status, embraced by the PSP team and the department. The organisation of career days on a formal and regular basis could be the key to such developments. In conclusion, the impact of alumni activities on maintaining and improving the quality of learning and student experience will benefit the PSP in growing in student numbers and reputation and should be carefully considered.

III.   **Conclusions**

Overall the PSP team appears to have engaged very well with the institution and its quality assurance body. Existing procedures for developing and delivering the PSP, monitoring the outcomes and evaluating the results appear to be in line with the institution's quality framework. There is, though, ample space for improvements in this respect.

Student satisfaction is very high, and this strongly supports the further development and expansion of the PSP in student numbers.

Social partners appear to value the output of the PSP and its impact on services in the region.

While an inherent separation between academic excellence and practical skills could be understandable and accepted as a norm, we feel that the PSP staff should strengthen striving into academic excellence as measured by research quality. One way to do so is the engagement into international research and development consortia as a means to attract research funding offered by (and not only) national and European Union agencies.

We strongly encourage the PSP team to work harder in order to further enhance and formalise the procedures for creating and further developing a formal advisory board and an alumni group. These bodies are expected to further support enhancement of the quality of experiences offered to students. In return, such enhancement is expected to support the expansion of student numbers and the catchment area beyond the local region.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

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

- Formalise procedures for creating, maintaining and utilising an external Advisory Board and a Program alumni group.
- Strengthen and improve the currently loose connections among the PSP team, the students, the PSP alumni and the engaged social partners.

PRINCIPLE 2: DESIGN **A**ND **A**PPROVAL **O**F **P**OSTGRADUATE **S**TUDY **P**ROGRAMMES

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 Department of Industrial Engineering and Management of IHU offers a PSP entitled "Applied Automation Systems". The PSP is pretty much in line to the Department's strategic goals and mission. The offered degree strengthens the Department and its overall mission in the area.

For every taught module and in both semesters, the Department conducts electronic faculty evaluations using questionnaires that are distributed to the students. The PSP offers 18 modules, 4 of which are compulsory. Each semester students select 2 elective modules. The PSP spans 3 academic semesters; in the final semester, students work towards their individual Thesis Project.

A key aspect of the quality assurance policy is the feedback provided by students for every module they attend in the form of a questionnaire covering a wide range of questions. As such it allows students to provide feedback in a large number of aspects related to the quality of the teaching and the overall experience.

II.   Analysis

The key operational aspects of the PSP, as pertains to the aspects related to the overall quality assurance, are documented and analysed.

The intake of students could be considered satisfactory, even though it is at the low side; hence, some formal procedures and discussions should be put in place to facilitate the increase in the intake of students that apply and eventually enrol in the PSP.

There are 22 academics associated with the PSP. This number ensures a wide range of expertise for the offered modules but for the individual projects as well.

One of the PSP's strengths is that it is strategically positioned to meet workforce development and required skills at both the regional and national level. The offered modules in terms of their content and type of assessment aligns with the European Credit Transfer System.

It became evident out of the discussions that members of the academic staff depict a high degree of professionalism and dedication to the success of the PSP. On the other hand, it was also evident that there is a significant level of centralization at the Head of Department in the decision-making process and in the day-to-day running of the PSP in terms of decisions that need to be made, in correspondence with external stakeholders and/or any other matter that might arise.

We noticed that the PSP is basically a "one-man-show", in the sense that overly too much control of activities is accumulated in the hands of a single person, the PSP director, and there have been observed no strong connections among the PSP stakeholders (faculty, staff, students, graduates and social partners). We would not recommend such a centralised structure since it does not guarantee that the various activities will continue to run smoothly in emergency cases where the single "processor" (so to speak) becomes either totally unavailable or the emergency tasks require some kind of task sharing at the emergency time. Needless to say, it is always better to design (and keep ready for implementation) emergency procedures off-line and a priori rather than search for and design such procedures at the time of emergency. More generally, we noticed that "Plan B"s have not been considered by the PSP.

Students are assigned to a common Academic Advisor, who offers a wide range of pastoral care and advises students on how to successfully complete their degree. For the sake of better load balancing and resource usage, we recommend assigning a separate Academic Advisor to each student

Meetings with students take place according to their needs and wishes. The EEAP encourages the academic team to formalise the occurrence of such meetings.

III.   Conclusions

The EEAP is satisfied with the overall quality management procedures offered by the Department of Industrial Engineering and Management for the PSP. This PSP appears to be a flagship and successful PSP offered by the Department.

The PSP involves a significant proportion of members of academic staff from the Department, while there are also invited academics from other Departments to cover required scientific and technical aspects.

The number of academics involved allows for significant growth of the programme and actions towards this direction are encouraged. The academic team is well equipped to offer an MSc degree that might also attract foreign students if the PSP is to be offered in English, which is a more than reasonable expectation for International Hellenic University.

Panel Judgement

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

Panel Recommendations

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

- The sustainability of the PSP needs to be assured and suitable actions targeted to its growth need to be implemented (and monitored).
- We encourage the establishment of a timetabled set of meetings of students with the Academic Advisor (as a small group for example) so as to formalise such interactions; those meetings could be once or twice per semester.

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

A set of good practices are implemented for the PSP, including continuous contact with students beyond the obligations of the study guide, the adaptation of teaching and study styles in accordance with current developments and the needs of the public sector, the adaptation of horizontal study programs, as well as communication and coordination among academic

staff to align each subject area with the needs of electronic departments. All of these are in par with the methodology of distance-learning, in order to provide additional incentives, tools, and knowledge resources to the students.

As part of the effort to enhance the student-centred educational process, a process for managing and tracking student complaints at IHU has been designed.

For the educational evaluation of the PSP courses, there are questionnaires, where students are asked to respond to questions related to: a) The content and usefulness of the course (8 questions); b) The quality of teaching (4 subcategories - 9 questions); d) The infrastructures (3 questions); e) The quality of the instructor (7 questions); and f) the students' effort (5 questions). Students have the option to choose from 5 levels of quality: 'Totally disagree' (grade 1), 'Disagree' (grade 2), 'Neutral' (grade 3), 'Agree' (grade 4), 'Totally agree' (grade 5). However, students are not given access to the statistical outcomes and conclusions of their assessments.

Students are well-informed and familiar with the assessment procedures, and they attest to receiving ample support from their instructors.

There has been observed mutual respect between students and instructors, fostering a collaborative atmosphere and a sense of appreciation in their relationships.

II.   Analysis

IHU clearly serves the societal need for lifelong learning and the demand for professional development among individuals in both private and public sectors. The teaching methods are adequate for meeting the needs of students, who are typically employed and self-sustaining. From the assessment of the PSP, the student-centred approach was evident, along with the academic staff's ability to meet this task and the successful implementation of existing procedures.

There was a great response from the completion of the evaluation questionnaires by the students.

III.   Conclusions

The rules and regulations that have been developed for this Programme's student-centred learning, teaching, assessment and degree award to students are considered adequate. There is, however, room for improvement in the methods, processes, and tools used for the student-centred approach.

Panel Judgment

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

Panel Recommendations

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

- The questionnaire assessment process could be combined with a collection of views before the start of the PSP on the expectations of incoming students. The results should be statistically analysed, and the conclusions be communicated to the students.
- It is recommended that every year the changes selected for implementation on the basis of the questionnaire results and conclusions be evaluated and discussed with the students.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation
- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The evaluation and selection of the candidates for Master's students is done in accordance with article 34 of Greek Law 4485/17 by the coordination committee of the PSP. The admission procedures for the study programs are clear and accessible to students. They provide an equal opportunity for lifelong learning to participants who meet basic undergraduate study criteria. There are processes and ample guidelines provided for the completion of assignments and theses.

Regarding the grant of scholarships, there are no scholarships instituted by the PSP or the University at the present time.

The terms and conditions of student mobility (European and international) within the Erasmus+ program are listed in detail on the website of the Public and International Relations Office of IHU.

II. Analysis

There are sufficient documents that accurately describe the required procedures for participation in the PSP, the rights and obligations of the students, the assessment requirements, and the completion of their thesis work. Regarding student mobility, a relevant

configuration of the Erasmus program for working students is required in order to facilitate their participation.

The EEAP recognizes the effective organisation of the PSP and acknowledges the quality of the regulations that promote the academic culture and the value of knowledge.

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.

Panel Judgement

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

Panel Recommendations

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

For the internationalisation of the PSP, which is a reasonable expectation for International Hellenic University, strengthening the interactions with similar university programs abroad is recommended.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation
- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The PSP is supported by a dedicated team of academics, including 19 permanent academic staff members (DEP), who provide a continuous foundation for the program. Additionally, there are 11 specialist academic staff members, who bring expertise and focus on specific areas within Automation Engineering. The PSP program benefits from the contributions of a small number of temporary teaching staff, who add flexibility and specialised knowledge on an as-needed basis.

The majority of staff members have their origin in Macedonian Technological Educational Institutes (TEI), stemming from a significant merging of departments. This merging has combined diverse skills and expertise, enriching the academic environment and the quality of education and research within the PSP. This diverse team is integral to the Programme's success, fostering a comprehensive learning experience for students.

The recruitment process for permanent academic staff is centralised and governed by Greek Law, ensuring a standardised and regulated approach. This centralised system guarantees that the hiring practices adhere to national standards, maintaining fairness and consistency. The department follows clear and transparent methods to select experts who possess the necessary qualifications in both education and research. These methods are designed to evaluate candidates, ensuring that those selected are qualified and capable of contributing significantly to the academic environment.

Temporary teaching staff members are sourced from local industries, bringing their practical and real-world experience and insights into the academic setting. This connection with industry professionals ensures that the curriculum remains relevant and up-to-date with current technological advancements and industry practices. Additionally, the department recruits from the pool of local doctoral and postdoctoral graduates. These individuals bring fresh, research perspectives and recent academic training, thus enriching the educational experience for students.

The curriculum vitae (CVs) of the academic staff members shows expertise and proficiency in the subjects they teach, reflecting a satisfactory level of scholarly and professional achievement. These CVs are offering a thorough account of each staff member's academic journey. They include information about their publication records, which highlights their contributions to their respective fields. Furthermore, the CVs document research activities, collaborative research initiatives, and participation in academic conferences and workshops, underscoring their engagement with the academic community.

During the evaluation process conducted by EEAP, the teaching staff provided examples that effectively demonstrated the synergy between their research work and teaching endeavours. These examples illustrated how their research enhances their teaching practices, ensuring that the curriculum is infused with current scientific findings and methodologies.

The promotion process for academic staff is managed, with staff members being promoted when time comes. The department conducts regular evaluations of the staff; student participation in these evaluations climbs to 100% as the number of students is small (16 students in total). To anticipate and address any potential issues in teaching, questionnaires are administered for modules. This approach helps identify problematic areas and enables timely interventions to enhance the teaching quality and student learning experience.

The Department acknowledges the importance of professional development for its academic staff, recognizing that ongoing learning and skill enhancement are essential for maintaining high educational standards and staying abreast of advancements in their fields. Despite this recognition, either the Department has provided no permanent faculty members with Educational Leave of Absence, or no faculty member requested it. As Educational Leave of Absence typically provides extended time for faculty members to engage in in-depth research, pursue advanced degrees, or gain new industry experiences, we feel that it has not been

utilised as it deserves, potentially limiting opportunities for significant professional growth and development.

The Department's engagement in international collaborations is quite limited. One notable exception is a partnership with Imperial College, which highlights the potential for valuable international academic exchanges and cooperative research efforts. However, such collaborations are sparse, suggesting a candidate area for potential growth in fostering global academic connections, which may enhance both the staff's professional development and the Department's academic reputation.

Only one faculty member has taken advantage of a teaching or research trip aimed at professional development. These trips are crucial as they allow faculty members to collaborate with international peers, attend and present at conferences, and gain exposure to new teaching methodologies and research innovations. It is inadvertent that this underutilization is occurring despite the availability of sufficient funding from the Special Account for Research Funds (ELKE) within the University, which is specifically allocated to support such professional development activities. Increased participation in these opportunities could significantly benefit the faculty and other teaching staff and, by extension, the students and the broader academic community. The Department may need to encourage and facilitate greater use of these resources to enhance the professional growth of its academic staff.

II. Analysis

The support for the professional development of its academic staff is quite limited, as evidenced by the scarcity of both international and national collaborations. Additionally, the Department's ERASMUS+ agreements are not satisfactory and remain underdeveloped, limiting opportunities for academic exchange and collaboration. These shortcomings restrict the staff's ability to engage in meaningful professional development activities that are crucial for academic growth and innovation.

Engaging in ERASMUS+ programs, as well as other international and national visits, offers significant benefits to academic staff. These opportunities allow them to collaborate with experts in their fields, providing a platform for the exchange of research and teaching ideas and best practices. Access to specialised facilities and advanced research infrastructure at partner institutions can greatly enhance the scope and quality of their research projects. Moreover, these collaborations often lead to joint research initiatives, publications, and the development of new curricula, all of which undoubtedly contribute to the academic vibrancy and reputation of the Department.

Furthermore, participation in such programs and visits enables academic staff to stay updated with the latest developments and trends in their respective disciplines. This exposure is invaluable for refining their teaching methodologies and incorporating cutting-edge knowledge into their courses. As a result, these experiences not only bolster the staff's professional expertise but also enrich the learning environment for students, fostering a more dynamic and forward-thinking academic community.

III. Conclusion

The PSP is partially compliant with Principle 5.

The current support for professional development through international and national collaborations and ERASMUS+ agreements is limited, while expanding these opportunities is essential. Doing so will enhance the academic quality within the Department by promoting continuous learning, innovative research, and a global perspective among the academic staff.

The EEAP firmly believes that improvements are required as outlined in the recommendations below.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 5, the EEAP recommends the following:
- Establish and maintain a "Sabbatical" programme
- Develop and expand development opportunities, such as ERASMUS+ and national and international collaborations

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, 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 Department is located in Sindos, a suburb of Thessaloniki (Alexandreia University Campus). It is split in three buildings:

The first one is called *Daidalos*, where the following facilities are found:

· Vehicle laboratory

· Vehicle Dynamics Laboratory

· Technical Testing of Vehicles Laboratory

· Energy Systems Laboratory - Internal Combustion Engines

· Energy Systems Laboratory - Electric Vehicles and Automotive Unit

· Energy Systems Laboratory - Electric Vehicles

· Computer Laboratory

The second one is called *Archimedes*, where the following facilities are found:

· Fluid Mechanics Laboratory

· Aerodynamics laboratory

· Laboratory of Advanced Construction Technology

· Electronic Systems Laboratory

· Technical Drawing laboratory

· STEAM laboratory

· Database Management and information Systems Laboratory

· Robotics Laboratory

· Mechatronic Laboratory

· Automatic Control Laboratory

· Hydraulic Tool Systems Laboratory

· Tool Mechanics Laboratory

· Welding Laboratory

· Energy Systems Laboratory - Electric Machines Unit

The third one is the *Iron* building, where the following facilities can be found:

· Electronic Sound Laboratory

· Digital Signal Processing laboratory

· Computer Networks Laboratory

· Metrology Laboratory

· Radiology Laboratory

II.   Analysis

The facilities provided are both adequate and sufficient to support the teaching and learning activities of the PSP. These facilities are equipped with the latest technology, such as smart boards and high-speed internet, which enhance the interactive learning experience.

The laboratories are up-to-date, allowing for practical, hands-on experience with the latest equipment and tools relevant to their fields of study. This ensures that students gain practical skills that are directly applicable to their future careers. Furthermore, the institution offers collaborative spaces designed for group work and discussions, fostering a sense of community and teamwork among students.

III.   Conclusions

Overall, the combination of well-maintained physical spaces and a robust support system creates an environment that is conducive to advanced learning and research, meeting the diverse needs of postgraduate students.

Furthermore, the committee found it unclear how many hours students were actually spending in the laboratories. This lack of clarity suggests that there might be inconsistencies or gaps in the record-keeping or reporting mechanisms regarding student lab attendance and participation. Without precise data on the number of hours students dedicate to laboratory work, it becomes challenging to assess whether they are gaining sufficient practical experience to complement their theoretical learning

 The PSP is fully compliant with principal 6.

Panel Judgement

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

Panel Recommendations
None

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 MODIP is tasked with supporting both the evaluation and accreditation procedures of the PSP and the Internal Quality Assurance system of IHU. This responsibility is carried out in accordance with the principles, guidelines and instructions established by HAHE.

Within this framework, the Internal Evaluation Team plays a crucial role in collecting comprehensive data on the overall performance of the PSP. To achieve this, every semester, the team administers a survey using detailed questionnaires. These surveys are designed to evaluate various aspects of the PSP, including the effectiveness and performance of teaching staff, the quality of teaching activities, the efficiency of administrative services and the adequacy of other infrastructural facilities.

In addition to these specific areas of evaluation, the surveys provide an opportunity for participants to freely and anonymously express their personal opinions. This anonymous

feedback mechanism ensures that respondents can provide honest and candid insights without any concerns about confidentiality, thereby contributing to a more accurate and holistic understanding of the PSP's strengths and areas for improvement. By systematically collecting and analysing this data, MODIP and the evaluation team work collaboratively to enhance the quality and effectiveness of the university's educational offerings and operational processes.

II.   Analysis

The organisation maintains an ongoing process for collecting data as part of its internal quality system. This continuous data collection is crucial for monitoring and ensuring the quality of various operations and outcomes. Every procedure involved in the data collection process is thoroughly supported by sophisticated information systems. These systems facilitate accurate and efficient data gathering, storage, and retrieval, ensuring that all relevant information is readily available for analysis.

By leveraging advanced technology, the organisation can systematically track performance metrics, identify areas for improvement and make data-driven decisions to enhance overall quality

III.   Conclusions

There are established processes in place to systematically collect and analyse various aspects of the PSP. These processes ensure that comprehensive and relevant data is gathered to evaluate the PSP's effectiveness and efficiency. The current information system supporting these processes is appropriately designed and implemented, providing a framework for data management and analysis.

Panel Judgement

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

Panel Recommendations
None

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation
- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I.   Findings

Public information for the PSP is mainly taking place via the corresponding website - https://automation.dipae.edu.gr. Also, the PSP is linked with the portal of the Department as well at https://iem.ihu.gr. The MODIP quality assurance is up to date and available on the PSP website. Every piece of information appears to be clear, easily accessible and up to date.

II.   Analysis

The EEAP confirmed that the public information that is offered at the portal of the PSP is widely and easily available as well as up to date after reviewing it. Having said that, there are some areas where improvement can be achieved as discussed in the sequel.

The members of the academic staff that participate in the PSP are simply listed in a plain text format; there should be a web-link to their personal website and/or Google Scholar link. The EEAP believes that this should be a must-have option.

Some tags need to be corrected, for example the one under the theme 'Γενικα' is listed as '#272(no title)'. In the English version the individual project is mentioned as Bachelor Thesis, which is wrong because Bachelor Thesis relates to final year Thesis during the undergraduate studies.

When navigating the English version of the website, there are some links to PDF files that are in Greek; this is of little value to a foreign student. Some form of mitigation could be considered to avoid such unnecessary re-directions.

Furthermore, the website is an excellent place where different successful projects and links to the on-going research of the Department could be listed to create a more attractive environment for prospective students. Indicatively, success stories should be included on the website.

III.   Conclusions

The EEAP concludes that the Department offers a high standard of information available to the public via the website of the PSP. The publicly available information is easily accessible, clear and concise, containing all relevant information needed to any prospective student. In addition, all required information about the PSP is also offered in the English version of the portal, which is also updated.

Panel Judgement

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

Panel Recommendations

To enhance adherence to Principle 8, the EEAP recommends the following:
- Include the missing CVs of two members of teaching staff and/or links to their personal websites.
- Correct a number of small errors as discussed above.
- Include some success stories related to research and/or industrial collaboration, stemming out as a net result of the offered PSP.
- Based on the above, there is a need for formally updating the information available to the public via the website. This might require a formal action by the Department to allocate this task to an academic(s), perhaps as part of their workload.

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

There is an established process for internal feedback by the Internal Quality Assurance body (MODIP). This is mainly based on questionnaires that are distributed to the students on a regular basis (twice a year).

There is a very high percentage of students completing these questionnaires, which is commendable, reaching to almost 100%. Furthermore, this feedback gives very high scores to the modules, processes and procedures by the students completing it. This was further verified by the interviews the committee had with both current and past graduate students. The questionnaire results are the main source on which MODIP is basing their recommendations. Finally, there is a report created by MODIP (appendix 8) that describes some of the positive and very few of the negative aspects of this course.

II.   Analysis

Despite some of these processes being listed in the supplied documents, these seem to be a "light touch" on the issues arising in the PSP and a lack of necessary "strictness" for the improvement of the PSP. Specifically:

- In Appendix 8, there are eleven positive points but only one negative one. This is unexpected and hardly believable.

- Although some suggestions for improvements are found, some focus on important matters (e.g., standardisation of procedures), while others sound unrealistic; for example, how could one hope to improve the student-to-staff ratio when the students are actually less than the staff.

- An important point made for a principle above, namely the one about the necessity of converting the PSP into English in order to attract more international students and partially resolve the student intake issues, is not appropriately addressed

- Most importantly, the report seems to be missing the "closing of the loop" of their suggestions: it mentions that the issues are discussed in the board of studies and changes can be made, but this remains largely unclear. Where is the list of those changes? Were these implemented on time? There needs to be a clear cycle of *question, suggestion, implementation of change and feedback* for the cycle to close.

- The A8 appendix was drafted in Jan 2023. According to MODIP, ETHAE delayed the distribution of these documents for a long time. However, almost a year and a half has passed and no report detailing the addressing of the points in the A8 appendix could be found or discussed during the meetings.

III.   Conclusions

This PSP is clearly needed by the local economy and industry. It is well designed in its contents. As such, it enjoys a very high level of satisfaction from both the current and past students.

Nevertheless, the process of internal audit and quality assurance has to be improved to fairly address the shortcomings and negative issues of the course in a fair but strict manner.

While doing so, MODIP has to clearly display the process of these changes, from start to finish, while using measurable quantities as opposed to abstract suggestions.

Panel Judgement

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

Panel Recommendations

To enhance compliance with Principle 9, the EEAP recommends the following:

- Implement a detailed approach to the internal evaluation of the PSP.
- Prepare and maintain a detailed table of issues that arose during the internal evaluation, along with the solutions implemented.

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 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**

As this is the first external evaluation of this PSP, there is neither a previous report nor any action points to address. The teaching staff made it clear that they are in anticipation of the EEAP's external report in order to start addressing any major issues that might arise.

II. **Analysis**

There has been a limited attempt to list and address some of the more generic points made by the departmental review, as and when these apply to this specific PSP. These were included in appendix A18. However, these are considered too generic and not always applicable to the specifics of the PSP. Furthermore, the length of the report is extremely small (one page); that could hardly reflect any issues and associated solutions.

III. **Conclusions**

In line with the suggestions made to MODIP regarding Principle 9, a thorough reaction to this report is expected, detailing possible solutions, timelines, measurable targets and owners.

Panel Judgement

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

Panel Recommendations

Not applicable (as there has been no past external review of the PSP).

PART C: CONCLUSIONS

I.   Features of Good Practice

- The program is constantly bringing opportunities for outside work experience to the attention of students.
- Very good student engagement and excellent levels of student satisfaction.
- Quite good staff development activity and integration of automation principles into teaching.
- Potential for Programme growth via online delivery.
- Prompt support from both the administrative team and teaching staff is readily available to assist students with any queries or needs.
- For employed students, the option of flexible attendance to accommodate work schedules is provided.

II.   Areas of Weakness

- Strengthen relations, communication links and networking opportunities among the leading faculty, the administrative personnel, the students, the alumni and the various social partners.
- Overall and across principles, it appears that there is a lack of formalisation, coding, timeliness and regularity of procedures and actions. It should be better appreciated by the leading faculty that even the best formalisation of principles on paper may not succeed as much as it deserves if it is not accompanied by an as good formalisation of procedures and actions.
- Links with industry and social partners depend mostly on interpersonal relationships and are restricted to locality.
- Rather limited student catchment area.

III.   Recommendations for Follow-up Actions

- Formalise procedures for creating, maintaining, and utilising an external Advisory Board and a PSP alumni group.
- Develop proactive planning to address potential challenges associated with accommodating a larger student body to ensure the continued efficacy and quality of the program.
- Distribute syllabi in printed format at the commencement of each semester to provide clarity on the learning objectives to the students. This practice will enhance the

transparency of the curriculum and assist students in better understanding the goals and expectations associated with their courses.

- Consider implementing a new approach to address the issue of delays in the completion of the master's thesis. Specifically, explore the possibility of offering students, especially those with limited time due to work or family commitments, an alternative option.
- Establish an advisory committee consisting of faculty, external partners, and alumni.
- Consider publishing the results of students evaluations on the PSP's web pages for better transparency of information.
- Improve the structure and detail of the content provided in the English version of the PSP's web pages to match that of the ones in Greek.
- We recommend that the PSP timely and regularly prepares and disseminates (by posting and communicating to the relevant parties) an updated plan for the agreed actions of improvement.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 3, 4, 6, 7, 8, and 10.

The Principles where substantial compliance has been achieved are:

1 and 9.

The Principles where partial compliance has been achieved are:

5.

The Principles where failure of compliance was identified are:

None.

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

The members of the External Evaluation and Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Marios Mavronicolas (Chair)**
    University of Cyprus, Nicosia, Cyprus

2. **Dr. Konstantinos Banitsas**
    Brunel University, London, UK

3. **Prof. Costas Iliopoulos**
    King's College London, London, UK

4. **Dr. Vasilis Friderikos**
    King's College London, London, UK

5. **Ms. Despoina Boulogiorgou**
    University of West Attica, Athens, Greece