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Accreditation Report

for the New Postgraduate Study Programme of:

Research in Electrical & Electronics Engineering

Department: Electrical & Electronics Engineering

Institution: University of West Attica

Date: 23 December 2024

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Research in Electrical and Electronics Engineering** of the **University of West Attica** 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 **Research in Electrical and Electronics Engineering** of the **University of West Attica** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Sotiris Skevoulis (Chair)
   Pace University, New York, USA

2. Prof. Marios Mavronicolas

   University of Cyprus

3. Dr. Dimitris Kabilafkas

   Telecommunications Organization of Greece S.A, Athens, Greece

4. Prof. Giasemi Vavoula

   University of Leicester, UK

5. Ms. Eleni Kamateri

   International Hellenic University, Thessaloniki, Greece

II. Review Procedure and Documentation

The accreditation visit was conducted entirely online and proceeded smoothly without any technical issues. Communication between the University of West Attica and the accreditation panel was seamless and uninterrupted, ensuring high-quality interaction. The main goal of this report is to present the conclusions of the accreditation panel, as conveyed by HAHE, for the new Postgraduate Study Programme (PSP) MSc by Research in Electrical and Electronics Engineering at the University of West Attica. This was achieved through discussions and consultations with the university administration and colleagues involved in the PSP from various departments. The aim is to provide respectful, collegial, and honest advice to support the program's future development.

Before the online visit, the External Evaluation and Accreditation Panel (EEAP) reviewed several documents, such as the HAHE Guidelines for EEAP members and Quality Assurance Standards for Graduate Programmes as well as a complete curriculum and module descriptions.

During and after the online discussion, additional documents were provided, including detailed PowerPoint presentations on UWA's quality assurance procedures and useful information.

The documentation was thorough, detailed, and well-organized, for which the Panel expressed gratitude. The online visit took place via Microsoft Teams on Tuesday, December 17, 2024, from 15:00 to 20:00 CEST, with technical support from UWA ensuring a smooth process.

The Panel expressed heartfelt thanks to the University of West Attica for organizing and hosting these meetings and for their exceptional openness and collaboration during the evaluation.

III. Postgraduate Study Programme Profile

The Master's Program in Electrical and Electronic Engineering through Research is part of the Department of Electrical and Electronic Engineering at the University of West Attica's School of Engineering. It was established in 2023 (ΚΥΑ 18137/Ζ1/16.02.2023 (ΦΕΚ 1079/Β) and it follows the previously existing PMS in Electrical and Electronic Sciences through Research which started in 2018 and terminated in 2023.

This new postgraduate program will be based in the Municipality of Aigaleo, Attica, with classes held at the Ancient Olive Grove Campus. The program's goal is to allow postgraduate students to specialize in a specific area of Electrical and Electronic Engineering and to engage in original research under the supervision of a faculty member. This enhances both the research profile and output of the Department.

Its students will join the research teams from the start and remain integral members throughout their studies. Key features of the program include a limited number of positions, strict candidate selection, full-time study without tuition fees, and a requirement to publish research findings.

The program can be conducted up to 75% through modern distance learning methods and complies with the University of West Attica's regulations on distance learning.

The coursework spans over 3 semesters and it is worth 90 ECTS. The first semester students take 2 compulsory courses – for 6 ECTS and a Supervised Research course for 18 ECTS. The second semester they take a compulsory course for 6 ECTS and the continuation Supervised Research Course for 24 ECTS this time. The third semester covers the Dissertation - 30 ECTS.

The teaching staff consists of two categories of faculty: a) six faculty members with research interests that align with the research direction of the program. b) any other member of the departmental faculty who possess a Ph.D. and their interests happen to match with a particular research thesis.

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*

the appropriateness of the qualifications and the availability of the teaching staff for the PSP

the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP

the level of demand for the graduates' qualifications in the labour market

the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP

the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees

Documentation

A4: Senate Decision on the strategy of the Institution
A18: Special regulation for the implementation of e-learning
Joint Ministerial Decree 18137/Z1/16.02.2023 (Government Gazette 1079/B)
A5: Feasibility and Sustainability Studies
A6: Quality Policy of the Academic Unit
A7: Quality Targeting of the Academic Unit

Study Programme Compliance

I. Findings

University's strategy for postgraduate studies

The founding of Postgraduate Studies Programs (PSPs) is included in the strategic planning of the University of West Attica (UWA) and is incorporated in the multi-year development plan of each Department/School. The university, via its academic Departments, organises and offers PSPs (either independently or through collaborations) with the aim of promoting scientific knowledge as well as exploring its potential applications, at higher levels than undergraduate study programs. The PSPs develop research and meet the educational, research and development needs of the country with the beneficiaries being their students and society at large.

The UWA, through the postgraduate programs, aims to promote its research dimension, strengthen its Staff and Laboratories potential, thus becoming a pole of attraction for highly qualified teachers and students. For the aforementioned reasons, UWA systematically seeks to ensure that its PSPs are governed by scientific coherence, have a subject related to the scientific field of the relevant academic Department and meet the conditions of high level of studies.

E-learning strategy

The PSP's can also be offered by distance learning methods, as part or as a whole, for reasons of convenience or flexibility. By decision of the Department Assembly (or the Academic Council) they are determined the courses and educational activities to be carried out by e-learning methods. Additionally, educational activities that are not included in the aforementioned decision, may be conducted by distance learning methods, in cases of force majeure or extraordinary circumstances or in order to offer in-depth courses and tutorial exercises, on top of mandatory ones.
Each PSP has to issue by-laws that regulate the specific terms and conditions regarding the organization of e-learning, complying with the provisions of Joint Ministerial Decree 18137/Z1/16.02.2023 (Government Gazette 1079/Band. In particular the following issues should be included:

1. Issues related to access to the integrated distance learning system, the user accreditation process and access rights per user category (teacher, student, supervisor, technical and other staff),
2. Issues related to the technological infrastructure of UWA, technical support, maintenance and upgrading of infrastructure and technologies to support the distance learning process, as well as the obligations of each user
3. The process of educational support for students
4. The pedagogical framework for planning and implementing courses and other educational activities using e- learning methods and the student assessments
5. The process of evaluating and upgrading the digital skills of teaching staff participating in distance learning postgraduate courses,
6. The process of checking work for possible plagiarism through reliable applications,
7. The policy on the protection of personal data and compliance with the provisions of the General Data Protection Regulation and Law 4624/2019,
8. The information systems security policy targeting the development of e-learning systems,
9. The information privacy management policy and cybersecurity,
10. The criteria for periodic internal evaluation of distance learning postgraduate programs,
11. The process of registering students in the UWA Student Register,
12. Any other issue related to the organization of a postgraduate program using distance learning methods

The PPS’s regulation for the implementation of e-learning is outlined in document A.18

The educational process of the UWA Master's Degree Programmes may be carried out using asynchronous distance learning methods (up to 25%). This PSP is not offered through asynchronous distance learning, however learning material and other supporting material for study (notes, presentations, suggested bibliography, scientific articles, images, diagrams, etc.) are available in digital form on the asynchronous distance learning platforms of UWA.

It should be specially noted that the organization of the educational process with distance learning methods ensures the accessibility of people with disabilities and special educational needs.

Distance learning methods may also be employed in case of student internships, if the host institutions support the teleworking methods thus ensuring the proper supervision of the educational process.

Feasibility of the new PSP

The feasibility of establishing this particular postgraduate program is based on two main elements, as analyzed in the Feasibility Study [Document A5]:

1. This postgraduate program is one of the few Master-By-Research programs currently offered in Greece. Out of the 5 such programs only 3 concern Engineering studies, while only one of the 3, in Kreta, concerns Electrical/ Electronic Engineering studies (with research as the main direction offered as an option). Therefore, this postgraduate program is unique in its mode (by Research), in its cognitive subject (Electrical/Electronic Engineering) and in the metropolitan region of the Capital

2. With regard to PSP's cognitive subject (i.e. Electrical/Electronic Engineering), in Greece today, 6 Schools are recorded to offer unified five-year studies that lead to a Diploma in Engineering which, by recent national legislation, constitutes a postgraduate qualification (Integrated Master).
   Due to this recognition, most of these Departments/Schools do not offer a postgraduate degree in their main subject but only in interdisciplinary subjects. Thus there is a scarcity in offerings of postgraduate studies in electrical/Electronic Engineering to graduates of 4-year Sciences,
   This PSP pursues to fill this gap, aiming in parallel to its own (or other 5-years studies) graduates that would like to follow some research postgrad discipline in any subject of electrical/Electronic Engineering.
   Therefore, this postgraduate degree, covers genuine needs

Sustainability of the new PSP

The sustainability of this PMS is ensured primarily by the staffing and the strong research potential of the Department of Electrical and Electronic Engineering, since all the faculty members of the Department are potential lecturers of the PMS, undertaking to supervise research topics of postgraduate students (as analyzed in the next chapter).

The 11 University Laboratories also contributes to ensuring the sustainability of the Master's Degree. The facilities and equipment of these Labs are available for research by postgraduate students, under supervision of a faculty member.

Finally, the specific structure of the Postgraduate Program itself, e.g. the invitations for candidates on a specific research topic under the supervision of an academic faculty member (rendering to a different annual announcement for applications that reflects the current research interests of the participating faculty members), have been crafted with the aim to assist its focus to-the-point and flexibility of the program, hopefully enhancing, in this sense the PSP's sustainability.

Quality Policy

The quality of postgraduate studies at UWA is safeguarded by the adoption and strict implementation of a quality framework compiling current legislation HAHE's evaluation framework. The PSPs or the Department are committed to implementing procedures and setting quality objectives in all areas of their operation: (i) structure and organization of the curriculum, (ii) teaching work, (iii) lecturers, (iv) connection with the labor market and related acquired qualifications, (v) infrastructure and services and (vi) internal evaluation, with the aim of continuously upgrading and improving the postgraduate programs.

In the development and implementation of quality policy, with the appropriate structures and procedures described below, all interested internal factors participate: Management Bodies, Faculty Members, Academic Staff, Academic Council, Administrative Staff and Postgraduate Students (MS) of the Department's Postgraduate Programmes, coordinated by the Internal Quality Assurance Unit (OMEA-IQAU) for the postgraduate programs organized by the Department, always in collaboration with the Quality Assurance Unit (QAU- MODIP) of the UWA. Foreseen procedures are:

1. Effective implementation of the QA, which includes specific actions and which is posted on the websites of the postgraduate programs.
2. Conducting a systematic review of the structure and organization of each study program, with the aim of ensuring its suitability in the context of compliance with international guidelines and postgraduate practices, i.e. level 7 qualifications, in accordance with the European and National Qualifications Framework for Higher Education. .
3. Defining clear learning objectives and qualifications, compatible with this Framework (EQF/NQF), .and taking into account the level of demand for the acquired qualifications of graduates in the labor market
4. Setting quality criteria for the evaluation of teaching activities, and supporting continuous training and professional development of teaching staff.
5. Assessing the qualifications of teaching staff and implementing transparent recruitment and evaluation procedures for teaching staff in order to meet the needs of the postgraduate programmes.
6. Setting specific annual quality objectives for the improvement of each study programme and systematically monitoring and reviewing performance against these objectives.
7. Evaluation and strengthening of support services, such as supporting students with the necessary logistical infrastructure in addition to the services provided by the Institution, such as administrative services, libraries, and student welfare services.
8. Effective management and utilization of the financial resources of the postgraduate programs
9. Conducting a systematic internal evaluation of each postgraduate program, based on the Quality Assurance System of UWA and in collaboration with MODIP UWA. In this context, it is included a regular six-monthly anonymous evaluation of courses and lecturers of the PMS through anonymous questionnaires, which have been systematized by the UWA MODIP-QAU

The implementation of the QP is approved by the Department Assembly or the corresponding Committees of the Postgraduate Programmes. The whole academic community is informed about the targets, as Quality

Statement is posted on the website PPS and it is also communicated both electronically and in printed form to all interested parties. Particularly for first-year MSc students, the Department's PF is made known from the beginning of their studies, in the context of the special welcoming events that are held annually for every PSP.

Quality Objectives - Annual Report

The planning of objectives and actions of the Department for its PPS and its independent PPS are decided by the Assembly, especially for the PPS after a recommendation from the Coordinating Committee (CC). The objectives and individual actions reflect the quality target setting of each program, as set upon its establishment, as well as the annual monitoring of the achievement of the target values in the individual indicators of the target setting. The data contained in the annual inventory reports are collected electronically with the help of MODIP-QAU and the Secretariat of the Department or postgraduate training program. The Department's IQAU Coordination Committee, in the case of PSP's, processes this data and prepares the annual Internal Evaluation Report. The results of this report are discussed at the Department Assembly or the EPC, respectively, and are finalized by it.
The annual report also includes measurements of the indicators that have been decided and introduced in the more specific target setting of the PPS and each PPS, a comparison with the target values that have been set, as well as a recommendation for their adjustment by the Assembly, where required.
The above procedures are also utilized for the preparation of any other relevant process, such as that of the Certification of postgraduate programs / postgraduate training programs.

II. Analysis

The Foundation of this PSP, within the framework of a well-defined and outlined policy of the University followed a detailed Feasibility Study, for "re-defining" an existing PSP with more adequate title, reference of specialisation and changes in curriculum, including the ECTSs
Two main choices were made when designing the program, the first one to be offered by research and secondly to target the whole discipline of Electrical/Electronic engineering, as the title denotes. A detailed and rather convincing analysis of the competition with potential similar programs is included in the feasibility study, claiming that the program covers a genuine need. As for the by-research modality of the program, this renders it to a sort of mini-PhD,eventually allowing students to consider their potential and interests, before taking a bigger step. Concerns about the extra-time for someone determined to proceed towards PhD could be alleviated by a possibility to utilise her research results during MPhil for PhD, however the legislation does allow for direct implementation of the "transfer".
Therefore, the program aims both in Research and in Industry, with the proposition about them to b e clarified in future
Another, rather unusual, innovation concerns the invitation for candidates and the selection of students for a specific individual research topic. The reasoning is that this method helps in the flexibility of the Program and its adaptation to the research interests of the department, in order to minimise additional resources (since, in addition, there is no fees)

The structure of the Curriculum is well organized into 3 semesters with corresponding ECTSs. E-learning provision is foreseen, and should be noted here, the special reference for the support for students with disabilities.

The Quality Policy, Procedures were very extensively outlined. It is expected that, after these procedures have been applied in practice, a more coherent description will be possible.
Data for Quality targeting are foreseen to be properly collected and expressed in HAHE and proprietary KPIs. However, in the present report, there is an uncertainty of what should be considered as "present state" (probably due to a confusion with the predecessor program), and thus target values are not convincing.

Finally, it is positively noted that, although there are no fees and the "fees exploitation plan" is blank, there is indeed a draft budget with all the sources of income merged together and the rough outline of the expenses.

III. Conclusions

The Program has a well defined strategy for postgraduate studies by research, with a plausible feasibility and sustainability plan, that have to be proved in real life.
The Quality data collection and target setting procedures are in place and have to be followed.

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

- Reform the data and KPI's tables, as to become more clear, plausible and ready for future reference,
- Consider enhancing the details of the budget tables initially included in the feasibility plan as to become a "living-document" for evaluating the sustainability of the program
- Consider special monitoring the performance of the "research topic on registration" feature, in order to eventually consider possible modifications

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 new PSP MSc by Research in Electrical & Electronics Engineering aims to offer students the opportunity to actively engage with an area of EEE research under the supervision of an academic member of staff. Its purpose is to prepare students for subsequent doctoral level study and to contribute to the department's research profile and original research output (A1, A5).

The Senate decision for the establishment of the programme (A2) details the legal and organisational frameworks underlying the decision and clearly lists the structure, content and compliance requirements for the programme. The institution's Quality Assurance Unit (MODIP) report (A3) confirms its compliance with the principles of HAHE and its alignment with institutional and departmental strategic objectives.

Academic staff from any of the department's 11 research labs can propose topics related to their own ongoing research. These are reviewed and approved by the programme committee and advertised to students. Students have to submit an application under one of the advertised topics and attend an interview; assessment criteria for both the application file and the interview have been defined (A2). Each student admitted to the programme will then be affiliated with the corresponding lab, directly benefiting from and contributing to the lab's research activity and culture.

The curriculum includes a set of relevant core taught modules (12 ECTS), three credit-bearing research-led modules (72 ECTS) and two non-credit bearing research-focused modules, one of which focuses on disseminating the results of the student's research through an academic publication in a reputable journal or conference proceedings. The core modules cover advanced computational / mathematical skills that are applicable to a range of research areas within EEE. The departmental committee can also approve additional sessions as part of thematic intensive weeks (up to 1 per semester), presumably depending on student needs and interests (A08 p42). In addition, the development of specialist content knowledge and skills is built into the research-led and research-focused modules. These pertain to the research area of the topic and are developed through undertaking the assigned research project and engaging with the lab/group, as well as producing the project deliverables / assignments (two interim technical reports in semesters 1 and 2, one thesis and one academic publication in semester 3).

The PSP's study guide (A08) and the Senate decision (A2) list 7 specific intended learning outcomes: develop specialist knowledge in an area of EEE, including theoretical knowledge, knowledge representation models, computational models and tools, etc.; ability to analyse, synthesize and compare/evaluate possible solutions to problems in the specialism area; ability to design and implement research plans based on specified research methods and protocols to test research hypotheses; ability to collaborate with experts in the specialist field of study; ability to disseminate research processes and findings using appropriate media and presentation styles; understanding of and ability to apply standards of research ethics and integrity; develop personal research interests to drive engagement in advanced research at doctoral level.

As the PSP focuses on the preparation of doctoral candidates, the design of the programme has not

considered labour market analysis or relevant consultations (A01) and the programme does not involve industry placements.

A detailed SWOT analysis of the programme has been undertaken (A3).

II. Analysis

The structure and content of the programme are appropriate for its intended purpose and well thought-through. Students will be able to engage in hands-on research-based learning while participating fully to the research culture of their assigned lab and of the department, and will therefore be well placed to acquire specialist knowledge and skills as well as mature as researchers. Although the programme has been designed specifically for those considering study at doctoral level after the MSc, those students who decide not to pursue a PhD will still have acquired knowledge, skills and mindsets valuable to industrial R&D and innovation.

While the structure of the research-led modules is appropriate and the assignments appropriate, it would be good for the programme committee to further clarify in the study guide to what degree the contents of the two technical reports in semesters 1 and 2 and the thesis dissertation in semester 3 may overlap, as there is a danger that the same content will be included in three different credit-bearing assessments.

The requirement for students to publish their research in order to be awarded their degree is one that the programme committee will need to monitor closely. While we appreciate the supervisory support students will receive for this, and while targeting reputable journals and conferences is laudable, publication timelines can be unpredictable with many journals taking several weeks to return first reviews, let alone decision letters. We recommend that the programme committee considers alternatives to this requirement – for example, instead of requiring an acceptance letter it could require that students publish the submitted manuscript in a public repository like aRxiv.

Also regarding the publication requirement, the programme study guide (A08) stipulates that the academic supervisor must be a co-author. While this may well be appropriate in the vast majority of cases, it will still be good practice (as well as an opportunity to demonstrate an aspect of research integrity) to include in the study guide explanations why and under what circumstances the supervisor's contribution to the research warrants co-authorship.

We also note that the costs of running the programme are expected to be ~10,000 euros per year (A05). This is ~15,000 euros per cohort, approximately ~3,000 of which is allocated for travel and student grants. With an estimated cohort size of 25 (A2), this means ~120 euros per student, presumably to cover publication-related expenses (e.g. conference attendance / registration fees etc.), which may be too low.

We note that we had a very positive meeting with social partners, all of whom relayed positive experiences of collaborating with staff and students in the department. Although these collaborative relationships appear to be very strong, they also seem to be personal, and we would encourage the department to consider more ways to actively pursue more such external partnerships (for example, through research showcase events where students and staff demonstrate their research to potential external partners) with organisations from both the public and private sectors. Such networking could add further value to the PSP in terms of student employability and career prospects.

We would encourage the programme committee to utilise the detailed SWOT analysis, by developing an action plan that helps to build on the strengths and take advantage of opportunities, while minimising the threats and weaknesses.

In relation to the student recruitment process, the application assessment criteria include the applicant's

past research activity and publications with a weight of 20%. While it is definitely reasonable to prioritise applicants who have shown interest and/or aptitude for research, if the criteria and weights are published to prospective applicants, the 20% weight of this specific criterion may deter applicants who are otherwise excellent but have not had the opportunity to participate in a research project at undergraduate level. The PSP committee may want to monitor and revise the criteria and weights accordingly.

Also related to the recruitment process, we note that the interviews are scored independently by panel members against the interview criteria and then these scores are averaged. As it can be difficult to score interviews objectively despite the existence of criteria, and as the interview criteria are not specific enough (motivation and interest, potential research aptitude, etc.), it may be useful to adopt a consensus approach to scoring rather than the averaging approach.

III. Conclusions

In conclusion, we find the programme substantially compliant with Principle 2, particularly in terms of its orientation and research character, the structure, the modules, and assignments. As explained above, we have reservations regarding the publication requirement and would suggest that the programme committee closely monitors this and takes action as necessary.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- *Monitor closely how practical / achievable is the requirement for students to have an 'accepted' publication in order to graduate and consider modifying the requirement accordingly*
- *Include a section on 'co-authorship principles' in the study guide*
- *Add clarification in the study guide on how much overlap is permitted among the assignments of the three modules related to the research project (two technical reports and one thesis)*
- *Consider new ways of developing collaborative partnerships/projects with external research stakeholders, including in the industry*
- *Review the allocated budget and monitor its adequacy to support students' conference attendance as required, at least for the compulsory publication*
- *Build on the SWOT analysis to develop an action plan that will support the programme to take advantage of strengths and opportunities, and address weakness and threats*
- *Consider lowering the weight of the applicant assessment criterion 'prior research experience / prior publications' (currently 20%) so as not to deter applications from prospective students who cannot evidence this*
- *Consider taking a consensus approach to scoring interviews rather than averaging*

individual interviewer scores to avoid potential impact of individual biases

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 programme adopts all necessary regulations and procedures in order to be delivered in a student-centered learning environment. Specifically, it adopts:

- A well-defined procedure for admitting students (A12 document),
- A defined way of monitoring students' progress (A1 and A11 documents),
- A defined way of implementing their thesis (A9 and A12 documents), and
- Defined regulations for the recognition (A1 document) and certification of studies (A1 and 16 document).

Concerns are raised about the actual implementation of the academic advisor's function, which are further detailed below.

Concerns also arise in relation to the strict regulations regarding the possibility for students to change their research orientation within the programme.

II. Analysis

The PSP describes in detail (in A12 document) the procedure for admitting students. Specifically, it analyses a typical call which is published, the research proposals which are associated with each call, the application and supporting documents, the evaluation and selection process, the interview process and its questions, which try to assess the research motives and overall mentality of students, the selection criteria, the announcement of results and the final enrollment process.

Regarding the thesis, it can be conducted in cooperation with a company or a research centre, under the joint supervision of both parties. In such cases, the supervising faculty member has the full responsibility towards the student, which is nice to be defined for the establishment of solid relationships between all involved parties, securing students for any potential risks.

With respect to the function of the academic advisor, the PSP adopts the same strategy as already followed by the host university. The procedure is well-defined and there is a proper framework for supporting incoming students and monitoring their progress. However, after discussing with faculty members, it was found that the actual implementation of the academic advisor's function was not properly followed by the previous PSP, which was substituted by the specific PSP. Specifically, the role of academic advisor was mainly undertaken by the supervisor of the thesis. However, this role is wider, as described in detail in A11. The academic advisor should be applied from impartial parties, assigned with this role by the committee/university/PSP encouraging this way students to consult them for their academic and personal matters.

A major concern that exist regarding the assignment and implementation of the thesis is the lack of flexibility and thus respective procedures to support a student in cases of changing interest for his/her assigned research topic/thesis. According to the current regulations, the student selects a specific topic from the very first day and must proceed till the end with the same topic without exceptions. In cases of changing interest, the student should repeat the entire programme.

Also, students need to publish a paper (without receiving additional ECTS) as a prerequisite for finishing their master programme. As it may act as a deterrent to the selection of this particular PSP, it is recommended that this requirement will be either mitigated or, if it remains, that it will

be further detailed its feasibility and obtained benefits. Specifically, faculty may consider further describing an indicative writing plan, timeline, tasks allocation. Also, it would be nice for students to know beforehand which is the supervisor's commitment to contribute and to which phases of the writing process. Finally, it should be confirmed that the potential costs of the publication will be covered by the laboratory/university/supervising faculty member and no changes will be requested by students.

III. Conclusions

The PSP is appropriately structured in order to efficiently implement its targeted scope for developing research competencies and skills for students interested to follow a PhD or a research-oriented professional. Although it offers a research-oriented programme which requires a high degree of dedication from students, it should somehow take into account the human factor and different personas deciding to take up the specific programme. Thus, it would be advisable to try (somehow) to integrate some facilitating mechanisms for avoiding potential drop-offs due to students' disappointments and shifting of research interest. Also, it would be advisable to increase at the maximum extent the transparency of the publication development process.

Panel Judgement

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

Panel Recommendations

R3.1 Efforts should be made to follow the function of the academic advisor as it is documented in the respective regulations. Advisor and supervisor should be distinct entities.
R3.2 Faculty should consider adopting regulations for students who change their research interest within the PSP. For example, it may not be necessary for them to repeat the whole programme or to be able to restart the programme immediately (without having to wait a whole year for the official announcement of new admissions).
R3.3 Consider communicating in detail and clearly all aspects regarding the writing of the publication.

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

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 structure of this particular PSP does not impose any separate procedure for the selection of teaching staff. This is arguably a characteristic that promises teaching quality by itself, as the prospective teaching staff is already incentivized to offer a high-quality instruction that would award her/him back with a consequent high-quality research outcome.

On the basis of such individual incentive mechanisms, it is argued convincingly that the PSP will attract high-calibre researchers to submit project proposals for implementation in the course of the PSP. This reasoning appears to be sound under standard assumptions on academic and research attitudes.

The estimated average teaching load for the academic staff involved is satisfactory according to international standards.

The anticipated procedure for course and instructor evaluations (through anonymous questionnaires) by the graduate students in the PSP is the standard one. It is projected that the instructor evaluations will play a role in promotion cases of academic staff.
It is faithfully admitted that no departmental strategy for the development of academic

staff has been put in effect or even stated so far. It is pointed out, though, that academic staff may individually choose to participate in European and international mobility programs (like, e.g., Erasmus and DAAD), although no causal connections between financial support for mobility and research and teaching performances have yet been spelled out.

It is also admitted that the implementation of research and teaching awards, as incentives for the development of academic staff, is still lagging behind, even though this is formally allowed.

II. Analysis

Despite a few deficiencies, which may be reasonably expected, the EEAP admits that the PSP plan indicates a clear path, along reasonable and sound incentivized mechanisms, for the attraction to the PSP and the development of high-calibre teaching staff.

III. Conclusions

The under development and implementation PSP soundly deserves a fair chance with regard to the proposed mechanisms for the attraction and development of teaching staff.

Panel Judgement

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

Panel Recommendations

R3.1 Form a tentative and long-horizon plan for the elicitation of new, high-calibre academic staff into research areas that would best fit and even enrich the research areas composing the PSP.

R3.2 Make early plans for the appropriate incentivization of teaching staff to get engaged with the PSP.

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

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 academic unit provides students with all necessary facilities for the smooth delivery of the PSP. By reviewing the documents and discussing with PSP's representatives, it was not identified any major concerns regarding the learning resources and student support services.

II. Analysis

The academic unit is responsible for making available to students all necessary facilities, classrooms, laboratories, and fully-equipped libraries of three universities. The facilities are evaluated as adequate and remains to be evaluated how these will be properly communicated and used by the PSP's students.

Support services constitute well-established services of the host university to its under-graduate students, so they are functional and electronically accessed. Again, it remains to be evaluated how all these support

services will be actually delivered to the specific PSP's students.

The administrative staff allocated to ensure the smooth operation of the support services seems sufficient and competent.

It is expected that the PSP will directly communicate its news and other information to its students and potential interested parties through a dedicated website, which seems not to be available. Moreover, a website for receiving students' complaints are not in place and complaints are submitted to faculty or administrative parties (not adequate information is provided whether complaints are submitted in print or electronically to their emails or an official dedicated email). Lastly, there is no tuition utilisation plan since the PSP is offered for free.

III. Conclusions

This PSP focuses on developing a pool of research-skilled students who can continue as PhD students or populate other R&D labs. The provided learning resources and social services are provided by the host university for many years, so they are evaluated as adequate. So, there are no any apparent concerns or risks.

Panel Judgement

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

Panel Recommendations

R5.1 Create a dedicated website for the specific PSP.

R5.2 The complaint mechanism should be offered electronically through an online complaint form, where students read and accept the privacy policies (e.g., by checking a checkbox describing the privacy policy).

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

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 internal evaluation of courses and instructors in the postgraduate program (PSP) will follow current evaluation laws, the PSP Operating Regulations, the Internal Operating Regulations of the University of West Attica (FEK 4621/B/21-10-2020, Article 46, applied to both undergraduate and postgraduate

programs), and the specific procedures of the MODIP of the University of West Attica. The PSP Committee serves as the Internal Evaluation Group (OMEA) for the PSP.
Each semester, during weeks 8-10 of the 13-week teaching period, postgraduate students are asked to anonymously fill out online questionnaires through the MODIP digital application. These questionnaires cover both the course content and the instructors. Instructors encourage participation, highlighting its importance for the continuous improvement of the PSP. To ensure high participation, the questionnaires are completed during a 10-minute class break, without the instructor(s) present. The completely anonymous evaluation results are confidentially shared by MODIP with each instructor for their course and with the PSP Director for all educational activities of the PSP. The statistical results (without personal data, rankings, or characterizations) are shared by the PSP Director with the PSP Committee.
The PSP Committee, acting as the Internal Evaluation Group (OMEA), prepares the Annual Internal Evaluation Report of the PSP, typically after the September exam period. This report, along with the statistical results (without personal data, rankings, or characterizations), is shared by the PSP Committee with the Assembly members, other PSP instructors, students, and the institution's Postgraduate Studies Committee.
The PSP Committee's recommendations for quality improvement measures, based on the annual internal evaluation results, are reviewed by the Assembly, which is responsible for any updates to the PSP aimed at enhancing its quality.

II. Analysis

External evaluation and certification of the PSP: This occurs every five years following the initial certification, in accordance with legislation and HQA procedures and forms. For feedback on the PSP strategy and objectives, the process includes:

1. Complete results of the semi-annual anonymous evaluations by students are confidentially shared by MODIP with each instructor and the PSP Director. Statistical results (without personal data, rankings, or characterizations) are shared with the PSP Committee.
2. The PSP Committee, acting as the Internal Evaluation Group (OMEA), prepares the Annual Internal Evaluation Report after the September exams. This report and the statistical results are shared with the Assembly, other PSP instructors, students, and the institution's Postgraduate Studies Committee.
3. Additionally, the PSP Committee proposes an Action Plan for the next year to address any identified issues, recommending it to the Assembly. It calculates achieved indicator values, compares them with targets, and suggests adjustments. This is documented in the PSP Target Indicators Monitoring Report, which includes a Monitoring Table of indicator values from PSP and MODIP data.
4. The Department's External Advisory Committee also provides feedback on the PSP strategy and objectives, recommending changes to the Assembly based on annual evaluation statistics and the PSP Committee's Action Plan.

The Assembly has the authority to adopt changes to the PSP's teaching methods, content, or structure based on the annual internal evaluation results and recommendations from the PSP Committee and the External Advisory Committee. The finalized Annual Internal Evaluation Report and PSP Target Indicators Monitoring Report are sent to the HQA and posted on the PSP website for transparency and accountability.

III. Conclusions

The PSP will undergo periodic external evaluation/certification by the HAHE. Recommendations are shared with the PSP Committee and all PSP instructors, as well as the Department's External Advisory Committee and the PSP Committee collects proposals from faculty members, organizes and refines them into an Action Plan with necessary changes. As soon as the Action Plan is submitted to the Department Assembly and the External Expert Committee, which advises the Assembly, the Assembly decides on adopting changes to the PSP's operation, teaching methods, content, or structure to improve it based on HAHE's recommendations.

Panel Judgement

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

- Seek feedback from graduates of the precursor PSP (Master's Program in Electrical and Electronic Sciences through Research, which operated from 2018-2023.")
- Consider the establishment of an alumni association which could provide invaluable feedback moving forward

PART C: CONCLUSIONS

I. Features of Good Practice

- A detailed and rather convincing analysis of the competition with potential similar programs is included in the feasibility study, and the PPS is considered feasible and sustainable, besides as as it is supported by the strong academic and labs infrastructure of the University
- The Program aims both in Research and in Industry
- The by-research modality of the program renders it to a sort of mini-PhD, eventually allowing students to consider their potential and interests, before committing to a many-year PhD enrollment'
- Special reference is made for the support for students with disabilities in the e-learning procedures.
- Although there are no fees, there is a draft budget, albeit with all the sources of income merged together and the rough outline of the expenses.
- Clear and logical structure of the programme, with small number of core horizontal taught modules and adequate time for students to engage in research and immerse themselves in the departmental/lab research culture
- Strong, long-term collaborations with several external research partners, including international groups/institutions
- Well-defined regulations for admitting new students. Pre-defined interview questions for assessing students' motives and interest for a research-oriented career.
- In cases of collaborations with external entities (e.g., industry, research centers, etc), the full responsibility remains with the faculty member supervising the thesis.
- The facilities and social services are adequate for the smooth delivery of the PSP

II. Areas of Weakness

- For students determined to proceed to a PhD, the extra-time and effort for MPhil may look pointless.
- The "research topic on registration" feature is unusual and deemed risky, so its performance has to be monitored
- The requirement for an 'accepted' publication needs close monitoring as it may inadvertently delay student completion
- The requirement for the supervisor to be co-author on student publications needs to be justified and possible caveats to be identified and publicized to students and staff
- No formalisation of processes for developing partnerships/collaborations with external institutions and organisations
- Underdeveloped budgeting
- No action plan related to the SWOT analysis
- Student application assessment criteria need further development
- The function of the academic advisor is not in place and is partially substituted by the supervisor.
- No change or modification of the assigned research topic is foreseen
- Insufficient information about the writing process of the publication is provided
- The complaint mechanism is not provided electronically and privacy issues that may arise are not properly handled.

III. Recommendations for Follow-up Actions

- Monitor closely how practical / achievable is the requirement for students to have an 'accepted' publication in order to graduate and consider modifying the requirement accordingly
- Include a section on 'co-authorship principles' in the study guide
- Add clarification in the study guide on how much overlap is permitted among the assignments of the three modules related to the research project (two technical reports and one thesis)
- Consider new ways of developing collaborative partnerships/projects with external research stakeholders, including in the industry
- Review the allocated budget and monitor its adequacy to support students' conference attendance as required, at least for the compulsory publication
- Build on the SWOT analysis to develop an action plan that will support the programme to take advantage of strengths and opportunities, and address weakness and threats
- Consider lowering the weight of the applicant assessment criterion 'prior research experience / prior publications' (currently 20%) so as not to deter applications from prospective students who cannot evidence this
- Consider taking a consensus approach to scoring interviews rather than averaging individual interviewer scores to avoid potential impact of individual biases
- Seek feedback from graduates of the precursor PSP
- Consider the establishment of an alumni association which could provide invaluable feedback moving forward

IV. Summary & Overall Assessment

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

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

The Principles where partial compliance has been achieved are:NONE

The Principles where failure of compliance was identified are:NONE

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

The members of the External Evaluation & Accreditation Panel

Name and Surname **Signature**

1. **Sotiris Skevoulis**
2. **Giasemi Vavoula**
3. **Dr. Dimitris Kabilafkas**
4. **Marios Mavronicolas**
5. **Eleni Kamateri**