



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



Εθνική Αρχή  
Ανώτατης Εκπαίδευσης  
Hellenic Authority  
for Higher Education

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## Accreditation Report

### for the Postgraduate Study Programme of:

New Generation Communication Networks and Distributed Applications  
Environments

Department: Informatics and Computer Engineering

Institution: University of Western Attica

Date: 20/01/2025



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **New Generation Communication Networks and Distributed Applications Environments** of the **University of Western 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 postgraduate study programme of New Generation Communication Networks and Distributed Applications Environments of the **University of Western Attica** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Nikoleris Giorgos (Chair)  
Lund University
2. Prof. Emeritus Botsis Ioannis  
École Polytechnique Fédérale de Lausanne (EPFL)
3. Dr. Kopsidas Konstantinos  
Energy Division, Department of Electrical & Electronic Engineering, The University of Manchester
4. Prof. Tsatsaronis George  
Technische Universität Berlin, Germany
5. Mr. Hadoulis Rizos Theodoros  
Aristotle University of Thessaloniki

## **II. Review Procedure and Documentation**

The Hellenic Authority for Higher Education (HAHE) defined an External Evaluation & Accreditation Panel (EEAP) of experts for the accreditation of the Postgraduate Study Programme (PSP) in New Generation Communication Networks and Distributed Applications Environments offered by the Department of Informatics and Computer Engineering of the University of Western Attica (UNIWA) in accordance with the HAHE Quality Assurance (QA) requirements. The method was based on sampling the department's activities to evaluate the fulfilment of the HAHE principles and comment on its compliance, effectiveness, efficiency and applicability concerning the chosen requirements.

The EEAP reviewed the material provided by HAHE in advance of the evaluation week, including documentation regarding the HAHE mission and standards and guidelines for Quality Accreditation (QA) of postgraduate programmes in operation. Additionally, the EEAP reviewed the documentation prepared by the department and found it of high quality.

The review process was carried out from December 16th to 21th, 2024, and the whole process, including the submission of the Accreditation Report, was completed on January 18th, 2025. The evaluation and assessment were conducted remotely (online via Zoom teleconferences).

On December 16th the EEAP members met via Zoom to discuss the standards and guidelines of the QA accreditation process and agree on the logistics associated with compiling the report.

Following that, the EEAP members met with the Vice Rector of Academic Affairs & Quality Assurance (who also, within his role, serves as the president of the Quality Assurance Unit - QAU), the director of the QAU, the Head of the Department of Informatics and Computer Engineering and director of the PSP in Informatics and Applications, the director and members of the Steering Committee of the PSP in New Generation Communication Networks and Distributed Applications Environments, members of the Steering Committee of the PSP in Informatics and Applications, the director of the PSP in Cybersecurity, the director and a member of the Steering Committee of the PSP in Advanced Technologies of Computer Systems.

The Rector of the University briefly welcomed the EEAP members. The directors of the four PSP's presented briefly an overview of the two programmes, as the four PSPs were assessed

in parallel. The presentations were followed by an informative discussion.

Afterwards, the EEAP evaluated the facilities and learning resources through a series of videos provided by the department.

On December 17th, the schedule consisted of five meetings:

- A meeting was held with six academics from the department who deliver lectures in the programme. The discussion focused on professional development opportunities, mobility, and their perception of the department's competence and adequacy to deliver the intended learning outcomes successfully. The discussion also addressed the staff's workload and how their research outcomes are linked to their teaching.

- The EEAP met with seven current students in the programme. The discussion focused on their satisfaction with their study experience. It also covered the degree to which their input is considered in quality assurance and priority issues concerning student life and welfare. The students, in general, were very positive about their experience and commented positively on the good balance between theory and practice, the state-of-the-art facilities and buildings, and the very good career prospects.

- A meeting was held with four graduates. The discussion was on their experience of their postgraduate studies and their career path. All graduates were positive about how their studies impacted their careers.

- The EEAP met with five external stakeholders, including senior leaders in the private sector. The discussion focused on better understanding their relations with the department and the programme.

- A final closure meeting was held with the Vice Rector of Academic Affairs and president of the QUA, the Director of the QUA, the head of the department of Informatics and Computer Engineering, the Director of the PSP, the head of the department, and members of the steering committee of the PSP. During this meeting, the EEAP briefly presented their key findings.

During the day, the EEAP met in private several times to reflect on the discussions and start the preparation of the accreditation report following the procedures provided by HAHE.

During the review and evaluation process, the EEAP maintained close communication with the University QAU. QAU was highly cooperative in supplying additional information requested by the EEAP.

### **III. Postgraduate Study Programme Profile**

The UNIWA was established in March 2018 through the merger of the former Technological Educational Institute of Athens and Piraeus University of Applied Sciences. In 2019, the National School of Public Health was also integrated into the newly formed university.

The Postgraduate Study Programme (PSP) in New Generation Communication Networks and Distributed Application Environments, established in 2021, evolved from the PSP "Computer Science and Technology" offered by the Department of Informatics and Computer Engineering. It is a transformation of the program's third specialization, first introduced in the 2018-2019 academic year. It aims to provide specialized knowledge in cutting-edge networking, computing, and the development of advanced applications. The programme addresses challenges in large-scale distributed services, with a focus on secure resource utilization, data protection, and adapting to diverse infrastructures.

Specialisation in the fields of intelligent communication networks, distributed computing, and the development of large-scale advanced applications and services using these technologies.

The programme consists of two semesters of coursework and a third semester dedicated to the preparation of a master's thesis. To earn the Master's Degree (MSc), students must complete a total of 90 ECTS credits and successfully pass eight courses as well as submitting an approved Master's Thesis.

Students intending to pursue doctoral studies may replace two courses with a research project, which involves studying and presenting research papers and/or writing a review article or research paper on a specific topic. The language of instruction for courses is Greek. The awarded degree (MSc) is equivalent to level 7 according to the European Qualifications Framework (EQF). It corresponds to the second cycle of higher education and signifies advanced knowledge and specialized skills in a specific field.

The department has prepared a detailed Study Guide to ensure students understand the programme. In addition, course syllabi for all taught courses are available on the department's web page. Students are expected to evaluate the courses they attend, and their input is considered when adjusting course content and delivery aspects.

The PSP has enrolled a total of 39 students across the academic years 2021-2022, 2022-2023, and the first semester of 2023-2024, with 17, 13, and 9 students in each respective year. The students come from diverse disciplinary backgrounds, with a clear majority having an Engineering background.

An alumni network is being established alongside the formalization of an advisory board comprising experts and academics in the field.



## 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 MSc Programme has established measurable and verifiable quantitative and qualitative goals. Data on students, staff, course structure, teaching, and services are collected from the National Quality Assurance Information System (OPESP) and internal departmental systems. A dedicated section is maintained on the Department of Informatics and Computer Engineering's website to provide accessible and regularly updated information. Additionally, periodic internal evaluations are conducted to identify areas for improvement and enhance the

programme's overall performance.

The evaluation results for each course are systematically analysed and reviewed by the Coordinating Committee of the PSP, which also functions as the Internal Evaluation Group for the programme.

In collaboration with the Coordinating Committee, which also serves as the programme's Internal Evaluation Group, and in alignment with QAU's guidelines, the programme director regularly drafts, implements, and reviews specific quality goals aimed at improving the PSP.

Current students interviewed by the EEAP expressed satisfaction with the programme and confirmed that they are regularly consulted for input into the quality assurance system. The available academic faculty is highly experienced and well-qualified to support the PSP effectively.

As a result, the programme aligns with the quality assurance requirements set by HAHE, demonstrates clear goal-setting, and reflects the academic unit's commitment to achieving excellence in teaching and delivery.

## **II. Analysis**

The quality objectives are established, reviewed annually, and clearly articulated. These objectives are communicated to all faculty members, documented, and monitored as required.

Graduates of the PSP are highly regarded in the labour market, as evidenced by strong employment rates post-graduation, formal collaborations with industry and governmental organisations, and the availability of internships. This demonstrates that PSP graduates are well-prepared and suitable for employment. The response rate to student surveys on course quality could be improved. Faculty members are aware of this issue and have already implemented measures to address it.

The programme is consistent with the quality assurance requirements of HAHE, goal setting, and the academic unit's endeavour to achieve excellence in teaching and delivery.

## **III. Conclusions**

The EEAP concludes that the study programme's structure and organisation are well organised and considered. The PSP is successful and sustainable. The faculty, both internal as well as external, are dedicated to teaching, and they are determined to sustain and expand the PSP.

### **Panel Judgement**

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

### **Panel Recommendations**

R1.1 Improve the documentation and analysis of existing KPI's

## PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

The interviews and provided materials during the review process revealed the existence of a PSP curriculum structure and documentation covering courses, course categories, ECTS credits, and expected learning outcomes aligned with the EQF. However, there is insufficient evidence of a continuous and systematic self-review process for the program's key elements, such as the PSP Student Guide, Course and Thesis outlines, expected learning outcomes, internships, and mobility opportunities.

Data on student progress and engagement are limited, lacking year-by-year comparative records. Specifically, no metrics exist on student participation in Course Evaluation Questionnaires. Although average scores were provided, the number of respondents and their attendance levels were not disclosed.

Student feedback indicated that study time typically ranges from 2 to 5 hours per week, with only a couple reporting 5–9 hours. This is relatively low given the ECTS credits assigned to the program. Additionally, most students work alongside their studies, suggesting that many would be classified internationally as part-time students. However, the program lacks data distinguishing full-time from part-time student participation and does not provide clear guidelines on allowed completion durations for these categories.

The PSP Study Guide does not include essential information about transitioning between full-time and part-time study modes, their maximum durations (particularly for part-time students), or eligibility criteria for such changes. Similarly, details on Thesis structure and assessment – such as expected page count and assessment criteria percentages – are absent from the guide. Although these details are available in separate documentation, they should be consolidated into the Study Guide for accessibility to prospective students.

Minutes provided by the IEG show that QA practices are implemented systematically and periodically. However, beyond general decisions on topics like delivery modes and bibliographies, no discussions were documented regarding the program's long-term vision, efforts to enhance visibility, internationalisation strategies, or web-page content improvements. Furthermore, no evidence was found of integration of external stakeholders (e.g., industry experts or academics) into the review process.

Additionally, there was no documentation of specific decision-making, task allocation to faculty members, or target completion dates for monitoring QA-related actions. While actions toward continuous development of the PSP seem to

have been taken, they are not systematically recorded. This lack of detailed documentation inhibits the sharing of best practices among Faculty, the IEG, or the QAU across different PSPs within the Institution.

## **II. Analysis**

The design and approval of a postgraduate study program involve multiple components that derive from the vision and strategy of both the Department and Institution, the expertise of the teaching staff, alignment with contemporary knowledge and research domains, and the program's feasibility in addressing industry demands. While interviews indicate that the Programme's Faculty reviews and updates these components to address current and future needs, the process lacks a structured, systematic approach. Consequently, it is challenging to track specific actions (e.g., webpage content reviews, evaluation of the PSP by an external experts' panel, and faculty responses to their feedback) with defined start and completion dates or to identify the members responsible for planning and delivering PSP activities.

Although evidence suggests efforts have been made toward the PSP's continuous development, these initiatives are not systematically recorded. This lack of detailed documentation weakens the PSP's QA procedures, limiting the sharing of best practices across different PSPs within the Institution and hindering a more effective internal self-review process.

ECTS is a standardized framework developed by the European Union to promote the recognition and comparability of academic qualifications across Europe. Within the European Higher Education Area (EHEA), 1 ECTS credit typically equates to 25 - 30 hours of student workload, encompassing lectures, seminars, projects, assignments, self-study, and exams. A full-time academic year usually corresponds to 60 ECTS credits, amounting to approximately 1,500 - 1,800 hours of work.

It is critical that the PSP ensures the student workload aligns with ECTS standards, reflecting the necessary effort required for successful program completion. Establishing a rigorous mechanism to monitor and support this alignment would further enhance the program's credibility and ensure student engagement meets the intended academic outcomes.

## **III. Conclusions**

The PSP clearly defines its academic profile and program orientation, emphasizing its research-focused nature, scientific objectives, specific subject domains, and areas of expertise. However, enriching the student study guide with additional details could provide a more comprehensive depiction of these elements. For example, including the main research thematic areas and explicitly detailing the form and criteria for Thesis assessment within the student study guide would ensure this information is readily accessible to prospective students and the broader public.

To enhance the PSP's QA processes, it is crucial to systematically document specific actions related to data collection, analysis, and internal dissemination. This documentation should include the program's internal self-assessment

mechanisms, incorporating feedback from the UEQ, the IEG and external advisory board.

Additionally, assigning responsibilities relative to PSP review and continuous development to Faculty members, setting clear deadlines for task completion, and maintaining detailed records of these actions will foster transparency and accountability.

Such a structured approach not only supports the program's continuous improvement but also serves as a motivational tool, encouraging active engagement from stakeholders in the PSP review process. By adopting these measures, the PSP can ensure more effective communication, promote collaboration, and achieve higher standards of academic quality.

### Panel Judgement

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

### Panel Recommendations

R2.1: The PSP Internal Evaluation Group (IEG) should prepare an annual report that includes an executive summary detailing changes implemented to improve the PSP, their alignment with the program's strategic vision, and key QA metrics and other KPIs. These should include student participation in questionnaires, data on full-time and part-time students, and updates to website content and materials.

R2.2: The IEG should systematically process and present metrics in graphical or tabular formats on a yearly comparative basis to facilitate monitoring of unit delivery quality and student satisfaction. Additionally, qualitative data should be collected to document the reasoning behind extensions granted for student deliverables, ensuring a transparent and fair process.

R2.3: The IEG should continuously review the strategic roadmap outlining the PSP's goals, QA practices and standards, and ensure that student workload expectations are reasonable and conducive to timely program completion.

### **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 student-centered approach to teaching, learning and assessments of students is implemented in the PSP New Generation Communication Networks and Distributed Applications Environments of the Department of Informatics and Computer Engineering at UNIWA. Each student is assigned an Academic Advisor at the very start of his/her education to provide guidance and support throughout

their tenure at the programme. Discussions with the students indicate a respectful and satisfactory interaction with the academic staff.

The courses are taught with in-person classes and/or on-line. The teaching staff strives to provide resources for the understanding of course material, through class notes, presentations from industry experts, literature data, practical examples and projects. The support material for courses offered can be found in the e-Class. The written examination consists of multiple-choice questions, developmental questions and a practical project component. An oral examination can also be offered to the students.

Numerous projects are conducted, often in collaboration with other programmes and industry. For the thesis project, students choose from a list of proposed topics, often defined from research projects, and subsequently, it is assigned and executed during the last semester and before graduation. The students are also encouraged to propose thesis topics themselves.

Students are given the opportunity to provide feedback on courses through questionnaires, distributed electronically every semester. The distributed questionnaire is detailed and consists of questions regarding: the course, its content and project component, teacher(s), lectures and laboratory support material, learning outcomes, laboratories. Student complaints, support and related services are available through the Department and UNIWA.

## **II. Analysis**

Drawing from the information provided to the EEAP, the presentations and discussions with the academic staff, students and stakeholders, several key observations can be made regarding the PSP New Generation Communication Networks and Distributed Applications Environments.

There are no significant concerns regarding the interaction between students and staff. Students consistently receive equitable and respectful treatment, guidance and counselling on courses and projects fostering a positive educational environment that promotes motivation and participation. The library and IT resources (e.g. Open e-Class, MS teams, Web sites of the Department and programme) are readily accessible to students, who are actively encouraged to utilize these facilities and seek guidance from the staff as needed.

The projects assigned to students seem to effectively hone their technical and soft skills. The proposed Thesis projects provide students with ample opportunities to work and specialize in topics of particular interest with a 20% of them leading to a publication. Overall, students receive adequate support, ensuring they can continue their studies with confidence.

The one-year average course evaluations are satisfactory with the student participation of 30%. The EEAP noted that there is no official student



representation in the quality assurance processes for the programme and students must rely on direct communication with teaching staff or the programme's coordinator.

The students' participation in exchange programmes with other institutions and ERASMUS + is encouraged and organized by the Department and UNIWA.

### **III. Conclusions**

The PSP New Generation Communication Networks and Distributed Applications Environments of the Department of Informatics and Computer Engineering at UNIWA demonstrates a strong commitment to student-centered learning, with positive interactions between students and staff. Equally important, and as pointed out by all external stakeholders, the programme claims high-level graduates with contemporary knowledge on Communication Networks and Distributed Applications Environments.

From the provided documentation and discussions, the EEAP can state that the PSP New Generation Communication Networks and Distributed Applications Environments is good and well appreciated by the students and stakeholders.

It is noted that the programme is oriented towards individuals who are simultaneously working and according to the discussions with the students, the time dedicated to studying is between 2 to 5 hrs a week. This study- time is considered insufficient for a Master's programme. The EEAP recommends that the programme should be aware of the student's involvement in their study and make sure that there is no compromise on the learning outcomes and level of the graduates.

### **Panel Judgement**

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

### **Panel Recommendations**

R3.1. Officially introduce student representation in the quality assurance processes.

R3.2. Evaluate each course and report the data independently instead of a single total average per semester/year.

R3.3. Compare the curriculum, structure and output with other similar programmes in Greece and abroad and highlight its novelty.

R3.4. Consider giving some courses in English to internationalize the programme.

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

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

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

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

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

**Documentation**

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

## Study Programme Compliance

### I. Findings

All official regulatory documents are available on the MSc Program's website at <http://msc-ngnda.ice.uniwa.gr/>.

Article 4 of the Internal Regulation for the MSc Program, published in the Official Government Gazette, sets out the admissions procedures and details the supporting documents required. In particular, it specifies who is eligible to apply (including final-year undergraduates of relevant fields), details the evaluation criteria (academic performance, certified language proficiency, professional experience, and interview), and clarifies the maximum number of students admitted per year. It also describes how the program publishes its calls for applications, the required documents (such as degrees, transcripts, and recommendation letters), and the procedures for announcing successful candidates and handling ties or late applications. The selection criteria are also summarized on a dedicated page of the program's website, presented in a more accessible and user-friendly format for prospective applicants.

Article 11 of the Internal Regulation for the MSc Program, published in the Official Government Gazette, outlines the key academic obligations of postgraduate students, including mandatory attendance of courses and biannual enrollment renewal at the beginning of each semester within specified deadlines. These obligations are further detailed in Section 3.5 of the study guide, providing an extensive overview for students.

Section 3.7 of the Student Guide details the scholarships available in the MSc in New Generation Communication Networks and Distributed Applications Environments Program, including merit-based and need-based scholarships, along with excellence awards for full-time students. However, no information is provided regarding internship opportunities.

Article 6 of the Internal Regulation for the MSc Program, published in the Official Government Gazette, addresses the duration of studies. Section 3.10 of the Student Guide also contains the necessary information.

Article 14 of the Internal Regulation for the MSc Program, published in the Official Government Gazette, outlines the procedure of award of degrees. Section 3.11 of the Student Guide also contains the corresponding information.

According to the student guide, students may participate in the ERASMUS+ mobility program during their studies or up to one year after graduation, provided they apply before completing their degree. The program allows students to study or complete part of their thesis at partner institutions abroad, with course credits recognized if the curriculum aligns with their home institution. However, the guide provides generic information and lacks details about the specific

cooperating universities, research centers, and available opportunities, which could help students make more informed decisions about their participation.

## **II. Analysis**

Overall, the MSc in New Generation Communication Networks and Distributed Applications Environments demonstrates a well-structured framework for student admission, progression, and certification, supported by clearly articulated regulations and guidelines that are publicly accessible. The availability of all relevant documentation on the program's website ensures transparency and offers prospective and current students a clear understanding of the requirements and expectations at each stage of their studies. The Internal Regulation for the MSc Program, complemented by the Student Guide, comprehensively covers essential areas such as admission criteria, the evaluation process, academic obligations, enrollment renewal, duration of studies, and the procedures for awarding degrees. This alignment between official regulations and supporting materials indicates a strong commitment to regulatory compliance.

The admissions process, as set out in Article 4 of the Internal Regulation, is transparent and inclusive, specifying who may apply, which documents are required, and how the selection is conducted. The program's effort to present these criteria both in the Government Gazette and in a more user-friendly format online reflects good practice. Additionally, the academic progression requirements in Article 11 and Section 3.5 of the Student Guide highlight clear expectations for mandatory attendance and the timely renewal of enrollment, thus helping students manage their obligations effectively.

In terms of financial and academic support, Section 3.7 of the Student Guide provides a concise overview of scholarships and excellence awards available to full-time students, offering merit- and need-based opportunities. However, there is a lack of information regarding internship placements or partnerships with industry, which could be beneficial for students seeking practical experience. Similarly, while the guide mentions ERASMUS+ mobility options, the details about cooperating institutions, research centers, and specific opportunities are presented in generic terms. Including concrete information—such as partner universities, research activities abroad, and relevant course mapping—would further enhance students' ability to make informed decisions about international mobility.

Despite these minor gaps, the procedures for thesis drafting, recognition of studies, and certification are well established. Articles 6 and 14 of the Internal Regulation, alongside Sections 3.10 and 3.11 of the Student Guide, clearly address the duration of studies and the awarding of degrees, ensuring transparency and consistency in the final stages of the postgraduate journey. Overall, the program meets the key requirements of Principle 4, with most aspects of admission, progression, recognition, and certification clearly documented and readily accessible. Further refinement to internship and mobility information would strengthen the program's student-centric approach and enhance its overall quality.

## **III. Conclusions**

The MSc in New Generation Communication Networks and Distributed Applications Environments has established robust, published regulations that adequately address all phases of postgraduate studies: from admissions and program participation to the awarding of degrees and the recognition of work completed at partner institutions. The clarity and thoroughness of these regulations, supported by official documents and user-friendly website materials, demonstrate strong institutional governance. Areas for further enrichment include (i) providing more detailed internship opportunities and guidance to enhance students' practical skill development and career readiness, and (ii) supplementing ERASMUS+ information with specific details on collaborating institutions and related research activities to foster more strategic and informed decision-making among students. Despite these minor opportunities for enhancement, the overall compliance with Principle 4 is strong. The publicly available academic regulatory corpus is comprehensive, transparent, and user-focused, leading to the conclusion that the MSc in New Generation Communication Networks and Distributed Applications Environments is Fully Compliant with Principle 4.

#### Panel Judgement

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

#### Panel Recommendations

R4.1 Expand the ERASMUS+ section in the Student Guide to list specific partner universities, research centers, available study tracks, and any short-term research or thesis-related mobility projects. This will enable students to make more strategic decisions about how mobility might fit into their academic and professional development.

## **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 criteria and recruitment procedures for faculty members and collaborating Teaching Staff are outlined in the Greek State laws. The PSP New Generation Communication Networks and Distributed Applications Environments of the Department of Informatics and Computer Engineering at UNIWA involves 10 Teaching and Research Staff, 1 Laboratory Teaching Staff, 1 Special Technical laboratory Staff and 1 external collaborator. The EEAP found that the teaching Staff of PSP is sufficient with good research profiles and have the qualifications to teach the courses offered by the programme.

The courses in the programme are taught by a few teachers, each specializing in

the particular topic(s) of the portion of the course they teach. The students expressed their satisfaction of the quality of teaching during the meetings of the EEAP. This assessment was also shared with the graduates of the programme. Students evaluate their professors/teachers at the end of each semester. The evaluation of the teaching ability given by the students is taken into account to hire or promote teaching staff. The responses to the questionnaires are processed by QAU and the results are sent to the programme /Department. At the end of each academic year, the steering committee of the programme evaluates the courses and takes corrective actions if necessary.

## **II. Analysis**

The overall workload of the teaching staff is high but there is an extra compensation for teaching at the PSP. The workload is challenging and demanding, allowing only limited time for research activities. The staff seems to benefit from the programme's research activities to attract and involve students in related research topics. Research activities and publication in international journals is overall satisfactory.

As also verified by the students and graduates that met with the EEAP, the faculty members involved in the programme are enthusiastic about teaching their subject matter which is also documented by the student's evaluation.

The Department and programme offer the staff opportunities for professional growth via research, teaching, mobility and encourage scholarly activity with participation in ERASMUS+, pertinent conferences and/or their organization.

## **III. Conclusions**

Faculty members in the Department of Informatics and Computer Engineering at UNIWA involved in the PSP programme New Generation Communication Networks and Distributed Applications Environments have good qualifications and are capable to teach the assigned topics in the curriculum. Students appreciate the teachers' efforts which helps make the program successful.

### **Panel Judgement**

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

### **Panel Recommendations**

R5.1. Officially introduce a teaching award on a yearly basis. Such awards are expected to boost the morale and to encourage the professorial staff to enhance their teaching skills to serve better the student interests.

## PRINICPLE 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 PSP (Postgraduate Study Program) offers a broad range of support services through the University's central units, including career counseling and general student welfare provisions such as a Career Office and Student Welfare Office. These services typically facilitate career guidance, counseling for internships or research placements, and offer students general support. Additionally, the University provides library access with physical and digital resources essential for advanced study and research. While the text does not explicitly detail the



availability of boarding or specific sport and cultural facilities, the University of West Attica, as a large institution, generally has a variety of extracurricular activities and facilities accessible to all students, including those enrolled in the PSP.

PSP students are kept informed about available services through several channels, such as the program's secretary, who sends announcements and updates via email or the PSP website, thus ensuring prompt dissemination of important information. The PSP website is maintained with announcements, deadlines, and links that give students direct access to pertinent resources. Students can also approach the administrative office or coordinating faculty members directly to inquire about any additional support, indicating that these services are both functional and relatively easy to access.

The PSP benefits from a highly experienced administrative staff member within the department's secretariat who efficiently manages day-to-day operations and communication with students, including the maintenance of the PSP's information systems for grade entries and records. She also coordinates with the PSP Director and the Coordinating Committee for website updates and announcements, ensuring a consistent flow of information. This dedicated, trained individual, with additional expertise in Quality Assurance, appears to provide sufficient administrative support for the PSP's current needs, though expansion might be considered as the program grows.

## **II. Analysis**

The MSc in New Generation Communication Networks and Distributed Applications Environments at the University of Western Attica leverages the Department of Informatics and Computer Engineering's modern classrooms, specialized laboratories, and robust digital tools (e.g., e-learning platforms, digital library) to deliver both theoretical knowledge and practical skills. Skilled administrative staff further ensure the program's smooth day-to-day operation by handling student records, certifications, and inquiries. Tuition fees, managed via the Special Research Account (E.A.K.E.), help cover operational and educational costs such as faculty remuneration, thesis supervision, and essential software or hardware upgrades. While broader infrastructure funding still relies heavily on the School of Sciences, the existing facilities and resources sufficiently meet students' learning needs, as confirmed through their active use and awareness of available services.

## **III. Conclusions**

The program successfully leverages the Department's modern infrastructure and the University's comprehensive services to create a supportive, technology-rich learning environment. This environment aligns well with the intended learning outcomes, particularly in fields requiring hands-on practice and up-to-date digital tools. The PSP's administrative mechanisms ensure smooth day-to-day operations and foster close collaboration among students, faculty, and administrative staff. Given the program's reliance on departmental and school-level resources, tuition fees alone do not substantially alter the long-term development of infrastructure. However, they remain an important supplementary resource for targeted

improvements (e.g., specialized software, research-related equipment, minor facility upgrades). Overall, the panel concludes that the program is Fully Compliant with Principle 6: Learning resources and student support, as it provides an enriching academic environment, access to high-quality research facilities, and robust administrative support.

#### **Panel Judgement**

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### **Panel Recommendations**

R6.1 The Program will benefit by stronger liaisons and collaborations with the industry which may result in development, support or access to more specialised resources that students and faculty can use for learning experiences and research.

## 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 UNIWA has established and operates an information system for the management and monitoring of data concerning students, academic staff, programme structure and organization, teaching and provision of services to students and the academic community.

The QA and MODIP collect and analyse data through a special digital platform, provide the results to the steering committee and academic staff for action on their academic activities if necessary.

On-line information systems are used for the collection of data about students' satisfaction on the courses, their content and examinations.

The University's electronic services are satisfactory and the data seems reliable, essential for accurate information and decision making as well as for identifying areas of smooth operation and areas for improvement.

Student population profile, financial data from tuition and the use on the program are provided but drop-outs and tracking the career paths of PSP graduates are not present.

## **II. Analysis**

From the presentations and discussions with the staff, it appears that there are procedures for collecting and analysing information on teaching, study programmes, project work and other activities. The data is fed into the internal system of quality assurance, as evidenced by information that was also provided on student satisfaction with the programme, availability of learning resources, and student support. Student enrolment, population and progression are provided. The carrier paths of PSP graduates are not clearly presented. Relevant KPIs should be established and easily accessible.

A number of methods are used for collecting information, but further effort is required to ensure that both students and staff are involved in providing and analysing this information and planning follow-up activities. The student progression data is collected and can be visible through digital grade platforms but was not easily accessible to the EEAP.

The course evaluation questionnaire includes 27 questions that students are asked to answer every semester to provide information about the course and projects, laboratories, academic staff's teaching performance, learning outcomes, etc. The participation of the students is about 30% which is considered low. The data from the course satisfaction surveys is systematically analysed, as evidenced by the information provided, and communicated by QAU for programme monitoring and improvement.

The graduates' employability seems to be excellent although, the number of graduates is small so far.

## **III. Conclusions**

The PSP New Generation Communication Networks and Distributed Applications Environments of the Department of Informatics and Computer Engineering at UNIWA, has established procedures to collect data, analyse and communicate the results to the relevant bodies. Data on KPIs and their evolution are not accessible. More detailed data concerning the availability and accessibility of resources (equipment, social services, IT facilities, etc.) are not easily accessible.

### **Panel Judgement**

<b>Principle 7: Information management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## **Panel Recommendations**

R7.1. Improve the information system regarding the employability and carrier path of the graduates.

R7.2. Enhance efforts to improve students' participation to the evaluation of the programme

R7.3. Establish a clear KPI system and make it easily accessible.

R7.4. Present the web site of the entire programme in English.

## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The University of Western Attica keeps a dedicated website for its postgraduate programmes. The PSP keeps a dedicated web page only in Greek at [msc-ngrda.ice.uniwa.gr/](http://msc-ngrda.ice.uniwa.gr/). There, interested persons can find information about the PSP in general, the organization of the programme, the courses, the modules per semester, the faculty members, the study guide, some University rules and regulations, and the selection criteria. On the web pages, there is information that students might find helpful. The organization of the web pages is simple, with apparent links for each section.

Although international students are mentioned on the general web page, no information in English is provided for those students.

### **II. Analysis**

The web pages in Greek contain important information on some topics, whereas no information is provided on other issues, such as, for example, the quality assurance policy. The lack of any information in English represents a limiting factor concerning the acceptance of international students and the further development of the PSP.

### **III. Conclusions**

The PSP provides acceptable public information regarding this programme through dedicated web pages. These pages can act as a first point of contact for prospective and existing students. Some information in English should also be provided on the website.

### Panel Judgement

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

### Panel Recommendations

R8.1 Provide information on the web pages in English

R8.2 Improve the information shown on the web pages in Greek to address all important issues associated with the PSP

R8.3 Consider the establishment of a presence in professional networks

## **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**

An audit and an internal evaluation of the PSP are conducted, aiming at its continuous improvement so that, through monitoring and potential corrective actions, the goals that have been set can be achieved. The internal evaluation of the Programme takes place once every year, and a report is drawn up according to the Quality Assurance Unit policy. The procedure is partly described in Appendix M9\_1.

The entire procedure is coordinated by MODIP and considers international



developments in the field, suggestions made by faculty, students, support staff, and recent graduates, the results of the evaluation questionnaires, and advice from stakeholders. Every effort is made to satisfactorily address the negative points identified in the Internal Evaluation Reports.

## **II. Analysis**

From the discussions during the meetings, it became evident to the EEAP that the Programme Director and the Department try to collect, analyse, and discuss information obtained within the PSP. The evaluation questionnaires are filled in with a satisfactory presentence and considered in the redesign of the teaching program.

No Key Performance Indicators have been explicitly formulated. Their development will facilitate the progress monitoring and the internal evaluation procedures.

## **III. Conclusions**

The monitoring and the annual Internal evaluation of the program is well organised. There is potential for improving the documentation of these efforts.

### **Panel Judgement**

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

R9.1 Develop key performance indicators

R9.2 Improve the documentation of monitoring and internal evaluation efforts

R9.3 Find ways to enhance student participation in the evaluation of classes

## PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### Documentation

- Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes

### Study Programme Compliance

#### I. Findings

This is the first external evaluation of this PSP. Therefore, there are no previous reports or any action points that can be addressed. The persons participated in this evaluation made clear that they will address any major issues identified in this external report of the EEAP. Overall, the procedure of external evaluation of the PSP New Generation Communication Networks and Distributed Applications Environments at the University of Western Attika was conducted well. All presentation and discussions took place in a very constructive atmosphere.,

#### II. Analysis

This PSP finds the accreditation procedure appropriate for its further evolution in the training of graduate students in New Generation Communication Networks and Distributed Applications Environments for teaching, research and professional careers. In the discussions there has been a limited attempt to address some of the points made here.

#### III. Conclusions

We expect a thorough response to this EEAP report. The response should discuss possible solutions, and measurable targets.

### Panel Judgement

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

### Panel Recommendations

None

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

1. The PSP significantly contributes to the continued education of professionals in critical sectors in private and public sectors, including the military and police, by addressing their specialised needs and enhancing their skills and knowledge.
2. The PSP has a well-defined academic profile and programme orientation, with an emphasis on a research-focused approach. This clarity ensures alignment with its scientific objectives and expertise in specific subject domains.
3. The focus of the programme on specialised areas of expertise highlights its commitment to providing targeted and relevant educational opportunities that meet both professional and academic standards.

### **II. Areas of Weakness**

1. The lack of an established, accessible KPI system creates difficulties in measuring performance and ensuring transparency.
2. Metrics are not systematically processed or presented, making it difficult to monitor quality trends, such as student satisfaction and unit delivery performance.
3. The programme lacks an efficient system

to track graduate career paths, making it harder to assess and respond to labour market outcomes.

4. The advisory committee is not formalised, leading to unclear roles and limited effectiveness in providing strategic input.

5. The absence of an official alumni organisation weakens opportunities for networking, community building, and long-term engagement with graduates.

### **III. Recommendations for Follow-up Actions**

1. The PSP should produce an annual report detailing PSP improvements, their alignment with strategic goals, and key QA metrics like student participation, enrolment data, and updates to programme materials.

2. Metrics should be presented in clear graphical or tabular formats for year-on-year comparison, with qualitative data explaining extensions granted for student deliverables to ensure fairness.

3. A strategic roadmap should outline PSP goals, align with global QA trends, and ensure workloads support timely programme completion.

4. Expand the ERASMUS+ section in the Student Guide with details on partner universities, research centres, study tracks, and mobility opportunities.

5. Introduce an annual teaching award to recognise and encourage teaching excellence.

6. Strengthen industry partnerships to provide practical opportunities and align programme outcomes with market needs.

7. Improve systems for tracking graduate employability and career paths.

8. Establish a clear, accessible KPI system for transparency and monitoring.

9. Formalize the advisory committee to enhance governance and strategic planning.

10. Create an official alumni organisation to support networking and community engagement.

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

The Principles where full compliance has been achieved are:

1,3,4,5,6,8,9,10

The Principles where substantial compliance has been achieved are:

2,7

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

## **The members of the External Evaluation & Accreditation Panel**

<b>Name and Surname</b>	<b>Signature</b>
NIKOLERIS GIORGOS	
BOTSIS IOANNIS	
Kopsidas Konstantinos	
Tsatsaronis George	
Hadoulis Rizos Theodoros	