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Accreditation Report
for the Postgraduate Study Programme of:

Artificial Intelligence

Department: Informatics

Institution: Aristotle University of Thessaloniki

Date: June 2026

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 Postgraduate Study Programme of **Artificial Intelligence** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW 4

I. The External Evaluation & Accreditation Panel 4

II. Review Procedure and Documentation 5

III. Postgraduate Study Programme Profile 6

PART B: COMPLIANCE WITH THE PRINCIPLES 7

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT 7

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES 10

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT 13

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION. 16

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES 20

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT 22

PRINCIPLE 7: INFORMATION MANAGEMENT 25

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES 28

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 30

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 32

PART C: CONCLUSIONS 34

I. Features of Good Practice 34

II. Areas of Weakness 34

III. Recommendations for Follow-up Actions 34

IV. Summary & Overall Assessment 35

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 Artificial Intelligence of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. SAKELLARIOU RIZOS (Chair)
   University of Manchester

2. ANDREOU ANDREAS
   Johns Hopkins University

3. MILIOS EVANGELOS
   Faculty of Computer Science, Dalhousie University

4. SPYRATOS NICOLAS
   Université Paris-Saclay & CNRS

5. Καματέρη Ελένη
   International Hellenic University

II. Review Procedure and Documentation

An External Evaluation Accreditation Panel (EEAP, henceforth referred to as Panel) of experts was appointed by the Hellenic Authority for Higher Education (HAHE) to assess the compliance of the Postgraduate Study Programme (PSP) entitled "Artificial Intelligence" of the School of Informatics of the Aristotle University of Thessaloniki. The panel's composition was finalized by mid-April 2026 and all documentation was made available well in advance. The documentation was complete, comprehensive and overall of very good quality.

The Panel conducted online meetings on Monday, 22 June, and Tuesday, 23 June 2026, using Zoom links provided by the School of Informatics. During the two-day evaluation, seven meetings were held as follows:

1. Meeting with key personnel: Director of the PSP, Prof Anastasios Tefas; Head of School, Prof Georgios Papadimitriou; OMEA Coordinator, Prof Nikolaos Nikolaidis; OMEA member, Prof Grigorios Tsoumakas; Member of the QAC, Prof Konstantinos Papazachos; MODIP Committee Secretary, Mrs Alexandra Tzaneraki.
2. Meeting with administrative staff members
3. Meeting with teaching staff of the PSP
4. Meeting with students
5. Meeting with graduates of the PSP (alumni)
6. Meeting with external stakeholders
7. Closing meeting with the key personnel (the same participants as in the first meeting), during which the Panel's preliminary findings were presented and discussed.

All meetings were conducted with a high level of professionalism, were highly informative while the presentation materials used in the first meeting session were made available to panel members in a timely manner. The entire process was extremely well organized, went smoothly and adhered to a high standard throughout.

III. Postgraduate Study Programme Profile

The Postgraduate Study Programme (PSP) entitled Artificial Intelligence was established in 2018. Prior to that, it was offered as a specialisation within a broader postgraduate programme of the School of Informatics. The academic year 2025–2026 marks the eighth year of operation of the PSP in its current form.

The PSP aims to provide students with advanced, postgraduate-level education in the timely and highly relevant field of Artificial Intelligence, offering a learning experience that is aligned with the expectations of Level 7 of the European Qualifications Framework and the European Credit Transfer and Accumulation System (ECTS). The programme comprises 90 ECTS credits spanning three semesters. Students complete 60 ECTS through eight elective course units selected from a total of fourteen offered courses, while the remaining 30 ECTS are allocated to the Master's dissertation/project. Successful completion of the programme leads to the award of a Master's degree.

In the most recent admission cycle, the PSP admitted 30 students from a total of 110 applicants. While the majority of students have a background in Computer Science, the programme also attracts candidates from a broader range of disciplines, including, in some cases, fields outside science and technology. Tuition fees amount to €1,800, and a number of scholarships sponsored by industry partners are available. Courses are delivered primarily during the late afternoon and evening, enabling students to combine their studies with full-time employment.

According to the data presented to the Panel, the vast majority of graduates secure employment following completion of the programme, although not all are employed exclusively within the field of Artificial Intelligence. Approximately two-thirds of graduates are employed within the wider region, highlighting the PSP's contribution to the region and its development.

The PSP is hosted by the School of Informatics, which also offers four additional postgraduate programmes. The School is well established in its discipline, with a strong academic profile, distinguished and internationally recognised faculty members, and access to the extensive teaching, research, and infrastructure facilities of the Aristotle University of Thessaloniki, located on both the central campus and the Kalamaria branch.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a) the suitability of the structure and organisation of postgraduate study programmes
b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7
c) the promotion of the quality and effectiveness of teaching at the PSP
d) the appropriateness of the qualifications of the teaching staff for the PSP
e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP
f) the level of demand for the graduates' qualifications in the labour market
g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP
h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees
i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The PSP started in 2018 and is currently in its 8th year of operation. Its purpose is to provide an advanced course on Artificial Intelligence. The learning objectives and outcomes are consistent with the expectations of the EU ECTS system level 7. The total number of ECTS is 90, spanning over 3 semesters, with 60 ECTS in total connected to specific course units and 30 ECTS connected to a project. The program is coordinated by a 5-member Steering Committee and the teaching staff

consists of highly-qualified individuals with the right background and expertise. A Quality Assurance Policy dated December 2023 is in place and published online as well as a Quality Goal Setting document. Monitoring mechanisms are in place to assess the effectiveness of teaching as well as overall quality goals. Connections with external stakeholders, including employers, are maintained and there is participation in relevant academic, professional, and outreach events that contribute to programme visibility and support the employability of graduates. There is excellent administrative support as well as access to libraries and other digital resources.

II. Analysis

Overall, there is strong compliance with Principle 1 and the quality assurance policy and goal setting are in place and appear to work very well. In particular it is noted that:

1. The quality assurance policy is appropriate and available through the website of the PSP (both in Greek and in English which is commendable).
2. The document related to quality goal setting has been made available to Panel members although it is noted that it is somewhat dated (December 2023). Yet the goals are overall appropriate and there is good evidence that there is good progress towards meeting most of the goals. In particular:

(i) Goals focused on evaluation of the education overall demonstrate good-levels of attainment but it is noted that a rather low percentage of students appear to graduate on time. It is commended, however, that there are actions exposing students to non-Greek activities.

(ii) Goals focused on Research Achievements of faculty also provide good evidence of high-levels of attainment.

(iii) Goals on Internationalisation leave scope for improvement especially in exposing students to guest lectures from abroad or opportunities to spend time abroad.

In general, goals are mostly appropriate and there is good evidence that they are attained. However, there is a feeling that these goals could be enriched to capture different aspects such as employability, involvement of students in research projects or joint research publications, exposure of students to outreach or other activities, links with industry (or support from industry), all of which appear to be happening to some extent and some may already be at an excellent level but they do not appear to be recorded in the context of the relevant goals.

III. Conclusions

The PSP demonstrates full compliance with Principle 1.

Panel Judgement

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

Panel Recommendations

R1.1 The Panel recommends the inclusion of additional indicators as part of the goal setting document that could capture a broad range of aspects of the student experience. These may include student participation in research projects, joint publications, student involvement in industry or outreach events, or international engagement. Additional indicators may capture aspects of the learning and support environment, career development and employability, and other indicators that may provide a comprehensive picture of the PSP's quality and overall student experience.

R1.2 The Panel recommends focusing on what may help improve on-time student completion rate.

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 PRORAMME 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 program has been running in its current form since 2018, and before that as a stream in a broad-range postgraduate program in the Department of Informatics. The latest update of the program and its regulations are described in ΦΕΚ #5502 of October 3, 2024. Based on the review of the provided materials (ΦΕΚ, Director's presentation, details on the scientific production of the teaching staff, detailed course descriptions from 2023) the Panel concluded that the program design followed institutional standards.

II. Analysis

The program structure includes coursework and a major project, which is typically undertaken individually, but it can be done by a team of students. Assessment of student learning has adapted to the current reality of Generative AI tools, which enable automatic generation of high-quality text, by focusing assessment on oral examination and supervised written examination, to ensure that the student work assessed is truly the student's own work.

III. Conclusions

Overall, the program being assessed is being delivered in the context of an excellent department by faculty who are excellent researchers with a very strong highly-cited publication record. A SWOT analysis demonstrated that the Department is aware of both strengths and weaknesses of the program, and what steps need to be taken in the near future to improve the program.

Panel Judgement

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

Panel Recommendations

The Panel has made the following observations that highlight issues where it is recommended to review current practices:

R2.1. The course descriptions provided to the Panel are from 2023 while those available on the web site appear to be often outdated. The faculty met with the Panel said that the courses are being updated unofficially and the current course descriptions are available on the learning management platform (Moodle), to which the Panel did not have access.

R2.2. Updating the curriculum (officially updating course descriptions, adding new courses and deactivating outdated courses), happens within a very rigid legal framework that discourages or makes impractical the curriculum update at the frequency demanded by the rapid evolution of this field.

R2.3. There is no formal distinction between core and specialty courses, and no prerequisite

structure, although there are courses that are highly subscribed in practice.
R2.4. Students from related disciplines other than computer science (typically engineering and science) can be accepted. However the Panel is concerned that such students are not well served by the program, being required to take concurrently additional undergraduate courses to fill gaps in their background. This problem may be exacerbated by the lack of core courses that could serve the purpose of building a common foundation for all students upon which to teach specialty courses.

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

Students are supported in different ways:

1. Academic advisor.

2. All courses are electives, giving students the maximum flexibility in course choice.

3. Course projects and dissertation projects are selected by the students from a

range of options, allowing them to go deeper into the topics they are most interested in.
4. Students and instructors can attend conferences, funded by the program (the income of which is from the tuition revenue, 1,800 euros per student for the entire program).
5. The students met with the Panel had high praise for the support they receive by the program administration.
6. Students evaluate each course and instructor via a detailed questionnaire.

The students met with the Panel mentioned the following as positive aspects:
1. The flexibility in the choice of courses (all electives).
2. The strong theoretical foundations provided by the courses.

Negative aspects mentioned include:
1. The high workload (especially for the students who work while they study).
2. The large number of assignments which make the written examination superfluous and stressful.
3. The need for more quality and less quantity in the course content.
4. The need for stronger ties with industry.
5. The need for better infrastructure for training large models.

II. Analysis

Although only about 50% of the students fill out the evaluation questionnaires, the overall assessment results are very positive (about 80%). The quality assurance unit follows these results closely and discusses with the instructors any apparent weaknesses and ways to rectify them.

III. Conclusions

Overall, the program is fully compliant with student-centred learning, teaching and assessment.

Panel Judgement

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

Panel Recommendations

R3.1 The panel recommends that, going forward, the faculty may want to consider the concerns brought up by the students and how to address them, in particular the workload issue by focusing on modern topics and being more selective on the legacy content in the courses, the balance between assignments and written exams, and strengthening the existing ties with industry and in particular the flow of research and project ideas from industry to course and degree projects. The ties with industry can be strengthened by

introducing a framework for industry/university communications and exchanges that goes beyond ad-hoc contacts initiated by individual faculty.

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 processes reviewed under this principle appear to be effectively implemented, as evidenced by established procedures and services, as well as interviews conducted with faculty members and students. These processes include a well-defined student admission procedure, a student monitoring mechanism, regulations for studies, assignments and thesis implementation, research ethics, and provisions governing the recognition and certification of studies. Apart from a few minor concerns discussed in the following sections, no significant issues were identified with respect to these aspects.

II. Analysis

The PSP offers well-structured academic and administrative support that is clearly defined and systematically implemented. Programme documentation and interviews with current and previous students confirm that these services are communicated from the very outset and remain consistently available throughout the duration of the programme.

Student admission procedures are clearly defined and well-documented on the programme website and documentation (M1, M4.2, M2.2). The selection committee thoroughly reviews applicant backgrounds with the aim of building a reasonably diverse group with varied expertise and balanced gender representation. Applicants from relevant fields outside informatics and engineering are admitted but may be directed to complete additional undergraduate coursework. While this policy broadens access to high-profile

candidates from other disciplines, it presents practical challenges, as most admitted students are working professionals who often find it difficult to accommodate these extra classes alongside their work and PSP commitments. In this context, it might also be worth considering whether further efforts could be made to enhance gender balance among students, as has been gently noted in some student comments.

Furthermore, a significant number of scholarships are available to support low-income students, while part-time study options are offered to accommodate working professionals— arrangements of which students are fully aware, according to student interviews.

Students are adequately informed about available academic and administrative services through a welcome and orientation session held on the first day of the programme, during which they are introduced to the PSP structure, regulations, available services, and their obligations. Additionally, during the initial two weeks, students can freely attend any course offered, allowing them to gain first-hand impressions and make more informed course selections.

Secretariat services further support students by distributing informational emails and responding promptly to inquiries. These services have been reported as highly responsive and supportive.

Student progression is monitored through multiple channels, including attendance and active participation in lectures, completion of assignments, and performance in examinations. Additionally, each student is assigned a personal academic advisor responsible for monitoring their progress and addressing academic-related issues. Although this mechanism is formally established and students are informed about their advisor, they do not seem to make use of it and generally prefer to seek guidance directly from their teaching staff or the secretariat.

With respect to studies implementation, although all courses are delivered in-person, a format that can be demanding for professional students, who constitute the vast majority of the student body, no issues regarding course delivery have been raised.

However, a different concern emerged concerning the varied academic backgrounds of admitted students. Some students enter the programme without the foundational informatics knowledge required for specific courses. It appears that no formal support mechanisms have been established to address these gaps. As a result, the approach varies by faculty member with some providing direct support during courses, while others leave students to bridge the gaps independently or direct them to undergraduate courses, an option that, as noted earlier, may not be feasible for most working professionals. Students have expressed a preference for a smoother transition into more advanced material, ideally integrated throughout the course duration, and it has been suggested that providing specific guidelines and supplementary exercises could help mitigate the effects of varied academic backgrounds.

Student feedback also highlighted a desire for more hands-on learning experiences and greater engagement with real-world problems. Some students additionally expressed interest in seeing more current market trends (inspired or introduced by industrial partners) integrated into the curriculum or into thesis

topics. A further point raised was the need for support in the academic publication writing process. With regard to assessment, assignments and projects can account for up to 30% of the final grade, with all courses also including a final written examination. In some courses, however, the number of assignments may be particularly heavy: one course, for instance, was reported to require eight to ten assignments over the semester in addition to its final exam. Moreover, students questioned the necessity of the final written examination, arguing that it encourages memorisation rather than learning after a demanding semester of project work, and suggested that its role in assessment be reconsidered.

Students reported that some of these issues had already been raised and unofficially communicated to faculty members and the secretariat with a view to improving the PSP, yet they remained uncertain whether their concerns were taken into account. Ideally, concerns raised by students (whether through formal evaluations or direct communication with PSP members and the secretariat) need to be recorded, with students subsequently informed about mitigation and follow-up actions.

Although practical training is not formally embedded within the PSP curriculum, it is partially supported through informal mechanisms. Students receive periodic email notifications about career opportunities, job positions, and relevant events. According to student feedback, all students either held relevant employment or secured a job during their studies.

Student mobility is also actively encouraged through multiple channels, with Erasmus announcements published on the programme website and further promoted via informational emails from the secretariat.

Resources appear to be appropriate for the PSP's implementation, and no issues were reported regarding the fair or proper allocation of resources for assignments or thesis work. Quality requirements and guidelines for thesis implementation are described in several documents (M4.1, M2.4, M2.2) and on the PSP's website. However, standardized thesis templates, detailed preparation instructions, and monitoring procedures, including those for theses conducted in cooperation with industry, are not currently available, which could facilitate smoother implementation and supervision if introduced.

A Code of Research Ethics is in place (Document 4.1), providing an appropriate framework for ethical research conduct. The European Credit Transfer and Accumulation System is consistently applied across the curriculum. Students also receive a PSP Guide (Document 4.3) via email during the first weeks of the programme, which is also accessible on the programme's website, ensuring transparency and clarity regarding regulations and support mechanisms. Furthermore, the Diploma Supplement is issued automatically, and is provided together with the main diploma.

III. Conclusions

The PSP provides a well-structured framework for academic and administrative support, with transparent admission procedures, effective student communication, and responsive secretariat services. The availability of scholarships and part-time study options further demonstrates a strong commitment to accessibility. Students are adequately informed from the outset through orientation sessions, course trial periods, and comprehensive

documentation, while secretariat support has been consistently reported as highly responsive.

However, several areas require attention. Formal support for students from diverse academic backgrounds is lacking, leaving knowledge gaps to be addressed rather inconsistently by individual faculty members. The personal academic advisor system remains underutilised, as students prefer to seek guidance directly from teaching staff or the secretariat. While no issues were raised regarding in-person course delivery, students expressed interest in more hands-on learning experiences, integration of current market topics, and support for publication writing. Assessment practices in some courses place a heavy burden on students, with numerous assignments alongside final written examinations. Student feedback mechanisms also need strengthening, as some students were unsure whether their concerns were taken into account. Finally, while thesis guidelines exist, the absence of standardised templates, detailed preparation instructions, and monitoring procedures—particularly for theses conducted in cooperation with industry—represents a gap.

Overall, the PSP offers a solid foundation for postgraduate education, with particular strengths in administrative support, transparency, and accessibility. Addressing the identified gaps would significantly enhance the student experience and programme effectiveness.

Panel Judgement

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

Panel Recommendations

The Panel recommends to consider:

R4.1 establishing structured support (e.g., bridging modules, self-paced resources) for students lacking foundational informatics knowledge.

R4.2 strengthening the personal academic advisor system to further increase student engagement.

R4.3 expanding laboratory and hands-on courses to better align with student demand for practical training.

R4.4 integrating current market trends into the curriculum and thesis topics.

R4.5 offering workshops or resources on academic/scientific publication writing for students.

R4.6 whether it might be useful to review assessment workloads and the necessity of final written examinations in project-heavy courses.

R4.7 whether it may be beneficial to develop standardised templates and monitoring procedures for all theses, including industrial ones.

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

Teaching faculty and staff are highly qualified, meeting and exceeding expectations to carry and deliver the PSP. Faculty members do have a 'home department', they are well established academics and active in their respective areas. Course descriptions and learning objectives are clearly stated and the way exams are conducted (projects, presentations and written exams) allows for teachers' research informing their teaching. It seems that the teaching workload of faculty may be in addition to any other, normal/regular teaching duties (teaching load) they have in their home department.

The PSP has implemented the role of the Academic Advisor, while there is a clear due process for students to follow when the need arises.

Based on feedback received from interviewed students (current students and alumni), the teaching and administrative personnel are extremely helpful and readily available, providing answers to student questions in a very short time. Regarding project work the students expressed the need to have projects closer to industrial use cases. They also expressed the need for lectures on how to write and publish a scientific paper.

Based on feedback received from interviewed industrial stakeholders, the

teaching staff maintain close relationships with the industry (in particular, through common projects and presentations by industry to students).

Overall, the teaching staff shows a diverse range of qualifications ensuring expertise and coverage of specialized subjects. The presence of Academic Advisors further supports the quality and organization of teaching, which is also complemented by a highly efficient administrative staff.

II. Analysis

The Panel members stress that the qualifications and competence of the teaching faculty and staff are of very high, excellent, caliber. Involved faculty are experts in their respective areas as evidenced by their internationally recognized activities.

There is ample evidence of commitment to quality education, assigning academic advisors to students and considering student feedback.

There is some space for improvement, however, especially in evaluating and updating teaching material more frequently in a very "volatile" area such as AI.

Also, the excellent relations the teaching staff maintains with the industrial stakeholders seem to be somehow ad hoc. Structuring and formalizing these relationships by creating an advisory board (specifically dedicated to this PSP) would certainly be beneficial to both sides. Such a board could comprise the current industrial stakeholders, academics and professionally successful alumni and could meet regularly (e.g. every year) to discuss curriculum updates and possibly new orientations of the PSP.

III. Conclusions

The panel considers that there is ample evidence of a strong commitment to high-quality education. The teaching faculty and staff of the PSP are well qualified, meeting and exceeding expectations to carry and deliver the PSP. However, there is some space for improvement as described in the analysis section above.

Panel Judgement

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

Panel Recommendations

R5.1 The Panel recommends evaluating and updating teaching material more frequently.

R5.2 The Panel recommends structuring and formalizing relationships with external stakeholders.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

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

Documentation

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

Study Programme Compliance

I. Findings

The principle regarding Learning Resources and Student Support is adequately covered. The PSP has established appropriate learning resources and student support mechanisms aligned with the programme's objectives, with no concerns identified.

II. Analysis

The academic unit provides the PSP with the necessary human resources, infrastructure, and services to support an appropriate teaching and learning environment. Students have access to classrooms, laboratories, technical infrastructure, and library resources, which are well aligned with the programme's

needs.

PSP students have access to a wide array of student support services, most of which are well-established within the host university and operate reliably. As detailed in Documents M6.1 and M6.4, these include the student advocate, vulnerable social groups support, student care, career counselling, along with various committees addressing health, social welfare, gender equality, and accessibility. To ensure students are fully informed, Document M6.4 provides easily accessible information on all available services, complementing the overview already available on the PSP website.

Moreover, the programme benefits from several laboratory spaces and specialized equipment, including GPUs and high-performance computing resources (detailed in the online tour presentation), all of which are accessible to students for coursework and thesis implementation. Additional resources are also available from specific laboratories upon request. Students assess access to specialized equipment as adequate, with no concerns raised in this regard.

The PSP is supported by sufficient and highly qualified scientific and administrative staff, ensuring the smooth operation of student support services and the overall functioning of the programme (M6.5). Finally, the academic unit's feasibility and sustainability study (M6.3), together with the tuition utilisation plan (M6.2), elaborate on the use of available financial resources and the long-term viability of the programme.

III. Conclusions

The PSP is well-resourced in terms of human resources, infrastructure, and student support services. Facilities, laboratories, and specialized equipment (including GPUs and high-performance computing) are adequate and aligned with programme needs, with no concerns raised by students. A comprehensive range of support services is available through the host university, staffed by qualified personnel and clearly documented for student reference. The programme also benefits from sufficient academic and administrative staff, and financial planning is well outlined in the feasibility study and tuition utilisation plan.

Panel Judgement

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

Panel Recommendations

R6.1 – The Panel recommends monitoring equipment capacity and resource availability to accommodate potential student growth and evolving technological needs.

R6.2 – The Panel recommends ensuring long-term financial sustainability through regular review of the feasibility study and tuition utilisation plan.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 report on the information management systems for the programme is discussed in four documents (M7.1, M7.2, M7.3, M7.4) with data pertaining to courses, student enrollment etc dating back to 2015.

II. Analysis

The panel finds the description on information management systems complete. It discusses the role of the National Information System for Quality Assurance and continues with the discussion of the process that is employed to update the programme material.

Relying on the Aristotle University of Thessaloniki (AUTH), the student information system (SIS) is state of the art and provides access to information to post-graduate students to faculty and staff. SIS is complemented and connected to other systems such as a learning management system (https://elearning.auth.gr/guides-site/guides-teachers.php) as well as Quality

Assurance infrastructure (https://qa.auth.gr/)

Supporting systems for depositing student project work which is part of the library (http://ikee.lib.auth.gr/). Incidentally, the library infrastructure in AUTH is state of the art with extensive facilities to link resources nationally and in Europe.

Document M7.1 is a long list of topics/areas that are mapped to relevant topics created in December of 2023 for the AI post-graduate program in the Information Science department going back to 2015-2016. It was difficult to digest all the data in document M7.1.

There is also discussion in document M7.4 on how the collected data at the department level such as the student evaluations for courses and faculty teaching is available online in the website landing page
(http://qa.auth.gr/). However, it was not clear how such student evaluations and other collected data, are employed to improve the program. While there is some graphical representation/summaries of AUTH data the latter do not specifically address the PSP under review.

The programme has in place a process where special faculty meetings are conducted to discuss and revise the curriculum every two years. A steering committee of 5 members also addresses issues with the curriculum and program in general.

There is no official process in place to get feedback to the program from stakeholders (companies). Specifically, there needs to be a formalized process that documents the engagement and interaction between faculty, student and stakeholder personnel that are involved in the final projects.

III. Conclusions

The Panel concludes that the programme has done a good job in establishing and maintaining state of the art information systems for administration, student monitoring and reporting as well as student support services to facilitate state of the content delivery.

Panel Judgement

Principle 7: Information management	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R.7.1 : The panel recommends that the PSP takes steps to use the available information in the IT systems on student performance to provide feedback to the students.

R.7.2 : The panel recommends a summary of historical data and Key Performance Indicators (KPIs) collected by the PSP over a period of 5 years be provided in graphical (or similar) form so that it would be easy to visualize.

R.7.3 : The panel recommends improving the interactions with stakeholders (industry). One way to do that is at the final project level where the industrial partner gives back a report on the quality of the interaction and evaluation of the student/work. The interaction is substantial and beneficial to all once it is started. However, the process needs to be formalized in terms of both function and the timing for it. It was suggested that a board of advisors from stakeholders with formal processes in place for review and documentation would improve the feedback to the program.

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 public information about the University and the programme is fully available online, including information on the programme structure, objectives, documentation in main page in Greek https://ai.csd.auth.gr that is also available in English https://ai.csd.auth.gr/en/home-eng/ The discussion of the process for making changes to the website and content curation is extensive and well documented (M8.1) but no records (minutes) were provided for the meetings that discussed the changes in the website.

II. Analysis

The program website's structure in form and function is consistent with the website of Aristotle University of Thessaloniki (AUTH). The website has a professional look and is maintained through the IT infrastructure, following rules and regulations of AUTH.

The website is entirely consistent in the description of the program.
The Department employs the more inclusive and adopted standard for the English and Greek version of a website with the "EN" letter-based symbol and "ΕΛ" and not an English flag or Greek flag. This is not so in the University landing page. The department should be applauded for maintaining the website to the highest standards.

III. Conclusions

The Panel concludes that the PSP has a high standard regarding the public information about the programme in English and Greek. The website employs state of the art features and is aligned with the design of websites of other programs at Aristotle University of Thessaloniki (AUTH).

Panel Judgement

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

Panel Recommendations

R8.1: The Panel recommends that special attention be given to the validation and curation of information published on the website to ensure its accuracy and integrity. Furthermore, the process for updating this information should be documented at the programme level.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date
b) the changing needs of society
c) the students' workload, progression and completion of the postgraduate studies
d) the effectiveness of the procedures for the assessment of students
e) the students' expectations, needs and satisfaction in relation to the programme
f) the learning environment, support services, and their fitness for purpose for the PSP in question

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The University (through MODIP) has carried out an internal evaluation of the PSP that was finally approved in April 2024. The evaluation was overall very good and in almost all questions the answer is positive. It was not immediately clear if this exercise was repeated every year as expected. In addition, it appears that the PSP pays attention to the re-evaluation, redefinition and updating of the PSP curriculum as well as to mitigate weaknesses and upgrading the structure but it was not fully clear whether there were systematic procedures towards this. Feedback processes from students appear to be in place but it is less clear to what extent they are taken into account or whether feedback in connection with external stakeholders or other interested parties is also considered.

II. Analysis

The internal evaluation (document M9.1) suggests that the PSP is overall fully

compliant and there were no issues of concern. This is broadly consistent with the findings of the Panel. It is noted that the internal evaluation made a number of recommendations (M9.1, Section B1.3), which are also shared by the Panel as issues that warrant some serious consideration; we note in particular the issue of links with alumni and the advisory board. More generally, it is worth noting that procedures for re-evaluation and monitoring should be consistent, well established and documented even though clearly they involve different stakeholders and there might be objective reasons or extraordinary circumstances for various delays. It is further acknowledged that the amount of work that may be involved to accomplish full-scale monitoring and evaluation may be substantial and there might be scope to reduce it to manageable levels. Nevertheless, all these issues, especially as some may lie beyond the programme's immediate control, should not stop the PSP from pursuing continuous quality improvement. Given the rapidly evolving nature in the field of AI, flexible approaches may be needed to ensure the PSP's continuous development, staying up-to-date and maintaining alignment with the latest developments.

III. Conclusions

The PSP demonstrates full compliance with Principle 9.

Panel Judgement

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

Panel Recommendations

R9.1 The Panel recommends that every possible effort is made to adhere to the established periodicity of the internal evaluation.

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

As this is a newly proposed PSP, no previous external evaluation processes have yet been conducted regarding its implementation and operation. Nevertheless, the PSP undergoes annual internal review conducted by the Internal Evaluation Group (OMEA).

Collection storage and analyses of questionnaires' answers are based on MODIP's integrated information system. It is envisioned that there will be also a systematic monitoring of graduates' employability and integration into the labour market.

II. Analysis

The Quality Assurance Policy of the PSP has been prepared in collaboration with the Quality Assurance Unit (MODIP) of the University, adopting and reflecting the University's quality policies and strategic goals.

OMEA is responsible for monitoring and implementing the evaluation procedures in collaboration with MODIP. OMEA also suggests ways of improvement, ensuring the effective implementation of the PSP's quality policy. Sufficient information is available on the website.

III. Conclusions

Based on the documentation provided, feedback from interviews of all the stakeholders, students, academic and administrative staff and employers, the panel reached the conclusion that the PSP has a sufficiently good quality assurance policy that is in alignment with the institutional policy of the university related to the overall quality. This policy is published on the website and it is accessible by all stakeholders.

Panel Judgement

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

Panel Recommendations

R10.1 The Panel recommends organizing annual meetings to showcase PSP achievements and completed milestones.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The PSP is overall very well structured and provides a high-quality learning experience for its students.
2. The teaching staff comprises internationally recognized academics with strong credentials and international standing.
3. There is a very good atmosphere of collaboration and understanding between the teaching staff and students.
4. The PSP benefits from very good infrastructure and support services, including excellent administrative support and access to high-quality library resources.
5. The PSP maintains strong links with industry.

II. Areas of Weakness

1. The rapid developments in the field, including the impact of Large Language Models and other cutting-edge technologies, should be more strongly reflected in the programme content.
2. Connections with alumni and industry could be formalized, while opportunities for additional international engagement and exposure should be explored.
3. The support provided to students from non-traditional backgrounds should be reviewed, as it may not be feasible to attend undergraduate-level courses whereas some crash courses may provide stronger foundations.
4. Consideration could be given to increasing the level of challenge and ambition of some final projects, while some projects could be developed in collaboration with industry partners.
5. Greater emphasis could be placed on applied skills, potentially through the introduction of additional laboratory-based activities or practical training components.
6. The coverage of machine learning models could be reviewed to ensure alignment with current practices and methodologies, especially those used in industry.
7. Students could benefit from training on research writing and the preparation of research publications.

III. Recommendations for Follow-up Actions

1. The Panel recommends exploring ways to update the curriculum, individual courses and the overall student learning experience offered in a manner that strikes a good balance between the rigid and formal requirements for revising the programme, the rapid changes in the field of AI, and the evolving needs and expectations of students and/or external stakeholders.

2. The Panel recommends exploring ways to formalize and strengthen the

involvement of the Advisory Board by establishing a more structured two-way feedback process. This could also include, as part of this process or separately, a mechanism to take advantage of the wealth of expertise that the PSP's alumni may have to offer.

3. The Panel recommends exploring mechanisms to better support applicants from non-traditional academic backgrounds by offering targeted foundation or introductory courses through a standardized approach.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

NONE

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
SAKELLARIOU RIZOS	Signed by SAKELLARIOU RIZOS
ANDREOU ANDREAS	Signed by ANDREOU ANDREAS
MILIOS EVANGELOS	Signed by MILIOS EVANGELOS
SPYRATOS NICOLAS	Signed by SPYRATOS NICOLAS
Καματέρη Ελένη	Signed by Καματέρη Ελένη