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Accreditation Report
for the Postgraduate Study Programme of:

Artificial Intelligence

Department: Digital Systems

Institution: University of Piraeus

Date: 07/03/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Artificial Intelligence** of the **University of Piraeus** 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 Artificial Intelligence of the **University of Piraeus** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. PAPADAKI MARIA (Chair)
   (Title, Name, Surname)
   University of Warwick
   (Institution of origin)

2. ANDREOU ANDREAS
   (Title, Name, Surname)
   Johns Hopkins University
   (Institution of origin)

3. BANITSAS KONSTANTINOS
   (Title, Name, Surname)
   Department of Electronic and Electrical Engineering, Brunel University London
   (Institution of origin)

4. SAKELLARIOU RIZOS
   (Title, Name, Surname)
   University of Manchester
   (Institution of origin)

5. Καματέρη Ελένη
   (Title, Name, Surname)
   International Hellenic University
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The external evaluation accreditation panel (EEAP) of experts has been formed by the Hellenic Authority for Higher Education (HAHE). This panel was tasked with assessing the compliance of the Postgraduate Study Programme (PSP) entitled "Artificial Intelligence", which is offered by the Department of Digital Systems, University of Piraeus. In particular, the Panel was tasked with preparing an accreditation report in accordance with the HAHE Quality Assurance requirements (laws 4009/2011 & 4653/2020). To this end, a comprehensive review of relevant documents was carried out, alongside online interviews with the Vice-Rector for Academic and Administrative Affairs and Head of MODIP, the Programme Director, the Head of Department of Digital Systems, Internal Evaluation Committee (OMEA) members, Quality Assurance (MODIP) members, academic teaching staff, students, graduates, and relevant stakeholders. The evaluation adopted an evidence-based approach, aiming to assess the extent to which the programme meets HAHE's quality assurance standards and to provide insights into its compliance, effectiveness, and practical implementation. For the purposes of this assessment, the information provided by the PSP was considered factually accurate.

Discussions with the members of staff and stakeholders were conducted remotely via the Zoom platform. The Department organised the various online meetings that took place in virtual rooms. Furthermore, the Panel had access to a separate private Zoom channel organized by HAHE where the EEAP members could hold private discussions. It should be noted that two more PSP programmes from the same department were also under review by the same EEAP during the same week. A joint virtual visit was conducted for all three PSPs on the first day, followed by separate meetings for each PSP on subsequent days. This report hereafter focuses only on the PSP entitled "Artificial Intelligence".

The EEAP Review virtual visit took place remotely (via Zoom) on Monday 2nd and Thursday 5th February 2026. The EEAP members were also able to use the following week to hold additional private meetings, consolidate their findings and draft the Accreditation Report, which follows hereafter. The EEAP held four private meetings in relation to the PSP. The first two meetings took place during the initial virtual visit on Monday 2nd February. The first meeting was an opportunity to discuss the submitted accreditation documents, exchange initial ideas and opinions, and to allocate the work required for drafting the report. The second meeting, which took place at the end of the first day, focused on reflections from the

visit and identified areas where further information was needed. On Thursday 5th February, the EEAP held their third private debriefing meeting to discuss the main findings from their virtual visit and to prepare the key points of their informal feedback for the programme director and department. Finally, on Friday 20th February, the EEAP discussed the report's final outcomes in their fourth private meeting.

At the opening session of the first virtual visit day, the EEAP was warmly welcomed by Prof Roukanas, Vice-Rector and Head of MODIP, as well as the Head of the Department, the PSP Director, and members of the Internal Evaluation Committee (OMEA) and Quality Assurance (MODIP). It was an opportunity for Prof Vouros, PSP Director, to present the PSP programme under consideration. More specifically, he provided an overview of the programme, as well as its design elements, ongoing evaluation and strategic partnerships. The discussion extended to the Standards for Quality Assurance and Accreditation (QAA) and associated quality assurance procedures in place for the PSP. The EEAP members had the opportunity to engage in a dialogue about the programme's quality assurance milestones, including admission, acceptance, progression, graduation, retention and employability rates. The discussion also explored the learning and teaching facilities available to the programme, including software, hardware, and physical spaces. At the conclusion of this extensive meeting, all EEAP members thanked the departmental representatives sincerely for delivering a comprehensive, timely, and precise overview of the PSP design, emphasising its regional and national importance, and its significance within the Department's initiatives.

During the second virtual visit day, the EEAP members initially met with seven staff members who teach on the PSP programme. The discussion focused on workload, staff experience and evaluation, learning and teaching practices, assessment and feedback, plagiarism detection, AI-assisted learning tools, student services, and overall module evaluation metrics.
During the second session of the day, the Panel had the opportunity to engage with six students from the Programme. Various aspects of the students' current experience were explored, including their academic peer environment, their experiences, challenges faced during their studies, understanding of the PSP's structure and content, awareness of quality assurance processes and policies, suggestions for improvement, and plans after graduation. All students actively participated in the discussions, enabling the Panel to gain a comprehensive understanding of the student experience.

During the third session of the day, the Panel met with several graduates who shared their experiences of postgraduate study and subsequent career progression. It became clear that the PSP programme was a significant milestone in their career advancement, whether in academia, industry, or public sector in Greece or Europe. Several graduates are now PhD candidates, whereas others hold key high-profile positions in industry in Greece or Europe. They still keep in touch, and the professional networks they formed during their time at the PSP have remained active.

Following the discussion with alumni, the Panel had the privilege of meeting its distinguished employers and external stakeholders. The EEAP explored their interactions and relationships with the department and the PSP, as well as their perspectives on the programme's structure and intended outcomes. From the outset, it was clear that the participants had strong professional profiles and warmly supported the programme. Everyone recognised the programme's significant regional and national benefits, and could demonstrate active engagement as employer, collaborator, or advisor.

Later, during a break from the discussions, the EEAP members held a private meeting to review the key outcomes of the virtual visit and prepare an initial verbal feedback report for the PSP Director and the Department. During the final session of the day, the EEAP Chair presented the panel's initial feedback and brief list of conclusions. The presentation primarily highlighted the substantial key contributions and qualities of the postgraduate programme and also identified some potential areas for improvement. There was also sufficient time for a fruitful discussion that concluded the meeting.

The EEAP members also held a final meeting and follow-up discussions online to compile the draft report. The aim was to consolidate all findings, reach a consensus and conduct a peer review of the Accreditation report. It must be noted that the report hereafter presents the collective findings of the Panel, based on the meetings, the PSP's quality assurance materials provided by HAHE, as well as the shared documentation available on the portal. Finally, it should be noted that the Panel has requested further information, which the MODIP has promptly delivered to its members.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The Postgraduate Study Programme (PSP) entitled “Artificial Intelligence” was established in 2019 and revised in 2022 under the aegis of two collaborating bodies, the Department of Digital Systems at the University of Piraeus and the Institute of Informatics and Telecommunications of the National Centre for Scientific Research “Demokritos”. It aims to support the provision of knowledge, skills, competencies and qualifications in Artificial Intelligence, reflecting international academic and research priorities in this area.

It is supported by 16 academic and 14 administrative staff members. Approximately 25 students are accepted onto the programme each year. It accepts candidates with BSc (Hons) and English language qualifications, who are required to pay tuition fees. Several scholarships are offered to current students based on their academic performance.

This 18-month, full-time programme comprises 90 Level 7 ECTS credits and is delivered and assessed in Greek. In exceptional circumstances, students may be allowed to attend remotely (or be granted extensions). The curriculum consists of two taught semesters, each worth 30 ECTS credits, followed by one semester for a research dissertation, also worth 30 ECTS credits. All taught modules and the research dissertation are mandatory for the successful completion of the programme.

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 was established in 2019 and it is a joint programme between the University of Piraeus and National Centre of Scientific Research Demokritos building on a long-standing collaboration. The purpose is to provide advanced training on Artificial Intelligence and 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 (6 units 5 ECTS each in Semester 1 and 4 units 7.5 ECTS in Semester 2) and 30 ECTS connected to a project. The programme is coordinated by a 5-member Steering Committee. The tuition fee is €4500 per student for the whole programme and the mode of delivery assumes mostly physical presence. In the current year there are about 27 students who are selected from about 3 to 4 times many more applications; there is an increasing trend compared to previous years. The teaching staff consists of highly qualified individuals with the right background and expertise. 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. There is appropriate administrative support as well as access to libraries and other digital resources. Finally, a quality assurance policy is in place although it is not clear when it was last updated.

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

2. The document related to quality goal setting has been made available to EEAP members although it is not clear when it was last updated. Yet the goals are appropriate and there is good evidence that there is good progress towards meeting most of the goals. In particular:

- Goals focused on education and skills development demonstrate good levels of attainment. It is noted that there is a deviation between ECTS of units in Semester 1 and units in Semester 2 (from 5 to 7.5) without a clear explanation and justification on why this is happening or whether this may have resulted in increased workload for the students. There is no clear indication on whether soft skills are included as part of the PSP programme. It is noted that a reasonable percentage of students appear to graduate on time and the PSP aims to have some activities in English, something which has not materialized yet.
- Goals focused on Research, Innovation and Technology Transfer also demonstrate ample evidence of good levels of attainment but only a small number of students are involved in research projects.
- Goals focused on Internationalisation and Mobility do not show particularly good levels of attainment especially in relation to international collaborations visiting

staff and alumni engagement and should be prioritised for improvement.
- Goals focused on Employability and the Labour Market appear to show reasonably good employability of the PSP graduates but this may be elaborated as well as improved.
- Goals focused on the Environment and Support appear to show a very good level of attainment but one wonders whether more could be done to support with improvement of the equipment and overall support.

3. In general, it appears that goals are appropriate and there is good evidence that they are attained. However, there is a feeling that some of the goals are rather quantitative in nature as opposed to qualitative. Some effort should be spent to make sure that quality goals are emphasised and goals in relation to the delivery of soft skills are properly monitored and attained.

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

R.1.1: The Panel recommends looking into the ECTS of all course units and try to aim for homogeneity (e.g., 7.5 ECTS per course unit) or explain clearly why deviations are needed. It may be useful to consider whether the current structure has resulted in increased workload for the students.
R.1.2: The Panel recommends monitoring carefully and continuously the various AI topics to make sure that adjustments related to rapid changes in the field are considered.
R.1.3: The Panel recommends giving emphasis on providing and monitoring how well soft skills are offered and improved.
R.1.4: The Panel recommends improving goals in relation to exposure to international collaborations or staff from international institutions.
R.1.5: The Panel recommends monitoring carefully and prioritise issues for improving the infrastructure also in relation to student expectations.
R.1.6: The Panel recommends that feedback coming from students is appropriately

addressed and communicated back to them.

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

Established in 2019 under FEK 2924, 12-07-2019, this inter-institutional Postgraduate Study Programme (PSP) in "Artificial Intelligence" is a high-level collaboration between the Department of Digital Systems and the National Centre for Scientific Research (NCSR) "Demokritos". Following its successful launch in the 2019-2020 academic year, the programme leverages the combined infrastructure and expertise of both institutions, with the core of teaching and research activities cantered at the Demokritos campus.

The curriculum targets high-demand specializations within the AI landscape, specifically focusing on Machine Learning (ML) & Data-Driven Decisions, Knowledge Representation & Reasoning, Intelligent Agents & Robotics, and Optimization Methods. It further extends into advanced fields such as Natural Language Processing (NLP), Multimodal Machine Learning, and Scalable AI Methods, ensuring graduates are equipped with the latest industry-ready competencies.

To maintain its competitive edge, the Steering Committee aligns the programme with global benchmarks, including the IEEE and ACM Computing Curricula 2023 standards, as well as Joint Research Centre (JRC) recommendations for AI development.

Structurally, the programme adheres to European standards, accumulating 90 ECTS credits. The first 60 credits are earned through ten taught modules distributed across two semesters (30 ECTS per term), while the remaining 30 credits are dedicated to a comprehensive written dissertation. Additionally, students have the opportunity for a practical placement in industry-related roles to bridge the gap between theory and practice.

While the programme is officially offered in both Greek and English—following external accreditation advice to boost international recruitment—this bilingual capacity currently remains an underutilised asset.

In terms of delivery, the PSP adopts a hybrid model: approximately 75% of teaching is face-to-face, with the remaining 25% conducted via distance learning. Although hosted at one of Greece’s most advanced research hubs, the programme maintains a lean physical footprint, requiring minimal dedicated laboratory space for its instructional components.

Operational transparency is maintained through a concise, user-friendly Student Guide available on the Department of Digital Systems website. Continuous improvement is guaranteed by an internal quality assurance framework that systematically reviews the curriculum, incorporating direct feedback from students to ensure every module remains relevant and effective.

II. Analysis

The MSc in AI is a timely and essential programme that addresses a critical gap in today's technological landscape. As AI becomes increasingly integrated into every facet of daily life, there is a distinct and growing need for experts capable of designing and managing these advanced systems. This requirement was emphatically confirmed during consultations with industrial partners, who highlighted a pressing demand for professionals with this specific expertise.

Regarding the program's strategic positioning, an initial assessment suggested a potential overlap with the existing PSP in Cybersecurity and AI offered by the same institution—a point previously noted in documentation under Principle 2.4. However, interviews with both faculty and students clarified that the two programs maintain distinct academic focuses. This differentiation is further evidenced by the high enrolment rates sustained by both programs, indicating they serve different professional niches.

The modules are well-structured and complementary, providing a balanced and modern approach to the field. A significant asset is the research-led teaching provided by the faculty; by bringing their own high-level research into the classroom, academics offer students access to cutting-edge knowledge. This culture of inquiry allows students to actively participate in the research process—an initiative supported by the University of Piraeus—resulting in several co-authored publications in reputable international journals and conferences. The program's success in this area is further validated by the number of graduates who successfully transition into PhD candidacy and professional research roles.

However, a notable point of concern is that despite the programme being hosted at NCSR Demokritos, specialized laboratory facilities are not utilised during the taught modules, with access reserved primarily for dissertation development. This was clearly identified by students during interviews as a programme weakness, which will be addressed in detail under a subsequent principle.

Finally, while a formal procedure exists for integrating student feedback into the curriculum through boards of studies, there is a perceived breakdown in the "feedback loop." Current students reported that some issues raised in their documented evaluations had not been addressed or communicated as updated actions. Ensuring these concerns are closed with formal feedback is essential for

maintaining the program's Internal Quality Assurance standards.

III. Conclusions

This is a well-designed and timely PSP that addresses a critical gap in the field of Artificial Intelligence. The programme adheres to a standard ECTS credit structure that accurately reflects both the depth of the curriculum and the intensity of student involvement.

Under the leadership of an outstanding teaching faculty, the programme is managed effectively and supported by robust internal processes. These frameworks ensure smooth operational flow and the continuous, timely revision of the curriculum. Furthermore, the programme strategically incorporates the expertise of industrial partners and alumni, ensuring that its academic objectives remain aligned with the evolving needs of the professional sector.

Panel Judgement

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

Panel Recommendations

N/A

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

All courses within the Inter-institutional Postgraduate Programme follow a structured teaching model. This includes traditional face-to-face lectures complemented by autonomous supervised study, delivered through asynchronous distance learning. This distance learning component is capped at a maximum of 25% of the total ECTS credits for each module.

By prioritising student assignments and active engagement during lectures, the programme fosters a participation-led environment. This approach facilitates experiential learning, ensuring that students not only acquire theoretical knowledge but also develop the specific skills and competencies required by each individual course and the broader curriculum.

Assessment Methods

To align with the specific learning objectives and requirements of each module, the programme utilises a diverse range of assessment and grading methods. As detailed in the course syllabi, these methods prioritise a combination of approaches to ensure a comprehensive evaluation of student performance:

- Written or Oral Examinations: Formal assessments with a fixed duration, typically lasting two to three hours.
- Project-Based Assignments: Comprehensive tasks that may include a combination of method development, experimental evaluation, the submission of a formal written report with data analysis, and a brief presentation of the findings.
- Literature Reviews: Critical study and presentation of theoretical frameworks, methodologies, and techniques based on extensive bibliography, followed by a formal presentation of the results.
- Problem-Solving Exercises: Practical application of knowledge through the resolution of complex exercises, requiring the submission of a written report and a presentation of the solutions.
- Of interest is the absence of laboratory exercises within the learning process; something that was brought up in both the student feedback as well as the interviews with the students.

Throughout their studies, students receive continuous support and have access to services across the following categories:

Regarding academic issues, in addition to the materials posted for each course on the "Leucippus" eClass platform, students have the primary option of contacting their instructors, whose contact details are available on the program's website. Furthermore, for academic guidance not limited to a specific module—such as broader academic, research, and professional inquiries or general concerns regarding their study cycle—students may consult the Academic Study Advisor (Personal Tutor). Students are also encouraged to approach the Academic Advisor to submit proposals for improving the programme or its overall implementation methods.

Specifically regarding the Master's Dissertation, students collaborate closely with their designated supervisor in accordance with the established institutional framework. Additionally, a comprehensive Master's Dissertation Guide is provided, which outlines the requirements and offers practical advice for the successful completion of the thesis

Grievances and Complaints
For any issues encountered, students may—in accordance with established procedures—first consult their Academic Study Advisor. If necessary, the Advisor forwards the grievance to the Complaints and Objections Management Committee, which is responsible for documenting, investigating, and proposing resolutions. This process follows the specific steps outlined in the Regulations for the Student Complaint and Objection Management Mechanism.

Finally, the Steering Committee conducts an annual collective review of all grievances and feedback received throughout the academic year. This review aims to identify systemic malfunctions or recurring issues, enabling the Committee to implement corrective measures and strategic improvements.

II. Analysis

Overall, this PSP successfully engages students as active participants in the learning process. This is demonstrated by a robust array of support mechanisms and formal procedures that integrate student feedback into the instructional design.

Students are systematically invited to evaluate each module individually. Participation population was 32 students in the latest round, which significantly exceeds benchmarks at competing national institutions. In the most recent evaluation cycle, the programme achieved an average satisfaction score of 3.76 and 4.31 for the first and second semester of their studies respectively reflecting a very high level of student approval.

Key observations regarding student support and governance include:
• Advisory Roles: While the role of the Academic Study Advisor (personal tutor) is well-established and clearly communicated, students often prefer to contact the departmental secretariat. This is largely due to the administrative team's proven capability in resolving day-to-day issues swiftly and effectively.
• Grievance Procedures: Although students are well-informed regarding formal complaint and grievance mechanisms, these remain largely unused. Feedback indicates that issues are handled in a timely and efficient manner by the administrative team, pre-empting the need for formal escalation.
• Transparency: A comprehensive Student Guide is available on the program's website, detailing institutional processes and offering clear guidance on most academic and administrative matters.

• Research Ethos: The programme successfully nurtures a strong research culture. Students are encouraged to participate in faculty-led research, frequently resulting in co-authored conference and journal publications. For many, this exposure serves as a direct pathway to pursuing advanced research degrees.

Finally, it is worth mentioning that the programme's assessment strategy effectively mitigates the risks of generative AI by pairing rigorous coursework with viva-style oral presentations. This dual-layered approach verifies student authorship while simultaneously fostering essential professional communication skills. To maintain this efficacy, regular biannual reviews of the strategies must be conducted to ensure they align with rapid AI advancements and evolving sector-wide best practices.

III. Conclusions

This PSP has implemented all necessary measures to ensure that students play an active role in the educational process. This engagement is facilitated through a diverse range of teaching and learning methodologies, the direct integration of students into research initiatives, and the systematic use of satisfaction surveys that inform the Board of Studies. Furthermore, the framework is bolstered by the appointment of Personal Tutors and the establishment of clear grievance mechanisms, ensuring a transparent and supportive learning environment.

Panel Judgement

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

Panel Recommendations

N/A

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The regulations reviewed under this principle appear to be effectively implemented, providing a structured and coherent framework for student admission, progression, recognition, support and academic guidance. A detailed analysis is presented below, highlighting the mechanisms in place and their practical application. Overall, the programme functions well, with only minor concerns identified.

II. Analysis

The PSP provides students with well-structured support for accessing both academic and administrative services, which are clearly defined and systematically implemented. Based on programme documentation and interviews with current and postgraduate students, this support is available from the outset of the programme and continues throughout its duration.

Regarding student admission, the procedures are clearly defined and well-structured, and no concerns were identified.

Student engagement and progression are monitored through multiple channels, including attendance, participation in classroom discussions, completion of assignments, and performance in examinations. In addition, each student is assigned a personal academic advisor responsible for monitoring progress and providing guidance on academic matters. Although this mechanism is well-established and effectively implemented, a few students suggested that even greater awareness of the academic advising service could further encourage its use.

According to student feedback, all courses are delivered in-person, which can be demanding for professional students, particularly when combined with many semester assignments. While some students mentioned awareness of a part-time delivery option, it is important to clarify that the programme does not currently offer formal part-time enrolment. The reference to spreading workload over additional semesters may reflect student perceptions or informal arrangements rather than an official programme structure. This could be considered by the programme's committee as an amendment in a future update of the programme. On a separate note, there is a misleading phrase within M1 that should be deleted referring to part-time delivery for students with verified employment of at least 20 hours per week.

Quality requirements for the PSP thesis are clearly defined, with detailed guidance provided across multiple sections of the programme documentation (Documents 4.2). Standardized templates, instructions for thesis preparation, and monitoring procedures—including those for industrial theses—are available in both Greek and English, facilitating smooth implementation and supervision. Thesis topics are communicated through the eclass system and by teaching staff. A Code of Research Ethics governs the PSP, providing an appropriate framework for ethical conduct in research (Document 4.1).

The European Credit Transfer and Accumulation System (ECTS) is consistently applied across the curriculum. Students receive a PSP Guide via email during the first weeks of the programme, which is also accessible on the programme's website, ensuring transparency and clarity of regulations and support mechanisms. The Diploma Supplement is issued automatically, free of charge, in both Greek and English, and is provided together with the main diploma.

III. Conclusions

Overall, the PSP provides a well-structured and supportive learning environment, with clearly defined academic and administrative services, effective monitoring of student progression, and established standards for thesis implementation and research ethics. Minor areas for improvement include increasing the visibility of academic advising mechanism and enhancing flexibility for professional students.

Panel Judgement

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

Panel Recommendations

R.4.1: The Panel recommends to further enhancing the promotion and accessibility of academic advising and other support services to encourage continued and increased student engagement with these mechanisms.

R.4.2: The Panel recommends considering flexible course delivery options to better accommodate professional students and reduce the workload pressure from in-person sessions and multiple assignments.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP adheres to transparent, established procedures for selecting academic and administrative staff. It is supported by 16 academic and 14 administrative staff members from both Institutions and external collaborators from academia. While the average teaching workload for the PSP is three teaching hours per week, this can vary among staff members. All staff members actively engage in high-quality research and have a proven track record of high-quality impactful publications, with an average of four publications and 125 citations per year. There is also a long-standing history of securing external funding through European and national projects. All the above not only enhance research and innovation capacity, but also actively support and encourage staff mobility. While one could argue that national and international collaborations provide ample

opportunities for professional development, personnel development plans seem generic. Although the current one-size-fits-all approach promotes consistency, it risks overlooking the unique needs of early-career professionals and diverse staff, who may face different barriers and require more mentorship to reach their potential.

The curriculum is underpinned by research-informed teaching, particularly in the research dissertation undertaken in the final semester. Students are encouraged to evaluate their teaching and learning experience as part of standard policy, and their feedback is considered by the Programme Coordination Committee. The consistently positive student feedback reflects the high-quality experience they have had.

II. Analysis

Academic and administrative staff are highly efficient and appreciated by students. All academic staff are experts in their respective fields and have experience in both teaching and research. The selection procedures for academic and administrative staff adhere to standard regulations and are consistent across all Greek higher education institutions. The recruitment of faculty members is governed by national legislation. Student experience is regularly evaluated and student feedback is considered at programme and department level as standard policy. Academic staff are evaluated based on transparent and internationally recognised metrics.

III. Conclusions

The PSP fully meets the requirements for teaching staff, and its quality and effectiveness are largely attributable to the dedication, and expertise of its academic team.

Panel Judgement

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

Panel Recommendations

R.5.1: The Panel recommends considering personnel development plans or mentorship schemes for early-career and faculty members from diverse backgrounds.

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. Appropriate facilities and student support mechanisms are in place and aligned with the programme's objectives. However, minor concerns were identified, primarily regarding students' access to laboratory and technical resources, as further detailed below.

II. Analysis

The academic unit provides the PSP with the facilities required to support teaching and learning. Students have access to classrooms, technical infrastructure, and library resources; however, dedicated laboratory facilities are

not (systematically) available, which may limit the programme's ability to fully address practical and hands-on learning needs. During the interviews, several students expressed a desire for greater access to laboratory spaces, particularly given that most courses are delivered on-site.

Access to specialized equipment, such as GPUs and high-performance computing resources, is also limited. In most cases, students are encouraged to use publicly available platforms to complete assignments. While operationally sufficient, some students reported that these platforms can be restrictive, due to limitations associated with free accounts. For courses involving hands-on components, students suggested that more interactive teaching methods would be preferred. Moreover, additional coding-related resources—such as structured laboratory sessions, dedicated computational infrastructure, and targeted educational materials—should be considered to further enhance the learning experience, particularly for students without a strong IT background. Despite these constraints, students confirmed that the necessary resources—including access to GPU and high-performance computing infrastructure where required—are made available for the implementation of their master's thesis, thereby ensuring adequate institutional support for successful thesis completion.

A broad range of student support services is available to PSP students, including student care, career counselling, and health services. Most of these services are long-established within the host university, ensuring their stability and effective operation. Despite their availability, student awareness and utilization appear limited. Feedback indicates that information about certain support mechanisms, such as student counselling, is not always adequately communicated, with some students suggesting that these services should be more actively promoted to encourage greater engagement.

The PSP is supported by competent and sufficient administrative staff, ensuring the smooth operation of student support services and overall programme functioning.
Regarding financial planning, the tuition utilisation plan presented in the proposal accurately corresponds the programme's current reality and demonstrates its financial viability.

III. Conclusions

Overall, the PSP provides adequate facilities, technical resources, and a broad range of student support services, all supported by competent administrative staff. Some limitations remain, including restricted laboratory access, limited specialized equipment, and low awareness of certain support services. Nevertheless, the programme ensures that essential resources are available for thesis implementation. Further consideration should be given to extending these resources to support specific course delivery and practical learning needs.

Panel Judgement

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

Panel Recommendations

R.6.1: The Panel recommends increasing access to laboratories and specialized equipment (e.g., GPUs, high-performance computing resources) to better support practical learning and hands-on assignments.
R.6.2: The Panel recommends providing additional coding resources, especially for students without a strong IT background.
R.6.3: The Panel recommends enhancing promotion and communication of student support services, particularly counselling and advisory mechanisms, to improve student awareness and utilisation.

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 three documents 7.2, 7.3 and 7.4 that are very terse. Additional data is provided in M3.1. However, it was difficult to assess their links to the resulting actions and discussion in M7.4. Student management, data collection for assessment and evaluation and reporting on the data collected is done through the centralized University of Piraeus IT systems. The departmental portal serves as a tool for collecting, organizing, managing, and disseminating a wide range of information. This data supports both the academic and administrative functions of the program.

II. Analysis

The panel finds report on the main IT infrastructure adequate. In addition to the main systems additional support services Lefkippos, Diodotos and Aristyllos are used for remote access of course material, data collection through questionnaires and programme application submission respectively. The latter is not discussed in the report but it is evident from the landing page of the programme in the Demokritos website. There is no discussion of how the systems are aligned with the National Information System for Quality Assurance (NISQA) at the level of department and program. There is some discussion of how the system are employed for advising and progress monitoring and project and connection with specialized in academia and workplace. The IT infrastructure to support asynchronous interaction is missing (Slack, Teams, Discord channels).

III. Conclusions

The Panel concludes that the programme has in place information systems for administration, student monitoring and reporting. However, details of the implementation are terse, in particular the presentation of data collected over the last 5 years in the M7.4.

Panel Judgement

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

Panel Recommendations

R.7.1: The panel recommends that the programme takes steps to use the available information in the IT systems on student performance and comments to provide feedback to the students and to take action (for example regarding resources for lab assignments beyond the free Colab, something that students have discussed).
R.7.2: The panel recommends that in the next reporting cycle, report 7.4 includes analysis and presentation of the data collected so that they can facilitate the evaluation of the program.
R.7.3: The panel recommends that the programme takes steps to create the infrastructure (Teams, Discord, Slack) for the synchronous and asynchronous interaction among students.

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 department's website serves as the primary communication channel for students, staff, and external audiences. It features a well-organized structure and is largely available in both Greek (https://msc-ai.iit.demokritos.gr/el) and English, (https://msc-ai.iit.demokritos.gr/en) with accurate information. From the above pages one can navigate to the university of Piraeus (https://www.ds.unipi.gr) which also has an English version.

II. Analysis

The site offers strong usability, with content clearly divided into sections covering educational, administrative, and social topics, ensuring that all essential information is readily accessible. Navigation throughout the site is straightforward, adhering to fundamental web usability principles. Questioning the students confirmed that they find the website to be a valuable resource even though the primary link of the program. Section 8.1 of the document provides information on the process by which website is updated and content curated. Even though it provides good visibility, the website is in the Demokritos domain it is not explained how the website is controlled by the programme if it is on the Demokritos domain.

III. Conclusions

The Panel concludes that the AI programme has a high standard regarding the public information about the programme in English in Greek and the connection to the links to the Demokritos research centre makes the programme more visible. The website employs state of the art features (for example proper way of indicating the existence of an English version of a website), it has a clean look and all links to sub-pages are active. The processes to update content are in place and well-articulated.

Panel Judgement

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

Panel Recommendations

R.8.1: The panel recommends that the programme explores the possibility of having a version of the website at the University of Piraeus (and not only on the Demokritos website)
R.8.2: The panel recommends that the programme creates a video with tours of the labs that is linked to the website.

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 on 26 January 2024. The evaluation was overall very good and in most questions the judgement was 'fully compliant'. It was not immediately clear if this exercise was repeated every year as required. In addition, it appears that the PSP pays attention to the re-evaluation, redefinition and updating of the 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 this is taking place in connection with external stakeholders or other relevant parties.

II. Analysis

The internal evaluation (as per document M9.1) suggests that the PSP is overall fully compliant and that no issues of significant concern were identified. This assessment is consistent with the findings of the EEAP. It is noted that the internal evaluation identified some issues in relation to evaluation questionnaires and feedback mechanisms (M9.1, Section 7); these are important matters, the EEAP concurs with these observations and notes positively that they appear to have been taken into account. It is also noted 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 of the field of Artificial Intelligence flexible approaches may be needed to ensure the PSP's continuous development, stay up-to-date and maintain alignment with the latest developments.

III. Conclusions

The PSP demonstrates substantial compliance with Principle 9.

Panel Judgement

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

Panel Recommendations

The following recommendations should be considered:

R.9.1: The Panel recommends that clear procedures are formulated to evaluate the PSP periodically and in all relevant aspects (content, changing needs, workload, assessment processes, learning environment), taking also into account student feedback.

R.9.2: The Panel recommends that the established periodicity of internal evaluation is consistently adhered to.

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

The last external evaluation took place in 2013. In addition, MODIP conducts an annual internal evaluation of the PSP and tracks the progress in implementing its recommendations. Its evaluation process considers a wide range of parameters and quality markers. A large number of recommendations from the internal and external evaluations have already been addressed, but not all. A sample of recommendations still pending include the following:

- Enrich online library resources, especially research journals and databases (60% completion)
- Adopt an external advisory body from local industry (50% completion)
- Incorporate soft skills in the curriculum and assessments (50% completion)
- Creation of a 5-year strategic plan (0% completion)

II. Analysis

The processes and procedures for monitoring, evaluating and revising/updating the programme are extensive, detailed, robust and are appropriately governed by national and institutional regulations. The department would benefit from a consistent effort to address all recommendations, documenting not only the actions taken to implement them and the progress being made, but also the rationale for not implementing them.

III. Conclusions

The PSP fully meets the requirements for its external evaluation procedures.

Panel Judgement

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

Panel Recommendations

R.10.1: The Panel recommends recording the rationale for not implementing external evaluation recommendations.

PART C: CONCLUSIONS

I. Features of Good Practice

• The PSP is a well-organised programme which offers an up-to-date, relevant and highly valuable learning experience on an important and timely field, Artificial Intelligence.
• The PSP curriculum is well structured with appropriate and relevant course units aligned with the expectations of ECTS Level 7 and is delivered by highly qualified staff.
• The PSP is efficiently managed with well-defined procedures for recruitment, student support and outreach that ensure a high-quality learning experience.
• The PSP has strong engagement with external stakeholders, who actively contribute to the programme's success.
• The PSP has reasonably good quality control procedures in place to ensure that an overall high standard is consistently maintained.

II. Areas of Weakness

• There is minimal support for computational infrastructure (local or cloud) to support the curriculum. Students most of the time use free accounts on Google (Colab). This is limiting the scope of work that can be done and especially in projects.
• Courses are delivered in person only, which may make it challenging for students whose work commitments limit their ability to travel.
• The role of the personal academic advisor in the programme does not appear to be fully utilized, with students frequently seeking guidance on various aspects of their

academic life from other students or individual faculty members. The latter may not be an effective and holistic support mechanism.

• While procedures for periodic internal evaluation of the programme are extensive they are not consistently deployed. Student feedback and satisfaction is not always included in the decisions for programme changes.

• The evaluation of the programme and recommendations by internal and external reviewers are not fully addressed in a timely manner to revise the programme.

III. Recommendations for Follow-up Actions

• The Panel recommends increasing access to laboratories and specialized equipment (e.g., GPUs, high-performance computing resources) to better support practical learning and hands-on assignments.

• The Panel recommends providing additional support for students without a strong IT background.

• The panel recommends that available information in the IT systems is used to address emerging issues from student performance or comments and to provide feedback to the students.

• The panel recommends that in the next reporting cycle, report 7.4 includes analysis and presentation of the data collected so that they can facilitate the programme evaluation.

• The Panel recommends that clear procedures are formulated to evaluate the PSP periodically and in all relevant aspects (content, changing needs, workload, assessment processes, learning environment), taking also into account student feedback.

• The Panel recommends that the mode of delivery is continuously reviewed to make sure that the student population is served in a manner better aligned with their expectations and needs.

• The Panel recommends that the established periodicity of internal evaluation is consistently adhered to.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 8, 10

The Principles where substantial compliance has been achieved are:

6, 7, 9

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
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