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HELLENIC REPUBLIC

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Accreditation Report for the Postgraduate Study Programme of:

Design and Construction of Technical Works

Department: Environmental Engineering
Institution: International Hellenic University
Date: 18/10/2025

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the External Evaluation & Accreditation Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Design and Construction of Technical Works** of the **International Hellenic University** 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 External Evaluation & Accreditation Panel responsible for the Accreditation Review of the postgraduate study programme of **Design and Construction of Technical Works** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. **Prof. PAVLOSTATHIS SPYROS** (Chair)
   School of Civil and Environmental Engineering, Georgia Institute of Technology, United States of America

2. **Dr. ALVANIDES SERAPHIM**
   Otto-Friedrich-Universität Bamberg, Germany

3. **Prof. HARITOS GEORGE**
   College of Engineering, The University of Akron, United States of America

4. **Assist. Prof. THEODOSSOPOULOS DIMITRIOS**
   University of Edinburgh, United Kingdom

5. **Mr. Meliadis Miltiadis**
   Aristotle University of Thessaloniki, Greece

II. Review Procedure and Documentation

In preparation for the review and assessment of the postgraduate study programme (PSP) Design and Construction of Technical Works of the International Hellenic University (IHU), the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, as well as detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices provided by the PSP through the HAHE. As all programme evaluation material was initially submitted by the IHU to HAHE in January 2023, the External Evaluation & Accreditation Panel requested, and the programme provided updated documents.
The programme review was conducted via teleconference, organized, and coordinated by HAHE and the International Hellenic University. The schedule and agenda of the review were as stated below.

Monday 13/10/2025:
a) Preliminary private meeting of the External Evaluation & Accreditation Panel. Discussion of the programme under review; assignment of writing sections of the draft accreditation report to the External Evaluation & Accreditation Panel members.
b) Welcome meeting and an overview of the PSP with the Director of the PSP and Head of the Department of Environmental Engineering Prof. E. Keramaris, members of the PSP Steering Committee Profs. I. Savvidis, M. Syrpi, and Lecturer Mr. A. Leousidis, Department Internal Evaluation Group (IEG/OMEA) members Profs. D. Konstantinidis and K. Anagnostopoulos, and Institute Quality Assurance Unit (QAU/MODIP) staff Mrs. K. Karavasili: Presentation of the PSP history, structure, strengths & weaknesses, and other futures of the PSP. Presentation of results of a recent PSP alumni survey along with actions taken.
c) Meeting with Department administrative staff members Dr. T. Zelka, Mr. I. Gkizaris, and Mr. S. Mentekidis, and teaching staff members, Profs. E. Keramaris, D. Konstantinidis, and I. Savvidis, and Lecturer Mr. A. Leousidis: On-line (video) tour of facilities, discussion of facilities, equipment, learning resources, software availability, as well as administrative and technical staff needs.
d) External Evaluation & Accreditation Panel brief meeting. Discussion of the programme under review, impressions of the first day, coordination, and preparation for the remaining review and evaluation process.

Tuesday 14/10/2025:
a) Meeting with PSP teaching staff members, Profs. F. Antoniou, I. Strepelias, S. Galinou-Mitsoudi, I. Teloglou, and Ch. Papadimitriou: Discussion of teaching involvement, learning resources and other features of the PSP, professional development, research activities, as well as link between teaching and research.
b) Meeting with current PSP students: Discussion of their study experience, satisfaction, facilities, possible input in the PSP's quality assurance.
c) Meeting with PSP graduates Mr. V. Aggelidis, Mrs. S. Ypodimatopoulou, Mr. Th. Magiropoulos, Mrs. M. Giannoutaki, and Mrs. E. Tsavilidou: Discussion of their study

experience, satisfaction, possible input in the PSP's quality assurance, and career path.

d) Meeting and discussion with employers and social partners: Ms. L. Diamanti, Sub-Directorate of Technical Works of Thessaloniki, Department of Environmental Structures; Mr. M. Papastergiou, Vice President of the Steering Committee of the Technical Chamber of Greece, Section of Central Macedonia; and Mr. G. Tselepis, Waste to Energy Business Manager Thetis Capital.

e) Private debriefing meeting (External Evaluation & Accreditation Panel members only): Discussion of the outcomes and findings of the PSP virtual visit; preparation of oral report.

f) Closure meeting with Department Head and PSP Director, PSP Steering Committee, PSP Steering Committee and Department IEG/OMEA Committee members, and Institute QUA/MODIP representative Mr. N. Chatzipapas: Informal, oral presentation of the External Evaluation & Accreditation Panel PSP key findings, discussion, and clarifications.

Wednesday 15/10/2025 to Saturday 18/10/2025:

Draft report writing. External Evaluation & Accreditation Panel virtual meetings. Review and finalization of the draft report.

Throughout the review and evaluation process, the External Evaluation & Accreditation Panel was in close communication with the Department and PSP administration, who were very accommodating in providing additional information requested by the External Evaluation & Accreditation Panel. The External Evaluation & Accreditation Panel found that the Department and PSP administration, as well as the faculty, technical and administrative staff, PSP students, PSP graduates, and stakeholders interviewed were eager and helpful in our discussions, providing valuable additional information.

III. Postgraduate Study Programme Profile

The establishment of the postgraduate study programme (PSP) “Design and Construction of Technical Works” was initially approved by the Senate of the Alexandreion Technological Educational Institute (TEI) of Thessaloniki (decision no. 10/19-4-2018; Government Gazette 2369/Issue B/2018). The PSP was re-established by the Governing Committee of the International Hellenic University (decision no. 3/26-06-2019; Government Gazette 3478/Issue B/2019).

The purpose of the PSP is to provide postgraduate education in modern methods of analysis and broader design and construction of engineering projects based on new Greek and European regulations and laws. The mission of the programme is the specialization of young engineers in environmental management and protection technology, including socio- economic and institutional issues directly related to environmental planning and the impacts of sustainable development projects and actions.

Teaching in the PSP is carried out by twelve (12) faculty members: nine (9) members from then Department of Environmental Engineering; one Emeritus Professor of the Department of Environmental Engineering; one (1) member from the Department of Agronomy/IHU; and one (1) member from the Department of Plant Production Science, Agricultural University of Athens. Specialized technical staff and administrative staff assist the PSP.

The programme has set at fifty (50) the maximum number of admitted students per academic year. The admission criteria and selection process are specified in the PSP Programme Guide, which is posted on the PSP site. The tuition fees for the entire 3-semester programme are € 2.400.

The PSP is a three-semester study resulting in a PSP diploma, level 7 of the European and National Qualifications Framework for Higher Education. To obtain the diploma, the student must have successfully passed nine (9) courses (60 ECTS) and completed a diploma thesis (30 ECTS). There are five (5) elective courses. Instruction is in-person and attendance is mandatory.

Based on the interdisciplinary nature of the PSP Design and Construction of Technical Works, the PSP graduates will have the critical know-how to respond to scientific, technological, and environmental challenges concerning economic, legal, environmental, and social issues with sustainable, environmentally friendly, and time-resilient technical works. Graduates will be prepared for careers in both the private and public sectors of the economy. There are strong links to society, which is a key priority of the PSP, the Department of Environmental Engineering, and the Institution.

The Department of Environmental Engineering participates in two interinstitutional postgraduate programmes. The Department also supports doctoral studies.

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

Relevant documentation provided included the Quality Assurance Policy and the Quality Goal Setting Strategy of this postgraduate study programme (PSP). Moreover, the External Evaluation & Accreditation Panel examined a number of additional documents available to assess other important factors such as the suitability of the structure and organisation of this PSP. The International Hellenic University (IHU) has developed and is implementing a specific official Quality Assurance Policy, which is part of its strategy. In the development and implementation of this policy, with the appropriate structures and procedures, all interested internal stakeholders (Administrative Bodies, Faculty Members and Researchers, Employees, Students of all Study Programmes and other interested parties) participate.

The quality assurance policy of the Department of Environmental Engineering, in collaboration with MODIP and the relevant services of the International Hellenic University, is aligned with the quality assurance policy of the IHU and focuses on the continuous improvement of the quality of all study programmes offered by the Department and their educational, research and administrative work.

Both the Quality Assurance Policy and the Quality Goal Setting Strategy are presented on the websites of the Department of Environmental Engineering and of this PSP "Design and Construction of Technical Works", and it is publicised to the members of the teaching and administrative staff, as well as to the students. The Quality Assurance Policy presents a detailed discussion of quality processes and provides a list of specific goals. The main quality-related processes/actions relate to the organisation and structure of the PSP, the learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education (Level 7), the promotion of the quality and effectiveness of teaching, the qualifications of the teaching staff, the formulation of annual quality goals for the improvement of the PSP, the level of demand of the acquired qualifications of the graduates in the labour market, the quality of support services, and the efficient utilisation of resources. It also provides for an annual internal evaluation and review to assure the continuing quality of this PSP which is conducted with the collaboration of IHU's MODIP and the Department's OMEA members.

The mission of this PSP is to achieve the goal of acquiring and promoting broader knowledge in the field of design and construction, management of engineering projects and the environment in the context of sustainable development, innovation and competitiveness. Its key objectives are:

1) The high-level education of scientists who will be able to successfully staff key areas related to Civil and Environmental Engineering projects, and
2) The development and promotion of research in all areas related to Civil and Environmental Engineering projects.

The PSP can be modified annually, depending on needs or circumstances that may arise. It is reviewed every two years.

This PSP's educational and research objectives are attained by following a number of fundamental principles, such as: Academic freedom and ethics, transparency and accountability, professionalism, student-centered pedagogical approach to teaching and learning, respect for diversity, social responsibility, and others.

The Quality Goal Setting Strategy of the PSP defines specific strategic priorities and quality objectives. The strategic aims defined include the following: the active participation of students in the educational process; the continuous review and, as necessary, improvement of the educational materials; the promotion of mobility and the enhancement of external/international links and presence. Special emphasis is placed on the quality of the students' PSP theses, as well as that of resulting publications in approved scientific journals and conferences. The Quality Assurance Policy is clearly written and provides a solid basis for planning and implementation in relation to achieving quality standards. Overall, the academic unit has established an excellent Quality Assurance Policy that is appropriate for this PSP and serves as a guideline and a point of reference for future planning, decision making, and continuous improvement. It strongly emphasises and promotes the continuous pursuit of improvement in both teaching and research excellence. It encourages and tracks the mobility of both faculty and students nationally and internationally.

II. Analysis

The External Evaluation & Accreditation Panel carefully examined all information contained in the relevant documents, as well as the information provided by the Department. The External Evaluation & Accreditation Panel is confident that the academic unit is fully committed to the implementation of the Quality Assurance Policy, as well as to the continuous improvement of the PSP. The goals set forth for this PSP are very carefully thought out. During scheduled meetings with the External Evaluation & Accreditation Panel, everyone - current students, graduates, and stakeholders - expressed their satisfaction with the structure, organization, and delivery of the curriculum.

Moreover, stakeholders clearly indicated that there exists a great and urgent need for graduates of this PSP both in the private and the public sectors. They stated that they would be highly receptive in supporting this programme by responding to invitations to present seminars to various classes, as well as organizing tours of their workplaces, and field excursions to ongoing projects that can use the knowledge of graduates from this PSP.

Also, without exception, current and past students expressed their satisfaction with the qualifications of the teaching staff, and with both the effectiveness of teaching and the ready availability of both the faculty and the administrative staff when they needed support. Moreover, all graduates who met with the External Evaluation & Accreditation Panel expressed their satisfaction with the opportunities for employment and/or consulting upon completion of this degree.

The External Evaluation & Accreditation Panel also found that the specified learning outcomes for this PSP comply with the European and National Qualifications Framework for Higher Education (Level 7). Specific quality goals are defined, discussed, and reviewed on a systematic and continuous basis. These goals are considered to be relevant, appropriate, and measurable. The academic unit has clearly demonstrated its commitment to the promotion of the quality and effectiveness of teaching and research, as indicated by Department actions, policies and initiatives, and student/graduate/stakeholder opinions. Income from fees, though limited, appears to be managed effectively.

This PSP is also supported by a number of well-equipped Department laboratories within which most of the classes are held. These laboratories are organized and maintained by the faculty.

III. Conclusions

After careful examination of the International Hellenic University's "Design and Construction of Technical Works" PSP, organized, administered and delivered by the Department of Environmental Engineering, the External Evaluation & Accreditation Panel has concluded that the Department has established and executes a Quality Assurance Policy that ensures that the PSP is monitored and evaluated on a systematic basis. The process also provides a well-defined process for ensuring continuous monitoring and improvement. Without exception, all students, graduates, and stakeholders the External Evaluation & Accreditation Panel met with expressed their satisfaction with the curriculum and organisation of this PSP. All stakeholders underlined the existing urgent need for the knowledge and skills that the present and future graduates of this PSP will bring to both the public and private sectors.

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 In view of the existing urgent need for employees with the knowledge and skills acquired by the graduates of this PSP, as communicated clearly by all stakeholders with whom the External Evaluation & Accreditation Panel met (both from the private and the public sectors), the External Evaluation & Accreditation Panel recommends that the IHU and the Department of Environmental Engineering partner with both public and private interested organizations and companies in order to jointly and aggressively market this PSP so several more students enroll each year.

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 PSP "Design & Construction of Technical Works" was initially conceived and designed during the period 2016-2018 by the 12 members of academic staff of the Department of Civil Engineering TE and initially approved by the Senate of the Alexandreion Technological Educational Institute (TEI) of Thessaloniki (decision no. 10/19-4-2018; Government Gazette 2369/Issue B/2018). The PSP was re- established by the Governing Committee of the International Hellenic University (decision no. 3/26-06-2019; Government Gazette 3478/Issue B/2019).

The aim of the PSP is to provide postgraduate level education in modern methods of analysis and broader design and construction of engineering projects based on the new Greek and European standards, regulations and laws. The mission of the PSP is the specialization of engineers in management technologies and environmental protection, including the socio-economic aspects of environmental protection and institutional issues directly related to environmental technology and environmental management design, as well as the impacts of sustainable development projects and actions.

The academic staff delivering and assessing the courses are active researchers in their respective fields with peer reviewed publications in international outlets, as well as involvement in various research projects. The current students and graduates made explicit reference to the teaching practices and the research aspects of the PSP.

The Study Guide is reasonably well structured and clearly articulates most of the information deemed necessary for the students, such as details of the Institution, the Department, the structure of the PSP, study regulations, registration process, course enrollment, Erasmus+ opportunities, etc.

II. Analysis

The External Evaluation & Accreditation Panel did not consider the dated A5 document "Programme Guide Academic Year 2022-23", because it has been superseded by various changes that were communicated to the External Evaluation & Accreditation Panel throughout the various meetings with MODIP. Therefore, the External Evaluation & Accreditation Panel considered the current "Postgraduate Studies Programme Guide 2025". The guide lists clearly the required (essential background) and elective (specialisation) courses for every semester as well as explicit information on the postgraduate thesis requirements. The required courses provide an excellent basis for students, especially those coming from different academic backgrounds.

The five (5) elective courses offered give the students the opportunity to specialise in four aspects of the PSP. These structures offer rigour in terms of academic and professional skills, as well as a level of flexibility for students to specialise professionally and towards their PSP thesis research.

Given the emphasis of the Department and the PSP on environmental sustainability, every course should list which 17 UN Sustainable Development Goals (SDGs) it is relating to and attempting to address. The PSP offers an excellent range of courses, and this "mapping" would provide valuable information to prospective students and strengthen the international perspective of the PSP.

It is important to mention here that the various stakeholders introduced to the External Evaluation & Accreditation Panel expressed a very positive opinion for the University, the Department and the programme, based on past and current experience through collaborations with academic staff and interactions with students working on their PSP thesis.

Some of the stakeholders have employed graduates or have graduated from the PSP themselves. However, it was not entirely clear to what extent the stakeholders provide input on the strategic development of this PSP, potential curriculum enhancements to reflect the technological and socioeconomic needs from the industry and from societal organisations, etc.

III. Conclusions

The PSP "Design & Construction of Technical Works" complies fully with the HAHE requirements of Principle 2. However, given the emphasis on environmental aspects, it is surprising that the UN Sustainable Development Goals (SDGs) are never mentioned in the entire Programme Guide. In addition, although there is clear willingness from all sides to involve stakeholders, there is very little evidence of stakeholder participation in the curriculum development of the proposed PSP, and this is also lacking a formal feedback mechanism.

Panel Judgement

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

Panel Recommendations

R2.1 Introduce the concept of UN Sustainable Development Goals (SDGs) across the board and certainly in the Programme Guide mapping each course to the relevant SDGs.

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

The PSP in Design and Construction of Technical Works, of the International Hellenic University, is divided into 3 academic semesters, in total 1.5 academic years. The first academic semester contains four general courses of 6 ECTS each (M101, M102, M103, M104), and one elective specialization course of 6 ECTS (M105.1 or M105.2, or M105.3). Students can choose only one of three elective courses. The second academic semester contains three general courses, two of 8 ECTS (M201 and M202) and one course of 6 ECTS (M203), and one elective specialization course of 8 ECTS (M204.1 or M204.2). Students can choose only one of two elective courses. The third and last semester is devoted to the PSP Thesis (30 ECTS) of the total 90 ECTS for the diploma.

The courses are conducted with physical presence and online, through lectures, while it is worth mentioning that some of them contain the use of sophisticated software. The Thesis Project, as implemented, can either be research- or literature-based, and the choice is up to each student, but the majority, if not all, choose a research-based thesis with laboratory experimentation.

According to the curriculum guide, the predominant methods of course assessment are short-answer questions, closed-book questions, and multiple- choice questions. The exam period takes place at the end of each semester, and the successful completion of each course is based on the performance on these final exams, adding if there are mandatory laboratory exercises, depending on the course.

The University provides students with an evaluation system at the end of each academic semester. The evaluation system is given in the form of a questionnaire, where students can rate the courses, lecturers, lecture content, etc. The same platform provides an opportunity for students to express any complaint, dissatisfaction, or even harassment. The teaching staff considers the diversity of the postgraduate students, who come from different disciplines and have different knowledge backgrounds. The lectures and their content are quite understandable to the student population, and the lecturers do not hesitate to respond to any questions.

II. Analysis

The curriculum of the PSP includes courses covering current and topical issues in the fields of Design and Construction of Technical Works. Consequently, the training of the students at the end of the PSP degree is satisfactory since they will have expanded and specialized their knowledge in this field. With respect to the acquisition of experience, the curriculum includes various exercises in the context of specific courses, internships, and thesis projects. Through the combination of all of these, following this PSP degree, the student should have gained a satisfactory level of experience in both the professional and research areas of their subfields. At this point, it is worth mentioning that most of the students and graduates suggested the need for additional training in various contemporary software, to be better prepared for the work market.

Despite the heterogeneity of the students, who come from different disciplines and have different backgrounds, the comprehension of the courses is generally satisfactory. As the students stated, the teaching staff has adapted the content of their courses to accommodate a broad audience, and they are always available to respond to any questions and queries.

The course/instructor evaluations are carried out by most of the PSP students. A good percentage of students (around 70%) have participated in the evaluation process for the last two years. Those who completed the questionnaires did not express any major dissatisfaction.

The students and graduates informed the External Evaluation & Accreditation Panel that most of them chose this PSP to be more successful at work or to find a job, thanks to this diploma. One major problem is that a number of students, due to personal reasons (such as family and work) complete the PSP in more than prescribed period of studies.

III. Conclusions

The curriculum of the PSP Design and Construction of Technical Works is in line with the standards of the HAHE. Graduates are provided with strong knowledge and experience in both the professional and research fields.

Panel Judgement

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

Panel Recommendations

R3.1 One extra meeting at the beginning of the first year with more stakeholders and former students for better guidance.
R3.2 More and better laboratories and more sophisticated computer programmes be acquired.
R3.3 Mid-term course/instructor evaluations.
R3.4 Invitations to lecture to several world leaders in the field (from abroad or Greece) should be considered.

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

Student admission for this specific PSP is restricted up to 50 per year. Eligible for admission are graduates from various fields of study, but mostly from engineering disciplines.

This PSP started its function in 2019 and offers the diploma of "Design and Construction of Technical Works". Acceptance to the programme is restricted based on a well-defined selection procedure. The selection of the applicants is based on their undergraduate performance and recommendation letters, followed by candidates' interviews by an established academic committee. These procedures are clearly described in the required supporting documents, which also contain information on the student's rights and obligations and ways to monitor their progression. Research ethics regulation, regulation of studies, internship, mobility, and student assignments are also provided.

The ratio of women/men is balanced. A considerable number of applicants have a part-time/full-time job, and they attend the PSP as an additional load. This problem is accommodated by offering flexible attendance requirements, which include classes on Friday afternoon and the weekend. The teaching method is by physical presence and online.

The duration of the PSP is 3 semesters, each semester of 30 ECTS, 90 ECTS in total. Students are evaluated at the end of each semester. Students are also required to write a thesis, which can be either research-based or a literature survey. Members of the PSP show understanding and flexibility for students who are employed in professional offices or public agencies. The PSP diploma allows the students to get a job in the public or private sector (research institutes, private companies, etc) with specific requirements, or to further develop themselves by pursuing a PhD degree. It is worth mentioning that most of the students are already working and with this PSP are aiming for their professional development.

There is very good communication between the students and faculty members of the PSP, who

are constantly available to help the students and provide the necessary information. The progress of the PSP students is followed closely by the faculty members.
The meeting of the External Evaluation & Accreditation Panel with current and past students of the PSP provided a positive impression of the quality of this PSP. All participants were enthusiastic and positive about their experience and the knowledge received. Several past students are excelling in the private and public sector in good positions, and this indicates the importance of this PSP. Several current and past students recommended visits to construction sites and other similar field trips. Concerning the quality and number of courses, students pointed out that courses are well- structured and easy to follow. Similarly, all students and faculty members emphasized that the PSP is rewarding, greatly helping their development.
The degree certificate is provided electronically to the students upon completion of the PSP in both Greek and English.

II. Analysis

This PSP provides an important and interesting basis for further studies in the field of Design and Construction of Technical Works. The PSP fulfils an important need for the education and training of engineering graduates.
The length of studies of this PSP is generally considered satisfactory from the External Evaluation & Accreditation Panel, and the latest upgrade with more sophisticated software is in the right direction.
An issue is that many students of the PSP have full-time or part-time jobs. This plays a significant role in the length of studies.

III. Conclusions

This is a well-organized and designed PSP in the field of Design and Construction of Technical Works. The courses, as well as the length of the studies for graduation, are satisfactory. An effort should be made to use Erasmus+ more actively and other existing mobility platforms.

Panel Judgement

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

Panel Recommendations

R4.1 Creation of a more extensive list of thesis topics, from which the students could select, should be implemented.
R4.2 Organization of an informative day where the various stakeholders could explain the possibilities of mobility, job opportunities, should be considered.

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 External Evaluation & Accreditation Panel was provided with detailed documentation regarding the recruitment process, qualifications, obligations, responsibilities, and expected performance of the teaching staff members. A set of detailed criteria and procedures for the recruitment, selection, and employment is in place, and it follows pertinent rules and regulations as dictated by applicable laws as well as those of the IHU. A detailed list of faculty members participating in the delivery of this PSP – both internal and external - was provided to the External Evaluation & Accreditation Panel. It includes information addressing the professional qualifications and areas of expertise of each of the teaching staff including their specific teaching and research duties, their teaching load, as well as their research performance and output to date. The teaching staff for this PSP consists of twelve (12) faculty members: nine (9) members from then Department of Environmental Engineering; one Emeritus Professor of the Department of Environmental Engineering; one (1) member from the Department of Agronomy/IHU; and one (1) member from the Department of Plant Production Science, Agricultural University of Athens. The External Evaluation & Accreditation Panel considers the Teaching Staff for this PSP to be carefully selected, highly qualified, well prepared and motivated, and sufficient numerically for educating the number of students typically enrolled

(to date, 10-15 per Semester).

Evaluation of the PSP's faculty by the students of this PSP takes place twice per academic year, typically between the 8th and 12th teaching weeks of each semester and lasts three (3) weeks. This process is conducted in accordance with the instructions of the IHU MODIP. The students are invited to evaluate the course and the teaching staff through an appropriate electronic form.

The External Evaluation & Accreditation Panel was provided detailed information regarding student participation in these evaluations and was pleased to learn that the completion of the evaluation process is in the 70 - 80 percent range.

The results of these evaluations, their commentary and the actions to utilize them are the exclusive subject of discussion of the PSP's Coordinating Committee and the Assembly of the Department of Environmental Engineering at the beginning of each academic year. The academic advisor's role is important, as she/he is asked to utilize the results of the evaluations when meeting with his advisees and to assist in the resolution of potential problems.

The PSP faculty members are involved in research activities which include publication of articles in journals and presentations at academic conferences, both nationally and internationally. During meetings with the External Evaluation & Accreditation Panel the teaching staff appeared positive with the opportunities available for professional development, both in teaching and research. The External Evaluation & Accreditation Panel was provided with a detailed, updated list of the teaching staff's publications, as well as their assessed (by international standards) impact. The faculty's collective publications record is judged as excellent.

The External Evaluation & Accreditation Panel also learned that the Department is engaged in a continuous search for ways to attract foreign students, professors and national and international collaborations within the framework of the strategic goal of internationalization. One available vehicle is the programme Erasmus. The External Evaluation & Accreditation Panel strongly encourages the PSP's teaching staff to consider participating in such professional enrichment activities.

In summary, faculty recruitment, employment regulations and contracts, and advancement policies processes are highly effective in achieving successful teaching and learning outcomes. There are also clear provisions for the systematic evaluation of staff members.

II. Analysis

The External Evaluation & Accreditation Panel carefully reviewed and considered all documents submitted on file, including the updated documents and presentations made available in a very timely manner by the Department during this virtual accreditation visit. Also, it considered all discussions with the University and Department leadership and the Teaching Staff regarding the processes in place for staff recruitment, training, as well as the existing supporting strategies for the advancement of the scientific work of the faculty, as well as the very interesting meetings held with current students, graduates, and stakeholders from both private and public organizations on the relevance of this PSP to the Local and National priorities.

The External Evaluation & Accreditation Panel found that both the University and the Department apply appropriate, fair, and transparent practices and procedures for the recruitment of both faculty and students. In addition, they provide a supportive environment that effectively facilitates both the teaching/learning goals of the faculty and the students in the classrooms and laboratories and promotes the advancement of the faculty's scholarly pursuits that directly benefit the students.

During discussions with stakeholders, the External Evaluation & Accreditation Panel learned

that there is an extensive and urgent need for the graduates of this PSP – both in the Public and Private sectors and at both the Local and National levels. Graduates of this PSP can contribute to partially addressing critical Local and National talent gaps. Efforts to grow this PSP would be in the National interest.

III. Conclusions

The External Evaluation & Accreditation Panel has concluded that this PSP has succeeded in recruiting high quality Teaching Staff who, with no exception, were highly praised by all the current PSP students and graduates interviewed. The existing IHU and Department processes for the recruitment of faculty are judged to be fair and transparent and in accordance with applicable National Laws and Regulations.

The Programme faculty are performing well at both the National and International scientific research domains and routinely integrate current, cutting-edge research results into their teaching, as appropriate.

Panel Judgement

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

Panel Recommendations

R5.1 The Department should continue encouraging faculty mobility through the Programme Erasmus+ and other similar programmes, as well as broader utilization of sabbatical leaves for collaborations with other National and International Universities for professional development, provided of course that such absences do not interfere with the PSP's delivery.

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 External Evaluation & Accreditation Panel review has shown a strong interest for student-centred learning and a consideration of flexible modes of learning and teaching requested by the students.

The PSP teaching activities take place primarily in teaching laboratories, which correspond to most of the courses, and in larger classrooms, as required. Each has a capacity of 20-30 attendants, and they are run by the course organiser, who often represents the subject in the Department.

The labs are effectively equipped (sufficient facilities for testing material and mechanical properties, surveying, virtual reality, chemistry) and the academics responsible for the labs make every effort to keep equipment and resources up to date. There is no dedicated lab technician even at the Department and there have not been many appointments by the University at technician level for some years now.

Labs can become available for the thesis, but students often choose topics linked to their own professional interests, which can be delivered through desktop study or analytical methods.
The Department has 7 classrooms, their quality is acceptable, they are all accessible (as also the laboratories) and they are equipped with a projector. There has been a major effort by the University to improve cleanliness and good maintenance.
The academic staff is engaging with the ethos of the PSP, teaching and student support, and they seem to be given enough space at the PSP to shape the direction of their courses, which are the driving force and resource of the programme – see Principle 5. They support substantially their teaching, with the occasional help of PhD students (though their number is only now growing) and they can handle well the small size of the classes (10-15 students). The staff responds quickly and directly to student queries.
The students are essentially part time, attending primarily on Friday and Saturday, so all contact and resources are concentrated in the campus. Some site visits are taking place, but they are not regularly planned.
Student Support is provided by academic staff taking the role of Academic Advisor. The University has a special regulation for this role, set by the Quality Assurance Unit (MODIP).
Counselling is centrally provided by the University. There is a dedicated office in the Sindos campus. Classrooms and laboratories are all accessible. The teaching staff uploads all relevant material after the lecture on the University's digital platform.
There is a general University library at the local (Sindos) campus. The opening hours seem to be limited during the weekend, the time when the PSP students are in campus, and this has hampered the access of textbooks for the students.
Software used for teaching and coursework: open source is preferred by staff and students, but the Department has also made efforts to secure popular professional software licences. Dissemination of teaching material and coursework submission is managed through the University's digital platform, which the Department uses consistently for all their programmes https://exams- sm.the.ihu.gr/course/index.php?categoryid=48 This seems to work well and facilitates communication with the students, especially since they are not based constantly at the campus.
There is an IT officer for the Department, who looks after the IT systems and hardware.
The Department has 2 members of administrative staff who also look after student matters and the University's online systems for student management. The staff is very knowledgeable, pleasant and engaged.
The stakeholders' group that the External Evaluation & Accreditation Panel met with can be treated as a further resource, both for the students but also the academic staff (and broadly the departmental staff), especially for a Department that wants to grow academically. Right now, there seems to be limited input from them (some lectures only).

II. Analysis

Broadly speaking, the students are happy with the facilities and the learning environment. Academics are very approachable and dedicated.
Overall, all resources seem to be sufficient for the needs of the students, and they have expressed no major concern in the External Evaluation & Accreditation Panel meeting with them (current students and graduates). The teaching staff seem to cope as well, and they can handle the current resources well. There is a constant effort for improvement, as also a few areas that stronger action can be taken.
The attendance of students on weekends functions well for them and this does not place large

pressure on undergraduate teaching resources the rest of the days.

The students prefer using open software in their learning as it is portable, places no costs on them, allows them to be creative with plugins and programming, but also represents the conditions in their professional career.

The administration staff is effective and knowledgeable, and they seem to be in good working relationship with the academic staff.

IHU, because of its foundation history, is based on 3 different campuses around Thessaloniki but the department and the PSP seem to be quite independently resourced in their own campus (Sindos).

Regarding aspects that can be improved, the premises of the Department and the common facilities of the campus could have been better maintained and decorated in a more engaging and welcoming colour scheme and finishes.

Laboratory technicians are a major resource for a PSP that is strongly based on laboratories. Though the academics seem to cope well, there are many issues that only a trained, dedicated and responsible-by-law should be able to handle. These can be around Health & Safety; maintenance of equipment and its recording; training of anyone operating machinery; updates; teaching and research support; materials provision and safe storage, etc. At least one person, with broad oversight on all labs at the department should be present.

Library hours need to be extended on Saturdays; this may be a point of improvement for many other PSP based in the Sindos campus. Otherwise, the University may find more cost-effective to buy more e-books, in collaboration with the teaching staff (a collection of key resources) or enter alliances with other Universities for the provision of more quality journal subscriptions.

It may be a better practice to upload teaching materials (including the slides or previous recordings that may have been available since the pandemic) before the lecture, not after. This can facilitate preparation by students with learning difficulties; it is often a good and widespread practice.

Student Support as it is defined right now is primarily based on academic issues. It could be better provided by a separate member of staff, from the administrative team, if personal circumstances need to be discussed or complications with progression. The structure of the PSP and the fact that all students are Greek nationals may not give rise to complex progression issues though, as it happens in some foreign institutions, so probably the allocation of the role to academic staff is suitable.

Other student support opportunities and officers at the University will need to be better signposted at relevant documents (PSP Handbook/Studies Guide)

III. Conclusions

The Department has sufficient and sustainable resources to support the PSP, especially academic staffing and the teaching laboratories, which seem to be appreciated and well equipped respectively. The students are satisfied with the engagement of the academic staff, the premises and software, as also the teaching schedule.

The laboratories are a key resource, and at least one technician needs to be appointed for their continuous and safe operation. Similarly, access to the library needs some rethinking, as also the effectiveness of student support.

Panel Judgement

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

Panel Recommendations

R6.1 The University should consider hiring a dedicated lab manager or technician. This person should be responsible for Health & Safety; maintenance of equipment and its recording; training of anyone operating machinery; design of upgrades; teaching and research support; materials provision and safe storage; any legal compliance, etc.

R6.2 Library hours need to be extended on Saturdays, or the University may find more cost-effective to buy more e-books (a collection of key resources set by the teaching staff) or enter alliances with other Universities for more journal subscriptions.

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

There is a full report on statistics regarding the University, the Department and the PSP for the years 2020-22, collected by the National Information System for Quality Assurance in Higher Education (NISQA – ΟΠΕΣΠ). This includes broad student progression statistics (students on programme, graduates, gender, continuing students).

The data appear to be consistent with the rest of documentation provided for the PSP accreditation and the discussion with the academic and administrative staff of the PSP.

Student administration is extensively digitised, including student registration, courses selection, marks recording, issue of certificates, etc.

There is a strong culture around student feedback, and it is collected primarily with digital questionnaires. Statistical data about student engagement and satisfaction are collected, as also qualitative observations by the participants.

II. Analysis

The data were collected in 2023, so no more recent ones are available. It is expected that data on the academic and administrative functions of the Department and PSP will be regularly collected by NISQA.

The numbers at the PSP are small (10-15 students each year), so the academics tend to know well the profile of the students and no more statistics are required. The faculty were positive to the collection of data for the monitoring of their courses' relevance and quality.
Student and Department administrative staff did not report any major issue.
The External Evaluation & Accreditation Panel had an extensive discussion on timely ways to collect feedback by the students. The course organisers seem to be satisfied with the way they collect feedback, and most questionnaires have a meaningful number of responses.

III. Conclusions

The University collects the right amount of data regarding student registration, progression and satisfaction, which will help future PSP adjustment.

Panel Judgement

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

Panel Recommendations

R7.1 Make sure the statistics are always up to date, especially for internal evaluations by the University Quality Assurance Unit (MODIP) or future external evaluations.

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

Navigation to the website of the PSP through the web page of the Department https://env.ihu.gr/ is easy. The website shows the programme of studies, regulations, admissions call and the programme handbook. Information about all staff is available in a consistent and clear format. All information is available in English too.

The Programme Handbook/Study Guide is available openly through the PSP site, rather than under password on reserved, internal sites. This is a positive move, shows externalisation, but also makes this very important document directly available to the students.

There is a dedicated IT officer at the Department who takes care of some of the communication needs and is responsible for website maintenance and updating.

II. Analysis

The website contains all the right information, it is up to date, useful and accessible. However, more can be communicated about the learning environment of the PSP, like the labs and the direct engagement with dedicated academics (the strengths of the programme). Also, a stronger insight can be given to the employment perspectives of the PSP graduates – even just a paragraph summarising some of the occupations of the graduates or what the stakeholders emphasised (there is great need for project and site managers who know how to prepare environmental impact reports and handle such issues on site).

Programme Handbook/Study Guide: Since it is openly available to the public and becomes essentially the best publicity brochure for the PSP, it needs to be more appealing and accessible. There is no need to start this document with the legislation that created the PSP or the Department and the discipline. Perspective or even current students will need to be attracted by the special character of the PSP, the facilities, the experienced and engaging teaching staff, or inspired by the work of the students (which can include selection of graphs from coursework or dissertations, photos from students working at the lab or field exercises, etc.). The University may like to set a template for all its PSP – corporate identity occasionally is important. It does not have to be a glossy document, but attractive and contemporary.

III. Conclusions

There is clear and up to date information about the PSP on the Department website, which is easy to navigate. It is a confident move to have the Programme Handbook openly available there.

More can be done to publicise the ethos and strengths of the programme, not necessarily by revamping the format of the website but providing more specific and exciting information about the learning experience of the students and their promising professional perspectives.

Panel Judgement

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

Panel Recommendations

R8.1 Communicate more at the website about the learning experience of the students and their very good professional career perspectives.

R8.2 Reformat the Programme Handbook/Study Guide, possibly using or developing a University template, to present the learning experience of the PSP from the first pages and illustrate with inspiring examples.

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 PSP "Design & Construction of Technical Works" provides an impressive list of measures for its self-assessment. The outcomes of these measures are recorded and submitted to the University's MODIP and the findings of the self-assessment are shared within the academic unit. There is also an exhaustive list of feedback mechanisms for the continuous improvement of the PSP. Properly implemented, the self-assessment measures should provide valuable data to the teaching faculty and the director of the PSP. During the interview of current and past students, the External Evaluation & Accreditation Panel established that they were fully engaged in the evaluation of the various courses and the annual assessment of the PSP, but with no involvement in the design/improvement of the PSP. In addition to continuous evaluation, there is also an exit questionnaire at the time of graduation. However, graduates indicated that they were never contacted at set intervals following the completion of their studies. The same students stated that they value and respect the PSP, which implies that they would like to remain involved post-graduation. Finally, the students indicated that they would be happy to participate in mid-term course evaluations, which can potentially impact on the quality of the course in real time and thus allow the students to experience the benefits of their own suggestions.

II. Analysis

The monitoring and evaluation of the PSP has a long list of procedures for self- assessment and its continuous improvement and there is strong evidence to suggest that the students engage in the various evaluation processed at a significant level. The students also indicated that their recommendations are taken seriously and adopted by the faculty towards improving the studies of future students. There is no formal mechanism for feedback by PSP graduates and external stakeholders or a systematic implementation of such input aiming at the continuous improvement of the PSP.

III. Conclusions

The PSP uses a comprehensive process for student monitoring and course/instructor evaluation. However, additional measures should be taken for systematic feedback by PSP graduates and external stakeholders and its implementation in the PSP's periodic internal evaluation.

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

R9.1 Invite current students and alumni to participate in the design and modification of the PSP.
R9.2 Survey graduates of the PSP at set time intervals to record their opinion at various stages of their career.
R9.3 Introduce mid-term course evaluations to improve the quality of instruction in the current semester.
R9.4 Develop a formal mechanism for the feedback by alumni and external stakeholders, as well as the systematic implementation and documentation of such input in the programme's annual 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

The PSP has not undergone an external evaluation until now despite its 8- academic years of existence. However, the Institution, through its Quality Assurance Unit (QAU/MODIP), organizes and supports the external evaluation procedures of the PSP according to the specific guidelines and directions provided by HAHE. In preparation for the external evaluation of the PSP Design and Construction of Technical Works, recommendations made in the International Quality Assurance System (IQAS) Accreditation Report of the International Hellenic University (29-05-2021) were adopted.

II. Analysis

Given the articulated quality assurance and control policy and procedures (see Principle 1), the experience of the Department teaching staff and administration, as well as the experience of the University QAU (MODIP) staff and administration with postgraduate studies programmes, it is expected that the PSP will fulfil the expected requirements of Principle 6.

Measures should be taken regarding the systematic and documented feedback by students, alumni, and external stakeholders, as well as the implementation of the programme's periodic internal evaluation findings. The participation of alumni and external stakeholders in the annual PSP evaluation should be made in a formal, structured and documented manner.

III. Conclusions

The PSP and Department administration, faculty, and staff are aware of the importance of external evaluation and accreditation. However, the recommendation made below will result in an enhanced implementation and documentation of quality policy and continuous development of the programme.

Panel Judgement

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

Panel Recommendations

R10.1 Develop a formalized and systematic process for adopting the recommendations of external evaluations, along with a detailed and documented action plan, as well as implementation timelines.

PART C: CONCLUSIONS

I. Features of Good Practice

- The programme has the necessary procedures for monitoring quality assurance and continuous improvement which align with the strategic objectives of the Department and the University.
- Faculty and staff are knowledgeable, enthusiastic, and dedicated to PSP's mission, resulting in a very positive and professional environment.
- Infrastructure and other resources are generally adequate for the successful operation of the PSP. Instruction is mostly in person.
- The employment potential of the PSP graduates in public and/or private sector is high.
- Stakeholders and social partners praised the PSP and believe there is a clear need for such graduates.
- The programme is addressing an area of need in the Greek economy, both at local and national level.

II. Areas of Weakness

- There was no formal, organized involvement of external stakeholders, Department alumni, etc. in the design of the PSP.
- The number of enrolled students is low compared to the possible maximum number of admitted students, especially when considering the existing shortage for the knowledge and skills of this PSP's graduates.
- Faculty mobility through Erasmus+ and/or other similar programmes, as well as broader utilization of sabbatical leaves, is low.
- Participation of visiting international faculty and students in the PSP is very limited.

III. Recommendations for Follow-up Actions

1) Consider introducing mid-term course/instructor evaluations to improve the quality of instruction in the current semester.

2) Develop a formal mechanism for the feedback by alumni and external stakeholders, as well as the systematic implementation and documentation of such input in the programme's annual internal evaluation.

3) Due to the existing need for the skills of the PSP graduates, consider taking specific actions to increase the number of enrolled students. For example, organize an informative day where the various stakeholders could describe the possibilities for mobility and job opportunities.

4) Conduct staff satisfaction surveys to document the needs of faculty, teaching and administrative staff.

5) Encourage faculty mobility through Erasmus+ and/or other similar programmes, as well as broader utilization of sabbatical leaves for collaborations with other National and International Universities for faculty professional development.

6) Consider hiring a dedicated laboratory manager or technician who will be responsible for health & safety, maintenance of equipment, training of those operating machinery, design of upgrades, teaching and research support, materials provision and safe storage.

7) Communicate more clearly the learning experience of the PSP students and their excellent professional career perspectives.

8) Establish a formal mentoring process for early career faculty.

9) Develop a formal and systematic process for adopting the recommendations of external evaluations, along with a detailed and documented action plan, as well as implementation timelines.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **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

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