



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaee.gr • www.ethaee.gr

Accreditation Report for the Postgraduate Study Programme of:

MSc in Data Science

Department: Informatics

Institution: Athens University of Economics and Business

Date: 11/06/2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **MSc in Data Science** of the **Athens
University of Economics and Business** for the purposes of granting
accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Postgraduate Study Programme Profile	7
Part B: Compliance with the Principles.....	8
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT	8
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES.....	11
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT	15
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.	18
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES	22
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT	24
PRINCIPLE 7: INFORMATION MANAGEMENT	26
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES	30
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	32
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	34
Part C: Conclusions	36
I. Features of Good Practice	36
II. Areas of Weakness.....	36
III. Recommendations for Follow-up Actions.....	37
IV. Summary & Overall Assessment.....	39

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 MSc in Data Science of the **Athens University of Economics and Business** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. FRIDERIKOS VASILIS (Chair)

(Title, Name, Surname)

King's College London (KCL), University of London

(Institution of origin)

2. ANDREOU ANDREAS

(Title, Name, Surname)

Johns Hopkins University

(Institution of origin)

3. PAPADAKI MARIA

(Title, Name, Surname)

University of Warwick

(Institution of origin)

4. Skevoulis Sotirios

(Title, Name, Surname)

Seidenberg School of Computer Science and Information Systems, Pace University

(Institution of origin)

5. ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ

(Title, Name, Surname)

University of Western Macedonia

(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 accreditation review of the Postgraduate Study Programme (PSP) entitled “MSc in Data Science” and “MSc in Information Systems Development and Security” offered by the Athens University of Economics and Business (AUEB), was conducted by the External Evaluation and Accreditation Panel (EEAP) on the 4th, 5th and 6th of May 2026 through remote participation. Those two MSc programmes are offered jointly by the Departments of Informatics and Statistics within the School of Information Science and Technology. The process started on 4th of May 2026 with a preliminary private meeting of the EEAP members. During this meeting, responsibilities were assigned, the preparatory documentation was reviewed, and arrangements were made for the submission of the required documents to HAHE. This initial session enabled the Panel to prepare effectively for the subsequent 3 days review of the offered programmes.

The formal review began with a comprehensive presentation by the two Directors of the PSP programmes. The aim of those presentations was to provide an overview of those two seminal and long-standing programmes for the University. The presentations were mostly qualitative in their nature and tried to cover the key ingredients of the programmes whilst providing also their history. The presentations managed to effectively provide a holistic view of the two offered PSP programmes. The presentations were approximately 15 minutes in length (30 minutes in total for both programmes) and that allowed significant amount of time for a lively discussion between the EEAP members and the leadership team (Mr. Leonidas Doukakis, Professor Vice Rector, President of QAU, Mr. Ion Androutsopoulos, Professor Head of Informatics Department, Mr. Dimitris Gritzalis, Professor (Director of MSc in Information Systems Development and Security), Mr. Themis Stafylakis Associate Professor (Director of MSc in Data Science), Mr. Ioannis Tzoufras, Professor (Member of Steering Committee of MSc in Data Science), Mrs. Eugenie Foustoukou, Assistant Professor (Member of OMEA) President of QAU & Mrs. Panagiota Ioakeim, Supervisor of QAU). In the subsequent session, the EEAP had the opportunity to conduct an online tour of the programme’s facilities, including classrooms, lecture halls, libraries, laboratories, and other supporting infrastructure. The decision was that the tour will take place in an offline manner so that all EEAP members could assess the infrastructure at their own pace.

On the second day, Tuesday 5th of May 2026, the first meeting was held with the teaching staff of the “Data Science” PSP programme. This session provided detailed insights into the operational organisation and delivery of the programme. This was followed by a meeting with five current postgraduate students, during which the EEAP had the opportunity to hear

their views regarding the programme, its courses, and the overall organisational structure. A subsequent meeting was held with five graduates of the programme, who shared valuable insights and experiences gained during and after their studies. Furthermore, a dedicated session was held with a wide range of stakeholders and social partners. This discussion confirmed the very strong market demand for specialised expertise in the programme's field related to data science and underscored the importance of creating high calibre professionals that are ready to provide value to different companies. The review concluded with an internal debriefing session by the Panel, followed by final clarification meetings with key member of the leadership team (Mr. Leonidas Doukakis, Professor, Vice Rector, President of QAU, Mr. Themos Stafylakis Associate Professor (Director of MSc in Data Science), Mrs. Eugenie Foustoukou Assistant Professor (Member of OMEA) & Mrs. Panagiota Ioakeim, Supervisor of QAU).

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 inter-departmental PSP programme “Data Sciences” is offered by the Athens University of Economics and Business (AUEB) from the Departments of Informatics and Statistics (School of Information Science and Technology). holds the distinction of being the first programme of its kind in Greece. The programme provides an in-depth focus in data science and maintains competitive admissions with approximately one in four applicants gaining acceptance. Students who enrol in this programme will learn from a challenging and focused curriculum, interact with diverse faculty members and other students, complete innovative data science projects, and be exposed to industry needs and real-life data science challenges. The programme structure consists of a one-year duration and follows a trimester system comprising Fall, Winter, and Spring terms. Depending on their background, students may be required to take between one and three preparatory courses in Statistics, Mathematics, and Computer Science as decided by the Admissions Committee. The academic component totals 60 units of coursework, of which 46 units are allocated to core courses and 14 units to electives. Additionally, students undertake a three-month integrated Capstone Project in collaboration with industry, which is jointly supervised by both academic and industrial mentors and carries 15 units. The tuition fees for the entire programme are set at 6000 Euros for full-time studies and 7500 Euros in the case of a part-time enrolment to 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 Interdepartmental PSP in Data Science is committed to implementing a quality policy that supports the academic profile and orientation of its study programmes, promotes their purpose and objectives, sets, implements and monitors quality targets, defines the means, actions and methods for achieving them, and applies the appropriate internal and external quality procedures with the ultimate goal of its continuous improvement. The PSP programme is offered on-site. In terms of the overall strategy, the Interdepartmental Postgraduate Programme in Data Science is designed for graduates who wish to develop expertise within the so-called digital transformation ecosystem with emphasis on AI and data science sector and their broad applications across industries. In addition to the growing impact of AI and data science on the economy and, more broadly, on the country's overall technological and innovation-driven development, its contribution to employment is also considered highly significant, and the proposed postgraduate programme aims to strengthen professional development in that sector by equipping students with advanced analytical skills, machine learning and AI capabilities, and practical experience in addressing real-world challenges in both an analytical and data-driven manner. The programme is leveraging existing capacity and capabilities at the AUEB and the two Departments to allow for an efficient implementation of the aims and objectives of the programme. The main asset of the PSP is the teaching staff. Course leaders are active researchers that contribute significantly to their fields and provide teaching work that amalgamates their own research, contributing to the improvement of students' active and meaningful participation in the learning process. During the discussions it was evident that all involved parties promote a research perspective in all taught courses emphasizing not only in core/fundamental science but also on recent and state of art techniques in the fields of big data management and artificial intelligence.

The Quality Policy of the Athens University of Economics and Business is posted on the Institution's central website at the following link: <https://www.aueb.gr/el/content/politiki-diasfalis-poiotitas>. The responsibilities of the Quality Assurance Unit as well as the structure of the Institution's Internal Quality Assurance System are posted on the Unit's website at the following link: <https://www.aueb.gr/el/modip>. Both links are fully operational.

This postgraduate programme is taught entirely in English.

II. Analysis

The PSP programme in Data Science is a well-established and renown programme of the University. The curriculum has been developed in alignment with current national and international trends in the field of data sciences and is continuously adapted to reflect the latest developments in artificial intelligence. It successfully integrates fundamental scientific principles with the current state of the art. It was evident from the submission to HAHE and the discussions that all members of staff that teach in the programme are active researchers that contribute to their corresponding scope areas of expertise. Members of teaching staff recognise and appreciate the value of student feedback; however, overall participation rates in the evaluation process cannot yet be considered sufficiently high, and efforts to

encourage greater student engagement in this regard would be welcomed.

In addition to the qualitative evidence gathered regarding the quality of the programme, it is equally important to develop a detailed and holistic understanding of its performance through a robust quantitative framework. The systematic use of a range of Key Performance Indicators (KPIs) would provide a more comprehensive and objective basis for evaluating the programme's effectiveness, enabling informed decision-making and supporting the continuous improvement process. Having said that several quantitative information has been provided to the panel such as the percentage of students who graduated within the prescribed duration of study, the overall average mark in the exams and the pass rate. However, would be good to see how these really actuate changes in the programs and the overall full cycle management of utilizing such evidence-based information.

III. Conclusions

The PSP programme in Data Science is a well-organized and a well delivered programme. The programme's forward-looking curriculum, closely aligned with emerging technological trends, ensures that graduates are equipped with the advanced technical expertise and specialised knowledge required to thrive in the rapidly evolving landscape of data science and its increasingly deep integration with artificial intelligence. The panel observed a high standard of course delivery, a strong and committed academic team, and a student cohort expressing high levels of satisfaction with the programme provision. Nevertheless, an area requiring further consideration is the level of student participation in course feedback processes, alongside the adoption of a more evidence-based approach to programme enhancement and decision-making informed by programme data and student input.

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: Will be beneficial to keep historical quantitative data across the various defined KPIs of the programme. Such statistics should be communicated also to the students.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

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

Study Programme Compliance

I. Findings

This interdisciplinary long-standing PSP was re-established in 2018 under decision no. 4078 (FEK 2432/B/2018), with the support of the Computer Science and Statistics departments at the Athens University of Economics and Business. The PSP has benefited from many years of operation and inherent continuous refinement. Still, the university has adopted a comprehensive, evidence-based approach to designing, approving, benchmarking, and monitoring the performance of the re-established PSP, which aligns with national legislation, internal regulations, and academic quality standards. The curriculum has been compared and benchmarked against similar PSPs at national and international level, which further reinforces its high quality and contemporary nature. The outstanding employability of its graduates is further evidence of its successful design.

The PSP structure includes a substantial and logical set of compulsory and elective courses, designed to provide students with a solid foundation and in-depth specialist knowledge in data science. A particular strength is the integration of computational, and statistical topics, which equips students with sought-after technical, and analytical skills applicable in many contexts.

The PSP offers full-time and part-time study modes, where the industry-led dissertation (capstone project) is mandatory only for full-time students. While the PSP is currently structured at 75 ECTS, in line with Greek Law 4957/2022, this does not necessarily align with broader European conventions under the Bologna framework, where Master's degrees typically award 90 or 120 ECTS and include a mandatory research dissertation. Although the PSP complies with Greek legislation, it may present challenges with international recognition or graduate mobility across the European Higher Education area.

The university defines a detailed and systematic procedure for curriculum review, overseen by MODIP and the Senate. The PSP enjoys strong support from its external stakeholder group, who regularly offer their resources and expertise, especially in the context of the dissertation.

All relevant programme information is available through the Student Guide, which has been made available to the Panel in Greek and English.

II. Analysis

The PSP enjoys strong support from its external industry partners, who offer their time and expertise to students, especially to those involved in capstone projects. Another significant strength is the PSP's interdisciplinary nature, which equips students with sought-after technical, and analytical skills applicable in many contexts.

The curriculum is well-designed, both contemporary and academically strong, offering a solid foundation as well as in-depth knowledge of data science. The programme's excellent graduate employability further demonstrates its high quality. That said, while the PSP's 75 ECTS credits comply with national regulations, it may present challenges for graduate mobility or international recognition. As such, it may be worth introducing an optional, more substantial 30-ECTS dissertation for students intending to progress to doctoral studies or progress to international studies abroad. Additionally, it may be worth making the capstone project mandatory for both full-time and part-time students, as a way of offering a consistent research experience across both cohorts. Introducing attendance monitoring for project meetings, with minimum expectations for students, academic supervisors, and industry partners, could further support consistency. Finally, formalising the role of industry partners within the project assessment process may help strengthen and structure this collaboration. Finally, the university procedures on the PSP review are comprehensive, detailed, and effective.

III. Conclusions

The PSP is substantially compliant with principle 2.

Panel Judgement

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

Panel Recommendations

The panel recommends:

R2.1: To consider the introduction of an optional 30 ECTS credit project dissertation that will lead to a 90 ECTS PSP.

R2.2: Ensuring a consistent research experience across both full-time and part-time cohorts.

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 applies a student-centred approach to learning and teaching through a combination of coursework, assignments, laboratory exercises, practical training, and final examinations. The program is delivered in English and consistently attracts international students, thus promoting an international academic environment and supporting student mobility.

The program uses different pedagogical methods, including assignments, project-based learning, and practical exercises. Students actively participate in research and support projects, while academic staff also encourage them to participate in conferences and journal publications, strengthening research engagement and academic development.

The program maintains collaborations with enterprises and organizations that provide internship opportunities. International students may undertake internships abroad through the Internship Office and the Career Office, demonstrating support for mobility and employability.

Student feedback mechanisms are in place through course and instructor evaluation questionnaires. The evaluation results indicate generally high levels of student satisfaction regarding course quality, teaching effectiveness, and learning outcomes. The aggregated evaluation data also demonstrate positive evaluations of courses and instructors.

A formal regulation for handling student complaints and appeals exists and is publicly available on the university website. Students are aware of the academic advisor system. However, several students indicated that they do not know who their personal academic advisor is, mainly because they have not needed to use the service.

The program supports thesis preparation through faculty supervision and guidance. Assessment methods are clearly defined and mainly consist of assignments and final examinations. Nevertheless, student participation in course and teaching evaluations remains relatively low.

No formal student representative currently participates in departmental meetings. Additionally, alumni participation in alumni network activities is limited, although some graduates remain involved in selected activities. Alumni suggested that additional seminars and workshops would further enhance the program. Finally, some alumni reported hardware limitations during their studies and practical training activities.

II. Analysis

The program substantially complies with the principle of student-centred learning, teaching, and assessment. The use of multiple teaching methods, practical training, project participation, and thesis supervision supports active student engagement and autonomous learning. The strong collaboration with enterprises and the opportunity for internships both in Greece and abroad contribute positively to experiential learning and employability.

The program demonstrates a clear orientation towards continuous improvement through the systematic collection of student evaluations and feedback. Student satisfaction indicators are consistently positive across different academic years, reflecting the effectiveness of the teaching staff and the relevance of the

curriculum.

The existence of formal procedures for complaints and appeals further supports transparency and fairness in the student experience. Moreover, the program's international orientation, English-language delivery, and support for mobility align well with European standards for postgraduate education.

However, certain areas require improvement. Although the academic advisor system exists, the lack of awareness among students regarding their assigned advisor suggests that the mechanism is not sufficiently visible or proactively communicated to students. Student statements indicate that this low awareness is primarily due to lack of need rather than systemic dysfunction. Nevertheless, improving the visibility of the advisor system would help ensure that students can easily identify their advisor when the need arises.

The absence of student representation in program meetings limits direct student participation in decision-making processes and quality enhancement activities. The low participation rate in course evaluations reduces the representativeness and effectiveness of student feedback mechanisms. Similarly, limited alumni engagement weakens the program's ability to systematically collect feedback from graduates and strengthen its external networking activities.

Finally, the hardware limitations reported by alumni suggest that further investment in technological infrastructure and laboratory resources may be necessary to fully support the practical and research-oriented nature of the program.

III. Conclusions

The PSP successfully promotes student-centred learning through active teaching methods, practical training, research participation, and continuous academic support. Assessment methods are appropriate and aligned with the intended learning outcomes.

The program benefits from committed academic staff, strong industry collaborations, and an international academic orientation. Student satisfaction levels are generally high, and formal procedures for complaints and appeals are in place and publicly available.

Panel Judgement

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

Panel Recommendations

1. Strengthen the visibility and effectiveness of the academic advisor system by clearly informing students about their assigned advisor at the beginning of their studies and explaining how to seek support when needed.
2. Increase student participation in course and teaching evaluations.
3. Expand the number of seminars, workshops, and guest lectures with participation from academia and industry.
4. Improve laboratory and hardware infrastructure to address the hardware limitations reported by some students and alumni during internships and project work.

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 PSP operates under a formal and publicly available internal regulation framework governing all stages of studies, including admission, progression, thesis preparation, internships, mobility, recognition, and graduation procedures.

The program clearly defines its structure, duration, ECTS requirements, and academic procedures. The duration of studies and the conditions of attendance are clearly defined in the internal regulations of the program. The maximum permitted duration of studies is three (3) semesters for the full-time program and five (5) semesters for the part-time program. In exceptional circumstances (e.g., illness, serious family reasons, military service), an extension of up to one (1) additional year may be granted upon submission of relevant documentation and approval by the Department Assembly or the Postgraduate Studies Committee. Furthermore, students may request a temporary suspension of studies for up to two (2) semesters in total, which does not count toward the maximum permitted duration of studies. The program corresponds to 75 ECTS credits.

Student admission procedures, progression requirements, and program implementation processes are formally described within the quality assurance and program regulations. The program also includes provisions for practical training, mobility, and thesis preparation.

Internship opportunities are supported through collaboration with enterprises, while international students may complete internships abroad with the assistance of the Internship Office and the Career Office. The program is delivered entirely in English and consistently hosts international students, supporting internationalization and mobility.

The program maintains a research-oriented profile, encouraging participation in projects, conferences, and journals. Students may participate in research activities in supporting roles and receive formal certification for their involvement.

The grading distribution of graduates demonstrates satisfactory academic performance and progression outcomes, with no graduates receiving a degree below 6.5 and more than 90% graduating with grades above 7.5.

Formal procedures for complaints and appeals are available, while regulations concerning program operation, ethics, and academic processes are publicly accessible through institutional channels.

However, student participation in departmental meetings remains limited due to the absence of a formal student representative in program meetings. Alumni engagement remains relatively limited despite the existence of a formal alumni network.

II. Analysis

The existence of updated and publicly available regulations ensures transparency, consistency, and fairness in admission, progression, thesis preparation, internships, and graduation procedures. The additional provisions for extension and suspension of studies add flexibility to the regulatory framework without compromising academic standards.

The program structure and workload are clearly aligned with European and national qualification frameworks, while the English-language delivery and support for international internships contribute positively to student mobility and internationalization.

The collaboration with enterprises and support offices strengthens the employability dimension of the program and provides students with practical experience aligned with labor market needs. The program also encourages research participation and academic dissemination activities, which further support postgraduate-level competencies.

Student progression appears satisfactory, as reflected in the high graduation performance and grade distribution. The program also demonstrates a strong quality assurance culture through evaluation procedures and continuous monitoring mechanisms.

Nonetheless, some weaknesses remain. The lack of formal student representation in departmental meetings limits student participation in institutional decision-making and quality enhancement processes. In addition, although an alumni network exists, alumni participation remains limited, reducing opportunities for systematic feedback, mentoring, and professional networking.

The reported hardware limitations experienced by some alumni during internships also indicate the need for continuous upgrading of technological resources to support the practical orientation of the program.

III. Conclusions

The PSP has established a clear and comprehensive framework regulating admission, progression, mobility, thesis preparation, internships, and degree certification.

The program demonstrates transparency and consistency in academic procedures and effectively supports student mobility, employability, and research participation. The English-language delivery and collaboration with enterprises contribute significantly to the program's international orientation.

The academic progression and performance of students are satisfactory, while the regulatory framework and quality assurance procedures are properly documented and publicly accessible.

Panel Judgement

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

Panel Recommendations

1. Establish a formal student representative role in departmental meetings and program review committees to ensure student participation in decisions related to admission criteria, progression regulations, recognition of studies, and certification procedures.
2. Increase the number of professional development activities, including seminars and industry networking events.
3. Enhance alumni engagement mechanisms to foster systematic feedback, mentoring opportunities, and professional networking for current students.

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 in Data Science at the Athens University of Economics and Business is distinguished by its comprehensive teaching and learning environment. The program integrates theoretical and applied modules, including laboratory sessions, seminars, and project-based coursework. Faculty members possess substantial expertise in both academic and industry settings, cultivating a dynamic and diverse educational atmosphere. The infrastructure, comprising modern classrooms and advanced computer laboratories, facilitates productive student engagement and collaborative learning.

II. Analysis

Pedagogical strategies are informed by contemporary best practices in data science education, incorporating interactive lectures, real-world case analyses,

and structured group projects. The curriculum is regularly reviewed and updated to reflect developments in the field and emerging technologies. Students receive consistent feedback and mentoring, which supports their academic progress and professional growth. The teaching environment actively promotes participation, critical thinking, and practical problem-solving, equipping students with competencies essential for the data science profession.

Faculty mobility is strongly promoted and receives financial support, to the extent possible, particularly when faculty engage in academic visits or collaborative activities abroad. In addition, faculty research is systematically woven into the teaching process through multiple channels—ranging from the integration of ongoing research projects that are explored and discussed in class, to the participation of postdoctoral researchers who are invited to present their work to PSP students, thereby enriching instruction with current scholarly insights.

III. Conclusions

The PSP in Data Science offers an exemplary teaching and learning environment, fully aligned with the demands of the data science industry. The program’s dedication to maintaining high-quality facilities and innovative instructional methodologies substantiates its educational objectives and enhances student outcomes.

Panel Judgement

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

Panel Recommendations

R5.1 When enrolment in a given course is high, it is advisable for the PSP to provide additional instructional support—such as teaching assistants, graders, or comparable resources—to help distribute the workload more effectively and ensure that faculty duties remain manageable and appropriately balanced.

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 LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed 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 program provides students with a comprehensive suite of support services, including academic advising, career guidance, and psychological counseling. Structured orientation sessions and skill-development workshops assist students in transitioning smoothly to university life and acquiring essential competencies. Opportunities for networking with alumni and industry stakeholders are regularly organized, further broadening students' professional horizons.

II. Analysis

Student support services are deeply integrated into the program framework. Advisors offer personalized guidance, facilitating academic achievement and

informed career planning. The university's support infrastructure ensures ready access to resources that foster both personal and professional development. Student feedback indicates a high level of satisfaction regarding the accessibility and effectiveness of support services.

III. **Conclusions**

The PSP in Data Science at Athens University of Economics and Business demonstrably meets and surpasses established standards for student support and guidance. The program's proactive and holistic approach to student welfare is a notable strength, contributing substantially to the quality and richness of the academic experience.

Panel Judgement

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

Panel Recommendations

R6.1 Drawing on feedback from both current students and alumni, the EEAP recommends that the PSP explore avenues for making professional certifications (e.g., SAS) accessible to its students.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The report on the information management systems for the programme is discussed in three reports (M7.2, M7.3, M7.4) and an archive, M7.1.rar with raw data pertaining to courses, student enrollment e.t.c dating back to 2015.

II. Analysis

The panel finds the report complete. It discusses the role of the National Information System for Quality Assurance and continues with the discussion of the process that is employed to update of the programme material. Also discussed is the process used to archive reports and evaluations of the program.

Relying on the Athens University of Economics and Business infrastructure, the student information system (SIS) is state of the art and provides access to

information to post-graduate students to faculty and staff.

There is a long list of topics/areas that are mapped to relevant topics and information in the Information Science and Technology Programmes (going back to 2015-2016). It was difficult to digest all the data in archive M7.1.rar.

There is also discussion on how the collected data at the department level such as the student evaluations for courses and faculty teaching is available online in the website

<https://www.aueb.gr/el/node/22500>. Such student evaluations and other collected data, are employed to improve the program and make awards for the best faculty teacher annually. Students are also evaluated and the best student gets a student award.

The programme has in place a process where the data are discussed and keep minutes. The chair is responsible for collecting the data and reports to the University. Faculty also discuss future directions and changes with the director of the program.

The questionnaires, have been printed but as of last year (2025) the electronic system is online, but unfortunately, participation is lower than before where more than 50% participate and there is a thought to go back to printed questionnaires.

There is no official process in place to get feedback to the program from stakeholders (companies). Specifically, there needs to be a formalized process that documents the engagement and interaction between faculty, student and stakeholder personnel that are involved in the cap-stone project. This needs to include a set number of meetings where everyone is committed to participate (including faculty advisor) with a minimum number of meetings.

III. Conclusions

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

Panel Judgement

Principle 7: Information management	
Fully compliant	
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 to provide feedback to the students

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

R.7.3: The panel recommends to improve improve the interactions with stakeholders. One way to do that is at the Cap-Stone project level where the industrial partner gives back a report on the quality of the interaction and evaluation of the student/work. The process needs to be formalized in function and the timing for it. For example there could be a one week in the semester that a design review can be formalized through a live project description document that gets updated by student and stakeholders. A suggestion was made to have a semester design day /workshop where the students and industry representatives interact. This could be a combination of a social and technical event. The industry will be willing to host and sponsor such an event. Records of such systems should be kept and need to be included as part of the current IT infrastructure.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The public information about the University and the Department is fully available online, including information on the programme structure, objectives, documentation in main page <https://datascience.aueb.gr/page.php?id=149> that is available in English. The discussion of the process for making changes to the website and content curation is minimal (M8.1) and no records (minutes) were provided for the meetings that discussed the changes in the website.

Document M8.2 provides a set of links and discussion of the links to complementary programs within the Department of Informatics.

II. Analysis

The program website is structure in form and function to be consistent with the website of AUEB. The website has a professional look and is maintained by an external company and it is maintained under the umbrella of the School of Information Sciences and Technology / Department of Informatics.

Some links on the website are not working well (for example the complaints link) when attempting to open the page the system is very slow (eventually after a minute or so it opens). This may discourage those who are trying to file a complaint. It seems that this part of the website is maintained by the University so, this is not a problem of the program but rather a problem in the University IT and website management.

The website is not entirely consistent in the description of the program given recent changes to add AI to the program. For example the graphic on the top left

of the dropdown menus indicates an MSc in Data Science. Once it is clicked it takes you to a website and an image carousel that clearly indicates that the program is an MSc AI and Data Science. But then the images are rotated in the carousel and at the next image goes back to a graphic that indicates an MSc. In Data Science program! This is confusing.

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

III. Conclusions

The Panel concludes that the M.Sc. Data Science and AI programme has a high standard regarding the public information about the programme in English. The website employs state of the art features and dovetails the design of websites of other programs at the Athens University of Economics and Business (AUEB).

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: Special attention must be paid in the validation and curation of the information that is added to the website for accuracy and integrity and the updating process needs to be documented at the program level.

R.8.2: The Panel recommends that the company maintaining the website reviews all links to make sure that they are active and RESPONSIVE.

R.8.3: The Panel recommends that the website is reviewed to establish a unified messaging that that program is not just about Data Science but also about AI.

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 confirms that it carries out the annual PSP self-assessment using MODIP, with relevant quality performance data collected through OMEA, the Programme Director and the Department. The findings of this process are recorded and shared with the relevant stakeholders, leading to the creation of action plans, and accompanying progress trackers. This internal evaluation process is described and published on the University's MODIP website. The process also outlines a comprehensive and detailed description of procedures and mechanisms for continuous improvement, demonstrating strong alignment with internal quality assurance expectations. Having said that, the quality targets, ie the thresholds for triggering a performance review at assessment, course, or

programme level could be specified more clearly. Similarly, as the implementation of such processes progress, historical annual self-assessment reports, action plans and trackers could provide concrete examples of internal self-assessment and evaluation processes. It is important to note at this stage that the Panel has received current and historical annual quality performance data, which demonstrate a robust and high-performing programme, with no cause for concern.

II. Analysis

The university provides a comprehensive and detailed description of annual monitoring procedures for programmes of study, demonstrating strong alignment with the expectations of internal quality assurance requirements. While these processes are described thoroughly, it would be useful to provide evidence of current and historical annual self-assessment reports, action plans and progress trackers. Similarly, it would be useful to specify the quality targets, ie the thresholds for triggering a performance review and action at assessment, course, or programme level. It is recognised that these thresholds might need to be agreed at university level, rather than at programme level. Overall, although the processes are clearly described, and data are collected and retained, it would be useful to provide evidence of improvements that have been implemented as a result. Historical annual reports, and action plans could show how effectively the programme team closes the feedback loop, even in such a strong-performing PSP.

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

R9.1 The Panel recommends the specification of quality thresholds for triggering performance review and action plan at course and programme level.

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 2018 at the University level. The panel was provided with a table with the 2018 evaluation outcomes and a complementary table with progress in achieving the proposed suggestions for changes (M10.1).

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 (to the best of the reviewer's knowledge). A sample of recommendations still pending include the following:

- Improvement of the quality of the teaching (40% completion)
- Review of the programmes of study with the course coverage and quantitative evaluation of the goals per course (60% completion)
- Evaluation of existing processes for quality assurance, including support services practical training, library resources and placement office (40% completion)
- Consolidation of current programmes given limited resources (0% completion)

II. Analysis

At the University level there is a committee that assesses and approves the changes e.t.c before any changes occur that meet the goals of the University. The

faculty are fully aware of the value of KPIs (Key Performance Indicators) and they understand the need to track them systematically. Furthermore, there is a new initiative at the National level to normalize and formalize KPIs and the program clearly will benefit from that.

The interaction of stake holders that could provide external feedback to the programme is minimal at best. Stakeholders interact with the programme through the cap-stone projects. The supervisor in the company sponsoring need to be more involved in the supervision of the students. Sometimes the external advisor of the student is more involved than the academic supervisor. The programme seeks the companies for data and interaction but does not ask the stake-holders on the outcome of the interactions. The faculty need to be more involved and there needs to be a consistent involvement.

III. Conclusions

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.

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 keeping historical records for meetings and discussions (minutes) with justifications why suggestions from reviews were not implemented. The programme 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.

R.10.2: The Panel recommends an annual meeting with the stakeholders (companies supporting the programme) to discuss and review the relevance of the curriculum to industry. This external review is somewhat urgent given advances in generative AI and the

stakeholders see large gaps developing in the next few years between the knowledge the students acquire and its relevance for industry.

R.10.3 The Panel recommends a formalized process that documents the engagement and interaction between faculty, student and stakeholder personnel that are involved in the capstone project. This needs to include a set number of meetings where everyone is committed to participate (including faculty advisor) with a minimum number of meetings.

PART C: CONCLUSIONS

I. Features of Good Practice

- The programme features strong academic content, comparable in quality to leading local and international programmes. It is designed to engage and challenge students, equipping them with strong employability skills and preparing them to continue their academic journey at the PhD level.
- Across the Department, from the leadership team to all members of teaching staff, the panel witnessed a proactive and responsive approach is at the heart of the operation of the PSP programme.
- Experienced professional administrative staff and a supportive University environment for all students.
- There is strong evidence from both current and former students that the programme is of high quality, with students consistently expressing their appreciation for the excellent academic experience it provides.

II. Areas of Weakness

- Strong quantitative data across the different defined KPIs of the programme in addition to qualitative data of the programme should be readily available (even, for example, to provide a presentation) of the PSP programme and could be offered also to students to provide a more holistic view of the programme.

III. Recommendations for Follow-up Actions

R1.1: Will be beneficial to keep historical quantitative data across the various defined KPIs of the programme. Such statistics should be communicated also to the students.

R2.1: To consider the introduction of an optional 30 ECTS credit project dissertation that will lead to a 90 ECTS PSP.

R2.2: Ensuring a consistent research experience across both full-time and part-time cohorts.

R3.1 Strengthen the visibility and effectiveness of the academic advisor system by clearly informing students about their assigned advisor at the beginning of their studies and explaining how to seek support when needed.

R3.2 Increase student participation in course and teaching evaluations.

R3.3 Expand the number of seminars, workshops, and guest lectures with participation from academia and industry.

R3.4 Improve laboratory and hardware infrastructure to address the hardware limitations reported by some students and alumni during internships and project work.

R4.1 Establish a formal student representative role in departmental meetings and program review committees to ensure student participation in decisions related to admission criteria, progression regulations, recognition of studies, and certification procedures.

R4.2 Increase the number of professional development activities, including seminars and industry networking events.

R4.3 Enhance alumni engagement mechanisms to foster systematic feedback, mentoring opportunities, and professional networking for current students.

R5.1 When enrolment in a given course is high, it is advisable for the PSP to provide additional instructional support—such as teaching assistants, graders, or comparable resources—to help distribute the workload more effectively and ensure that faculty duties remain manageable and appropriately balanced.

R6.1 Drawing on feedback from both current students and alumni, the EEAP

recommends that the PSP explore avenues for making professional certifications (e.g., SAS) accessible to its students.

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

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

R.7.3: The panel recommends to improve the interactions with stakeholders. One way to do that is at the Cap-Stone project level where the industrial partner gives back a report on the quality of the interaction and evaluation of the student/work. The process needs to be formalized in function and the timing for it. For example there could be a one week in the semester that a design review can be formalized through a live project description document that gets updated by student and stakeholders. A suggestion was made to have a semester design day /workshop where the students and industry representatives interact. This could be a combination of a social and technical event. The industry will be willing to host and sponsor such an event. Records of such systems should be kept and need to be included as part of the current IT infrastructure.

R.8.1: Special attention must be paid in the validation and curation of the information that is added to the website for accuracy and integrity and the updating process needs to be documented at the program level.

R.8.2: The Panel recommends that the company maintaining the website reviews all links to make sure that they are active and RESPONSIVE.

R.8.3: The Panel recommends that the website is reviewed to establish a unified messaging that that program is not just about Data Science but also about AI.

R9.1 The Panel recommends the specification of quality thresholds for triggering performance review and action plan at course and programme level.

R.10.1: The Panel recommends keeping historical records for meetings and discussions (minutes) with justifications why suggestions from reviews were not implemented. The programme 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.

R.10.2: The Panel recommends an annual meeting with the stakeholders (companies supporting the programme) to discuss and review the relevance of the curriculum to industry. This external review is somewhat urgent given advances in generative AI and the stakeholders see large gaps developing in the next few years between the knowledge the students acquire and its relevance for industry.

R.10.3 The Panel recommends a formalized process that documents the engagement and interaction between faculty, student and stakeholder personnel that are involved in the cap-stone project. This needs to include a set number of meetings where everyone is committed to participate (including faculty advisor) with a minimum number of meetings.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

2, 7, 9

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

FRIDERIKOS VASILIS

Signed by FRIDERIKOS VASILIS - 11/06/2026
10:47:19 +03:00

ANDREOU ANDREAS

Signed by ANDREOU ANDREAS - 11/06/2026
10:47:19 +03:00

PAPADAKI MARIA

Signed by PAPADAKI MARIA - 11/06/2026
10:47:19 +03:00

Skevoulis Sotirios

Signed by Skevoulis Sotirios - 11/06/2026
10:47:19 +03:00

ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ

Signed by ΠΑΠΑΤΣΙΜΟΥΛΗ ΜΑΡΙΑ - 11/06/2026
10:47:19 +03:00