



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**
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Accreditation Report
for the New Undergraduate Study Programme in
operation (Integrated Master) of:

Electronic Engineering

Institution: Hellenic Mediterranean University

Date: 2 June 2024



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 New Undergraduate Study Programme in operation (Integrated Master) of **Electronic Engineering** of the **Hellenic Mediterranean 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 Panel responsible for the Accreditation Review of the new undergraduate study programme in operation (Integrated Master) of **Electronic Engineering** of the **Hellenic Mediterranean University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Assoc. Prof. Giorgos Nikoleris, (Chair)**
Lund University, Lund, Sweden

- 2. Prof. Costas Iliopoulos,**
King's College London, London, United Kingdom

- 3. Prof. George Angelos Papadopoulos,**
University of Cyprus, Nicosia, Cyprus

- 4. Ms Magdalini Dragatsika,**
Student of Electrical and Computer Engineering,
University of Western Macedonia, Kozani, Greece

II. Review Procedure and Documentation

The accreditation review was conducted remotely from 27 May to 01 June 2024. The review was organized by HAHE and the Dept. of Electronic Engineering of the Hellenic Mediterranean University.

The timetable and agenda of the accreditation review were as follows:

Monday, 27 May 2024:

The EEAP members had a short meeting to organize the accreditation review and allocate the different tasks. Following this meeting an overview of the undergraduate programme was given by the Vice-Rector/President of MODIP and Head of the Department. Afterwards OMEA and MODIP members presented a review of student assignments, theses, exam papers and examination material.

Tuesday, 28 May 2024

Teaching staff members presented professional development opportunities, mobility, workload, student evaluations, teaching staff competence, teaching and research, projects, and research activities. Following this meeting students presented their study experience, quality assurance and other issues concerning student life and welfare. Next meeting was with administrative and teaching staff members about the facilities and learning resources of the Department. Videos were provided to give a better picture of the facilities.

Following was a very interesting teleconference with employers and social partners that presented different types of collaboration with the Department. Finally, EEAP members had a teleconference with the Vice-Rector/president of MODIP, the Head of the Department, OMEA and MODIP members to discuss and present the EEAP key findings.

EEAP received material with detailed data on the Electronic Engineering Undergraduate Programme of the Hellenic Mediterranean University. All necessary documents and reports on the Study Programme of Electronic Engineering were included (in Greek).

III. New Undergraduate Study Programme in operation Profile

The Department of Electronic Engineering of the Hellenic Mediterranean University was reestablished 2019 as a department of the Hellenic Mediterranean University. It is the successor of the Department of Electronic Engineers that was founded 1982 as the Department of Electronics Technological Institute of Heraklion – Chania Branch).

The Department is housed in two connected main buildings and a large lecture hall (amphitheatre) of 6000 square meters in Chania.

Faculty has 25 members, 6 Professors, 10 Assoc. Professors, 5 Ass. Professors and 4 lecturers. Educational and research activities are further supported by 8 members of the Dept. and 10 administrative staff members who provide administrative support.

A summary of the objectives of the Department is the focus on studies that will result in highly trained and qualified engineers and advanced research in electronic technologies and their applications.

The primary focus of the new undergraduate study programme is on the fields of Electronics, Informatics, Computers, Telecommunications, and Automation. The new undergraduate study programme is designed to fulfil the professional rights of the Electronic Engineer. It spans over 5 years, divided into 10 semesters. In order to acquire the degree of Electronic Engineer the following requirements must be fulfilled:

59 ECTS from 12 general foundation courses,

131 ECTS from 26 core specialization courses,

80 ECTS from 16 advanced specialization courses, and

30 ECTS from the diploma thesis.

The Department of Electronic Engineering maintains four research laboratories: a) Plasma Physics and Laser Centre, b) Telecommunications and Electromagnetic Applications, c) Cycle and Automation Technology and d) Computer Technology, Informatics and Electronic Construction.

Since 2014 the Dept. of Electronic Engineering organizes autonomous postgraduate studies and participates in a joint postgraduate program.

Independent Doctoral Studies have been organized since 2019.

Finally, the Department maintains excellent relations with industry, employers, and social partners.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

a. The last 80 years electronics engineering has become an important technology in every part of our society. The rapid development and increasing importance have led to an increasing diversity of topics in the area. The Department of Electronics Engineering main profile is on Applied Electronics, which play a major role in industry, safety, and every aspect of modern life. Besides the excellent results in education The Department of Electronic Engineering has a rich publication record in peer-reviewed journals.

b. The academic development strategy of the Department is based on a SWOT analysis with some of the main conclusions being a) there is no overlap with any other university department in the region of Crete and Southern Greece. b) The number of faculty and staff members is satisfactory, but immediate reinforcement is needed (short-term goal). c) The Department does not have a student residence and needs the support of HMU and the local community to find a permanent solution.

The department offers 4 postgraduate programs described in section g.

c. Electronics Engineering is an expanding branch that affects all aspects of modern life. The Department comprises the following three Divisions: Telecommunications & Networks, Informatics & Automation and Applied Electronics to cover a substantial number of subjects in Electronics Engineering. There is practically no limit on the type of education and applied research that can be offered in this area.

The Department is unique on the academic map of Crete as a Department offering studies in Electronic Engineering. Finally, the Department's five-year curriculum is designed to fully cover the professional rights of the Electronic Engineer.

d. The sustainability of the new Department is based on a) the sufficient number of permanent faculty members, b) the existence of four postgraduate study programs and doctoral studies c) the highly satisfactory number of publications,

- d) the wide range of services provided to the students and e) the competitive professional rights of an Electronic Engineer
- e. The curriculum of the Department of Electrical and Electronic Engineering (HM) spans 10 semesters and requires 300 ECTS credits for completion. The program for the first six (6) semesters is common for all students and includes core courses. Starting from the 7th semester, students choose elective mandatory courses divided into 4 course cycles: Electronics, Informatics, Computers, Telecommunications and Automation.
- f. The Department has achieved 100% capacity with 186 admitted students, of which 103 selected it as their first choice. The Department has excellent reputation and attractiveness among potential students.
- g. The Department of Electrical and Electronic Engineering (HM) offers 4 postgraduate programs: "Lasers, Plasma & Applications (LaPIA)", "Electronic Systems, Telecommunications & Automation (ESTA)", "Nanotechnology for Energy Applications (Nano)" and finally "Geoenvironmental Resources & Risks (GeoRR)".

II. Analysis

The Department of Electronic Engineering has wisely combined the tradition of applied projects and practical skills with theory. The acknowledgement of the historical roots of the Department is a sign of strength and provides a necessary link to applied electronics projects. The Department has presented, in a most adequate way, all of the necessary documentation: A reasonable strategic plan based on a SWOT analysis, the feasibility of the operation and the sustainability of the new department. The studies are well structured and aligned with ECTS. The number of first-year students is satisfactory as the attractiveness of the subject and the Department to candidate students. Finally, the Department has already organized post-graduate and doctoral studies.

III. Conclusions

The Department of Electronic Engineering has provided adequate documentation and showed excellent results in all issues of Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit. The EEAP finds the Department fully compliant in all items of Principle 1.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- A combination of practical-oriented projects and theoretical courses should provide the necessary stimulus to both practically and theoretically oriented students. This combination is however not without challenges and should be balanced accordingly in all relevant courses.
- Providing accommodation to students is inherently an external problem but should be given high priority by both the Department of Electronic Engineering and the Hellenic Mediterranean University at the highest level.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I. Findings

The Department's policy on quality assurance is based on the Greek Institutional Framework and the corresponding European Framework. The monitoring of their implementation is accomplished by the Internal Evaluation Team (EOTC). The EOTC is a structure of the Department dedicated to the organization, coordination and implementation of evaluation and quality assurance procedures through the development and implementation of the Internal Quality Assurance System (IQAS). The Department presents a number of actions in document B5 6.1 that aim to

continuously improve the quality of the proposed new undergraduate study programme.

II. Analysis

The quality assurance system follows National and European standards in a satisfactory way.

III. Conclusions

The EEAP finds the proposed quality assurance policy fully compliant.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The undergraduate programme has well-defined objectives, is well structured and comprehensive while maintaining an appropriate program structure. In general,

students are actively involved in the pedagogical process through laboratory and assignments in several courses that provide valuable lessons for use in the workplace. The faculty is fully committed to providing additional research opportunities for students participating in ongoing research projects. Although the program is still in its maturation phase, EEAP notes that the Department maintains a monitoring committee responsible for the undergraduate programme that in collaboration with the other formal authorities (MODIP) oversee the implementation, progress, and potential future needs for flexible adjustment/modification in the undergraduate study programme. The learning objectives, expected outcomes, and sources of information are outlined in the Programme Study Guide. The Study Guide is clearly structured, comprehensive, and informative. The panel understands that so far, the program does not receive any formal or informal advice from employers, local authorities and other external stakeholders on the quality of its graduates and learning outcome.

II. Analysis

EEAP finds that comparing the design of the curriculum with those of other established institutions shows a compatible program. The program is also consistent with European standards thanks to the thorough application of the ECTS system. Although there is a well-established Erasmus program, the participation of incoming and transfer students still needs to be improved. The number of students taking advantage of Erasmus 's opportunities remains low, in part due to the relatively recent pandemic. The institutional strategy articulated and applied in the Department's operations is clearly reflected in the program.

III. Conclusions

Essentially, the program adheres to the principles, recommendations, and regulations related to program design, approval, and monitoring. The Department should take steps to involve stakeholders more actively in the review and evaluation process (for example, by distributing questionnaires to them about changing market needs, key content, study, etc.). Discussions with representatives from non-academic, public, and private businesses can be a valuable source of understanding and insight for the program. EEAP believes that future curriculum revisions should also include more formal and comprehensive consultation with

stakeholders, outside experts, students, and prospective graduates. An advisory/consultation committee consisting of alumni and external stakeholders should be considered.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES	NO*
	X	

Panel Recommendations

R3.1 The Department should consider forming an alumni association, once the new program starts generating graduates. It should formalise the alumni network and strengthen relationships with alumni. They can be excellent ambassadors for its curriculum and research activities.

R3.2 Stakeholders and external experts/institutions from both the public and private sectors should be formally consulted in future revisions and planning of the curriculum. The establishment of an external advisory board to work with the Department could prove beneficial.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling 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 application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces 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 students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The Electronic Engineering Department is part of the “School of Engineering” of the Hellenic Mediterranean University. Students and staff are very satisfied with the places and the equipment of the laboratories and all of them believe that this is very helpful especially for students. In addition, students are assigned Academic Advisors from the first semester throughout their entire program who provide support in whatever problem students can face during their studies at the University. The majority of courses are delivered through, lectures, exercises and lab activities. The department use several teaching technologies and methods, enabling flexible learning procedure.

II. Analysis

The program of study contains 36 compulsory courses in the first 6 semesters. In the 7th, 8th and 9th semester there are 18 more courses, which students have the flexibility to choose from. During their studies, student participation is mandatory in laboratories, according to the theory courses. This gives them the opportunity to deeply understand some things, as they participate in a practical procedure.

Teaching is also delivered through lectures and exercises, using new technologies. This way, students are more attracted, they understand the lesson and they can also use “e-class” to have access in their courses, lessons’ power points, exercises, and additional educational material. Except from e-class, there is “Webmail”, which students can use to communicate with all people of the department’s staff. This is especially useful to communicate with their professors. So, all these enable flexibility and a variety of pedagogical methods used by the Department. Also, student-centred learning is accommodated via projects and participation in various activities, according to students’ interests. As a conclusion, the Program Study is designed to encourage students to actively create the learning process in Electronics with an emphasis on Telecommunications, Automation, Control Systems, Computers, and Informatics. Also, there are some basic lessons in the first year, such as Math or Physics or IT, which provide educational support to students during their transition from secondary to higher education.

III. Conclusions

The Department of Electronic Engineering should encourage students to evolve themselves, using student-centred learning methods, which are helpful for students and make them more skilled future engineers.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is important to encourage students to do the evaluation of teaching staff, in order to express their opinion and make courses even better.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

Based on the information provided by the Department's staff and students, a welcoming event takes place every year, which is helpful for first-year students, as it includes presentations with every information about courses, labs, facilities, and other services. This information exists on the department's website, in great detail. Moreover, there is an academic advisor for every student, which helps first-year

students express any problem and discuss with the advisor about everything for the department, courses etc.

Student progress is recorded by the department's secretariat. In addition, all the information needed is on the "UniverSIS" website using the central university information system. In this website, there are student's grades, data and statistical analysis results. Those results are also open to the Department's staff. According to the program study of the department, there are 96 courses at total, in 5 years of study. Every student must have attended 54 courses, which is equal to 270 ECTS. In the 10th semester, after completing a specific number of courses there is the Diploma work, thesis, which is obligatory and is assigned 30 ECTS. So, in the end of studies, students have completed successfully 10 academic semesters including courses and thesis and must have at total 300 ECTS.

The Diploma Supplement is issued in Greek, and in English.

Practical training is not compulsory, but there are many options for someone who wants to pursue it.

II. Analysis

The first 6 semesters include 36 courses, which are all compulsory without elective courses available. The next 3 semesters include 18 more courses, only 2 compulsory and 16 other courses, that student can choose.

On practical training, there is a connection with the industry through personal acquaintances of some professors as well as graduates who have positions in large companies.

The department has many cooperations with companies all over Greece. Also, there are career days, in which students can meet various companies' representatives, discuss with them, and give a CV for maybe a future job.

In addition, the Department encourages students' mobility, there is an Erasmus Office and many other information about exchange and mobility programs in the department's website. Although, the percentage of Erasmus Students is very low. Furthermore, there is an Erasmus week every year, called "International Week". Finally, it is also important, that the Department is a member of the European University "Athena".

III. Conclusions

As a general overview, the Panel considers that the Programme Study is complete and informative for the Department, giving students all necessary knowledge and skills. The percentage of Student Erasmus+ participation is low. It should be encouraged and promoted by department's staff.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Students should be encouraged to enrol to “Erasmus Program”. More information should be given about the chances and the advantages of the “Erasmus Program”.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

The undergraduate program was established in 2019. Students enrolled in this program have the option to pursue two types of degrees: a TEI-type degree, which is currently recognized, or a five-year University degree, which has not yet received recognition.

The department is staffed by a dedicated team, which includes 28-29 full-time faculty members who are responsible for teaching and research. Additionally, the department employs one member of the Educational Teaching Personnel (EDIP) and six members of the Specialized Technical Laboratory Personnel (ETEP), who support the educational and laboratory needs of the program. The administrative

functions of the department are managed by a team of four administrative staff members.

The teaching load for the faculty members is rather high, with each member of staff responsible for teaching 8-10 hours per week. This translates to handling the equivalent of 3-4 courses per year. In addition to their teaching responsibilities, faculty members are required to set up and administer numerous exams, which adds to their workload.

Moreover, they must supervise many laboratory sessions due to the insufficient number of staff available to cover these duties. Beyond their teaching and lab supervision duties, faculty members are also expected to participate in numerous committees. This involvement in various administrative and academic committees further contributes to their already substantial workload, requiring them to balance these responsibilities with their teaching and research obligations.

The courses and the staff undergo regular evaluation by the students. This evaluation process is designed to gather feedback on various aspects of the courses and the performance of the teaching staff. Students provide their assessments through structured surveys and questionnaires, which cover topics such as the quality of instruction, course content, effectiveness of teaching methods, and overall satisfaction. Once collected, the data from these evaluations are systematically analysed to identify strengths and areas for improvement. Based on the findings from this analysis, corrective actions are implemented where needed. It is noted that the student participation is low 15-30% depending on the course. There is a plethora of opportunities for personal development available to the faculty members. Several staff members have taken advantage of these opportunities by going on sabbaticals, which allow them to focus on their research, gain new knowledge, and develop professionally without the regular demands of teaching and administrative responsibilities. Additionally, many faculty members have participated in research visits to other institutions. Participation in the ERASMUS+ program is also robust, with staff members engaging in both incoming

and outgoing visits. Research performance monitoring is conducted vigorously, as outlined in principle 8.

II. Analysis

The teaching load for the faculty members is rather high, with each member of staff delivering 3-4 courses per year, to setting up and administer numerous exams, as well as in various administrative and academic committees.

Several staff members have taken sabbaticals/research visits/ERASMUS+ trips, which allow them to focus on their research, gain new knowledge, and develop professionally without the regular demands of teaching and administrative responsibilities.

III. Conclusions

The EEAP found that the programme is substantially compliant with principle 6.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Improve the student/staff ratio as well as the staff workload, by reducing the number of admitted students and/or increase the number of staff.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

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

Study Programme Compliance

I. Findings

The teaching and learning facilities in the department provide the appropriate equipment to promote and cultivate students' knowledge. The Electronic Engineering Department's effective use of facilities supports student learning, facilitates project activities, and promotes continuous research. There are several places where laboratory lessons are held and the equipment is sufficient, giving the chance to see, study, manufacture and do experiments. This way, students can find more easily a job, taken granted that there are

several collaborations of the department with big companies. The staff is also experienced and willing to help students whenever they need.

Also, there are labs and a library in the University's campus, so students can have access in them any time they want.

Finally, there is a restaurant in the campus, where students can eat for free or at a very low price.

The only problem is that there are no adequate houses, or rooms for the university's students.

II. Analysis

The facilities in the Electronic Engineering department, which is located in Chania, provide all the appropriate equipment to promote and cultivate students' knowledge. There are classrooms, labs, library, restaurant, whatever a student needs. The Department's effective use of facilities supports student learning, facilitates project activities, and promotes continuous research. There are many opportunities for students to participate in a great variety of other activities, such as sports and theatre. It is also very important that every place of the whole campus can be accessible from people with special needs. Also, all the other services available, which support students at any problem, and give them the opportunity to feel comfortable meet and know other students. This is helpful for everyone and contributes to the mental health of students.

III. Conclusions

As a conclusion, the academic unit has all the necessary facilities. The administrative staff, the professors and the secretariat staff are all experienced in what they do, love their job and always willing to help students in whatever they want.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There should be more rooms as students' residence, as this is a very important problem that students have to face every year.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

- a. The data collection and its analysis are fully digitized. Some of the procedures are using a software system called UNIVERSIS, which is based at Iraklion, and the rest are using locally developed software bas at the Chania campus, were the department is based.
- b. They have established procedures for periodically collecting data on students' population profile, progression success, teaching methods, and satisfaction with the department through student evaluations every six months. Data is collected from internal sources using evaluation forms completed by students under the guidance of MODIP. The department considers student participation to be rather low and needs to encourage more effective participation in both the courses and the evaluation process.
- c. The use extensively web-based teaching as well as e-class. The secretariat is supported by 3 administrators, it is fully digitized, and it seems to operate efficiently as students and staff expressed satisfaction with the efficiency of all the services provided.

- d. The research data was collected from multiple sources (SCOPUS, Google scholar) as analysed in various categories: number of publications, impact factor, conferences, journals, citations, research income etc.
- e. The teaching performance, student and module evaluations, the quality of the modules, were also collected and analysed by locally developed software, followed by corrective actions, when needed.

II. Analysis

The EEAP was satisfied with its findings: the data collection and their analysis were comprehensive and overall excellent.

III. Conclusions

The Panel has found that the Sector fully complies with Principle 8.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Public information is comprehensive, and the website of the department is bilingual: Greek and English. Analytically:

- There a news and events section (in Greek only), describing recent student and staff news, research events and useful announcements.
- There is a section describing the Department: A mission statement, the history of the department, a description of its various sectors, its administration structure, quality policy & objectives, evaluation procedures and structures, Graduation information, location etc.
- There is a section describing the staff (their education, qualifications together with their CVs), Laboratory staff, Administrative staff as well as the PHD. Candidates.
- A section describing the undergraduate curriculum and its structure (detailed) Diploma thesis, Course and exam schedule, ERASMUS+ mobility, admissions etc. There is a similar section for postgraduate studies (with similar detail).

- There is a research section describing the research areas as well as publications, research projects and associated publicity. A full list of research labs and their description is also given.
- There is an extensive section on services e-class, library, e-secretariat, eudoxus, e-mail etc. There were sections on Student care, Health care, psychological care, Carrer office etc.

II. Analysis

The EEAP was satisfied with its findings: the public information provided was excellent.

III. Conclusions

The Panel has found that the Sector fully complies with Principle 9.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. 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.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

I. Findings

There is a well-established procedure in place for the monitoring and periodic review of the undergraduate program. There is a clear distribution of responsibilities and roles of all parties involved in this process. The monitoring process involves most of the appropriate stakeholders, namely the Internal Evaluation Team (OMEA), the Departmental academic and administrative staff, and the current students. There is no mentioning of involving relevant external parties such as representatives from the labour market and social partners. This process is taking place annually, covers all aspects of such an evaluation exercise (program content, workload, student assessment, etc.) and its findings are reported to the University's Quality Assurance Unit (MODIP) for final approval. The documentation presented by the Department shows that the findings of the monitoring exercise

are fed back into the program for improvements and updates. The involvement of the students by means of filling questionnaires has been reported to be around 10%-30%. The process has identified a number of negative factors that are mentioned below.

II. Analysis

Overall, an effective mechanism is in place for internal feedback that is used for annual internal reviews and audits. The level of student participation via the questionnaires should be improved. The Department has pointed out a number of negative factors, some of which are beyond the Department's ability to deal with, namely the lack of sufficient availability for housing students, the relatively high (for students) cost of living, and the cost of maintenance of lab equipment.

III. Conclusions

Despite some negative aspects (which are beyond the Department's ability to rectify), the panel considers this criterion as fully satisfied.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R10.1 The monitoring process should involve directly relevant external parties such as representatives from the labour market and social partners.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with 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.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

As this is the first time the program is undergoing an external assessment, there cannot be a full and accurate analysis of judgment and conclusions regarding the compliance and/or utilization of the recommendations of previous external evaluations of the institution and the IQAS Accreditation Report. EEAP found that the curriculum was designed and established in accordance with the relevant policies of the organisation in cooperation with the internal quality assurance system “MODIP”. The program also strives to demonstrate the continuous improvement of educational methods, as well as the high quality and effectiveness of services, in line with international practices and HAHE principles and guidelines. Faculty and staff are aware of the importance of external review and the benefits it brings to the continuous improvement of the program.

II. Analysis

The Department has established an Internal Review Committee (OMEA) made up of DEP/Student members and MODIP staff. Its function is to collect, analyse and

annually present all data related to the university program. EEAP is pleased with the reported periodic review of compliance with the Department's commitment to quality assurance policies and standards, as required by the HAHE Code of Practice. Throughout the evaluation process, EEAP found that the faculty was fully aware of the importance of external assessment. At the same time, all the academic unit's stakeholders appear to be interested in participating in future program assessment activities. In this respect, the Department must develop and strengthen a detailed action plan and a concrete roadmap to implement the recommendations made in this report. Due to the recent establishment of the program, Principle 11 cannot be properly and fully evaluated; however, HAHE has authorized the EEAP to provide the review/principle review. Considering the documentation provided and submitted by the Department and the understandings obtained from the current accreditation, EEAP expects that the Department will be able to continue successfully conducting new external audits in the future.

III. Conclusions

Many aspects of the Department and its functions confirm very good practices. The Department's commitment to the spirit and processes of quality assurance is evident in all principles and aspects. Passionate faculty and staff self-assess the program and its courses and demonstrate outstanding teamwork. Both groups work very hard to support the program and the students, both academically and personally. EEAP rates the principle as "fully compliant", based on the above considerations.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R11.1 The Department is encouraged to continue its internal quality assurance procedures for annual internal assessment and evaluation of academic programs to achieve objectives through monitoring and evaluation for improvement continuous.

R11.2 Develop effective ways to further increase student engagement in completing questionnaires to ensure consistent statistical results.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I. Findings

The Department has put in place provisions for the students of the former TEI program to complete their studies. This is done via the continuation of the 4-year programs of study until the students enrolled there have completed their studies. There is also provision for students that wish so to transfer to the new 5-year program of study.

II. Analysis

The Department supports students of the former TEI to attend a supplemental credit program that grants them a university-level degree. Specifically, they should complete successfully the courses offered in the last two semesters and undertake the final year project.

III. Conclusions

The Panel deems the program as fully compliant with regards to Principle 12

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R12.1 The Department should encourage the remaining 2182 or so students to complete their studies.

PART C: CONCLUSIONS

I. Features of Good Practice

The studies are well structured and aligned with ECTS. Practical projects, especially in the area of applied electronics, are combined with more theoretical subjects. The number of first-year students is satisfactory as the attractiveness of the subject and the Department to candidate students. Post-graduate and doctoral studies are already organized.

Faculty is enthusiastic and dedicated to their mission. Several opportunities for personal development are available to faculty members. The function of the Academic Advisors who provide support to students is considered as very helpful.

The involvement and interest of current students, alumni and employers was evident during our meetings.

A monitoring committee, in collaboration with the other formal authorities (MODIP) oversee the implementation, progress, and potential future needs for flexible adjustment/modification in the undergraduate study programme. The public information provided by the Department is excellent.

II. Areas of Weakness

EEAP did not find significant areas of weakness in the program or the Quality Assessment procedures of the Department. Among the negative issues are: The teaching load of the faculty members that is rather high, student accommodation that is very problematic and the professional rights of Electronic Engineers that are not yet approved.

III. Recommendations for Follow-up Actions

- Providing accommodation to students is inherently an external problem but should be given high priority by both the Department of Electronic Engineering and the Hellenic Mediterranean University at the highest level.
- Create a budget and provide funding for the laboratories.
- Increase the participation of incoming and transfer students in the Erasmus program.
- Find ways to receive better feedback from employers, local authorities and other external stakeholders on the quality of the graduates and the learning outcome.
- Speed up the approval of the professional rights of Electronic Engineers.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12.

The Principles where substantial compliance has been achieved are:

6.

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 External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES X	NO
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The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Assoc. Prof. Giorgos Nikoleris, (Chair)**
Lund University, Lund, Sweden
2. **Prof. Costas Iliopoulos,**
King's College London, London, United Kingdom
3. **Prof. George Angelos Papadopoulos,**
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