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Accreditation Report for the Postgraduate Study Programme of:

Theoretical and Applied Mathematics

Department: Mathematics

Institution: University of Patras

Date: 16/06/2026



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 **Theoretical and Applied
Mathematics** of the **University of Patras** for the purposes of granting
accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Theoretical and Applied Mathematics of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. KYRITSIS DIMITRIOS (Chair)
(Title, Name, Surname)
École Polytechnique Fédérale de Lausanne (EPFL)
(Institution of origin)
2. ANGELIS JANNIS
(Title, Name, Surname)
KTH Royal Institute of Technology
(Institution of origin)
3. FLYTZANIS CHRISTOS
(Title, Name, Surname)
École Normale Supérieure
(Institution of origin)
4. MICHAILIDIS GEORGE
(Title, Name, Surname)
College of Literature, Science, and the Arts, University of Michigan
(Institution of origin)
5. Tsivolas Konstantinos
(Title, Name, Surname)
National Technical University of Athens
(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 review committee had the chance to receive all the necessary documentation for this PSP in advance and had ample time to study and process all the information within.

The committee had the pleasure of meeting the institution's management team on Tuesday 2 June 2026. In that first meeting, the following members of staff were present: Prof. Dimitrios Georgiou, Head of the Department and Director of PSP1 "Theoretical and Applied Mathematics", Associate Prof. Sotirios Kotsiantis, Deputy Head of the Department, Director of PSP2 "Computational and Statistical Data Analytics, MCDA", Prof. Jacobus Pieter van der Weele, OMEA member, Associate Prof. Konstantinos Petropoulos, OMEA member, Prof. Ioannis Venetis, President of MODIP and Fieroula Papadatou Head of MODIP. During that meeting there were two short presentations of the two PSPs to be accredited. Some short questions were asked by the committee to better orient themselves in the structure and delivery of this PSP. The slideshows of these presentations were sent to the committee for further study.

During the next two days, the committee had a chance to have a number of meetings with the teaching staff, the current students, the graduates and the external stakeholders of PSP1 (on the 3rd of June 2026) and PSP2 (on the 4th of June 2026).

The day concluded with an on-line tour: classrooms, lecture halls, libraries laboratories, and other facilities related to the twoPSPs. The management thanked the committee for their valuable comments and pledged to take their recommendations seriously.

The whole process went smoothly, conducted in a friendly manner without any issues.

III. Postgraduate Study Programme Profile

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

The Postgraduate Studies Programme (PSP) in Theoretical and Applied Mathematics aims to deepen understanding and foster advanced research in mathematics and its practical uses, as defined by its specialization areas. Graduates who earn the Master's Degree (MSc) will possess strong theoretical and applied mathematics training, enabling them to either pursue doctoral studies or work professionally in higher education, research institutions, public services, private enterprises, or related organizations.

Established in March 2018 (ΦΕΚ 1620/τ.Β'/10.05.2018), the programme offers a well-balanced academic curriculum combining theoretical foundations with practical applications of Mathematics. It grants an MSc in Theoretical and Applied Mathematics.

Admission is open to graduates from departments of mathematics and natural sciences and engineering, of Greek universities, as well as holders of equivalent degrees from recognized foreign institutions or related academic fields. The programme spans two academic semesters. To obtain the MSc degree, students must successfully complete at least six courses and submit a master's thesis.

The PSP comprises a total of 60 ECTS credits and is offered free of tuition fees.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP in Theoretical and Applied Mathematics has established structured procedures to ensure and oversee the quality assurance of the programme. Most of these processes are outlined in the M1 document, which provides an overview of the programme's quality commitments. The M1.1 document further elaborates on specific aspects of the quality process, partly overlapping with the M1, while the M1.2 document includes a table of objectives and performance targets to be achieved by 31/12/2025, which are currently under review for potential actions.

The PSP fully complies with both the European Qualifications Framework (EQF) and the Greek National Qualifications Framework for Higher Education at Level 7. It meets these standards by promoting advanced knowledge, specialized problem-solving skills, and the ability to assume strategic responsibility in complex academic and professional contexts.

Teaching quality and effectiveness are strengthened through a research-led and interdisciplinary curriculum, delivered by experienced faculty from the Department of Mathematics and Applied Mathematics. The programme integrates innovative teaching methods and experiential learning designed to foster active student engagement and the practical application of knowledge. Continuous evaluation procedures and mentoring support further ensure alignment with international standards and sustained academic excellence.

A distinctive feature of the PSP is its face-to-face instruction mode, which enhances interaction between faculty and students and supports the programme's research-oriented nature. This format promotes collaboration and leads to high-quality academic outcomes.

The programme's faculty, drawn from the Department of Mathematics of the University of Patras, are highly qualified and possess extensive academic and research expertise in their respective fields.

Annual quality objectives are set and reviewed collaboratively by the Internal Evaluation Group (IEG/OMEA) and the Quality Assurance Unit (QAU/MODIP), ensuring continuous enhancement and adherence to standards. Academic excellence is further supported by strong administrative services, comprehensive library resources, and student welfare provisions. Scholarship funds are managed efficiently to support distinguished students, while internal audits monitor the performance of the quality assurance system.

The PSP addresses, mainly, identified needs of students of the Departments of Mathematics in selected fields of theoretical and applied. Excellent administrative services, library facilities, and welfare support contribute to the overall student experience, strengthening the programme's competitiveness and its conformity with international best practices.

The University of Patras has exhibited high professionalism and transparency throughout the evaluation process. The submitted documentation is thorough, well-organized, and consistent with international quality standards, reflecting a strong institutional commitment to quality assurance and strategic planning. The institution's responsiveness in providing additional materials requested by the EEAP further illustrates its cooperative spirit and dedication to a rigorous and efficient accreditation process.

II. Analysis

The PSP demonstrates strong alignment between its academic aims and institutional priorities through a well-designed curriculum that balances theoretical depth with practical relevance.

Compliance with EQF Level 7 and the Greek National Qualifications Framework validates the programme's academic depth and capacity to cultivate critical thinking and strategic problem-solving skills. The participation of highly qualified academic staff enhances both the educational and research components. Robust quality assurance measures—including annual reviews, internal audits, and resource oversight—ensure continuous improvement and accountability.

The programme's research focus is reinforced through dedicated courses and publication opportunities, emphasizing its role in advancing academic knowledge and excellence. Together with its responsiveness to labour market needs and comprehensive student support services, the PSP exemplifies the University's commitment to delivering a high-quality, relevant, and sustainable postgraduate education.

III. Conclusions

The PSP fully meets Principle 1 through a clearly articulated strategy, strong quality assurance structure, and effective institutional governance. Its Aim & Design – Implementation – Evaluation – Improvement framework provides a systematic process for defining and monitoring Key Performance Indicators (KPIs) and supports a culture of continuous enhancement. Alignment with EQF Level 7 further reinforces academic integrity and rigour.

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: Establish a formal External Advisory Board, including selected alumni of the programme, that meets regularly with PSP faculty and administrators to provide feedback on curriculum, research integration, and overall programme quality.

R1.2: Organise a Welcome Event to new students at the beginning of their first semester, with the participation of the PSP management and faculty, to present the main elements of

the programme to them and highlight the importance of their active participation and feedback to the quality of the programme.

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

The PSP in "Theoretical and Applied Mathematics" was officially established by the Senate of the University of Patras in March 2018, with its operational approval published in ΦΕΚ 1620/τ.Β'/10.05.2018. The programme's structural guidelines and operating regulations were subsequently updated and published via ΦΕΚ 7681/τ.Β'/31.12.2023. Housed within the Department of Mathematics, the programme is distinctively offered entirely free of tuition fees. The curriculum dictates a minimum full-time study duration of two academic semesters, with no provisions for part-time study, alongside a maximum completion threshold fixed at four semesters. To successfully graduate and receive the Master's Degree, students must accumulate a total of 60 ECTS credits, evenly split into 30 ECTS credits per semester. The academic requirements entail passing at least six elective courses and completing a mandatory research-oriented Master's Thesis. Structurally, students select three courses out of five available options during the winter semester, valued at 10 ECTS each, and three courses out of six options in the spring semester, valued at 6 ECTS each, while the compulsory thesis carries a weight of 12 ECTS. Although the primary language of instruction for the programme is Greek, the regulations allow the final thesis to be written in either Greek or English.

The mathematical focus of the curriculum avoids rigid specializations or pathways, instead delivering a comprehensive academic orientation that covers advanced core thematic areas including Algebra, Analysis, Geometry, Differential Equations, Mathematical Modeling, and Topology. Detailed programme information, comprehensive course outlines, and institutional regulations are systematically disseminated to the student body via the official website and a published Student Guide. Admissions are capped at a maximum of 20 postgraduate students per academic year, with selection based on a comprehensive review of the applicants' qualification files and a formal interview conducted by a three-member faculty evaluation committee. According to data presented to the EAAP,, historical intake records reveal steady but exclusive entry cohorts over the last four cycles. During the 2022–2023 academic year, thePSP recorded 16 applications and 9 admitted students.

Quality assurance tracking and course evaluations rely on anonymous electronic questionnaires filled out by students through the institutional Quality Assurance Unit (MODIP) platform after the eighth week of classes each semester. Because of the highly selective, low-enrollment nature of the programme, evaluation sample sizes are characteristically small. As documented in the longitudinal survey, the data demonstrates overall low respondent numbers. To address student

participation and programmatic growth, the strategic targets outlined define concrete quality goals set for achievement by December 31, 2025. These metrics focus on raising student evaluation response rates from a baseline of 20% up to a target of 30%, introducing comprehensive graduation surveys with a 10% target response rate, arranging at least two seminar lectures delivered by market experts, and expanding the digital alumni group network to include three registered members. However, broader external alignment objectives—specifically the formal institutionalization of an External Advisory Board—remain marked as "under study" within the programmatic roadmap.

II. Analysis

The PSP exhibits a well-grounded academic blueprint that effectively links advanced mathematical theory with contemporary scientific applications. The curriculum architecture demonstrates strict alignment with the European Qualifications Framework (EQF) and the Greek National Qualifications Framework at Level 7, systematically fostering critical problem-solving skills and strategic research competencies.

The integration of teaching and research is overall robust. The teaching staff, coming directly from the Department of Mathematics, possess the necessary expertise in the topics covered. This enables the program to maintain an interdisciplinary, research-driven curriculum delivered through interactive, face-to-face instruction.

The program successfully supports student-centered learning through structural mechanisms such as designated Academic Advisors, continuous formative assignments, and a formalized Complaint Management framework. This high-touch environment is reflected in MODIP course evaluations from 2023 to 2026, where student satisfaction with course organization, material clarity, and instructor availability routinely averages between 4.0 and 5.0 out of 5.0. However, the tiny student intake limits the statistical volume of this data (e.g., a single respondent in Winter 2024–2025), meaning individual anomalies can disproportionately swing metrics.

The principal area requiring development is the formalization of external stakeholder feedback loops. While the curriculum prepares graduates for diverse employment prospects across academia, public services, and private sectors (finance, tech, data processing), the direct involvement of industry professionals, labor market actors, and alumni in the continuous review and design of the curriculum remains loose. The quality goals acknowledge this gap, but crucial mechanisms—such as the creation of an External Advisory Board and comprehensive alumni tracking metrics—are still delayed or classified as "under study". Additionally, the compact two-semester timeframe does not feature an integrated practical training or internship component, relying entirely on the master's thesis for applied exposure.

III. Conclusions

The PSP relies on a rigorous regulatory approval pipeline, delivers an academically challenging Level 7 curriculum, and actively blends high-level faculty research into student learning. To achieve full structural maturity, the programme must move

beyond purely internal evaluation loops and institutionalize its connections with external market stakeholders.

Panel Judgement

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

Panel Recommendations

R2.1: Fast-track the establishment of the External Advisory Board from the "under study" phase to active implementation. This board should regularly review the curriculum to ensure it stays aligned with evolving trends in industrial mathematics, data analytics, and corporate research.

R2.2: Fully deploy the graduate tracking questionnaires and formalize the LinkedIn/Alumni network groups outlined in the quality target documentation to systematically gather data on employment absorption and long-term career success.

R2.3: Develop proactive communication measures by the Program Director and faculty to incentivize student questionnaire submission, mitigating the low-sample volatility inherent in small postgraduate 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 is structured over two academic semesters. Taught courses are offered in both semesters, while the second semester also includes the preparation and completion of the Master's dissertation. To accommodate the needs of working students, teaching activities are concentrated into two days per week. The programme does not offer a part-time study option, and no resit examination period is provided. Information regarding course content, learning outcomes, assessment methods, and grading criteria is clearly described in the course outlines and is communicated to students in advance. Student assessment is based on a combination of examination and continuous assessment methods. In most courses, students are required to complete individual assignments during the semester, while in some courses they are also expected to present their work orally. The assessment methods employed appear appropriate to the intended learning outcomes of the courses. The process for the selection and allocation of Master's dissertation topics is clearly defined. Academic staff propose dissertation topics, which are announced to students, allowing them to select topics according to their academic interests. The PSP has established a formal mechanism for handling student complaints, as well as an Academic Advisor system that supports students academically and administratively. In addition, systematic evaluation of the Programme and individual courses is conducted electronically by students. During the meetings with the panel, students demonstrated awareness of the evaluation process. However, participation rates in the evaluation surveys were found to be particularly low.

II. Analysis

The structure of the PSP is appropriate for achieving its intended learning outcomes. The concentration of teaching activities into two days per week facilitates participation by working students while maintaining the academic requirements of the programme. Student assessment methods are clearly defined and communicated through the course outlines. The combination of examinations, individual assignments, and oral presentations supports the assessment of both knowledge and transferable skills. The process for the allocation of Master's dissertation topics is transparent and allows students to select topics that match their academic interests. The PSP has established appropriate mechanisms for student support and quality assurance through the Academic Advisor system, the student complaints procedure, and the electronic course evaluation process. However, the particularly low participation rates in student evaluations reduce the effectiveness of this feedback mechanism.

III. Conclusions

The PSP meets the expectations of Principle 3.

Panel Judgement

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

Panel Recommendations

none

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 lifecycle of postgraduate students within the PSP is strictly codified from admission to graduation by the institutional operating regulations updated in ΦΕΚ 7681/τ.Β'/31.12.2023. Student admission procedures are transparent, structured, and capped at a maximum threshold of 20 students per academic year. Candidates undergo a formal entry pipeline consisting of an objective portfolio review of their supporting qualifications followed by a personal interview conducted by a designated three-member faculty evaluation committee. Actual enrollment metrics over the last four evaluation cycles demonstrate a steady and controlled intake that aligns with this selective cap.

Once admitted, student progression and monitoring are structured around an intensive full-time curriculum with a standard duration of two academic semesters and a maximum completion boundary set at four semesters; the regulations make no provisions for part-time enrollment. The program enforces a clear, ECTS-based credit recognition framework compliant with Level 7 of the National Qualifications Framework, requiring the accumulation of 60 ECTS credits for degree award. Academic progression is systematically mapped across the semesters: students must complete three elective courses in the winter semester (10 ECTS each) and three elective courses in the spring semester (6 ECTS each). The final phase of study requires the drafting and defense of a mandatory, research-focused Master's Thesis valued at 12 ECTS credits, which can be composed in either Greek or English.

Student rights and obligations are safeguarded through formalized support mechanisms, including the universal assignment of individual Academic Advisors to monitor scholastic progress, a continuous formative assignment structure, and an institutionalized Complaint Management framework. Financially, student access is supported by the fact that the program operates entirely tuition-free. Due to the tight, two-semester structural design of the curriculum, there is no

integrated practical training or internship component included in the program. Student satisfaction and institutional progression tracking are evaluated via anonymous electronic questionnaires administered by the Quality Assurance Unit (MODIP) after the eighth week of each semester. Reflecting the small size of the cohorts, the actual feedback data set indicates very low respondent counts. To reinforce certification quality, the programme's strategic targets mandated the implementation of formal graduation surveys by the end of 2025, though wider institutional pathways—specifically structural guidelines to enhance outward international student mobility—remain less developed due to the short lifespan of the course layout.

II. Analysis

The PSP possesses a coherent regulatory framework that governs the student journey from admission to graduation. The admission process is equitable and clearly defined, blending merit-based document evaluation with qualitative interviews. This keeps entry standards high while matching the teaching capacity of the Department of Mathematics. The resulting data shows that the program attracts a small, highly specialized pool of applicants, ensuring low student-to-faculty ratios that benefit advanced mathematical instruction.

Progression monitoring is a strong point of the PSP. The inclusion of dedicated Academic Advisors ensures that students are not left isolated in an intensive, one-year curriculum. The clear division of ECTS credits (30 per semester) and explicit course options provide excellent structural transparency, allowing students to map out their academic path without bureaucratic ambiguity. Furthermore, the choice to allow the Master's Thesis to be written in English is an excellent addition that directly supports the international recognition of graduates' research work.

However, the programme faces structural limitations when it comes to student mobility and external experiences. Because the curriculum is packed into just two semesters, traditional Erasmus+ student mobility is difficult to execute without extending studies past the nominal graduation timeline. Additionally, while being completely tuition-free removes financial barriers and supports student rights, the programme lacks a formalized internal scholarship framework to incentivize exceptional academic performance. Finally, the absence of a structured internship or formal industry placement means that students aiming for non-academic careers must rely entirely on the practical scope of their thesis or the newly introduced market expert seminars to bridge the gap to the labor market.

III. Conclusions

The PSP features clear regulations, an organized ECTS framework, strong academic mentoring, and a merit-based admission pipeline. To reach full maturity, the programme needs to address the structural constraints of its short duration by creating flexible paths for short-term international mobility and formalizing professional transitions beyond the traditional path towards a doctoral degree.

Panel Judgement

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

Panel Recommendations

R4.1: Create a structured transition protocol during the final thesis phase, such as linking thesis topics to applied industrial/technological problems or providing formal career-portfolio workshops.

R4.2: Work with the University of Patras or external scientific donors to establish clear criteria for excellence awards or honorary scholarships. This will help incentivize top-tier student performance within the programme.

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 Department of Mathematics of the University of Patras opted fall 2018 through an internal procedure for the organization of the Postgraduate Study Program in two PSPs: Theoretical and Applied Mathematics (THEMA) and Computational and Statistical Data Analysis (MCDA). This was supported and approved by the Quality Assurance Policy (EEAP) following the Accreditation Panel of Fall 2020 and implemented Fall 2023 starting with the organization of the Teaching Staffs and the Education Programs for both PSP and the first indications of Funds and relevant Facilities are presented in the present Accreditation report with proper attention to the specific aspects of the two PSPs and their evolution. The teaching staff of the Department of Mathematics consists of qualified and research-active teachers all committed to their duties and committed to attract

and hire qualified researchers and apply high standards in teaching and research and address certain issues in the student achievements in regard to graduation, duration of studies, involvement in the diploma work and counseling for postgraduate activities in both professional and academic sectors.

These issues were briefly touched in the presentations during the Accreditation Process and additional information was obtained in the related meetings of the Accreditation Committee and documents accessible on-line.

II. Analysis

In this context for THEMA the prime issue is to hire new members in the Department of Mathematics in replacement of the retired ones and increase the overall number with additional ones for the new areas introduced in the postgraduate program that jointly with the MCDA will open a wide range of professional sectors for the graduates and also impact the visibility of the University.

Particular attention should be paid to the fact that the teaching staff up till presently consisted primarily of members of the Department of Mathematics of the University of Patras and this led to reduced interactions and exchanges with other institutions, both national and foreign, and this should be addressed by the PSP.

In this respect the procedures for the selection, evaluation and development of teaching staff in new directions requires certain diversity in the qualifications, research activities and experience which can be best acquired by interactions with and involvement of members of other institutions and this has implications in all aspects of the activities of the Teaching Staff.

This in particular has strong impact in the overall education and training of students in the postgraduate program and specifically in the student choices for their professional and academic sectors after the graduation. This needs personal contact between students and teachers in connection with the diploma work and some concrete support to the student.

These issues are central for the PSP and necessitate consequent support by the University of Patras and National Authorities of Higher Education.

III. Conclusions

The PSP THEMA is one of the pillars of the overall Postgraduate Study Program in the Department of Mathematics in the University of Patras and connects it with a wide range of areas in Theoretical and Applied Mathematics and contributes to the visibility of the University at both national and international levels.

This organization of the PSP requires consequent support primarily in the hiring of new members for teaching and research in addition to the scheduled replacement of the retired ones and additional funds and facilities.

It also requires appropriate and concrete support for the enrolled students as regards the choice of specific courses, diploma work and in their professional initiation.

Panel Judgement

Principle 5: Teaching staff of postgraduate

study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1: The PSP THEMA of the University of Patras requires consequent support primarily in the hiring of new members for teaching and research in addition to the scheduled replacement of the retired ones and additional funds and facilities by the University and the National Education Sector and possibly the European one.

R5.2: Its collaboration and exchanges with other Institutions in particular in Europe should be substantially increased both for the Teaching Staff and the students in particular as regards their diploma work.

R5.3: It also requires appropriate and concrete support for the enrolled students as regards the choice of specific courses, diploma work and in their professional initiation.

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 PSP is delivered entirely through face-to-face teaching and is supported by the infrastructure of the Department of Mathematics and the School of Natural Sciences. Teaching activities are conducted in two classrooms of the Department of Mathematics and two lecture halls of the School of Natural Sciences. Students have full access to the University Library and its services. The library provides printed and electronic information resources, while dedicated equipment and services are available to facilitate access for students with disabilities. In addition, students are supported through the Open eClass asynchronous learning platform, which is used for the distribution of educational material and communication

related to course activities. Administrative support is facilitated through an electronic secretariat system, allowing students to submit applications and complete a wide range of administrative procedures electronically. According to the students who met with the panel, an induction event is organized at the beginning of the programme, during which newly enrolled students are introduced to the structure of the PSP, academic requirements, and the services available within the institution. At the institutional level, students have access to a comprehensive framework of support services, including the Student Ombudsman, psychosocial and counselling support services, psychological support services, and medical support services. Furthermore, the academic advisor system is actively implemented within the PSP. Students demonstrated awareness of this mechanism and confirmed that they are informed about the support available through their academic advisors.

II. Analysis

The PSP benefits from adequate physical infrastructure and learning resources that support the effective implementation of a fully face-to-face educational model. The availability of dedicated teaching spaces contributes to the smooth delivery of courses and provides an appropriate learning environment for students. Access to library resources, including provisions that facilitate accessibility for students with disabilities, supports inclusive participation and access to academic material. The operation of the electronic secretariat further enhances administrative efficiency and facilitates communication between students and the programme administration. Student support is strengthened through the availability of multiple institutional services addressing academic, personal, and health-related needs. The implementation of the academic advisor system, combined with the induction process for newly admitted students, contributes to the successful integration of students into the programme and promotes awareness of the support mechanisms available throughout their studies.

III. Conclusions

The PSP meets the expectations of Principle 6.

Panel Judgement

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

Panel Recommendations

none

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 University of Patras provides a comprehensive platform which includes several portals for a variety of services and facilities with extensive statistical data concerning activities and achievements for both student and staff populations inclusive evaluations course timetables, exam data for the different units of the University and specifically for the PSPs with additional data concerning performances, publications, collaborations and links between them and other institutions, reorganizations etc.

II. Analysis

All this information in particular is used by the staff and other instances for PSP management and can also be used by the students but at presently appears

incomplete and underutilized by them. This is also the case for the alumni services but their use is improving.

III. Conclusions

III. Conclusions

The PSP collects and analyses data related to quality assurance and its performance and steps are taken to improve and extend their use.

Panel Judgement

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

Panel Recommendations

R7.1: The presentation and analysis of collected statistical data for PSP management and assessment are useful.

R7.2: Their use by students can provide useful information for their activities during the lifecycle of their studies.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department of Mathematics and PSP websites are available in both Greek and English and are user-friendly and easy to navigate. In both languages, they provide comprehensive information for prospective and current PSP students, including study plans, course materials, codes of conduct, research activities, quality assurance policies, regulations governing student complaints, contact information for faculty and staff, as well as university and departmental regulations, policies, and guidance documents.

II. Analysis

The department website is available in both Greek and English. Both versions provide comprehensive information typically found in a study guide, as well as broader departmental information, including the structure of the PSP, the curriculum, course materials and readings, faculty profiles and contact details, recent thesis examples, thesis submission forms, announcements, and upcoming events. Information is clearly organized into dedicated sections, making it easy for users to locate relevant content. The main difference between the two language versions is that the English website is not updated as regularly as the Greek version, particularly with regard to seminar and event announcements.

III. Conclusions

While the PSP is taught in English, the department provides a bilingual website in Greek and English, and most of the information is common to both websites. It provides the relevant and necessary information on the department, faculty contacts and PSP courses and structure. However, information on events and ongoing activities are not kept as up to date on the English website.

Panel Judgement

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

Panel Recommendations

R8.1: Ensure that the events are updated in the English website as well, to strengthen PSP interest from a broader audience.

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

There is continuous monitoring and periodic internal evaluation of the individual courses of PSP. The internal PSP evaluation is conducted with the support of MODIP. Student teaching evaluations after each course contribute to the assessment process. The findings are shared within the programme organisers and the relevant faculty for review. The study programme analysis is based on data gathered from various sources, including course evaluations, the assessment of teaching methods employed, student feedback and perceptions, as well as tracking student progression. The data collection from graduated students and social partners is limited, impacting on the assessment function as a feedback mechanism for social and student needs.

II. Analysis

The PSP collects data through student evaluations, which assess the quality of courses, teaching, and the instructors. These evaluations serve as the main tool for programme assessment and adjustments where needed. Student survey results show that the PSP students are satisfied with the PSP programme and its courses. It fits with their needs and purpose for choosing the PSP in the first place. The PSP has a limited structured mechanism for feedback from external stakeholders and recent graduates. Such structure would be valuable for ensuring the PSP responds to student and external needs and supports its ongoing development.

III. Conclusions

The PSP is assessed predominantly through student surveys and feedback meetings. The information collected is analysed and the PSP courses adapted to ensure their quality and relevance. Graduates and social partners are only not systematically included. The Panel find the PSP is substantially compliant 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 PSP evaluation and monitoring should seek to include past programme graduates and external stakeholders to a greater degree to strengthen programme relevance.

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 internal evaluation report highlights several distinct institutional strengths, particularly emphasizing the high scientific specialization, deep teaching experience, and long-standing domestic and international university partnerships maintained by the faculty. Additionally, the audit recognizes the PSP academic extroversion, which regularly exposes students to contemporary research topics through guest lectures by distinguished global and domestic scientists. The curriculum itself is noted for its flexible and targeted architecture that carefully considers the modern academic and professional advancement of its graduates. These educational features are further reinforced by the provision of substantial excellence scholarships to reward effective student performance, alongside the high-quality infrastructure and classroom facilities provided by both the institution and the Department of Mathematics.

In contrast, the report identifies pressing operational vulnerabilities, notably highlighting the excessive workload placed on teaching staff due to the low headcount of Faculty Members (ΔΕΠ) within the Department of Mathematics. A parallel operational strain is observed among the understaffed administrative personnel and Laboratory Teaching/Technical Personnel (ΕΤΕΠ), who face heavy administrative and supportive burdens. These personnel challenges are further exacerbated by limited financial resources relative to the high-quality services the program aims to deliver. To resolve these bottlenecks, MODIP established a binding registry of preventive and corrective actions under the direct responsibility of the PSP Director, setting a firm execution deadline of December 31, 2024. This corrective plan mandates structured coordination with the Special

Account for Research Funds (ELKE) and alternative university channels to secure auxiliary funding for faculty and students, while simultaneously requiring the active pursuit of additional administrative and technical personnel through internal institutional transfers and staff mobility programs.

II. Analysis

As this is the inaugural external evaluation for the PSP, the internal audit by MODIP serves as the critical diagnostic bridge toward formal HAHE accreditation. The findings reflect a program that is academically excellent but operationally strained. The curriculum's flexibility, combined with international networking and internal scholarships, provides a strong foundation for HAHE's internationalization goals.

However, the PSP's long-term vulnerability lies in its human and financial architecture. Relying on a small, overworked circle of faculty and administrative staff creates an operational bottleneck that could impact the sustainability of its high-quality delivery. The corrective roadmap established by MODIP correctly targets external funding through ELKE and staff reallocation. For the upcoming HAHE external expert panel evaluation, the program's success will depend on showing concrete progress regarding these 2024 targets, proving that its structural weaknesses are being actively managed.

III. Conclusions

The PSP is Fully Compliant with the preparatory requirements of the Regular External Evaluation principle. The internal review framework is carefully documented, and actively geared toward external accreditation.

Panel Judgement

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

Panel Recommendations

R10.1: Systematically address the operational constraints and understaffing vulnerabilities highlighted in the internal evaluation report, establishing a definitive roadmap and timeline to track the execution and completion of all mandated corrective actions.

PART C: CONCLUSIONS

I. Features of Good Practice

This is a well-recognized PSP at the forefront of theoretical and applied mathematics. It is led by outstanding, internationally recognized faculty with deep expertise in their respective fields. Graduates, employers, and stakeholders hold the program in high regard and are eager to expand collaborative partnerships.

II. Areas of Weakness

Although stakeholders have expressed interest in collaborating with the PSP, there appears to be no formal mechanism in place to facilitate such engagement, and an external advisory board has not been established. Connections with alumni seem to be minimal or underdeveloped. In addition, the level of student internationalisation appears to be limited.

III. Recommendations for Follow-up Actions

It is recommended that an External Advisory Board be established to enable industry representatives to contribute meaningfully to the strategic direction and ongoing development of the PSP.

The creation of a formal alumni network, including a dedicated website, would help strengthen long-term engagement and allow the program to benefit from alumni experience, mentoring, and professional connections.

Student mobility should be enhanced through greater utilisation of Erasmus+ opportunities and other international exchange initiatives.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 6, 8, 10

The Principles where substantial compliance has been achieved are:

2, 5, 7, 9

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

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

The members of the External Evaluation & Accreditation Panel

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