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## **Accreditation Report for the Postgraduate Study Programme of:**

Cybersecurity and AI Technologies

Department: Digital Systems

Institution: University of Piraeus

Date: 07/03/2026



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 **Cybersecurity and AI Technologies** of the **University of Piraeus** for the purposes of granting accreditation

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## PART A: BACKGROUND AND CONTEXT OF THE REVIEW

### I. The External Evaluation & Accreditation Panel

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

1. PAPADAKI MARIA (Chair)

*(Title, Name, Surname)*

University of Warwick

*(Institution of origin)*

2. ANDREOU ANDREAS

*(Title, Name, Surname)*

Johns Hopkins University

*(Institution of origin)*

3. BANITSAS KONSTANTINOS

*(Title, Name, Surname)*

Department of Electronic and Electrical Engineering, Brunel University London

*(Institution of origin)*

4. SAKELLARIOU RIZOS

*(Title, Name, Surname)*

University of Manchester

*(Institution of origin)*

5. Καματέρη Ελένη

*(Title, Name, Surname)*

International Hellenic University

*(Institution of origin)*

## II. Review Procedure and Documentation

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

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

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

The EEAP Review virtual visit took place remotely (via Zoom) on Monday 2nd and Tuesday 3rd February 2026. The EEAP members were also able to use the following week to hold additional private meetings, consolidate their findings and draft the Accreditation Report, which follows hereafter. The EEAP held four private meetings in relation to the PSP. The first two meetings took place during the initial virtual visit on Monday 2nd February. The first meeting was an opportunity to discuss the submitted accreditation documents, exchange initial ideas and opinions, and to allocate the work required for drafting the report. The second meeting, which took place at the end of the first day, focused on reflections from the

visit and identified areas where further information was needed. On Tuesday 3rd February, the EEAP held their third private debriefing meeting to discuss the main findings from their virtual visit and to prepare the key points of their informal feedback for the programme director and department. Finally, on Friday 20th February, the EEAP discussed the report's final outcomes in their fourth private meeting.

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

During the second virtual visit day, the EEAP members initially met with four staff members who teach on the PSP programme. The discussion focused on workload, staff experience and evaluation, learning and teaching practices, assessment and feedback, plagiarism detection, AI-assisted learning tools, student services, and overall module evaluation metrics.

During the second session of the day, the Panel had the opportunity to engage with four students from the Programme. Various aspects of the students' current experience were explored, including their academic peer environment, their experiences, challenges faced during their studies, understanding of the PSP's structure and content, awareness of quality assurance processes and policies, suggestions for improvement, and plans after graduation. All students actively participated in the discussions, enabling the Panel to gain a comprehensive understanding of the student experience.

During the third session of the day, the Panel met with several graduates who shared their experiences of postgraduate study and subsequent career progression. It became clear that the PSP programme was a significant milestone in their career advancement, whether in academia, industry, or public sector in Greece or Europe. Several graduates are now PhD candidates, whereas others hold key high-profile positions in industry, or public government

bodies in Greece or Europe. They keep in touch, and the professional networks they formed during their time at the PSP have remained strong.

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

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

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

### III. Postgraduate Study Programme Profile

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

The Postgraduate Study Programme (PSP) entitled “Cybersecurity and AI Technologies” superseded the MSc in Digital Systems Security (DSS), in 2024. It focuses on technological applications in cyber security, including AI, as well as cyber security issues surrounding emerging technologies, such as AI.

It is supported by 10 academic and 6 administrative staff members. Historical data from its predecessor programme suggests that approximately 30 students are accepted onto the programme each year and achieve an average graduation grade of 80%. It accepts candidates with BSc (Hons) and English language qualifications. The programme supports a maximum of 40 students per year, who are required to pay tuition fees. Several full scholarships are offered to successful candidates by industrial partners, such as Navarino, Neurosoft, and OTE.

This 18-month, full-time, hybrid learning programme comprises 90 Level 7 ECTS credits and is delivered and assessed in Greek. The curriculum consists of two taught semesters, each worth 30 ECTS credits, followed by one semester for a research dissertation, also worth 30 ECTS credits. All taught modules and the research dissertation are mandatory for the successful completion of the programme.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

#### **Documentation**

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

#### **Study Programme Compliance**

##### **I. Findings**

The PSP was established in its current form in 2024 but it is an evolution of a PSP programme that initially started in 2009. The purpose is to provide advanced training on Cybersecurity and AI technologies and the learning objectives and outcomes are consistent with the expectations of the EU ECTS system level 7. The total number of ECTS is 90, spanning over 3 semesters, with 60 ECTS in total connected to specific course units and 30 ECTS connected to a project. The programme is coordinated by a 5-member Steering Committee. The tuition fee is €4900 per student for the whole programme and the mode of delivery is hybrid with mostly physical presence. In the current year there are about 50 students who are selected from about 3 to 4 times many more applications. The teaching staff consists of highly qualified individuals with the right background and expertise. Monitoring mechanisms are in place to assess the effectiveness of teaching as well as overall quality goals. Connections with external stakeholders, including employers, are maintained and there is participation in relevant academic, professional, and outreach events, notably the European Cybersecurity Challenge, that contribute to programme visibility and support the employability of graduates. There is appropriate administrative support as well as access to libraries and other digital resources. Finally, a quality assurance policy has been approved since April 2024 and is in place.

## **II. Analysis**

Overall, there is strong compliance with Principle 1 and the quality assurance policy and goal setting are in place and appear to work very well. In particular, it is noted that:

1. The quality assurance policy is appropriate and available through the website of the PSP

2. The document related to quality goal setting has been made available to EEAP members although it is noted that it is dated (clearly before 2024). Yet the goals are overall appropriate, and there is good evidence that there is good progress towards meeting most of the goals. In particular:

- Goals focused on education and skills development demonstrate good levels of attainment. It is noted that even though the title of the PSP is on Cybersecurity and AI technologies, the balance appears to be more towards the former as opposed to the latter. It is also noted that there is a small deviation between ECTS of different course units (from 6.5 to 8) without a clear explanation of why this is happening. There is no clear indication on whether soft skills are also included as part of the PSP programme. It is also noted that a rather low percentage of students appear to graduate on time.

- Goals focused on Research, Innovation and Technology Transfer also demonstrate ample evidence of high levels of attainment with a number of students getting involved in research projects.

- Goals focused on Internationalisation and Mobility do not show particularly good levels of attainment especially in relation to international collaborations and should perhaps be prioritised for improvement.

- Goals focused on Employability and the Labour Market appear to lack crucial data on what the employability of the PSP graduates is. This should also be prioritised to collect the relevant data.

- Goals focused on the Environment and Support appear to show a very good level of attainment but one wonders whether more could be done to support with improvement of the equipment and overall support, a comment that also arose in the EEAP meetings.

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

### III. Conclusions

The PSP demonstrates full compliance with Principle 1.

#### Panel Judgement

| Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---|
| Fully compliant                                                                                                                               | X |
| Substantially compliant                                                                                                                       |   |
| Partially compliant                                                                                                                           |   |
| Non-compliant                                                                                                                                 |   |

#### Panel Recommendations

R.1.1: The Panel recommends looking into the ECTS of all course units and try to aim for homogeneity (e.g., 7.5 ECTS per course unit) or explain clearly why deviations are needed.

R.1.2: The Panel recommends monitoring carefully and continuously the balance between Cybersecurity and AI related material both across course units and within units.

R.1.3: The Panel recommends giving emphasis on providing and monitoring how well soft skills are offered and improved.

R.1.4: The Panel recommends putting emphasis on monitoring and developing KPIs related to opportunities for career development as well as graduate employability.

R.1.5: The Panel recommends monitoring carefully and prioritising issues for improving the infrastructure, also in accordance with student expectations.

## 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**

Initially, the hosting institution has offered a similar PSP under the title Digital System Security. This PSP has been established back in 2016 and then reestablished in 2018 under the FEK 3126/B /31-7-2018. In a more recent change under FEK 4030/B 23-6-23, it was decided that the PSP will be renamed to its current title; Cyber Security and AI Technologies and was to be accompanied by appropriate changes into the programme specifications.

The steering committee of the PSP closely monitors the latest developments in the area of cybersecurity and AI and as such, develops this PSP based on the current needs of the industry. This was also reconfirmed by following the suggestions and developments of the IEEE and ACM Computing Curricula 2023 that focuses on subjects related to the cybersecurity and AI, including:

- Crosscutting concepts within security: confidentiality, integrity, availability, risk, adversarial thinking, system thinking
- Vulnerabilities, threats, and attack vectors
- Authentication and authorization, and access control techniques
- Concept of trust and trustworthiness
- Principles of protection, e.g., least privilege, open design, fail-safe defaults, defence in depth, layered defence
- Principles and practices of privacy
- Tensions between security, privacy, performance, and other design goals
- Legal and ethical considerations

The programme follows the European guidelines for ECTS and as such, accumulates 90 ECTS at the end of the studies. 60 of these credit units come from the teaching part and 30 from the written dissertation. The 60 taught credits are distributed in two terms (30 ECTS per term) and in eight individual modules. From these eight modules, seven seem to be focused on Cybersecurity while one is dedicated to AI.

The whole operation and flow of the PSP is detailed in a student guide that is readily available to the students through the PSP's web page. The guide is well written and in a format that differs from other guides, making it more accessible, concise and easy to read.

Finally, there is an established procedure for periodically reviewing and updating the curriculum. This is done through the internal quality assurance process and

takes into account the students' feedback for every module. During the interviews with both the teaching staff and the students we were given examples of issues that arose during the term, the process of identifying those issues and how they were dealt within the academic boards. Moreover, there was evidence that an advisory board (made up by industrial stakeholders that are closely affiliated with the institution) had an opinion in any change or revision of the curriculum.

## **II. Analysis**

The Cyber Security and AI Technologies PSP is an interesting and timely course that comes to fill in a gap in today's technological society: as AI is increasingly used in every aspect of our every day life, it is inevitable that it can also be used to formulate attacks in cyber systems. There is a clear need for professionals that would be experts in identifying, containing and neutralising such threats. This was made abundantly clear during the meetings with the industrial partners as they clearly expressed their need for such professionals.

At first glance, the curriculum seems uneven with most of the modules (seven out of eight) focusing on cybersecurity. This also worried the evaluation committee as the PSP seemed to be a revamp of an older PSP that, indeed, focused on cyber security. However, following the interviews with both the teaching staff and the students, it was clear that the AI aspect is distributed in most taught modules.

The modules seem to complement each other and give a balanced and modern approach to the issues in hand. Academics also seem to bring expertise from their own research into the classroom, providing cutting edge knowledge. This also gives student the opportunity to participate in the research process (this is supported by the institution) and there have been examples of conference and journal papers that were published with the collaboration of the students. Furthermore, the fact that some of these students go on being PhD candidates and researchers is a testament to the work being done in this programme.

A Point to be made here is that within the PSP's web page and under the "Home" tab, it states that the PSP is currently in its 16th year of operation. That does not make a lot of sense as the previous PSP was established in 2016 and the current one (which is the only one that the web page should be mentioning) was just recently revamped (2023) to include the AI component; as per the institutions submitted documentation.

Finally, the programme is only offered in Greek (evident by the module descriptors and the institution's statement). There was a clear suggestion within the previous external evaluation to expand the PSP and include English as a possible teaching language. This would allow even more students from the middle East or the Balkans to join. This was not followed though. The academics defended their position by stating that they already have a healthy number of national students and expanding internationally would create an unnecessary

burden.

### III. Conclusions

This is a well-designed and timely PSP that fills a much needed gap in the area of cyber security. It follows a standard ECTS credit balance that accurately reflects the content and student involvement. It is well run by outstanding teaching staff and has all the necessary processes to safeguard the smooth operation and timely revisioning of the programme; even using the expertise of industrial partners.

### Panel Judgement

| Principle 2: Design and approval of postgraduate study programmes |          |
|-------------------------------------------------------------------|----------|
| Fully compliant                                                   | <b>X</b> |
| Substantially compliant                                           |          |
| Partially compliant                                               |          |
| Non-compliant                                                     |          |

### Panel Recommendations

N/A

### PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

### **Study Programme Compliance**

#### **I. Findings**

Student-centred learning within the PSP is supported by teaching methodologies designed to foster high levels of interaction between instructors and students. These methods encourage active participation and the development of transferable skills, such as problem-solving, critical thinking, and reflective analysis.

In this context, instructors select from a diverse range of methods, tailoring their approach to the academic background, specific interests, and experiences of the students in each course. Typical examples include oral presentations, collaborative group work for problem-solving, project development, and extensive literature reviews. This approach ensures that students remain active participants in the learning process, gain a comprehensive and multifaceted understanding of the subject matter, and engage in knowledge exchange through increased interaction. All teaching and learning methods are clearly documented in the syllabus of each module to keep students fully informed.

The assessment of teaching effectiveness is based on two primary pillars: anonymous electronic module evaluation forms completed by students at the end of each academic semester and the analysis of electronic registry data (e.g., success rates, grade point averages, etc.).

This evaluation process takes place toward the conclusion of each semester (winter and spring) between the 8th and 12th weeks of teaching, strictly prior to the examination period. The questionnaires are entirely anonymous, and while participation in the course evaluation process is encouraged, it is not mandatory for students.

Upon entry to the PSP, students are briefed on the program's services and administrative bodies to ensure they are fully aware of their obligations, the opportunities available to them, and the appropriate channels for addressing any concerns. Comprehensive information regarding student structures and services is detailed on the PSP's official website.

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

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

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

#### Grievances and Complaints

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

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

## **II. Analysis**

In general, this PSP seems to be ticking all the boxes when it comes to students taking an active role in the learning process. This is evident by the plethora of the support mechanisms available to the students, as well as the methods and processes of the students feeding back in the taught process.

Students have methodically been asked to review each module separately. An impressive percentage of around 35-55% of the student body has taken up this task and has provided valuable feedback. During the latest process (just before documentation for this PSP was submitted), an average of 4.38 (out of 5) was achieved across the board indicating a very high level of satisfaction. The relatively high level of participation is commendable; much higher than other competing national institutions.

Furthermore, the role of the personal tutor is established and communicated to all students. Unfortunately, students still prefer bypassing their personal tutors in favour of the departmental secretary's office who seems to be very capable of resolving their every day issues. In the same way, students are aware of the processes regarding complaints and grievances but they state that they have never used those as problems seemed to be handled in a timely and efficient manner by the administrative team of the PSP

A complete student guide is available on the web site, detailing all the above processes and offering clear assistance in dealing with most issues.

Of significance is the nurturing of a research ethos in the teaching of this PSP:

students are encouraged to participate in research led by the academics in this PSP and have frequently managed to produce conference and journal publications from their work; for some, this even led to continuing their studies for a research degree.

Finally, it is worth mentioning that the programme's assessment strategy deals with generative AI effectively, by setting challenging coursework, and supplementing coursework submissions with oral presentations; which also help students develop their presentation skills. Assessment strategies would need to be regularly reviewed in order to keep up with the latest developments in AI and shared assessment practices.

### III. Conclusions

This PSP has taken all necessary steps to ensure that students are taking an active role in the teaching process. This includes a variety of teaching and learning methods, inclusion in the teaching and research process, use of student satisfaction surveys that feed in the board of studies and the existence of a personal tutor as well as established complaints mechanisms.

#### Panel Judgement

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

#### Panel Recommendations

N/A

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

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

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

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

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

**Documentation**

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

**Study Programme Compliance**

**I. Findings**

All regulations reviewed under this principle appear to be effectively implemented. In particular, the following procedures are in place:

1. A well-defined student admission procedure

2. An adequate student monitoring mechanism
3. A well-established framework for thesis implementation
4. Clear regulations governing the recognition and certification of studies

A detailed analysis is provided below. Only minor concerns were identified, as outlined in the following sections.

## **II. Analysis**

Students are adequately informed and supported in making use of the available academic and administrative services. Based on the proposal document and interviews conducted with PSP students, this support begins at the outset of the programme. A welcome and orientation session is organized on the first day, during which students are introduced to the structure of the PSP, its regulations, available services and their obligations. During the initial weeks of the programme, the Secretariat further supports students through the distribution of several informational emails. Moreover, Secretariat services were reported to be highly responsive and supportive in addressing inquiries and other matters raised.

Student progression is monitored through multiple mechanisms. Attendance and active participation in lectures, classroom discussions and examinations constitute the primary means of monitoring academic engagement. Furthermore, each student is assigned a personal academic advisor responsible for monitoring their progress and addressing academic-related issues. Although this support may be effectively provided by the teaching staff, minor concerns were identified regarding the communication of this procedure: some students were unclear about how the advisor assignment takes place, while others were aware of their assigned advisor but had not yet made use of this service.

Student mobility is fairly encouraged through multiple channels. Announcements related to Erasmus programmes are published on the programme's website and are further promoted by the teaching staff. Although practical training is not formally embedded within the PSP curriculum, it is partially supported through informal mechanisms. Students receive periodic email notifications about internship opportunities, job positions, and events organized by the programme.

The European Credit Transfer and Accumulation System (ECTS) is consistently applied across the curriculum. In addition, a Student Guide for the PSP is distributed to students via email during the first weeks of the programme, and made available on the programme's website, ensuring transparency and accessibility of information.

Clear quality requirements for the implementation of the PSP thesis are in place. Relevant information is provided across multiple sections of the programme documentation (Document 2.2 and 2.3), including guidelines and standardized thesis templates available in both Greek and English (Document 4.2). Thesis topics are announced through the programme's eclass system and communicated by teaching staff.

A Code of Research Ethics is in place and applies to the PSP, providing an appropriate framework for ethical research conduct. Furthermore, the Diploma Supplement is issued automatically, without request or additional cost, in both Greek and English, and is provided together with the main diploma.

### III. Conclusions

The PSP is largely compliant with relevant standards for student support, progression, and academic guidance. Procedures are in place and well-structured, though greater attention is needed to ensure students are fully aware of and make use of their assigned academic advisors.

### Panel Judgement

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

### Panel Recommendations

R.4.1: The Panel recommends enhancing communication regarding the assignment and role of academic advisors to increase student awareness and effective use of this support mechanism.

R.4.2: The Panel recommends considering formalizing and further promoting opportunities related to student mobility and practical training.

## PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The PSP and the Department adhere to transparent, established procedures for selecting academic and administrative staff. It is supported by 5 academic and 6 administrative staff members, as well as 5 additional external collaborators from academia and industry. While the average teaching workload for the PSP is three teaching hours per week, this can vary among staff members. All staff members actively engage in high-quality research and have a proven track record of high-quality impactful publications, with an average of five publications and 140 citations per year. There is also a long-standing history of securing external funding through European and national projects. All the above not only enhance research and innovation capacity, but also actively support and encourage staff mobility. While one could argue that national and international collaborations

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

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

## **II. Analysis**

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

## **III. Conclusions**

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

### **Panel Judgement**

| <b>Principle 5: Teaching staff of postgraduate study programmes</b> |          |
|---------------------------------------------------------------------|----------|
| Fully compliant                                                     | <b>X</b> |
| Substantially compliant                                             |          |
| Partially compliant                                                 |          |
| Non-compliant                                                       |          |

### **Panel Recommendations**

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

## 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 principle regarding Learning Resources and Student Support is adequately covered. The PSP has established appropriate learning resources and student support mechanisms aligned with the programme's objectives; however, minor concerns were identified regarding their accessibility and effective communication to students.

### II. Analysis

The academic unit provides the PSP with the necessary facilities to support an appropriate teaching and learning environment. Students have access to classrooms, laboratories, technical infrastructure, and library resources, which are

generally well aligned with the programme's needs. Nevertheless, some postgraduate students reported minor concerns regarding classroom conditions, particularly in relation to acoustics and temperature control that may hinder the teaching and learning process. Based on student's feedback, they have limited access to specialized resources (e.g. cloud resources) for the implementation of their projects.

A broad range of student support services is available to PSP students. These include student care, career counselling, clinic, etc. Most of these services are long-established at the host university, contributing to their overall functionality and institutional stability. Despite the availability of these services, student awareness and utilization appear limited. Feedback from students indicates that information regarding certain support services, such as student counselling, is not sufficiently communicated. As a result, none of the interviewed students reported accessing or making use of these services, highlighting an accessibility and communication gap rather than a lack of provision. Moreover, the programme's website should be updated to include comprehensive information on the student support services listed in Document 6.1, which are not currently fully presented, such as the presence of a student advocate and support services for vulnerable groups.

The PSP is supported by competent and sufficient academic and administrative staff, ensuring the smooth operation of student support services and the overall functioning of the programme at its current scale.

Regarding financial planning, the tuition utilisation plan presented in the proposal does not fully reflect the programme's current reality, as the actual number of admitted students is approximately 35 (instead of 60). Consequently, the calculations related to income and expenditure require revision and resubmission to accurately reflect the programme's scale.

### **III. Conclusions**

Overall, the learning resources and student support framework is well developed and effectively supports the PSP; however, addressing the identified concerns related to classroom conditions and service communication would further enhance the overall student experience.

## **Panel Judgement**

**Principle 6: Learning resources and student support**

|                         |          |
|-------------------------|----------|
| Fully compliant         | <b>X</b> |
| Substantially compliant |          |
| Partially compliant     |          |
| Non-compliant           |          |

### **Panel Recommendations**

R.6.1: The Panel recommends improving communication and visibility of student support services to enhance awareness and utilization, particularly regarding academic advising and counselling services.

R.6.2: The Panel recommends addressing classroom infrastructure issues, with particular attention to acoustics and temperature control, to further support effective teaching and learning.

R.6.3: The Panel recommends reviewing and updating the tuition utilisation plan to accurately reflect current student numbers and ensure long-term financial sustainability of the programme.

R.6.4: The Panel recommends considering increasing access to specialized equipment or cloud resources to better support practical learning.

## PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The report on the information management systems for the programme is discussed in four parts. The programme has provided four documents that are extensive and informative with summaries of data and performance indicators.

### **II. Analysis**

The panel finds the report comprehensive. It begins with a discussion of the National Information System for Quality Assurance and continues with the discussion of the process that is employed to do a yearly update of the programme material. Also discussed is the process used to archive reports and evaluations of the program. A long list (140 or so pages) of topics/areas that are mapped to relevant information in the department of Cybersecurity and AI (the name of the programme as of 2024-2025). The student information system (SIS) is

state of the art using the latest secure authentication methods such as Shibboleth and SSO and provides access to information to post-graduate students and to faculty and includes both academic information as well as access to services that are used by resident students such as dining cards. In addition to the above additional support services Lefkippos, (<https://lefkippos.ds.unipi.gr/>) Diodotos ([https://masters.ds.unipi.gr/security/diodotos\\_page](https://masters.ds.unipi.gr/security/diodotos_page)) and Aristyllos (<https://aristyllos.ds.unipi.gr/web/>)

are used for online course management, department evaluation, and MSc application submissions, respectively. Also impressive is the summary of data collected and presented in graphical forms that are easy to visualize, over several years such as average grades or faculty affiliation distribution. Despite systems for data collection and student monitoring, the students indicated that they are not given feedback on their academic module evaluations.

### III. Conclusions

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

#### Panel Judgement

| Principle 7: Information management |          |
|-------------------------------------|----------|
| Fully compliant                     | <b>X</b> |
| Substantially compliant             |          |
| Partially compliant                 |          |
| Non-compliant                       |          |

#### Panel Recommendations

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



## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The public information about the University and the Department is fully available online, including information on the programme structure, objectives as well as practical issues on hardware like accessing Wi-Fi etc. Documentation in the main page is in Greek <https://masters.ds.unipi.gr/security/> and in English (<https://masters.ds.unipi.gr/security/en/>). Also provided is a comprehensive discussion of the process to make content changes to the website and content curation.

### **II. Analysis**

The panel confirmed that the information is widely available and up to date after reviewing the Department's website (<https://cybersecurity.ds.unipi.gr>). Unfortunately most of the links provided in the report M8.1 to access specific pages such as areas of study <https://cybersecurity.ds.unipi.gr/areas-of-study/> or other documents were dead so the report seems to be out of date! Special attention is paid to the validation and curation of the information that is added to the website for accuracy and integrity. There are no links to labs or video tour to labs.

### **III. Conclusions**

The Panel concludes that the Cybersecurity and AI programme maintains good quality profile and public information about the programme in Greek and in English. The website has a clean look and all links to sub-pages when accessed from the drop-down menus are active. There are some deficits and recommendations to address, given in the panel recommendations.

## **Panel Judgement**

| <b>Principle 8: Public information concerning the postgraduate study programmes</b> |          |
|-------------------------------------------------------------------------------------|----------|
| Fully compliant                                                                     | <b>X</b> |
| Substantially compliant                                                             |          |
| Partially compliant                                                                 |          |
| Non-compliant                                                                       |          |

### **Panel Recommendations**

R.8.1: The links in the report are broken. However the content is actually accessible through the drop-down menus. For example <https://cybersecurity.ds.unipi.gr/aitiseis-ypopsifiotitwn/> is good and points to the application site. The English version <https://masters.ds.unipi.gr/security/submissions/> listed in the report is broken. The panel recommends that the document 8.1 be checked and revised for correctness and in the future the submitted reports be checked before submitting.

R.8.2: The more inclusive and adopted standard for the English version of a website is not an English flag or the US flag. The Panel recommends that the language flags are replaced with the “EN” or “English” letter-based symbol.

R.8.3: The website indicates that the programme is on its 16th year of operation. This is not quite true, and it is misleading. The Cybersecurity and AI programme is only operating since 2024-2025. The Panel recommends that the programme’s age and history is clarified on the website.

R.8.4: The Panel recommends that a video with tours of the labs is linked to the website.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.**

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
  - b) the changing needs of society*
  - c) the students' workload, progression and completion of the postgraduate studies*
  - d) the effectiveness of the procedures for the assessment of students*
  - e) the students' expectations, needs and satisfaction in relation to the programme*
  - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Documentation**

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

## **Study Programme Compliance**

### **I. Findings**

The University (through MODIP) has carried out an internal evaluation of the PSP on 31 January 2024. The evaluation was overall very good and in most questions the answer was 'fully compliant'. It was not immediately clear if this was repeated every year as required. In addition, it appears that attention is paid to the re-evaluation, redefinition and updating of the PSP curriculum as well as to mitigate weaknesses and upgrading the structure but it was not fully clear whether there were systematic procedures towards this. Feedback processes from students appear to be in place but it is less clear to what extent this is taking place in connection with external stakeholders or other interested parties.

### **II. Analysis**

The internal evaluation suggests that the PSP is overall fully compliant and there were not issues of significant concern. This is consistent with the findings of the EEAP. It is noted that the internal evaluation identified some issues in relation to monitoring employability as well as the lack of strategic plan, which are also shared by the EEAP. It is also noted that procedures for re-evaluation and monitoring should be consistent, well established and documented. It is acknowledged that the amount of work that may be involved to accomplish this may be substantial and there might be scope to reduce it to suitably manageable levels, however, this should not stop the PSP from pursuing continuous improvement. Finally, the rapidly evolving environment (for instance due to Generative AI technologies) may require an integrated approach that spans across different course units to address implications in teaching.

### III. **Conclusions**

The PSP demonstrates substantial compliance with Principle 9.

## **Panel Judgement**

| <b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b> |          |
|-----------------------------------------------------------------------------------------------------------|----------|
| Fully compliant                                                                                           |          |
| Substantially compliant                                                                                   | <b>X</b> |
| Partially compliant                                                                                       |          |
| Non-compliant                                                                                             |          |

## **Panel Recommendations**

The following recommendations should be taken into account:

- R.9.1: The Panel recommends that clear procedures are formulated to evaluate the PSP periodically and in all relevant aspects (content, changing needs, workload, assessment processes, learning environment), taking also into account student feedback and satisfaction.
- R.9.2: The Panel recommends that the established periodicity of internal evaluation is consistently adhered to even though it is recognised that there might be practical limitations or other constraints that may have to be addressed at a different level.

## PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

*HAHE is responsible for administering the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### Documentation

- Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes

## Study Programme Compliance

### I. Findings

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

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

### II. Analysis

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

### III. Conclusions

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

## Panel Judgement

| <b>Principle 10: Regular external evaluation of postgraduate study programmes</b> |          |
|-----------------------------------------------------------------------------------|----------|
| Fully compliant                                                                   | <b>X</b> |
| Substantially compliant                                                           |          |
| Partially compliant                                                               |          |
| Non-compliant                                                                     |          |

### **Panel Recommendations**

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

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The PSP is a well-rounded programme which offers up-to-date and highly relevant learning experience on an important subject of Computer Science.
- The PSP' curriculum is well structured with appropriate and relevant course units aligned with the expectations of ECTS Level 7 and delivered by highly qualified staff.
- The PSP is very well organised and efficiently managed with appropriate procedures for recruitment and student support that ensure a high-quality learning experience.
- The PSP offers good opportunities for outreach and has good connections with external stakeholders.
- The PSP has reasonably good quality control procedures in place to ensure an overall high standard is consistently maintained.

### **II. Areas of Weakness**

- The role of the personal tutor in the programme is somewhat diminished with students taking advising on various aspects of their academic life from the department secretary; the latter may not be an adequate support pathway.
- Students have limited cloud resources for implementing their projects. This is especially problematic in the AI component of the projects that often necessitates resources beyond the free available online such as the Google Colab.
- There is a mismatch in the financial planning data that relates to income and expenditures. The admitted student numbers are approximately 35 in contrast to the

planned 60.

- The physical infrastructure (classroom environments) is somewhat old and creates problems with the acoustics and temperature control.
- While there are procedures in place for periodic internal evaluation, these are not consistent across different areas due to a lack of clarity in the evaluation procedures.

### **III. Recommendations for Follow-up Actions**

- The Panel recommends putting emphasis on monitoring and developing KPIs related to opportunities for career development as well as graduate employability.
- The Panel recommends improving communication and visibility of student support services to enhance awareness and utilization, particularly regarding academic advising and counselling services.
- The Panel recommends addressing classroom infrastructure issues, with particular attention to acoustics and temperature control, to further support effective teaching and learning.
- The Panel recommends increasing access to specialized equipment or cloud resources to better support practical learning.
- The Panel recommends that clear procedures are formulated to evaluate the PSP periodically and in all relevant aspects (content, changing needs, workload, assessment processes, learning environment), taking also into account student feedback and satisfaction.
- The Panel recommends that the established periodicity of internal evaluation is consistently adhered to even though it is recognised that there might be practical limitations or other constraints that may have to be addressed at a different level.

### **IV. Summary & Overall Assessment**

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 10.

The Principles where substantial compliance has been achieved are:

9

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

|                          |
|--------------------------|
| <b>Overall Judgement</b> |
|--------------------------|

|                         |          |
|-------------------------|----------|
| Fully compliant         | <b>X</b> |
| Substantially compliant |          |
| Partially compliant     |          |
| Non-compliant           |          |

## The members of the External Evaluation & Accreditation Panel

| <b>Name and Surname</b> | <b>Signature</b>                                                |
|-------------------------|-----------------------------------------------------------------|
| PAPADAKI MARIA          | Signed by PAPADAKI MARIA - 07/03/2026<br>14:30:50 +02:00        |
| ANDREOU ANDREAS         | Signed by ANDREOU ANDREAS - 07/03/2026<br>14:30:50 +02:00       |
| BANITSAS KONSTANTINOS   | Signed by BANITSAS KONSTANTINOS -<br>07/03/2026 14:30:50 +02:00 |
| SAKELLARIOU RIZOS       | Signed by SAKELLARIOU RIZOS - 07/03/2026<br>14:30:50 +02:00     |
| Καματέρη Ελένη          | Signed by Καματέρη Ελένη - 07/03/2026<br>14:30:50 +02:00        |