ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report
for the Undergraduate Study Programme
(Integrated Master) of:

Spatial Planning and Development Engineering

Institution: Aristotle University of Thessaloniki
Date: 27 March 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme (Integrated Master) of **Spatial Planning and Development Engineering** of the **Aristotle University of Thessaloniki** 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 Undergraduate Study Programme (Integrated Master) of **Spatial Planning and Development Engineering** of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Nikiforos Stamatiadis (Chair)**
   University of Kentucky, USA

2. **Professor Emeritus Amedeo Odoni**
   Massachusetts Institute of Technology, USA

3. **Professor Panagiotis Scarlatos**
   Florida Atlantic University, USA

4. **Professor Diofantos Hadjimitsis**
   Cyprus University of Technology, Cyprus

5. **Chrysostomos Makrakis Karachalios**
   Member of the Technical Chamber of Greece, Greece

II.   Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) met for the first time on March 22 for the required introductions of the team members and to discuss the approach for the visit, the roles of the Panel members, and process to be followed. The chair identified a series of documents to be reviewed prior to the site visit and the members agreed to complete the review before the first meeting on Tuesday, March 23.

The onsite visit was conducted via online conference meetings due to COVID-19 travel restrictions and was scheduled for March 23 and 24, 2021. The Panel wrote the report in the following days (March 25-27) though collaborative meetings also held online.

The EEAP met initially with the Department Chair and the Vice Rector of Academic Affairs of the University for initial presentations of the university and the Department. The next session involved members of the faculty charged with the accreditation efforts (OMEA) including those at the university level (MODIP) and a discussion ensued to address some of the EEAP questions resulting from the presentations and documents that the EEAP had already reviewed. A detailed presentation of the various activities of the Department regarding the study programme, faculty and staff, student body, and research activities was provided to the EEAP. The next meeting was with the faculty where a free-flowing question-and-answer period occurred. A session with current students in the programme followed where their opinion was sought on several issues relative to the programme, their experiences and course loads.

The second day started with a session focused on the review of the current facilities through a discussion to address EEAP questions. It should be noted that a pre-recorded video tour of the facilities was provided that EEAP reviewed prior to the meeting. The next meeting was with recent graduates of the programme in order to gauge their experience and identify how well their studies are serving them in their current work environment. The next session of the day involved employers and social partners of the programme aiming to address the readiness of the graduates for the market, as well as identify areas of cooperation between the Department and employers. The final two sessions were, first, with OMEA and MODIP to address any lingering questions and, second, with the Department Head and the Vice Rector along with the OMEA and MODIP members where additional questions were addressed, and a quick summary of the preliminary conclusions from the visit was presented.

Overall, the faculty and staff had prepared a rigorous visit programme with presentations and discussions. They were open to a discussion of issues and eager to answer questions and share with us both the strengths and the weaknesses of the programmes. The EEAP was impressed by the exemplary level of cooperation by all members of the Department. The EEAP was especially impressed with the students and recent graduates, their attendance, sincere views, collaboration, and interest in the EEAP review.

A series of reports and other documents were provided to the EEAP prior and during the visit. The main documents that were used included the Internal Evaluation that the Department developed in 2020, the External Evaluation completed in 2014, the Curriculum Guide and course syllabi, the evaluation metrics and goals for the future, and all operational guides of the Department. All PowerPoint presentations and documents requested were provided.

It is apparent that the online discussion and meetings worked well and allowed for the completion of the programme in a succinct manner. Obviously, the lack of any social interactions during the visit is detrimental to the overall approach, since they provide more insight on the various aspects of the programme and allow for additional, oftentimes informal, feedback and discussions. If this process continues in the future, it may be desirable to spread the meetings over a longer period, since typically in-person onsite visits last three days.

III. Study Programme Profile

The Spatial Planning and Development Engineering programme is the most recent addition to the School of Engineering at the Aristotle University of Thessaloniki (AUTH) with an establishment date of 2004. The Department moved from Veroia to Thessaloniki in 2013 and was housed in the main buildings of the School. This is a 5-year programme where students are required to complete a total of 53 courses (41 required and 12 elective) along with the completion of the Diploma Thesis and, optionally, Practical Training. The programme has an equivalency of 300 ECTS and the Practical Training credits could be included as an elective course. Students are not required to follow a specific concentration area and they customize the programme and their elective courses in any of the thematic areas. This encourages the multidisciplinary nature of the programme and provides students with an individually customized study programme. The Department has developed a fairly detailed Curriculum Guide to ensure that students understand the programme and how to plan their courses for completing their degree. In addition, course syllabi are available for all courses taught in the web page of the Department. Students are given the opportunity to evaluate the courses they attend, and their input is considered in adjusting course content and delivery aspects.

Graduates of the programme obtain the title of Spatial Planning and Development Engineer and they can become members of the Technical Chamber of Greece (TEE). In 2016, TEE started recognizing the graduates of the programme as a separate category of engineers with clearly defined roles and responsibilities that delineate their work environment and provides a separate registration category. Graduates can be employed in both the private and public sector and most of the graduates have been successfully placed in both sectors in Greece and abroad after their graduation. There is also a large number of graduates who continue with graduate studies and follow an academic career. There are seminars during the first week of classes that identify the work environment for graduates and provide entering students with information relative to future job market and potential opportunities. Moreover, throughout the academic year, seminars are held with professionals working in the field that provide additional information and exposure to market options and work environment. The Practical Training also provides graduates with an opportunity to explore job prospects, gain valuable work experience and make contacts.

There are 19 faculty members that support the educational and research activities of the programme and most have doctoral degrees from institutions in Greece with fewer than half from abroad. An issue of impending concern is the ability to replace the two faculty that are going to retire in the near future and ensure continuity of the programme. The Department has a modest number of publications and research activities, both in projects and funds. The Department was evaluated in 2014 by an External Evaluation Committee (EEC) and all the programme-related recommendations of the report have been given consideration. The Department follows the required procedure for establishing quantitative metrics that define their progress as well as target goals to be achieved in the near future.

For the last five years, the average number of registered undergraduate students has been increasing with a total of 875 in 2020-2021, while the number of Master and Doctoral students is currently 88. This generates a ratio of approximately 45 undergraduate and 2.5 graduate students per faculty. The infrastructure for delivering the programme (classrooms, laboratories, libraries, etc.) are adequate and fairly modern.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.
In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a) *the suitability of the structure and organization of the curriculum;*
b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
c) *the promotion of the quality and effectiveness of teaching;*
d) *the appropriateness of the qualifications of the teaching staff;*
e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
f) *ways for linking teaching and research;*
g) *the level of demand for qualifications acquired by graduates, in the labour market;*
h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*
i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

The Department has established a Quality Assurance Policy for the undergraduate programme that is commensurate to the programme and includes a commitment that satisfies the requirements and ensures a continuous improvement process. The Department follows the process outlined through the university MODIP and has set up a committee consisting of faculty members that meets to discuss the goals of the quality assurance, identify areas of improvement and establish a set of actions to be undertaken to achieve these goals. The committee follows the overall University guidance for ensuring the quality of the programme and works closely with the university representatives to ensure compliance.

There is a culture of continuous improvement of the quality of the programme as demonstrated through the various interactions of the EEAP with the faculty, staff, students and graduates of the programme. As an example, students are asked to complete a course evaluation towards the end of the semester that forms a feedback loop for the faculty to not only address course content and outcome goals but teaching methods as well. Students attested to the fact that their input is taken seriously, and they have confirmed actions taken based on their course evaluations. Students also noted that it is easy to approach faculty with ideas and suggestions for improving course content.

The Department believes that the Quality Assurance Policy guarantees an undergraduate programme that balances knowledge and skills and addresses the learning outcomes of the programme. In addition, the Department strives to provide a study programme that reflects current educational and professional trends, employs the required faculty and staff to satisfy program needs, promotes incorporation of research advancements in classroom teaching, and aims to develop technically qualified graduates that are employable. The Department is also committed to an annual internal evaluation of the study programme to ensure that it reflects current knowledge and market trends. This is achieved through informal meetings with external stakeholders and graduates of the programme as well as employers. At the same time, a review of the Quality Assurance process is undertaken to ensure compliance with national and university policies.

The Department has developed a set of key indicators that it is using to guide their actions. These indicators are compiled annually. The indicators used include values for teaching quality, improved research communication, improved departmental operational procedures, increased interactions with the community, and enhanced promotion of market opportunities to students. Target values have also been established for these indicators based on collective input from faculty to ensure adequate progress and improvement. The goals defined in the Internal Evaluation of the Department are paired with several of the quality metrics that are used and monitored and there is adequate coverage for tracking progress and achievement of goals. The committee that is set up to ensure the quality of the process and programme is also charged with reviewing progress in achieving the goals of the metrics and monitoring adjustments aiming to address this progress.

The Department communicates the Internal Evaluation and the processes for the Quality Assurance in their web page and is available for all to review.

Panel Judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is apparent that the process that has been developed and set up is appropriate for ensuring compliance with the principle. The EEAP suggests the number of research proposals in competitive schemes that the Department faculty submit, and the number of successful proposals be reported at the departmental level as well as the sources of current support. We believe this would be expanded to all Departments in the Polytechnic School as a key performance indicator monitored by MODIP. The findings should be used internally to provide a measure of research-related activity and of faculty efforts toward increasing research volume.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

> *Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).*
>
> *Furthermore, the programme design should take into consideration the following:*
> - *the Institutional strategy*
> - *the active participation of students*
> - *the experience of external stakeholders from the labour market*
> - *the smooth progression of students throughout the stages of the programme*
> - *the anticipated student workload according to the European Credit Transfer and Accumulation System*
> - *the option to provide work experience to the students*
> - *the linking of teaching and research*
> - *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

The Department has a programme of studies that requires the completion of 300 ECTS units. These are distributed evenly over 10 semesters of study (5 years) with a theoretical workload of 810 hours per semester, as an ECTS unit is considered to require about 27 hours of work. To earn credit for the 300 ECTS units, students must complete a total of 53 courses of which 41 are required and 12 are electives (selected from a list of 31 options).

Courses are classified in two ways. The first refers to the role of the course in the learning cycle. In this respect, courses are classified as "foundation" (to be taken over the first 2 semesters of study, total of 60 ECTS units), "core" (next 4 semesters, 120 ECTS units) and "graduation" (last 4 semesters, 120 ECTS units). Elective courses may be taken only during the "graduation" part of the study cycle, i.e., only during the last four semesters.

The second classification refers to the mode of delivery of the courses and consists of three categories: "composite studios", "laboratory courses" and "theoretical courses". In each semester, students take a combination of courses in these three categories. Theoretical courses carry a credit of 4 ECTS units and meet for 3 hours per week. The respective numbers for laboratory courses are 5 ECTS units and 4 hours per week and for composite studios 8 or 9 ECTS units and 6 hours per week.

As noted in the Department's website, the objective of the curriculum of Spatial Planning and Development Engineering Studies is "to train scientists with all the required capabilities for studying the economic, socio-political and environmental dimensions of spatial organization and transformation". This is reflected in the multi-disciplinary nature of the programme of study and in the global perspective that it seeks to convey to the Department's students.

The design of the above curriculum is essentially under continuous review. The primary entities involved in proposing and designing initial changes are an *Ad Hoc* Curriculum Committee of the Department's faculty and the OMEA (the Department's Internal Evaluation Committee). Inputs at this initial stage are also received from the students (through their course evaluations and through occasional student workshops), from alumni of the Department (through periodic surveys and questionnaires organized and distributed by the Department) and from employers and social partners (through contacts and feedback received in Department events and through formal feedback received in connection with student internships with these organizations).

Once a proposal for a revision of the programme or for a significant change matures, a formal approval procedure is initiated. This requires a sequence of approvals, first by the Department Education Committee (Επιτροπή Εκπαιδευτικών Θεμάτων) and then by the Department General Assembly (Γενική Συνέλευση), the University MODIP and, finally, by the University Senate (Σύγκλητος).

The Department has received mostly favourable comments regarding its curriculum from surveys administered to its alumni and organizations that participate in the Department's practical training programme. For example, in a survey of 150 alumni, 78% of the respondents indicated that they would "recommend to others" the Department's educational programme and 62% said that the programme contributed "much" or "very much" to their acquisition of an adequate scientific background in their field. Similarly, 82% of the responding organizations were "pleased" or "very pleased" as participants to the practical training programme.

The EEAP met with a group of 10 Department alumni and received similarly positive feedback. All of them expressed their satisfaction with the education they received. They also uniformly emphasized two aspects of the curriculum that they thought were particularly important and special: its multidisciplinary nature and its emphasis on "global" or "strategic" thinking. In parallel, the group of 9 representatives of employers and social partners that met with the EEAP was also unanimous in stating that students engaged in their practical training programme, as well as full-time employees that are graduates of the Department, are well-prepared in their field and able to contribute, with little further training, to their respective organizations.

Finally, the EEAP discussions with the Department's faculty clearly indicated the great degree to which they are engaged in the educational process and are seeking to make further progress in the design and content of the curriculum.

Panel Judgement

Principle 2: Design and Approval of Programme	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

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

Panel Recommendations

Overall, the Department has developed an appropriate study programme for the student body, and this is reflected in the qualities of its graduates. There are a few aspects that the Department may want to consider in the future in order to use resources in a more efficient manner and further improve the quality of its graduates.

The first aspect deals with the number of elective courses. It may be desirable at some point to visit this issue considering fewer elective course offerings. This may be even more critical when considering how to replace future retiring faculty and could be achieved through planning strategically to address current and emerging trends in research and covering these areas of expertise. The creation of an External Industry Advisory Board would provide continuing advice and guidance to the Department on a regular basis and one of its principal roles should be to review the curriculum and recommend potential changes in response to developments and professional needs.

The second suggestion deals with the creation of a new course focusing on data science and analytics. This is an emerging area that is revolutionizing engineering education and practice and the EEAP believes that the Department should make data analytics one of the key thrusts of its educational programme. A two-level effort is recommended:
- Creation of a compulsory 2nd-year course (to which the Statistics course of the first year will be a pre-requisite) on Data Analytics and which will include sections on data fusion and data visualization, and
- Infusion in as many courses as possible in the curriculum of topics on data processing and data analysis, supported by appropriate software.

The EEAP also recommends the development of a new course on City and Regional Resilience that would address disaster mitigation and recovery from crises, since this is an increasingly important aspect of urban planning and spatial design.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement 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, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

  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;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

The Department has put in place an impressive list of measures and capabilities aimed at ensuring compliance with the requirements of a student-centred educational programme. A review of these requirements, as listed in the box above, indicated that all of them have been addressed to a full or great extent.

This is particularly remarkable in view of the high student-to-faculty ratio of roughly 45 per faculty member and the small number of staff in the Department. Noteworthy achievements include a detailed and informative Study Guide (the 2020-21 issue has 114 pages) and the Academic Advisor initiative that is in the process of being fully implemented by the Department. Another new university-wide initiative, the Student Advocate's Office (Συνήγορος του Φοιτητή) will further contribute to the objective of delivering a student-centric education.

Participants in our meetings with current students (10 students) and with Department alumni (also 10) referred explicitly to the efforts of the Department to offer support at the group and the individual levels to students and attend to their needs. They expressed their appreciation to the faculty in this respect.

The transition from face to face to online course delivery and exams during the pandemic was very efficient and has been ongoing for a year.

The EEAP is concerned that the extensive provisions for the many kinds of individual support that the Department offers to its students also have a cost: the reduced amount of time that faculty have to devote to research, scholarship and publishing.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

In general, the Department has implemented a student-centred learning and teaching environment that is reflected in the course profiles and syllabi and the acceptance by the students. The EEAP recommends that the Department utilize its upcoming ability to admit fewer students in order to reduce gradually the number of students in the Department to more reasonable levels.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

Processes and tools for overall, student admission, progression, recognition and certification have been addressed adequately. The implemented Electronic Platform is a useful tool in gathering and providing detailed information regarding enrolment, ECTS, academic progress, personal details and final grades.

Student admission: Admission to this study programme is defined and regulated by the Ministry of Education, which accepts and processes all entry applications. The Department follows the same admission criteria as the other public universities in Greece, under which graduates of Greek high schools enter undergraduate programmes after successfully passing the national entrance examinations. In addition, student transfers from other national universities are also accepted (approximately 10% of the number of entry applications per year).

The Department has well established processes in place that support the students and their studies. During the meeting with currently enrolled students, the EEAP was impressed by the degree to which they are satisfied with the existing processes. Indeed, a smooth transition from high school to university life is achieved through different activities such as direct meetings and electronic communication. There is an orientation process for incoming students that includes presentations on the electronic services provided to students through the Network Operation Centre /IT (NOC), the organizational structure of the Polytechnic School and the Department, educational structure of the programme, full explanation of the curriculum, and explanation of available social services. Institutional information and other guidelines are provided by the Department's Secretariat through electronic communication. In addition, a Student Advisor is assigned to every student, and all relevant materials are available online. All useful orientation information for the new first-year students is provided through the Website of the Department (http://www.plandevel.auth.gr/el), the website of the Polytechnic School and the University, as well as the corresponding social media. There is a student support and services system that supports students with regards to academic and personal problems and difficulties.

Student progression: The EEAP considers that the defined and published regulations regarding student progression are in place and that processes and tools to collect, monitor and act on student progression, are also in place. The e-platform (https://sis.auth.gr) is well established and well used for student progress monitoring both by the students and by the faculty. In addition, the progress of students is also monitored through the relevant periodic reports of the Internal Quality Assurance OMEA.

Student recognition: Appropriate recognition procedures are in place and are in line with the Lisbon Recognition Convention's principles. The EEAP noted a coherent recognition of the academic degree across the country and in Europe, helping the students' careers. The EEAP noted in the discussions with the graduates and stakeholders a high level of satisfaction regarding the background, technical skills and benefits from the multidisciplinary curriculum gained from their studies. The Department is a member of the Association of European Schools of Planning (AESOP) and has close links with the TEE and other key stakeholders at the national level. There are different types of scholarship opportunities available from the University.

A total number of 300 ECTS (level 7) is required for graduation. There are well-defined criteria for the completion of the Thesis. Practical training is offered as an elective course. Indeed, the EEAP noted in the discussions with the students a high level of satisfaction from participation in practical training. The students noted that this helps them increase their multidisciplinary knowledge, enables a deeper learning experience, improves their communication skills and enhances their knowledge making them industry-ready professionals. It also provides them with the opportunity to interact with senior professionals, thus helping them improve their leadership skills. The Department has developed a very supportive network of various industry, social and cultural entities to provide students with available options. The practical training programme is very important for the development of real-life professional and social skills and eventually enhances the employability of the graduates.

There is a well-established procedure for promoting the Erasmus mobility schemes both for students and staff. Student and staff mobility is well encouraged in general, but, still, the number of students and faculty entering European exchange programmes is low (only 23 students for the last 10 years and seven faculty for the last 5 years). Erasmus agreements with other universities are still low (only 6 agreements over the previous 5 years).

Student certification: The EEAP identified the presence of pre-defined and published regulations regarding student certification. After the successful completion of all the degree requirements a Diploma Supplement is automatically issued to all graduates. This document explains the qualification gained, including achieved learning outcomes and the context, level, and status of the studies pursued and successfully completed. The award of the Diploma as 'Integrated Master' provides the opportunity to the graduates to promote their profile at the national and European level more effectively.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP concluded that the Department follows a reasonable approach in ensuring student admission and completion of studies. The EEAP strongly recommends that the current efforts to increase student and faculty mobility should be expanded and encouraged. This will promote the internationalization of the Department's student body and faculty.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

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

Study Programme Compliance

The Department has 19 faculty members (2 Full, 12 Associate and 5 Assistant Professors) and 3 Special Teaching Staff. In spite of their mainly junior status, the faculty members have developed an impressive multidisciplinary programme that is appreciated greatly by their students, employers and external stakeholders.

The hiring of new, and the promotion of the existing faculty members follows a transparent and merit-based process. The members of the search committees are selected from APELLA's semi-annually updated list of domestic and international experts, while the evaluation criteria are based on competitive teaching and research qualifications.

Due to the wide diversity in faculty expertise and the multi-disciplinary nature of the programme there are many opportunities for professional faculty growth. The Department has six active cooperation agreements with the Erasmus+ programme which, due the pandemic, is presently underutilized. Seven faculty members visited academic institutions abroad, and one took a two-month sabbatical leave in the past 5 years. The Department supports one trip for academic activities per year for each teaching member. Additional mobility opportunities are provided by the Global Study Programme (AUTH-Chiba) and AESOP.

The average teaching load is 2 to 3 undergraduate courses and 1 graduate course per faculty per semester, which translates into a load of 8.5 to 12 hours of teaching. This load can be reduced by a) hiring more faculty, b) reducing the number of admitted students, c) reducing the number of elective courses, or d) alternate elective course offerings in a 2- to 3-year cycle. The faculty is assisted in their teaching endeavours by Visiting Scholars and PhD students. Faculty

are frequently evaluated for their teaching through student evaluation surveys. Student participation in those surveys is relatively limited (approximately 32% participation which is the highest rate in the School of Engineering). Students in their 3rd and 4th years are most responsive with an average participation of 50%. However, the existing results indicate a high level of satisfaction with an average Satisfaction Quality Index of 63.7 (in 5-grade Likert scale). The highest score in the survey questionnaire was for "Exams & Grading" (SQI = 74.9) and the lowest for "ECTS assignment" (SQI = 48.40). Notably, the students' comments regarding the faculty were very complimentary.

The faculty are also involved in research, most of which consists of practical, consulting-type applications. The majority of the projects, by far, are in the area of spatial development, followed in descending order by socioeconomics, information and transportation technologies, materials and processes, environment and energy, and culture. The total budget of research activities during the last year exceeded 900,000 Euros. Whenever possible, undergraduate students are employed and actively involved in research endeavours. The faculty publishes on the average 1.3 journal papers per year with the majority of the publications in the areas of spatial planning and management or spatial development and very few in engineering.

The strategic development of research activities is described in the Department's Strategic Plan (approved in November 2015) as follows:

"The research profile and activities of the Department are shaped in accordance with its knowledge subjects and contributes to the advancement of the scientific areas of spatial design and spatial development, while supporting the in-depth understanding and specialization in those areas within the framework of undergraduate and post-graduate education".

The Plan provides some additional information but no quantitative milestones.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP believes that there are some areas where the Department faculty could further strengthen and advance their overall academic profile.

The first area deals with mobility opportunities. Faculty should be encouraged and provided with opportunities to pursue international and domestic mobility activities aiming to expand their horizons and knowledge and to identify collaborative research activities.

Another area deals with the teaching workload, which should be revisited and reconsidered. The EEAP believes that the teaching load is high, even though the faculty believes that their teaching workload is acceptable, as was stated during the EEAP-faculty discussions. A lower teaching load will allow them to engage in a greater number of research activities and more publishing. Lower teaching loads could be achieved through a reduction in the number of electives, hiring additional faculty or reducing the number of incoming students.

The EEAP recommends that the Department should place more emphasis on research and publications and use any reduction in the student-to-faculty ratio to give more time to the faculty to pursue these activities; improvements in this respect will be beneficial to the individual faculty and to the overall visibility and reputation of the Department. It is recommended that greater emphasis be placed on basic and applied research rather than consulting efforts. Faculty are also encouraged to seek additional research funding and advance collaborative opportunities locally, nationally and internationally.

The EEAP also would encourage the faculty to consider publishing their research in high impact journals. The Department could consider a more formal and structured approach. possibly establishing in general terms rough expectations regarding the research and publications output of the faculty, developing a list of potential journals that faculty could consider, and incentivizing (through various types of recognition) the pursuit of successful publication records and strong citation numbers.

The EEAP also recommends the inclusion of undergraduate students in research projects that would provide them with the opportunity to increase their knowledge in fundamentals and overall advancement of their career.

The Department is encouraged to revisit its Strategic Plan to address research priorities and focus areas for the future so it will be well-positioned to respond to upcoming changes in the profession. This will also be beneficial for evaluating and identifying new hires.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND–ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.
In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

The Department has two dedicated classrooms (with capacities of 25 and 50 students, respectively) as well as a newly established Geoinformatics Lab. In addition, the Department is sharing facilities (10 classrooms and 2 Computer Labs) with the Departments of Civil, Rural and Surveying, and Architectural Engineering. Those three Departments have priority in classroom scheduling. The Department has one dedicated 40-station computer lab and access to the Rural and Surveying Engineering Lab. Both labs are equipped with state-of-the-art hardware and software. In addition to the Central University Library, the Department is sharing the Civil Engineering Library which has an adequate number of books and is e-linked to international databases.

The faculty offices are located in two separate buildings. There is also a 20-seat conference room. In the near future the Department will need 6 to 7 additional office spaces. IT services are very good and computer labs are well-equipped. Secretarial services are very effective and efficient, and they are all e-accessible. Students spoke very highly about the accessibility and promptness of all secretarial services provided.

Entering students are made to feel welcome through an orientation ceremony attended by the administration, faculty and staff, and fellow students already in the programme. During the first semester an Academic Advisor is assigned to each student, in order to facilitate their transition into their new academic environment. Students with special needs are being helped appropriately. The Student's Advising Centre provides information about housing and food services as well as other extracurricular activities, e.g., athletics, cultural, etc. All auxiliary resources are appropriate, adequate, and accessible, and the students are informed about the

services available to them. Everything can be reached by phone or electronically and the School's web site is of great assistance in that matter.

The progress of studies is followed electronically. Required classes are registered automatically while students select their textbooks electronically through Evdoxos. In every semester, the list of all classes offered along with the schedule, ETCS, course description, learning outcomes and bibliography are posted in the School's web site by the secretariat. In a special web link faculty post for every class the type of course delivery, the course requirements, type of exam and grading policy.

The secretarial office provides on a timely basis all types of certifications pertaining to the student's academic status and performance records. All students spoke very highly of the services rendered by the faculty and staff members.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP was satisfied with the existing facilities and their quality. It is apparent that teaching can be performed in an appropriate environment. It should be noted though that additional classroom, office and lab space will be beneficial in advancing the Department's educational and research activities.

Principle 7: Information Management

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

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 as well as to the academic community.

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

The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme Compliance

At the institutional level, the University has developed an information system for collecting and recording data on the overall operation of the institution, following the suggestion and guidelines developed by HAHE. The Department has provided the EEAP with an extensive list of data and quality indicators, which are up to date. The analysis was presented in a manner that was easily understood and well-paced.

The students have electronic access to learning resources and their grades, and they can also submit applications electronically. The support of these computer applications seems to work efficiently while maintaining the privacy of personal data.

As noted in other parts of this report, the Department conducts questionnaires that evaluate course content and instructor effectiveness every semester and then disseminates these findings to the instructors for their own analysis and actions to be taken. The academic staff updates these outlines regularly, depending on the assessment of the modules made by the students.

Each semester a faculty members satisfaction survey takes place. An assessment of the administrative staff takes place regularly and they can present their demands to the Department Chair.

Overall, the Department performs very well on all fronts related to Information management, based on the data provided to the EEAP.

Panel Judgement

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

Panel Recommendations

The EEAP identified two areas of potential improvement. First, a repository of faculty publications could be established in the Department's Library that would provide a common location for all publications. Second, a more frequent communication of the students' satisfaction survey results would improve transparency and promote the Department's high-quality indicators on this aspect.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

The Department has developed and maintains an excellent web site (in Greek). The site contains all key information regarding the academic unit and the study programme, i.e., structure, mode of course delivery, assessment criteria, degree awarded, faculty member CVs, and complete course outlines. The Department's Policy for Quality Assurance is also posted.

In addition, the site provides announcements for scholarships, employment opportunities, seminars and conferences, and student and alumni accomplishments. Links are also listed for all central student services available through the AUTH.

All published information is up-to-date, readily accessible, and easily navigable.

The academic unit's web site in English is less informative.

Panel Judgement

Principle 8: Public Information	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The webpage of the Department is well organized, and it provides the appropriate information to the public and students. The EEAP recommends a thorough review of the English version of the webpage to ensure that it is of equally high quality.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

> *Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*
>
> *The above comprise the evaluation of:*
> * *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
> * *the changing needs of society;*
> * *the students' workload, progression and completion;*
> * *the effectiveness of the procedures for the assessment of students;*
> * *the students' expectations, needs and satisfaction in relation to the programme;*
> * *the learning environment, support services and their fitness for purpose for the programme*
>
> *Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*

Study Programme Compliance

The EEAP identified an internal quality assurance system in place for the annual review of the programme based on the established mechanisms and decision-making procedures of AUTH It is recognized that the ongoing monitoring and review of the study programme is based on the internal evaluation procedures which are monitored by MODIP.

The EEAP noted that the Department has a solid process in place that regularly evaluates and revises the study programme. The review/revision is achieved through two main levels: 1) at the teaching group level, which is responsible for incorporating the latest research outcomes into the course's content; and 2) at the institutional level, through the Department's Education Committee, which reviews the content of the entire programme and suggests changes. The students participate in these discussions through their representatives. However, the EEAP noted the lack of official meetings on a systematic basis with all stakeholders (e.g., TEE, external stakeholders, employers, Professional Association etc.). The EEAP recognized the strong willingness of these groups to participate in such process.

The Department through the OMEA has a solid method for coordinating all the required activities to motivate the staff, faculty and students to participate in the internal evaluation process and complete the relevant questionnaires. At the end of the academic year, the OMEA prepares a self-assessment annual report on the existing educational and research activities, facilities and supporting services and infrastructures, courses of the programme, and evolution of the staff and students. The internal evaluation report is prepared electronically in the webpage of MODIP and uses the databases connected to the platform. The programme has undergone a revision in 2017-2018, in addition to the 2014 External Evaluation.

Electronic questionnaires are used to evaluate the courses and the teaching staff at the end of each semester that address multiple aspects of the teaching procedure. Students believe that their opinion is valued (48%) and they also believe that the evaluation is useful (93%).

The students' grade is calculated, including all educational activities within the courses, based on a continuous ECTS assessment method. The method of calculation is presented in the course's syllabus and its procedure is presented in advance. Students' progression is monitored through the teaching groups and the OMEA committee.

The learning environment is suitable, and the support services are very adequate, especially regarding the electronic administration management. In general, the students expressed a very positive opinion regarding their educational experience, and they are satisfied with the services offered by the university and the Department. The relations between students and faculty are good and mutually respectful.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department is appropriately engaged in an evaluation process of their programme and activities. Overall, the Department's objectives are achieved as the learning outcomes address the professional rights of spatial planning and development engineers. The EEAP believes that the evaluation process could be enhanced through the following suggestions.

First, it would be beneficial to the Department to seek periodically, in an official and systematic manner, the input of employers, professional associations and graduates regarding revisions to the study programme to ensure an updated view of the profession and develop graduates that are better prepared to enter the workforce. This could be achieved though the establishment of an External Industry Advisory Board that would work with the Department to provide feedback on educational and market aspects and help with the Department's Strategic Plan.

Second, it is recommended to continue the practice of periodic revisions of the study programme to account for the changing needs of society and the need to integrate research findings from funded projects into teaching.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

It is essential to note that an external evaluation of the Department took place in January 2014. The EEC in 2014 recognized the commitment and dedication of the Department's faculty and staff, highlighted the strong appreciation by the professional community of the region for the quality of education provided by the Department and finally, put forth 29 recommendations for improvement as described in the External Evaluation Report. These recommendations were the focus of the ensuing discussion in 2015‑17 with implementations scheduled for the academic year 2017‑18. The Department has noted that 14 of the 20 recommendations have been implemented (Annex B.10.2) and the remaining are planned to be implemented by 31/12/2021. To-date, approximately 60-70% of the 2014 report recommendations have been implemented including a curriculum re-structure and course syllabi, departmental library enrichment by adding more than 1,000 new titles and by linking the library of the Department with those of the Departments of the Polytechnic School, re-design of the web site, launching a new Master's Programme on Spatial Planning for Sustainable and Resilient Development in 2018-2019, activating Erasmus agreements with other Universities, course evaluation procedures etc.

The Department implements the procedures set forth by the AUTH MODIP, collects and analyses the required data periodically, and provides their results to the MODIP. During the meetings with the faculty and staff, the EEAP noted that both recognize the importance of the external evaluation and the value of the past and future recommendations. Both faculty and staff indicated their positive response to the idea of setting up an Advisory Board to assist the Department with strategic recommendations for the future, both on the educational and research fronts. This would help the Department achieve its goals and would also contribute to the career advancement of the individual faculty and staff.

Panel Judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There are no recommendations regarding this principle, since it is apparent that the Department values the significance and recommendations of such external evaluations and seems willing to consider seriously any recommendations made.

PART C: CONCLUSIONS

I.   Features of Good Practice

The Department has demonstrated its adoption and compliance with a series of good practices during the onsite visit and through the documents provided. These practices include:
    The study programme:

- has been thoughtfully designed, allowing students to develop a multidisciplinary approach to their field,
- promotes a global perspective in spatial planning and development engineering resulting in well-qualified graduates that industry and academia, both nationally and internationally, seek out for hiring, and
- undergoes periodic evaluation and is updated to include current research findings and to address community and societal needs.

    The faculty:

- are enthusiastic and dedicated to the teaching values and duties and take pride in their efforts to provide students with a first-class education,
- recognize the value of continued interaction with students and graduates and tries to build upon these interactions to improve the programme quality,
- understand their role in spatial planning and development academic arena and invests in their strengths,
- work very closely with local and regional authorities and entities on various aspects of spatial planning taking advantage of their expertise, and
- have a culture of continuous evaluation and improvement based on efforts observed during the onsite visit and prior evaluation documents.

The infrastructure is appropriate and adequate to provide the required teaching and research activities and support student activities considering the short time the Department is at the current facilities.

II.   Areas of Weakness

The Department is also facing a number of challenges that do not allow it to fully reach its potential. These areas include:
- The large number of students creates an unreasonably demanding environment and should be gradually reduced.
- Lack of a formal process for seeking input from external stakeholders and employers to improve study programme.
- Modest productivity in securing research funding and in publishing in high impact journals.
- A programme study that is not based on a Strategic Plan but rather reflects the expertise of existing faculty.

III. Recommendations for Follow-up Actions

The EEAP is pleased with the overall performance of the Department and the qualifications of its faculty and staff to complete the required educational goals and research activities. The following recommendations could serve as the long-range goals of the programme and Department while it establishes its Strategic Plan and are suggested with the intention of advancing the current placement of the Department and increasing its prominence both nationally and internationally:

- Establish an External Industry Advisory Board as a consultative body to the Department with members from industry, TEE, local public authorities, professional association (ΣΕΜΠΧΠΑ), other organizations (Stakeholders), and academics from European and international universities who would advise the Department regarding issues such as revaluation of the Strategic Plan with emphasis on education and research, emerging areas of priority to incorporate in the curriculum, and marketability and the continuous improvement of its graduates.
- Promote greater engagement in funded research activities and encourage faculty to publish in high-impact journals.
- Evaluate the number of students entering the Department, in order to achieve a lower student to faculty ratio and greater productivity in research and publications.
- Develop two new courses--1. Data Analytics, and 2. City and Regional Resilience--to address current emerging changes in engineering.
- Evaluate the number of electives offered, in view of the constraints imposed by the small number of faculty and staff and consider offering them less frequently.
- Intensify and accelerate the timetable for finalizing and implementing the Strategic Plan to incorporate emerging high-value opportunities and unanticipated eventualities in the systematic development of the Department's research and educational programmes.
- Emphasize and encourage mobility opportunities and participation for faculty and students.
- Continue the update of the curriculum on an ongoing basis, emphasizing the multidisciplinary character of Spatial Planning and Development Engineering and ensuring the inclusion of innovative trends in the field.
- Improve the content of the English-language webpage to ensure access to pertinent information.

All of the above comments should be addressed before the next External Evaluation.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **5.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Professor Nikiforos Stamatiadis (Chair)**
   University of Kentucky, USA

2. **Professor Emeritus Amedeo Odoni**
   Massachusetts Institute of Technology, USA

3. **Professor Panagiotis Scarlatos**
   Florida Atlantic University, USA

4. **Professor Diofantos Hadjimitsis**
   Cyprus University of Technology, Cyprus

5. **Chrysostomos Makrakis Karachalios**
   Member of the Technical Chamber of Greece, Greece