



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the Distance Learning Postgraduate Study Programme (HEI):

Advanced Cybersecurity Technologies and Governance

Department: Digital Systems
Institution: University of Piraeus
Date: June 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 Distance Learning Postgraduate Study Programme of **Advanced Cybersecurity Technologies and Governance** 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 distance learning postgraduate study programme Advanced Cybersecurity Technologies and Governance of the University of Piraeus comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. TIROPANIS THANASSIS (Chair)

University of Southampton

2. Dagiuklas Tasos

London South Bank University

3. Dionysiou Dionysia

University of Stirling

4. Vasileiou Ismini

De Montfort university Leicester, UK

5. Ταμπουρατζής Μανόλης

University of the Aegean

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) carried out the accreditation review process for two new Postgraduate Study Programmes of the Department of Digital Systems of the School of Information and Communication Technologies of the University of the Piraeus: MSc in Advanced Cybersecurity Technologies and Governance (PSP1), and MSc in Advanced Cybersecurity Technologies and Governance by Research (PSP2). The interviews were held online (e:Presense/Zoom platform) during 24-25 June 2026. Our online visit started the first day of interaction with the representatives of the University, Department, and Programmes (see below). The extensive documentation received prior to our virtual meetings adequately described the current programmes and practices in place.

On Wednesday, 24 June 2026, the EEAP started with its own private meeting, followed by an online session with members of the Department of Digital Systems:

Session 1. The Vice-Rector/Presedinet of MODIP, the Head of the Department, the Director of the PSP1, PSP2:

- Professor Spyridon Roukanas,
Vice-Rector for Academic and Administrative Affairs, Department of International and European Studies, Head of MODIP
- Professor Costas Lambrinoudakis,
Director of PSP1 and PSP2,
Department of Digital Systems,
University of Piraeus, Member of the Board of the Hellenic Data Protection Authority
- Professor George Efthymoglou,
Head of the Department, Department of Digital Systems, University of Piraeus

On Thursday, 24 June 2026, the EEAP carried out six (6) online sessions relating to PSP1 & PSP2:

Session 2. Meeting with the Teaching Staff (PSP1):

- Professor Stefanos Gritzalis,
Department of Digital Systems, University of Piraeus, Member of the Board Hellenic Authority for Communication Security and Privacy, Member of the Board National Commission for Human Rights
- Prof. Athanasios Kanatas,
Department of Digital Systems, University of Piraeus (unable to attend)
- Prof. Dimosthenis Kiriazis,
Vice Rector of Research, Department of Digital Systems, University of Piraeus
- Prof. Sokratis Katsikas,
Director, Norwegian Center for Cybersecurity in Critical Sectors, Professor, Dept. of Information Security and Communication Technology, NTNU, Norway
- Dr. Evangelos Dragonas,
Department of Digital Systems, University of Piraeus

Session 3. Meeting with the Teaching Staff (PSP2):

- Prof. Sokratis Katsikas, Director,
Norwegian Center for Cybersecurity in Critical Sectors, Professor, Dept. of Information Security and Communication Technology, NTNU, Norway
- Dr. Giorgos Demetriou,
Doctor of Business Administration Research, Director at École nationale des ponts et chaussées
- Dr. Adamantini Peratikou,
Faculty of Pure and Applied Sciences, Open University of Cyprus
- Prof. Javier Lopez,
Department of Computer Sciences and Languages, University of Malaga, Spain
- Prof. Nils Gruschka, Department of
Informatics, University of Oslo

Session 4. Online tour of facilities related to the PSPs:

- Professor Costas Lambrinoudakis,
Director of PSP1 and PSP2, Department of Digital Systems, University of Piraeus, Member of the Board of the Hellenic Data Protection Authority
- Professor Stefanos Gritzalis,
Department of Digital Systems, University of Piraeus, Member of the Board Hellenic Authority for Communication Security and Privacy, Member of the Board National Commission for Human Rights
- Dr. Giorgos Demetriou,
Doctor of Business Administration Research, Director at École nationale des ponts et chaussées
- Ms Paraskevi Antoniou,
Administrative Staff of the Department of Digital Systems

Session 5. Meeting with employers, social partners for the PSP1, PSP2:

- Dr. Prokopios Drogkaris, Deputy DPO, ENISA
- Ms. Alexia Papadimitriou, Research and Innovation Manager at DIGITALEUROPE (not in attendance)
- Mr. Ioannis Alexakis, General Director for Strategic Cybersecurity Planning, National Cybersecurity Authority
- Dr. Ioannis Iliadis, Cybersecurity Executive, IT Infrastructure Manager, Bank Information Systems SA
- Mr. Konstantinos Papadatos, Managing Director, Cyber Noesis
- Dr. Vasilis Tountopoulos, CEO, ZELUS IKE
- Dr. Konstantinos Fysarakis, Founder, Cilix Solutions Ltd

Session 6. Closure meeting with the Vice-Rector, the Director of the PSP1, the Head of the Department, MODIP Manager:

- Professor Spyridon Roukanas, Vice-Rector for Academic and Administrative Affairs, Department of International and European Studies, Head of MODIP

- Professor Costas Lambrinoudakis, Director of PSP1 and PSP2, Department of Digital Systems, University of Piraeus, Member of the Board of the Hellenic Data Protection Authority
- Professor George Efthymoglou, Head of the Department, Department of Digital Systems, University of Piraeus
- Ms. Spyridoula- Gerasimina Koskina, MODIP Manager

Session 7. Closure meeting with the Vice-Rector, the Director of the PSP2, the Head of the Department, MODIP Manager:

- Professor Spyridon Roukanas, Vice-Rector for Academic and Administrative Affairs, Department of International and European Studies, Head of MODIP
- Professor Costas Lambrinoudakis, Director of PSP1 and PSP2, Department of Digital Systems, University of Piraeus, Member of the Board of the Hellenic Data Protection Authority
- Professor George Efthymoglou, Head of the Department, Department of Digital Systems, University of Piraeus
- Ms. Spyridoula- Gerasimina Koskina, MODIP Manager

Sessions 6 & 7 were combined into single longer sessions as they involved the same people.

The EEAP members worked individually and collectively for a number of days before and after those meetings to draft this report on material collected during the online meetings and material provided in advance by the department and by the Hellenic Higher Education Authority (HAHE/ETHAAE) as prescribed by the accreditation process.

III. Postgraduate Study Programme Profile

The Department of Digital Systems of the University of Piraeus was established in the year 1999 and assumed its current name in the year 2009. It is now part of the School of Information and Communication Technologies of the University. It is based in the University campus and buildings in Piraeus Greece and has 10 established laboratories. The Department was operating 8 PSPs in 2024-2025 (4 of which are cross-institutional). It has a core 5 regular full-time faculty members (DEP) and 2 Laboratory Teaching Staff (EDIP) while it draws on DEP members outside the department to cover needs for related areas. For the administrative, operational and technical needs to the proposed programmes and given that it is provided in evenings or Saturdays, the department relies also on the recruitment of additional external collaborators when needed. Infrastructure to support distance learning, research (including library services), student support, student mobility (Erasmus/Erasmus+) and accessibility are in place.

The English-language online postgraduate study programmes for MSc in Advanced Cybersecurity Technologies and Governance (PSP1), and for MSc in Advanced Cybersecurity Technologies and Governance by Research (PSP2) are established within the framework of the European project EU-iNSPIRE (EU iNnovative multi-diSciPlinary Industry-focused cybersecurity education for upskilling and Reskilling the EU workforce - <https://eu-inspire.eu/>) which started in January 2025 for a duration of four (4) years and is funded by the DIGITAL-2023-SKILLS-05 programme (contract number 101190054). The costs of setting up and operating the PSPs, including tuition fees for students from Greece and other EU countries are funded for the first two (2) years of the PSPs, while tuition fees from students outside the EU will be 5000 EUR. After that, costs will be covered tuition fees. For students from Greece and other EU countries fees will be 5000 EUR, for students outside the EU they will be 7000 EUR and there will be provision for studentships based on socioeconomic criteria in accordance with the provisions of the law.

The University of Piraeus is participating and coordinating in the EU-iNSPIRE project, while the following partners of the project will engage in the education activity of the PSPs: Technical University of Munich, University of Oslo, University of Malaga, Open University of Cyprus, and the Business School of École des Ponts (with seminars series by distinguished professors). EU-iNSPIRE aims to foster an education ecosystem for the development of skills in cybersecurity in its political, organisational, and technological dimensions.

The objective PSP1 is to promote scientific knowledge in the fields of cybersecurity technologies, data protection and governance in related domains. The graduates of the programme are expected develop skills and knowledge in these areas that will enable them to work in business and organisation of the private and public sector and to engage in relevant research. The PSP is delivered in three semesters and includes a provisional set of 6 compulsory modules (courses), 5 elective modules (courses) and a compulsory MSc thesis in the third semester, for a total of 90 ECTS.

The objective PSP2 is to promote scientific knowledge by systematic and original research in the fields of cybersecurity technologies, data protection and governance in related domains. The graduates of the programme are expected develop high-level research skills in these areas and to be able to design, implement and publish research with international impact. The PSP is delivered in three semesters and includes a provisional set of 2 compulsory modules (courses), one for each of the first two semesters, 11 elective modules (courses), four in semester one and seven in semester two, and a compulsory MSc thesis in the third semester, for a total of 90 ECTS.

At this point, the EEAP would like to draw attention to the following challenges:

1. Enrolment figures; PSP1 has an upper limit of 150 newly enrolled students, while for PSP2 that limit is 80. The budget figures are based on these numbers (even though the first two years are funded by the EU-iNSPIRE project for enrolments of EU students). This number is considered high given the number of staff in the departments and the administrative support. Even if additional members of teaching staff and administrative support staff could be recruited internally or externally, the supervision of MSc theses of such a large number of students could be a challenge.
2. Recruitment; The envisaged start of the proposed PSP is Fall 2026 which would leave a very short time to advertise and recruit. Budget figures are based on the recruitment in year 1 of 30 fee-paying students from outside the EU in PSP1, and 15 fee-paying students from outside the EU in PSP2. This would be challenging to achieve given the time and alternatives (such as a potentially later start of the programme) need to be considered.
3. Readiness; The infrastructure for online activities is still in progress and there is a risk for delays which could affect delivery with a start in Fall 2026. In addition, the option for English language of the Lefkippos electronic platform mentioned in D7.1 and English-language documentation such as the application process are not yet ready.
4. Sustainability; the viability of the programme after the 2 years of the EU-iNSPIRE project funding and the ongoing commitment of teaching staff from project partners needs to be more rigorously examined and fostered.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: STRATEGY, QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES (PSP) OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A STRATEGY FOR DISTANCE LEARNING, AS PART OF THEIR STRATEGIC PLANNING. FURTHERMORE, EACH INSTITUTION APPLIES A QUALITY ASSURANCE POLICY REGARDING THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

Each Institution develops and implements a strategy for distance learning with the pedagogical utilisation of ICT (eLearning). This strategy is integrated into the overall strategy of the Institution and defines the pedagogical framework for the utilisation of the ICT, in both distance learning environments (eLearning), and blended learning environments. The strategy includes the feasibility of applying the distance learning and blended learning in particular PSP, and determines the innovations that aim at the linking of teaching with research, with emphasis on the production of new knowledge and the updating of the PSP.

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.

In particular, 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 distance learning Postgraduate Study Programme, 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 continuous improvement of the Programme.

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

As regards the distance learning PSP the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of the distance learning 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 distance learning PSP*
- d) the appropriateness of the qualifications of the teaching staff for teaching in distance learning 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 distance learning PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Documentation/Annexes

D1.1 Institutional strategy for distance learning, according to article 2 of the Ministerial Decision No 18137/Z1/2023

D1.2 Quality Policy of the Institution for the distance learning PSP

D1.3 Quality Policy of the academic unit for the development and the enhancement of the distance learning PSP

D1.4 Quality Targeting of the academic unit for the distance learning PSP, as per the attached template

Study Programme Compliance

I. Findings

The University publishes online its strategy which involves a number of axes, including education, research, life-long learning, liaison with society and the economy, mobility and growth internationally (https://www.unipi.gr/wp-content/uploads/2024/09/ΣΤΡΑΤΗΓΙΚΗ_new.pdf) and there is further elaboration of its policy for distance learning in D1.2, developed in line with article 2 of ministerial decision No 18137/Z1/2023. The University is aiming to build on the experience for adopting online learning approaches and to develop original online learning programmes as equivalent programmes incorporated into the study programme portfolio. The planning for years 2025-2027 includes the identification of PSPs that could be delivered remotely, training over 50% of faculty (DEP) involved, accreditation of programmes and identification of KPIs (which include PSPs having over 15% students from abroad, PSP in English language, student satisfaction over 75%). The two postgraduate study programmes for MSc in Advanced Cybersecurity Technologies and Governance (PSP1), and for MSc in Advanced Cybersecurity Technologies and Governance by Research (PSP2) are in line with this strategy since they are to be delivered online and in the English language and over the asynchronous (LMS) and synchronous (MS Teams, Cisco Webex, Virtual Campus) that have been deployed and are maintained. The participation of the University in the EU-iNSPIRE programme under the auspices of which the PSPs are being developed and funded for the first 2 years are fully in line with the University's strategy on international collaboration and delivery of PSPs internationally.

The EEAP members had the opportunity to access videos and have live demonstrations of the systems that will be employed for synchronous and asynchronous learning needs of the programmes.

The University and the department have made provision for the training of the staff involved and this covers not only the digital capabilities (for those who do not have

certification) but also pedagogical approaches for teaching and assessing programmes that are delivered online. There is full awareness of the challenges that distance learning poses to assessment in the era of Generative AI and of best practice to address potential academic integrity concerns.

The University has an established quality assurance policy that is publicly available (<https://www.unipi.gr/politiki-poiotitas/>). The policy makes explicit provisions for the quality of distance learning in remotely-delivered PSPs with specific aims on quality improvement, on the assurance of the academic nature and equivalence of the awarded degrees, and on the meeting the needs to the students, the academic community and society, which are elaborated in D1.2 for the University and D1.3 for the academic unit. Those provisions are in addition to the existing provisions across study programmes for a student-centred approach to learning, academic integrity, EDI, academic practice, transparency and accountability, continuous improvement of assessment.

The academic unit for the provision of the two PSPs declared its commitment to the application of the quality assurance processes as provided by the University's system and specifically, in D1.2, declared that:

- it will support its academic nature, the orientation and targets of the PSPs internationally, and the development of its human resources (staff and students), research activities and innovation.
- that the PSPs meet the international standards for quality higher education taking into account the nature of distance education.
- the policy is fully aligned with the vision, mission and strategy of the University of the specific department, and with the quality assurance directives for the European Higher Education space (ESG 2015) and accreditation standards set by the Hellenic Higher Education Authority (HEHA/ETHAAE).

A set of overall appropriate KPIs for the specific programme are listed in D1.4.

II. Analysis

The EEAP members read the portfolio of documents and the online material is publicly available and had the opportunity to discuss with members involved in the design, delivery and support of the programme and MODIP.

The delivery of an online programme is not without challenges especially given the large number of students on one hand, and the timeframe available for advertising the programme if it is to start in Fall 2026 on the other hand. Potential issues with the applications and timely recruitment of additional staff where involved presents a significant challenge. A potential delayed start of the programme could alley such concerns.

III. Conclusions

The PSP has appropriate quality objectives that are clearly relevant to its remote delivery nature and incorporates appropriate processes to achieve them.

Panel Judgement

PRINCIPLE 1: STRATEGY, QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES (PSP) OF THE INSTITUTION AND THE ACADEMIC UNIT	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1. Consider the risk of late recruitment if the programme is to start in Fall 2026. A later start could enable the institution to properly advertise and recruit, improving the chances of meeting budget targets and KPIs.

PRINCIPLE 2: ORGANISATION, MANAGEMENT AND SUPPORT OF THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

THE DELIVERY OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES REQUIRES SPECIAL PREPARATION, GUIDANCE AND SUPPORT TO STUDENTS, TEACHING STAFF AND ADMINISTRATION. THE INSTITUTIONAL AND LEGAL FRAMEWORK DETERMINES THE NECESSARY ICT INFRASTRUCTURE, THE TEACHING, LEARNING AND ASSESSMENT METHODS, AS WELL AS THE MODES OF COMMUNICATION BETWEEN THE INSTITUTION, THE TEACHING STAFF AND THE STUDENTS.

For the delivery of distance learning PSP, Institutions are required to have an integrated distance learning system to support the teaching process via synchronous and asynchronous distance learning methods, with the characteristics described in article 3 of the Ministerial Decision No 18137/Z1/2023.

The integrated distance learning system should be fully accessible to people with disabilities and special educational needs. In addition, for each distance learning PSP, one person (or more, if necessary) is nominated as Manager of the integrated distance learning system, (Ministerial Decision No 18137/Z1/2023, article 7). The Manager has the required expertise to support the teaching staff and the students of the PSP in using the system.

The terms and conditions regarding the organisation of the distance learning PSP are regulated by the Regulation of Postgraduate Study Programmes and Doctoral Studies of the Institution. In particular, the Regulation governs matters relating to the access to the integrated distance learning system, the maintenance and technical support of the system, the educational support of the students, the pedagogical framework of the educational activities, as well as the processes for: assessment and upgrading the digital skills of the PSP teaching staff, plagiarism check, personal data protection, system security, managing data confidentiality, and any other issue concerning the organisation of distance learning PSP.

The communication between students and the teaching staff, as well as between the HEI and students/teaching staff should be conducted smoothly by the use of the integrated distance learning system of the Institution, but also through other digital tools.

Communication among students is very important for the exchange of ideas, discussion on their progression and problem solving, and for this reason it should be supported and encouraged by the Institution. Similarly, communication among teaching staff members is particularly useful for the exchange of experience and good practices.

Students should regularly receive feedback by the teaching staff on their performance and progress.

According to the current institutional framework, part of the procedure (not exceeding 25% of the total ECTS of the PSP) may be organised through asynchronous distance learning methods. The practical training, where applicable, may be carried out remotely, provided that the host body in question supports teleworking, and that the supervision of the practical training is ensured.

Documentation/Annexes

D2.1 Brief description of the integrated distance learning system (Ministerial Decision No 18137/Z1/2023, article 3)

D2.2 Regulation of Postgraduate Study Programmes and Doctoral Studies of the Institution (concerning the distance learning PSP), as per article 4 of the Ministerial Decision No 18137/Z1/2023

D2.3 User Guide for the distance learning system (students)

D2.4 User Guide for the distance learning system (teaching staff)

D2.5 HEI Good Practice Guide for distance learning

Study Programme Compliance

I. Findings

The University of Piraeus has deployed a system to enable distance education for this PSP, based on principles of equal opportunities, accessibility, student centric teaching and learning, and lifelong learning and skills development. It is an integrated online learning system that includes (D2.1):

1. The LMS Open eClass Platform for asynchronous education (as proposed by the academic network GUnet).

2. The Microsoft Teams and the Cisco Webex platforms for support two-way video conferencing facilities for synchronous learning activities. There is a limited number of licenses for Cisco Webex to complement the centrally supported Microsoft Teams system.

3. Virtual campus software is provided in addition to the existing infrastructure and it has been developed under the auspices of the EU-iNSPIRE project, in which the University participates and coordinates. Specifically, the virtual campus software provides the following systems:

- (a) DearmApply for enrolment and onboarding of students,
- (b) LearnWorlds for teaching delivery, assessment and certification,
- (c) Weglot, for multi-lingual access, and
- (d) accessiBe, to enable accessibility and inclusion.

Appropriate user guides are available for students (D2.3) and instructors (D2.4), while the University provides an appropriate best practice guide for distance learning (D2.5). The best practice guide needs to be made available in the English language too (in addition to the user guides for instructors and students). Teaching is in the English language. The educational process of the PSP is fully online. The educational process for postgraduate programmes is being adopted to include distance learning (D2.2).

There have been demonstrations and videos of the platform that were made available to the panel asynchronously and during the meetings and the members of the EEAP are satisfied that those can support the distance learning needs of the programme. It

is understood that integration of virtual classroom systems will be completed over the summer.

II. Analysis

Our review of all material suggests that there is good readiness to support the online nature of the PSP and does not anticipate major issues or setbacks with the pending integration. The guides are provided in English and an English language translation of the best practice guide is needed so that it can be accessed by all teaching staff.

III. Conclusions

The prospective PSP is compliant with the requirements of criterion 2.

Panel Judgement

PRINCIPLE 2: ORGANISATION, MANAGEMENT AND SUPPORT OF THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
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 Framework	YES	NO*
	X	

**In case of negative judgement, please justify*

Panel Recommendations

R2.1 The best practice guide for distance learning needs too be available also in the English language and published online along with the student and instructor guides.

PRINCIPLE 3: DESIGN, STRUCTURE, APPROVAL PROCEDURE AND IMPLEMENTATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their distance learning 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 of the PSP 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 distance learning PSP must consider:

- *the Institutional strategy for distance learning*
- *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 with research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*
- *the international experience in relevant scientific fields.*

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/Annexes

D3.1 Senate Decision for the establishment of the distance learning PSP according to article 80 of Law 4957/2022 and the accompanying analytical report as per the Ministerial Decision No 18137/Z1/2023, article 5, par. 4

D3.2 PSP Internal Regulation, updated, as provided by the Law 4957/2022 and the Ministerial Decision No 18137/Z1/2023, article 4

D3.3 PSP Student Guide, including: courses, course categories, in-person and distance learning methods (synchronous, asynchronous, blended), assessment methods, the total number of ECTS of the PSP, the percentage of ECTS that are offered through asynchronous distance learning methods and the expected learning outcomes of the PSP

D3.4 Course outlines and thesis outline (as per the specific HAHE template for distance learning PSP) for all PSP courses, in a pdf file, with page numbers. The file should have a Table of Contents of all courses per semester of studies, indicating the page number for each course outline.

D3.5 Schedule and timetable of the PSP

Study Programme Compliance

I. Findings

The Panel reviewed the documentation provided for the MSc in Advanced Cybersecurity Technologies and Governance, including the Study Guide, Programme structure, course descriptions, learning outcomes, ECTS allocation, assessment methods, thesis/project information, distance learning arrangements, and relevant institutional approval documentation. The Panel also discussed the Programme with the Programme leadership, teaching staff and external stakeholders.

The Programme is positioned in a strategically important and rapidly developing field, combining advanced Cybersecurity technologies, privacy and data protection, Cybersecurity governance, operational security, critical infrastructure, and applied Cybersecurity practice. The Panel noted that the Programme responds to a clear need for graduates who can operate across both technical and governance dimensions of Cybersecurity.

The Programme is designed as a distance learning postgraduate programme at Level 7. It includes taught modules in areas such as privacy and data protection, Cybersecurity governance, network security, IoT security, digital wellbeing, offensive security, forensics, secure autonomous systems, industrial Cybersecurity, operational Cybersecurity practice and Cybersecurity in political domains. The Programme also includes a 30 ECTS thesis/project component.

The Panel noted that the Programme shares a close subject area, institutional context and digital infrastructure with the related MSc by Research. The Panel considers that the distinction between the taught MSc and the MSc by Research is appropriate in principle, but should be more explicit in the written documentation, particularly in relation to learning outcomes, assessment design, thesis/project expectations, student profile and graduate destinations.

During the discussions, the Panel identified areas requiring further clarification and development. These included the articulation of Level 7 learning outcomes, the alignment between learning outcomes and assessment methods, the visibility of state-of-the-art Cybersecurity topics, and the practical delivery of hands-on Cybersecurity activities through remote laboratories, virtual machines or sandboxed environments.

II. Analysis

The Panel considers that the Programme addresses a timely and strategically relevant area. The combination of Cybersecurity technologies and governance is appropriate for a postgraduate programme, particularly given the increasing importance of Cyber resilience, data protection, regulatory compliance, critical infrastructure protection, digital trust and emerging threats.

The structure of the Programme is broadly appropriate for Level 7 study and provides students with exposure to both technical and governance-related aspects of Cybersecurity. This balance is a strength, as Cybersecurity professionals increasingly require both technical competence and understanding of organisational, regulatory and strategic contexts.

However, the Panel considers that the Programme should further strengthen the visibility of advanced and current Cybersecurity content. Given the use of the term “Advanced” in the Programme title, the curriculum, learning outcomes and assessments should clearly demonstrate Level 7 expectations, including critical analysis, synthesis, evaluation, advanced problem-solving and application to complex Cybersecurity scenarios.

The Panel considers that the Programme should remain current in areas such as AI-enabled threats, cloud-native architectures, identity and access management, ransomware, supply-chain security, operational technology and industrial systems, critical infrastructure, cyber resilience, digital forensics, privacy-enhancing technologies and post-quantum risks. These areas should be integrated where relevant and reviewed regularly through structured curriculum enhancement.

The Programme includes technical Cybersecurity areas that require practical learning. The Panel considers that the Programme should provide a clearer operational model for remote practical Cybersecurity teaching, including the use of virtual machines, sandboxed environments, datasets, simulations, tools, technical support and safeguards for safe, legal and ethical activity. This is particularly important for offensive security, penetration testing, vulnerability assessment and digital forensics.

The Panel also considers that admission criteria should clearly define the expected technical background and preparedness of students. If the Programme admits students from diverse academic or professional backgrounds, it should provide diagnostic, preparatory or bridging support to ensure that students can engage effectively with advanced technical material without lowering Level 7 expectations.

III. Conclusions

The Panel concludes that the Programme is appropriately designed in principle as a distance learning MSc in Advanced Cybersecurity Technologies and Governance. It is relevant, timely and aligned with an area of strong professional, societal and policy importance.

The Panel also concludes that the Programme would be strengthened by clearer differentiation from the MSc by Research, stronger Level 7 mapping, greater visibility of state-of-the-art Cybersecurity content, clearer admission expectations, formalised employer input and a fully specified model for remote practical Cybersecurity learning.

Panel Judgement

PRINCIPLE 3: DESIGN, STRUCTURE, APPROVAL PROCEDURE AND IMPLEMENTATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Make the distinction between the taught MSc and the MSc by Research more explicit in the documentation, particularly in relation to aims, learning outcomes, assessment design, thesis/project expectations, student profile and graduate destinations. Ensure that the “Advanced” nature of the Programme is clearly reflected in the curriculum, learning outcomes and assessments.

R3.2. Provide a clear operational model for remote practical Cybersecurity learning, including virtual machines, sandboxed environments, datasets, simulations, tools, technical support and safeguards for safe, legal and ethical use.

PRINCIPLE 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT IN THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ENSURE THAT DISTANCE LEARNING PSP PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH AND ATTEND TO THE SPECIAL PROVISIONS FOR THE REMOTE ONLINE EXAMS AND ASSESSMENT OF THE STUDENTS.

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 curriculum implementation and of 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*
- *investigates the students' background knowledge and adjusts teaching accordingly*
- *considers and uses different modes of teaching, where appropriate*
- *flexibly uses a variety of pedagogical methods that promote active learning*
- *regularly evaluates and adjusts the modes of teaching, learning and assessment through regulatory interventions, 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:

- *Assessment is implemented through written or oral examinations carried out either in person or remotely, or through alternative methods, such as submission of assignment or conduct of practical test. The Institution should ensure the credibility and the integrity of the assessment procedure.*
- *More specifically, the written or oral remote examination may be conducted using technological means and similar systems/applications for remote online exams, ensuring the participant's authentication, his/her personal identification and the proctoring of the exam process, where necessary.*
- *Where special technical equipment is required for the assessment process, this should be stated in the PSP call for applications.*
- *The academic staff members are familiar with the existing distance learning system and assessment 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/Annexes

D4.1 **(N/A for the initial accreditation)** Evaluation by the students: a) sample of fully completed questionnaire for the evaluation of the PSP courses / teaching staff by the students b) statistical results of all the questionnaires, per question, for two academic semesters. Commenting on results and proposals on how to address weaknesses

D4.2 Questionnaire of the evaluation of the courses/teaching staff by the students

D4.3 Regulation for students' complaints and appeals

D4.4 Regulation for academic advisors

Study Programme Compliance

I. Findings

The MSc in Advanced Cybersecurity Technologies and Governance is offered as a fully distance-learning programme, with all teaching and supervision supported by the integrated e-learning environment of the University of Piraeus (Open eClass “ΛΕΥΚΙΠΠΟΣ”, Microsoft Teams for synchronous teaching, virtual campus, SIS-PORTAL, ARISTYLLOS application system). The Study Guide 2026–2027 presents a clearly taught-oriented curriculum over three semesters (90 ECTS), combining a first semester of core courses (e.g. Privacy and Data Protection, Cybersecurity Governance, Network Security), a second semester of advanced and field-oriented courses (e.g. Offensive Security, Forensics, Secure Autonomous Systems, Cybersecurity in Industrial and Political Scenarios), and a third semester dedicated entirely to the MSc thesis.

Course descriptions include learning outcomes, indicative content, teaching methods and assessment modes, thereby clarifying how students are expected to engage with the material and demonstrate achievement of the intended outcomes. The presence of dedicated units such as “Research Methodology” and “Study of the Research Area” must be considered because they can support the MSc thesis.

The Study Guide describes a wide range of electronic services and support mechanisms available to students: programme webpages, Open eClass, virtual campus, synchronous teaching system, SIS-PORTAL for academic records, as well as institutional services such as the university library (with access to electronic databases), counselling centre, teaching and learning support centre (ΚΕΔΙΜΑ), digital notice boards and various wireless/VPN services. There is also explicit reference to the role of the academic advisor, the mechanism for handling student complaints and appeals, and the system of student mobility (Erasmus), which support student autonomy and provide multiple channels for guidance and support.

Student assessment is governed by a dedicated section of the Study Guide, which explains the system for evaluating learning outcomes, the combination of assignments, written and/or oral exams, and the adjustment of assessment procedures for students with serious conditions or learning difficulties. Assessment is explicitly linked to the stated learning outcomes and ECTS workload, and the Guide notes the existence of plagiarism regulations, research ethics and mechanisms that protect academic integrity in the context of written work and thesis preparation.

The thesis component (MSc Thesis) is described as a substantial project (30 ECTS) with defined learning outcomes and regulations for assignment of supervisors, progress monitoring, submission, examination and graduation. Given the distance-learning format, the combination of online supervision, electronic submission and virtual participation in presentations allows students to conduct and present their work regardless of location, while maintaining formal quality and evaluation procedures comparable to in-person programmes.

II. Analysis

Teaching methods across the courses combine theoretical exposition with applied activities and, in many cases, hands-on or scenario-based components (e.g. offensive security, forensics, cybersecurity in industrial and political contexts), which require students to apply concepts to realistic problems. In a distance-learning setting, these activities are supported by the university's digital infrastructure (LMS, Teams, Cyber Range), enabling interactive sessions, group discussions and project work even when students are geographically dispersed. This fosters active engagement and collaboration, not just individual reading or passive attendance of online lectures.

The Study Guide makes explicit the learning outcomes at programme and course level (knowledge, skills, competences), and ties them to the assessment framework and the ECTS workload, so that students can understand what is expected of them and how their learning will be evaluated. Continuous assessment through assignments, course-related tasks and intermediate evaluations, combined with final exams and the thesis, provides multiple opportunities for feedback and reflection, which supports self-regulation and student-centred learning.

Institutional mechanisms such as the academic advisor, the complaints and appeals procedure, and the system for adjusting assessment for students with special conditions contribute to respecting the diversity of students and their needs, a core element of Principle 4. The range of support services (library, counselling, teaching-support centre, IT services, virtual campus) is particularly important in a distance-learning programme, as it compensates for the lack of physical presence and offers alternative channels for guidance, academic support and community building.

From the perspective of assessment in a remote environment, the programme relies on the institution's integrated systems for synchronous teaching and online interaction, which can support remote written and oral examinations, as well as continuous assessment through assignments and projects submitted electronically. The inclusion of detailed regulations on assessment methods, academic integrity and adaptation for students with special needs indicates that the academic unit has considered the credibility, fairness and inclusiveness of assessment in the distance-learning context. Assessment is diversified, aligned with learning outcomes and ECTS workload, and supported by institutional rules on academic integrity, adaptation for students with special needs, and formal procedures for complaints and appeals, which collectively enhance fairness, transparency and student autonomy.

Given the taught-intensive nature of the programme, a key factor for sustained student-centredness is the availability and effective allocation of supervisors, as well as the establishment of clear supervision plans, feedback cycles and monitoring milestones, particularly during the thesis phase. While the Study Guide describes the general framework for supervision and thesis assessment, the actual implementation in terms of staff-to-student ratios, responsiveness and individual mentoring will be critical in practice. This is especially relevant if the programme attracts a sizeable number of students; ensuring that the supervisory workload remains manageable is essential for maintaining high-quality training.

Overall, the programme's design, as documented in the Study Guide and public webpages, aligns well with Principle 4: it emphasises active, taught-based learning, uses a variety of teaching and assessment methods suited to distance learning, and is supported by a robust institutional infrastructure and student support mechanisms. The main challenges are not conceptual but practical, relating to the consistent implementation of student-centred practices and supervision in a fully online environment.

III. Conclusions

On the basis of the available documentation, the MSc in Advanced Cybersecurity Technologies and Governance can be considered compliant. The programme's structure, learning outcomes, teaching and assessment methods, and support mechanisms are clearly oriented towards student-centred learning, making appropriate use of the institution's digital infrastructure and services.

Given the MSc thesis in the programme, aspects of research methods including literature surveys need to be available in the programme of elective courses so that students can attend those if needed.

Panel Judgement

PRINCIPLE 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT IN THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Ensure that courses on research methods and literature survey (research of study areas) are available in the curriculum at least as elective courses to support student thesis development.

PRINCIPLE 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES, 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*
- *policies and procedures for the recognition of students' background knowledge the terms and procedures 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/Annexes

D5.1 Institutional Research Ethics Regulation

D5.2 PSP Regulation of studies (including special section for the remote online examination and assessment of students as per the Ministerial Decision No 18137/Z1/2023, article 6), internship, mobility, and students assignments

D5.3 PSP Degree template

D5.4 PSP Diploma Supplement template

Study Programme Compliance

I. Findings

The MSc in Advanced Cybersecurity Technologies and Governance is a formally established postgraduate programme of the Department of Digital Systems at the University of Piraeus, operating under the national legal framework for postgraduate studies and the internal regulations of the institution. According to the official Study Guide 2026–2027, it is a distance-learning Master's fully delivered in English, with a standard duration of three academic semesters (two for coursework plus one for the Master's thesis), awarding a Level-7 qualification in the Hellenic and European Qualifications Frameworks. The Study Guide provides detailed information on the governance of the programme (Director, Coordinating Committee), the curriculum structure and ECTS allocation, student obligations and rights, and the full process of thesis drafting and completion. Admission categories, eligibility criteria, required documentation, and the selection and evaluation procedures are clearly described, with the use of an electronic application system (ARISTYLLOS) and an application form annexed to the Guide, which indicates a structured and documented approach to student admission.

The programme foresees an annual intake of up to 150 students from EU and non-EU countries and combines advanced taught courses with a mandatory thesis, supported by the teaching and supervisory staff of the Department of Digital Systems and partner institutions. Student progression is regulated through ECTS-based course descriptions, explicit assessment methods, and institutional e-services (LMS, virtual campus, SIS-PORTAL) that support enrolment, monitoring of performance and communication between staff and students. The Study Guide also includes provisions for student mobility (e.g. Erasmus), recognition and transfer of ECTS, and the award of the degree and Diploma Supplement, in accordance with national and European standards. Tuition and fees are explicitly regulated: for the first two student cohorts, the tuition costs for EU students are covered by the EU-funded EU-iNSPIRE project, while thereafter the programme provides for tuition fees of 5,000 € per student, together with clear rules on application fees and payment modalities.

At the time of review, the English-language programme website presents the main aims, structure and target audience of the MSc and links to the Study Guide, but does not yet display an active call for applications or a functioning online application form for the upcoming intake, even though the programme is presented as preparing to start in September 2026. The website offers a concise overview of regulations, while the Study Guide contains the full detail on admission, progression, recognition and certification.

II. Analysis

The MSc in Advanced Cybersecurity Technologies and Governance is embedded in a strong institutional framework, hosted by a department with experience in postgraduate programmes in digital systems and cybersecurity, and supported by detailed internal regulations captured in the Study Guide. At the level of design and documentation, the programme demonstrates that admission, progression, recognition and certification are clearly regulated, publicly documented, and aligned with national legislation and EHEA practices. The admission procedures are explicitly articulated, including eligibility, required qualifications, documentation and evaluation procedures, and are implemented via an electronic application platform, which supports transparent and efficient management of applications. Student progression is supported by a clearly structured curriculum with defined ECTS, learning outcomes and assessment methods, as well as by the use of institutional e-learning and student information systems, which facilitate systematic monitoring of academic progress and timely communication with students.

The programme's recognition and certification arrangements—ECTS-based structure, mobility provisions, explicit recognition of prior studies and transfer of credits, award of degree and Diploma Supplement—are consistent with European standards and support both academic and professional recognition of the qualification. The link to the EU-iNSPIRE project and the involvement of international partners further strengthen the external visibility and credibility of the programme's outcomes.

Nevertheless, a few aspects merit attention from the perspective of operational implementation and sustainability. The planned intake of up to 150 students per year is relatively high for a postgraduate programme with a compulsory thesis, and may create pressure on supervisory capacity during the thesis phase, unless supervision loads are carefully managed and supported by adequate staffing and co-supervision arrangements.

In addition, at the time of review, the public website has not yet activated the call for applications and online application form for the intended Fall 2026 start, which indicates that the admissions process is still in the final stages of operational preparation. From the standpoint of Principle 5, this is mainly a timing and implementation issue, rather than a structural deficiency, but it is important that the public call and application system be fully in place and visible in good time before the first intake.

III. Conclusions

Based on the official Study Guide and programme website, the MSc in Advanced Cybersecurity Technologies and Governance is partially compliant. Even though it provides clear and detailed rules for admission, student progression, thesis completion, recognition of studies and certification, in accordance with Greek legislation and European standards, the readiness to recruit in Fall 2026 is not convincing given the time available for a public call and the readiness of the application system.

Panel Judgement

PRINCIPLE 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES, AND CERTIFICATION	
Compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

R5.1 Ensure that the formal call for applications and the online application form are activated and publicly accessible well in advance of each intake, and that the proposed starting date (e.g. September 2026) is maintained only after the admissions infrastructure and timelines are fully operational.

R5.2 Align and harmonise the Greek Study Guide and the English-language website so that all key regulations (admission criteria, selection procedures, progression rules, recognition and ECTS transfer, thesis regulations, tuition-fee policy) are clearly and consistently presented in both languages, especially for international candidates.

R5.3 Clarify and communicate the long-term tuition-fee policy beyond the initial EU-funded cohorts, including any scholarships or fee-reduction schemes, to enhance financial predictability and equity among successive cohorts.

PRINCIPLE 6: TEACHING STAFF OF DISTANCE LEARNING 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 and their training in respect of good practices in distance learning; 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/Annexes

D6.1 Table of the teaching staff (name list including subject area, taught courses, employment relationship, teaching assignment, as well as other teaching commitments in hours, documented teaching record in distance learning programmes)

D6.2 Summary report of teaching staff performance in scientific-research and teaching work, based on internationally recognised research databases and research metrics (e.g. Google Scholar, Scopus etc.)

D6.3 Procedures and criteria for teaching staff recruitment and policies in place for the recruitment of highly qualified teaching staff

D6.4 Working rules or employment contracts, teaching staff duties

D6.5 Published policy and projects for the support and development of the teaching staff with regard to distance learning

Study Programme Compliance

I. Findings

The Panel reviewed the documentation relating to the teaching staff of the MSc in Advanced Cybersecurity Technologies and Governance, including staff profiles, areas of expertise, teaching responsibilities, research interests and information provided about distance learning delivery. The Panel also met with teaching staff and discussed staff expertise, competence, workload, distance learning experience, student support, assessment and practical Cybersecurity delivery.

The Programme benefits from a strong academic team with expertise in Cybersecurity, information security, privacy, data protection, governance, networks, critical infrastructure, secure systems and related areas. The Panel noted the involvement of staff from the University of Piraeus and international partner institutions, providing access to wider expertise and professional networks.

The Panel considers the academic and professional profile of the teaching team to be appropriate for the delivery of a postgraduate Cybersecurity programme. The staff profile provides a suitable basis for linking teaching with current research, applied projects, professional practice and developments in Cybersecurity governance and technology.

The Panel noted that the Programme relies on a distributed teaching team. This can be a strength, but it requires careful coordination, clear allocation of responsibilities, common expectations for Level 7 teaching and assessment, and systematic workload planning. The Panel also noted the need to clarify the role of partner institutions in teaching, assessment, guest input, student support and curriculum development.

The Panel discussed distance learning readiness and practical Cybersecurity delivery. The Programme team indicated that digital systems and remote experimentation infrastructure are being developed or refined. The Panel considers that staff readiness for online teaching, digital assessment, student engagement monitoring and remote Cyber lab support should be clearly documented and monitored.

II. Analysis

The Panel considers that the teaching staff have strong academic and professional expertise to support the Programme. The presence of senior academics and internationally recognised expertise is a clear strength. The Programme is well placed to link teaching with research activity, professional practice and current Cybersecurity challenges.

For a taught MSc in advanced Cybersecurity, it is important that staff expertise is mapped explicitly to module responsibilities, assessment tasks, practical lab delivery and student support. This is particularly important because the Programme includes both technical and governance-related areas, requiring a coherent and integrated teaching approach.

The Panel considers that workload should be planned and monitored carefully. Distance learning requires not only synchronous teaching, but also asynchronous support, preparation of digital materials, moderation of online activities, assessment, feedback, student communication, academic advising, thesis/project supervision and support for remote practical activities. These activities should be recognised in the workload model.

The Panel also considers that consistency across the teaching team is essential. Where staff are drawn from different institutions or professional contexts, there should be

shared expectations for learning outcomes, assessment standards, feedback quality, response times, academic integrity, student support and Level 7 expectations.

The Panel welcomes the international dimension of the staff team. However, the Programme should clearly document which staff are responsible for teaching, assessment, guest input, practical lab support, thesis/project supervision, student support and curriculum development. This will reduce the risk of over-reliance on named expertise without clear operational contribution.

The Panel also considers that staff development in distance learning should be systematically documented. Experience in Cybersecurity research or professional practice is not, by itself, sufficient for high-quality distance learning delivery. Staff should be supported in online pedagogy, digital assessment, online student engagement, accessibility and the safe use of remote Cybersecurity labs.

III. Conclusions

The Panel concludes that the Programme has a strong and suitably qualified teaching team. Staff expertise is appropriate for the subject area and provides a good basis for research-informed and professionally relevant teaching in advanced Cybersecurity technologies and governance.

The Panel also concludes that the Programme would be strengthened by clearer documentation of staff roles, workload planning, distance learning professional development, remote lab delivery responsibilities and the contribution of international partners to teaching, assessment, student support and curriculum enhancement.

Panel Judgement

PRINCIPLE 6: TEACHING STAFF OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 Develop a clear teaching matrix showing the relationship between staff expertise, course responsibilities, learning outcomes, assessment responsibilities, practical lab delivery and thesis/project supervision areas.

R6.2 Provide staff development and operational guidance for remote practical Cybersecurity teaching, including safe use of virtual machines, sandboxed environments, simulations, datasets and offensive/security testing tools.

PRINCIPLE 7: LEARNING RESOURCES AND STUDENT SUPPORT FOR DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE DISTANCE LEARNING PSP. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY PHYSICAL, TECHNOLOGICAL AND DIGITAL 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. PHYSICAL OR DIGITAL LECTURE ROOMS, PHYSICAL OR VIRTUAL LABORATORIES, PHYSICAL AND ONLINE LIBRARIES, NETWORKS, CAREER AND SOCIAL 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 online libraries with the possibility of access to electronic databases, digital study rooms, educational and scientific equipment, information and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international 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 and evaluate the effectiveness of the support they receive.

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/Annexes

D7.1 Detailed description of the infrastructure and services made available by the Institution to the department for the PSP, for the support of learning and of the academic activities (human resources, facilities, services, etc.), and the corresponding firm commitment of the Institution to financially cover these infrastructure and services from state or other resources

D7.2 Information material on the services available to the students

D7.3 Feasibility Study for the PSP operation, including tuition fees utilization, where they exist

D7.4 Name list of the PSP administrative staff (posts, qualifications, duties, training in distance learning)

Study Programme Compliance

I. Findings

Using the help of the programme's partners and specifically Open University of Cyprus, the academic unit has access to Lefkippos electronic platform, which offers various facilities needed for online teaching and learning. The programme has access to an online portal in which students can have access to their grades, feedback and information about their studies. Online classes will be delivered via Microsoft Teams,

which can successfully offer teaching to up to 250 participants, with restricted number of Microsoft Live Events licences based on which teaching can be achieved live. It is planned that labs will take place in a smaller groups.

The PSP has access to online library material, e-books, e-journals along with the opportunity to order additional material needed and lending opportunities from the library of the University of Piraeus and partner libraries. The PSP offers administrative support needed for the studies, as well as software distribution, access to technical support and adequate range of support services to students.

The PSP is funded from the programme DIGITAL-2023-SKILLS-05 (Contract No. 101190054) and it is part of EU-iNSPIRE, which started at in January 2025 and finish in December 2029 (four years of funding). This is a great achievement of the team involved in, which is in collaboration with the Technical University of Munich, University of Oslo, University of Malaga, Open University of Cyprus and Ecole des Ponts Business School.

II. Analysis

Lefkippos electronic platform, which is designed to provide the structure and online learning for international set of students, is functional only in the Greek language. English appears as an option but does not work.

Regarding the online application system, guidelines are provided in Greek only.

The PSP has developed a virtual campus to enable, support and facilitate online teaching and learning. The partner institutions offer a valuable addition to the programme.

The teaching and supporting staff involved are well trained and qualified.

The ERASMUS access to students is beneficial, yet for online, distance learning it becomes less important. There are many facilities offered that require physical presence like medical care, disability access, counselling, cultural activities like theatre and music and sports. EU medical insurance is offered, which is very important.

The need for cyber-security is growing significantly across the Europe and internationally, which makes the PSP an excellent opportunity to train people that would like to work in this industry, providing a general cyber security resilience in addressing relevant risks. The stakeholders discussed positively the link of this PSP with cyber security governance, which will facilitate in filling a gap in the industry needs by training individuals to have the necessary skills for employment in the cyber security industry. Moreover, research in cyber security will help in the Research & Development (R&D) of the fast evolving and growing discipline, promoting future growth, stability and resilience in the area. However, there is growing demand by the industry and social partners for employees with professional certification, and clear processes on how students would be able to engage with industry.

III. Conclusions

The academic unit seem to have access to the necessary facilities for appropriate teaching and learning environment. Administrative support services are offered online for existing programmes already, so the PSP has the adequate administrative support.

The virtual campus to support online learning is already developed and has the support of the partner institutions subject to timely completion of its integration with the existing systems of the University.

Panel Judgement

PRINCIPLE 7: LEARNING RESOURCES AND STUDENT SUPPORT FOR DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 The panel recommends that Lefkippos electronic platform needs to be available in English.

R7.2 The feasibility study indicates the needs for cyber security and how the PSP will help covering the industry needs, yet it is not clear how the PSP will continue to have the necessary resources after the end of the funding period i.e., after December 2028. The planning for after the project needs to include more rigour, risk analysis and mitigation.

R7.3 Document how liaison with employers and social partners can take place (e.g., internships scheme) and how the programme can prepare graduate to pursue professional certification.

PRINCIPLE 8: INFORMATION MANAGEMENT FOR THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF DISTANCE LEARNING 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 PSP 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 postgraduate study 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 in planning follow-up activities.

Documentation/Annexes

D8.1 (N/A for the initial accreditation) Reports from the National Information System for Quality Assurance in Higher Education (NISQA) for the operation of the programme to date (export in pdf format. Section: PSP)

D8.2 (N/A for the initial accreditation) Assessment of the NISQA quality data report (section PSP) of the last 5 years by the QAU and suggestions for improvement

D8.3 Operation of information system for the collection of administrative data of the PSP (student records), as well as other tools and procedures designed for the collection of data related to the academic and administrative operation of the academic unit and the PSP

Study Programme Compliance

I. Findings

The programme has established an integrated framework for information management that is aligned with institutional quality assurance processes and the requirements for distance learning postgraduate programmes. Although there are no OPESP reports available because the programme is newly established and is undergoing its initial HAHE quality certification, the absence of historical performance data is justified and consistent with the programme's stage of development. As an effect, a five-year MODIP evaluation has not yet been conducted for the same reason.

The provided documents demonstrate that the University has implemented

comprehensive information systems to support the collection, management and analysis of academic and administrative data. The programme uses the University's central Student Information System (SIS), integrated with the MODIP Quality Information System, to manage student records, teaching activities, academic progress, reports, statistical information, certificates and user administration. Secure authentication mechanisms, centralised data management and personalised online services enable students and teaching staff to access academic information, monitor progress and complete administrative procedures electronically. The documented quality management cycle includes planning, systematic data collection, analysis, reporting, action planning and monitoring of improvement measures, demonstrating a structured approach to evidence-based programme management.

Furthermore, the programme has established multiple mechanisms for collecting and analysing quality-related information through questionnaires addressing internal evaluation, website quality, adequacy of human and material resources, course and teaching evaluation, graduate satisfaction and graduate employability. The MODIP business intelligence subsystem and automated transmission of quality data to OPESP provide an appropriate institutional infrastructure for supporting informed decision-making and continuous improvement. Consequently, the institutional framework for information management is comprehensive and well designed, while its operational effectiveness will need to be verified once programme implementation generates measurable performance data.

II. Analysis

The Institution has established a robust institutional framework for information management that is capable of supporting the effective administration and quality assurance of the distance learning postgraduate programme. Although the programme is at the initial certification stage and therefore does not yet generate OPESP data or KPIs, the absence of such evidence is justified and does not indicate a weakness in the information management framework itself. The documentation confirms that appropriate institutional mechanisms are already in place to collect, manage and analyse information once the programme becomes operational.

A significant strength is the integration of the University's Student Information System with the MODIP Quality Information System, which enables centralised management of academic, administrative and quality-related data. The documented quality cycle demonstrates that information is not collected solely for reporting purposes but is intended to support evidence-based decision-making, continuous monitoring and systematic programme improvement. The inclusion of business intelligence tools, automated reporting to OPESP and multiple quality evaluation instruments indicates a mature institutional quality culture capable of supporting continuous enhancement of the distance learning PSP. MODIP must implement a mechanism to monitor the workload and the capacity of the teaching staff given that potentially high student to staff ratio of the programme if maximum student intake is achieved. This is particularly important for the thesis supervision.

The information management framework also reflects good practice in digital education through secure electronic services, centralised access to student records, online administrative procedures and systematic collection of stakeholder feedback. The planned use of evaluation questionnaires covering courses, teaching, learning resources, infrastructure, graduate satisfaction and employability provides a comprehensive basis for monitoring programme quality from multiple perspectives. This demonstrates that the Institution recognises information management as an integral component of quality assurance rather than merely an administrative function.

Nevertheless, because the programme has not yet completed a full delivery cycle, there is currently no evidence demonstrating the practical use of collected information to monitor student progression, completion rates, learning outcomes, student success, graduate employability or the effectiveness of improvement actions. Consequently, while the institutional information management infrastructure demonstrates high readiness and strong compliance with the standard, its effectiveness in supporting continuous quality enhancement can only be fully validated after sufficient operational data have been collected, analysed and systematically used to inform programme development.

III. Conclusions

The information management infrastructure is aligned with quality assurance requirements. The primary priority for the programme must be the transition from data collection capability to systematic use of data for monitoring performance, evaluating outcomes, and driving continuous improvement once operational data become available. This will ensure that the programme fully realises the potential of its robust digital infrastructure and develops a strong culture of evidence-based quality enhancement.

Panel Judgement

PRINCIPLE 8: INFORMATION MANAGEMENT FOR THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R8.1 Implement Early Warning and Student Retention Mechanisms since they are particularly relevant given the distance-learning nature of the PSP.

R8.2 Benchmark programme performance against comparable national and international distance learning postgraduate programmes.

R8.3 Establish mechanisms to monitor staff workload given the high student numbers and formalise and clearly communicate the supervision framework for the MSc thesis

PRINCIPLE 9: PUBLIC INFORMATION CONCERNING THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE DISTANCE LEARNING PSP 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 distance learning 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/Annexes

D9.1 Means and channels of communication for the publication of information and the promotion of the PSP

D9.2 List of special personalised web applications for the students

D9.3 Special segment on the Department's website for the promotion of the PSP (link). Bilingual (Greek and English) version of the webpage of the PSP, accessible to people with disabilities, with complete, clear and objective information

D9.4 Procedure for the maintenance and update of the Programme's webpage

D9.5 **(N/A for the initial accreditation)** Results of the assessment of the functionality and the content, as well as of the maintenance and update of the PSP webpage

Study Programme Compliance

I. Findings

The evidence presented, demonstrates that the Institution has established a comprehensive and well-organised framework for publishing information relating to the distance learning PSP. Information is disseminated through multiple official channels, including the dedicated bilingual Programme website, the University of Piraeus website, the Department of Digital Systems website, the EU-iNSPIRE project website, and official social media platforms. The Programme website serves as the primary source of information and provides direct access to details regarding the curriculum, admission procedures, regulations, academic staff, announcements, learning resources, student services, and contact information. The communication strategy ensures that information is first validated through official institutional procedures before being disseminated across complementary communication channels, thereby promoting consistency, transparency, and accessibility.

The documentation further demonstrates that the published information is supported by an extensive digital infrastructure designed to facilitate both public information and student access to personalised services. The Programme provides direct access to digital learning platforms, student information systems, virtual learning environments, synchronous teaching tools, academic administration services, library resources,

welfare services, technical support, and numerous institutional electronic services through a dedicated "Services for Students" section. The website is available both in Greek and English and incorporates accessibility features for users with disabilities, while documented procedures govern content management, periodic review, software maintenance, security updates, and quality control, ensuring that publicly available information remains accurate, objective, secure, and up to date.

The Institution has implemented clear governance arrangements for the production, verification, maintenance, and dissemination of information, supported by robust digital platforms and comprehensive communication mechanisms. Although the Programme has not yet completed a formal evaluation of website effectiveness due to its recent establishment and initial accreditation process, the documented procedures for continuous maintenance and quality assurance provide a solid foundation for ensuring the long-term reliability, accessibility, and continuous improvement of publicly available information. Future enhancement could be achieved by publishing additional evidence-based information on student progression, completion rates, graduate employability, and other performance indicators as these become available.

II. Analysis

The findings indicate that the Institution has established a comprehensive and well-governed framework for publishing information related to the distance learning PSP. Public information is disseminated through multiple official channels, including the dedicated Programme website, the University and Department websites, the EU-iNSPIRE project website, and official social media platforms, ensuring broad visibility and accessibility. The communication strategy is supported by clearly defined governance arrangements that regulate the creation, validation, approval, and dissemination of information, thereby promoting accuracy, consistency, and transparency. This coordinated approach demonstrates that public information is managed as an integral component of the Programme's quality assurance system rather than as an isolated dissemination activity.

The analysis also highlights the Programme's strong digital orientation, which extends beyond the provision of general information to include an integrated portfolio of personalised electronic services supporting prospective and enrolled students. The dedicated "Services for Students" section consolidates access to learning management systems, student information systems, synchronous and asynchronous learning platforms, library resources, welfare services, technical support, research services, cloud applications, and academic administration. The bilingual website, accessibility features, and structured navigation significantly enhance usability for diverse stakeholder groups, reflecting good practice in supporting distance learning environments through comprehensive digital information management.

The procedures for website governance, maintenance, and continuous updating further strengthen the reliability of the published information. Responsibilities for content management are clearly allocated, while formal processes exist for content verification, multilingual updates, software maintenance, cybersecurity, backups, and periodic review of website functionality. Although the Programme has not yet completed a formal evaluation of website effectiveness because it is newly established and undergoing its initial accreditation, the existing governance framework provides a solid basis for continuous improvement. As the Programme matures, the publication of additional evidence-based indicators, such as student progression, completion rates, graduate employment outcomes, and user satisfaction data, would further enhance transparency and demonstrate the effectiveness of the Programme to prospective students and other stakeholders.

There is a need for information on whether and how the PSPs could be open for part-time study.

III. Conclusions

The Programme demonstrates a high level of compliance with the HAHE requirements concerning the accessibility, transparency, and dissemination of public information. Comprehensive and well-structured information is provided through multiple official communication channels, including the dedicated Programme website, the University and Department websites, and associated digital platforms. Prospective students, enrolled students, graduates, employers, and other stakeholders have access to detailed information on the Programme, curriculum, admission procedures, regulations, digital learning environment, student support services, and communication mechanisms. The bilingual website, together with its accessibility features and systematic content management procedures, represents good practice for the provision of distance learning postgraduate education.

Overall, the evidence indicates that this criterion is met. However, further enhancement would be achieved by publishing additional evidence-based information relating to the Programme's intended learning outcomes, the qualification awarded, student performance indicators (such as progression, pass and completion rates), and graduate employability and career outcomes. The inclusion of such performance data would further strengthen transparency and provide prospective students and other stakeholders with a more comprehensive understanding of the Programme's effectiveness and impact.

Panel Judgement

PRINCIPLE 9: PUBLIC INFORMATION CONCERNING THE DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 The institution must provide graduate employment perspectives in terms of graduate employment statistics, alumni destinations must be provided, when the programme starts.

R9.2 Publish information on whether and how the PSPs could be available for part-time study.

PRINCIPLE 10: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF DISTANCE LEARNING 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 DISTANCE LEARNING 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 distance learning 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:

- the content of the curriculum in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- the changing needs of society*
- the students' workload, progression and completion of the postgraduate studies*
- 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 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/Annexes

D10.1 (N/A for the initial accreditation) Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU) (QAU minutes including findings and potential proposed preventive/corrective actions), along with the relevant correspondence with the academic unit

D10.2 Procedure for the review, adjustment and update of the curriculum and the determination of the degree of achievement of the expected learning outcomes, conducted by the academic unit, in cooperation with the QAU

Study Programme Compliance

I. Findings

The EEAP is convinced that a policy is in place for monitoring and reviewing the programme taking into account input from all parties involved: students, staff and external stakeholders. From the online meetings with the team the EEAP understands that programme modifications could be carried out by information collected from students' data, academic staff feedback, evaluation reports, graduate feedback, labour market needs, and consultation with external stakeholders.

The team reported that a structured procedure has been established to measure learning outcomes performance, analysing student performance and use them as

feedback to improve the PSP as outlined in D10.2.

II. Analysis

Engaging and assessing the students online is challenging. Assessing the critical understanding of students is also challenging. Although the PSP has the facilities to train the trainers, it is an issue that perhaps the module leader will need to consider, perhaps via partial compulsory participation of the students. This is more important given the heterogeneity in the background of potential students recruited. Retention is another important aspect that needs be monitored.

Assessment of group assignments is also challenging and when this is by distance, the practicalities become more difficult. There are also particular academic integrity concerns that are challenging in online/distance education.

Even though the EEAP learned about specific approaches to address challenges (e.g., the performance of online examinations for some courses where applicable), there is not sufficient documentation of those processes and approaches.

III. Conclusions

The PSP has the general policy in place, but specific approaches to monitor, assess and address the challenges of data collection and review of distance learning programmes are not documented.

Panel Judgement

PRINCIPLE 10: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

R10.1 Provide documentation on data collection, monitoring, review and update of the specific PSP taking into account the challenges of its distance-learning nature and requirements including student retention, safeguarding academic integrity.

PRINCIPLE 11: REGULAR EXTERNAL EVALUATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES

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

The HAHE is responsible for administrating the distance learning PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. The 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 distance learning PSP acts as a means for the determination of the degree of compliance of the Postgraduate Study Programme to the current 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 consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the Programme.

Documentation/Annexes

D11.1 (N/A for the initial accreditation) Progress report of the academic unit, on the response to the recommendations included in the last Accreditation Report of the PSP, and on the achievement of the relevant targets towards the improvement of the PSP

D11.2 Procedure for the external evaluation of the Programme

Study Programme Compliance

I. Findings

The new postgraduate study programme (PSP) will be evaluated externally by an established process documented in “D11.2_Εξ Αξιολόγηση ΠΜΣ.pdf” (D11.2).

To a large extent this process is driven by HAHE (ETHAAE) and MODIP (unit of quality assessment) of the University. MODIP communicates with ETHAAE and coordinate the processes for the data collection and the portfolio that needs to be submitted for the external evaluation process.

A detailed process is outline and accompanied by diagrams for:

- (a) The process of submitting a portfolio for accreditation of the PSP.
- (b) Addressing any observations/omissions of portfolios.
- (c) Organising site visits.

The members of the team were aware of the importance of the external evaluation and accreditation and how it contributes to the improvement and continued relevance of the programme.

II. Analysis

The process of external evaluation is largely informed by regulation and formalised in how MODIP coordinates and liaises with the University and with HAHE/ETHAAE for the process. The documents reflect that process and provide illustrations and further helpful detail.

III. Conclusions

The process for the external evaluation of the proposed PSP is compliant with the requirements of criterion 11.

Panel Judgement

PRINCIPLE 11: REGULAR EXTERNAL EVALUATION OF DISTANCE LEARNING POSTGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

A programme that fosters a cross-country and cross-cultural teaching environment.

The combination of cybersecurity with governance is a niche that has strong relevance and potential for industry and government.

There is strong support from employers and social partners for the programmes, which strengthens the employability of graduates.

Well articulated research dimension and emphasis on the most recent research challenges in the areas of cybersecurity and governance.

There is well developed content, experienced and internationally recognised teaching staff, and established know-how for operating PSPs.

II. Areas of Weakness

Readiness to advertise and recruit students for a Fall 2026 start. Lack of benchmarking against relevant programmes internationally (not only in Greece) since the programmes aim to recruit from an international pool.

Documentation of how employers and social partners can provide continuous feedback on the programme, and appropriate timing of industry collaboration activities to support meaningful engagement of students with the stakeholders.

Lack of clarity on the readiness of graduates to pursue professional certification that will further improve their employability (especially for PSP1).

The admission process does not fully detail how students will have the necessary prerequisite background to meet the demands of PSP1 and PSP2.

The readiness of the the infrastructures to support remote experimentation. Sustainability of the programme after the 2 years of the EU-iNSPIRE project funding. No mention of opportunities for part-time students.

III. Recommendations for Follow-up Actions

R1. Ensure readiness of infrastructure and online systems before the launch of the programme and consider mitigation.

R2. Create a more rigorous programme sustainability plan after the 2 year funding from the EU-iNSPIRE project.

R3. Document means of engagement with industry and societal partners to inform the

continued relevance of the programme, and opportunities for students to engage with stakeholders and pursue professional certification.

R4. Document opportunities for Continued Professional Development of teaching staff both on distance learning and Cybersecurity practical-based activities.

R5. Elaborate the process of data collection, monitoring, review and update of the programme.

R6. Establish mechanisms for continued monitoring of the capacity of the academic unit to cope with large and potentially varying number of students

IV. Summary & Overall Assessment

The Principles where compliance has been achieved are:

1, 2, 3, 4, 6, 7, 8, 9, 11

The Principles where partial compliance has been achieved are:

5, 10

The Principles where failure of compliance was identified are:

NONE

Overall Judgement	
Compliant	X
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 Framework	YES	NO
	X	

The members of the External Evaluation & Accreditation Panel

Name and Surname

TIROPANIS THANASSIS

Dagiuklas Tasos

Dionysiou Dionysia

Vasileiou Ismini

Ταμπουρατζής Μανόλης

Signature

Signed by TIROPANIS THANASSIS

Signed by Dagiuklas Tasos

Signed by Dionysiou Dionysia

Signed by Vasileiou Ismini

Signed by Ταμπουρατζής Μανόλης