



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the Internal Quality Assurance System (IQAS)

Institution : Agricultural University of Athens

Date: 07/11/2025



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 **Internal Quality Assurance System (IQAS)** of the Agricultural University of Athens for the purposes of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Institution Profile	9
Part B: Compliance with the Principles.....	11
Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION	11
Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES	14
Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS	20
Principle 4: SELF-ASSESSMENT	24
Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT	28
Principle 6: PUBLIC INFORMATION	31
Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS	34
Part C: Conclusions	35
I. Features of Good Practice	35
II. Areas of Weakness.....	36
III. Recommendations for Follow-up Actions.....	36
IV. Summary & Overall Assessment	38

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the **Internal Quality Assurance System** (IQAS) of the Agricultural University of Athens comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. CONSTANTINOU STAVROS (Chair)

(Title, Name, Surname)

Department of Geography, College of Arts and Sciences, The Ohio State University
(Institution of origin)

2. ALVANIDES (ΑΛΒΑΝΙΔΗΣ) SERAPHIM (ΣΕΡΑΦΕΙΜ)

(Title, Name, Surname)

Otto-Friedrich-Universität Bamberg
(Institution of origin)

3. BANITSAS KONSTANTINOS

(Title, Name, Surname)

Department of Electronic and Electrical Engineering, Brunel University London
(Institution of origin)

4. MASTROGIANNAKIS STYLIANOS

(Title, Name, Surname)

Commercial Bank of Greece
(Institution of origin)

5. Πρωτονοταρίου Ελισάβετ

(Title, Name, Surname)

Athens University of Economics and Business
(Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the IQAS review, as well as to the documentation provided and considered by the Panel. Dates and of the site visit, visit schedule, meetings held and any additional information regarding the procedure.

The External Evaluation and Accreditation Panel (EEAP), in preparation for the Accreditation review of the Internal Quality Assurance Systems (IQAS) of the Agricultural University of Athens, reviewed the extensive material posted at the site of the Hellenic Authority for Higher Education (HAHE).

The Panel met virtually on Wednesday, October 29, 2025, and allocated the Principles to each Panel member. The Panel also discussed the Final Timetable of the IQAS Accreditation Review of the Agricultural University of Athens (AUA), and all agreed to complete and submit the report by Saturday, 8/11/2025.

The accreditation review was conducted on-site according to the following Timetable prepared by HAHE:

Monday, 03/11/2025, Athens

The day begins with a meeting from 10:30 to 11:15 between the EEAP members and the Rector, Professor Spyridon Kintzios, and Vice Rectors, including Professor Emmanouil Flemetakis, Professor Thomas Bartzanas, and Professor Eleni Miliou. The meeting provides a warm welcome and a brief overview of the institution, including its history, academic profile, current status, strengths, and potential areas of concern.

From 11:30 to 12:30, the EEAP members meet with the Quality Assurance Committee (QAC/MODIP), including Professor Emmanouil Flemetakis (Vice Rector and Head of MODIP), and the 10-member QAC: Professors Georgios Zervakis, Ioannis Papanikolaou, Panagiotis Skandamis, and Georgios Georgakopoulos, Associate Professor Evaggelos Zoidis, Mrs Eleni Kakrida, Special Teaching Staff, Mrs Georgia Paziotou, Laboratory Teaching Staff, Mrs Evrydiki Spyropoulou, Special Technical Laboratory Staff, Mrs Alexandra Ntouka, MODIP Supervisor. The meeting focused on matters related to quality culture, institutional policy on quality assurance, the structure and operation of the IQAS, and management and self-assessment processes.

From 12:30 to 13:30, the EEAP members meet with the Quality Assurance Unit (QAU/MODIP), including MODIP Supervisor Mrs Alexandra Ntouka and MODIP staff, to discuss internal procedures, staff training, responsibilities, cooperation, problems, and results.

From 13:45 to 14:30, the EEAP members meet with the 10-member Internal Evaluation Groups (IEG/OMEA). The membership includes Asst. Professors Konstantinos Aliferis and Antonios Tsgarakis, Professor Georgios Papadomichelakis, Asst. Professor Leonidas Mindrinos, Assoc. Professor Nikolaos Chorianopoulos, Asst. Professor Georgia Moshopoulou, Assoc. Professor Georgios Vlahos, Asst. Professor Stavroula Galanopoulou, Asst. Professor Dimitrios Nasiopoulos, and Assoc. Professor Marina-Selini Katsaiti.

The meeting focused on understanding the self-assessment process and discussed the working relationship between the IEGs/OMEA and the QAU/MODIP.

From 14:30 to 15:30, the EEAP members take a break.

From 15:45 to 16:30, the EEAP members tour the institution, including MODIP and other facilities such as classrooms, lecture halls, libraries, and laboratories, accompanied by QAC representatives, MODIP staff, and teaching/administrative staff members.

From 16:30 to 17:30, the EEAP members meet with faculty members of all academic ranks, including Professor Emmanouil Flemetakis, Vice Rector and Head of MODIP; Professor Dimitrios Bilalis; Professor Dimitrios Tsitsigiannis; Professor Georgios Papadomichelakis; Mrs Vasiliki Tsagou, an administrative staff member; and Mrs Alexandra Konstantidelli, MODIP staff.

The meeting focused on evaluating the facilities and equipment to ensure the institution maintains all necessary resources for its smooth and proper functioning. Additionally, the meeting focused on the evaluation of the working and learning environment, and the assessment of the facilities of MODIP (workspace, offices)

16:30 - 17:30. Meeting with faculty members. EEAP, faculty members of all academic ranks.

The 9-member faculty group comprised the following members: Professor Dimitrios Tsitsigiannis, Asst. Professor Eleni Tani, Assoc. Professor Athanasios Pappas, Assoc. Professor Dimitrios Manolakos, Assoc. Professor Theofania Tsironi, Assoc. Professor Dimitrios Vlachakis, Asst. Professor Sotirios Karetsos, Asst. Professor Ioannis Chasiotis, and Asst. Professor Emilia Vlami.

The meeting focused on teaching staff recruitment & promotion procedures; student evaluation; the teaching staff-student relationship; opportunities for professional development; and mobility opportunities.

17:45 to 18:30. Debrief meeting. The EEAP members hold a debrief meeting to reflect on the day's impressions, review the meetings, and prepare for the next day.

At 18:30, the EEAP members are transported back to their hotel.

Tuesday, 04/11/2025, Athens

10:00-10:45. Meeting with students. The day begins at 10:00 with a meeting between the EEAP members and 11 students from various years of study: Mrs Athina Golemi (2nd year), Mrs Marina Ropodi, 2nd year student, Mrs Irini Vagena, 3rd year student, Mr Evaggelos Bitsis, 3rd year student, Mr Ioannis Mourtzis 4th year student, Mr Panagiotis Tsoumakis, 4th year student, Mr Michalis Natsikou, 5th year student, Mr Ioanis Paterakis, 5th year student, Mrs Haralampaki Elisavet, 6th year student, Mrs. Eleni Ntzoumani, 6th year student, and Mrs Christina Kanaki, 6th year student.

The focus of the meeting was on students' satisfaction with their study experience and campus facilities; student input into quality assurance; and priority issues concerning student life and welfare.

11:00 - 11:45. Meeting with postgraduate students. EEAP met with postgraduate students (MSc, PhD) and postdoc researchers. This 10-member group included the following: Mrs Ekaterini Gerasimatou, postgraduate student (MSc), Mrs Maria Mila, postgraduate student (MSc), Mr Dimitrios Chatzipanagiotis, postgraduate student (MSc), Mrs Athanasia Koliatou,

postgraduate student (MSc), Mr Panteleimon Stavropoulos, postgraduate student (PhD), Mrs Emmanouela Zevgoli, postgraduate student (PhD), Mrs Evgenia Basdeki, postgraduate student (PhD), Mrs Efrosyni Bitakou, postgraduate student (PhD), Mr Ioannis Rousis, postdoc researcher, and Mrs Afroditi Kalogianni, postdoc researcher.

The focus of this meeting was to discuss postgraduate students' views on the learning process, progression, assessment, and their input into quality assurance, as well as priority issues concerning grants, mobility, research, and career opportunities.

From 12:00 to 12:30, the EEAP members take a break.

12:30 to 13:15. Meeting with Heads of administrative units. EAP members met with Heads of administrative units: Mrs Panagiota Sounta, Head of Administration, Mrs Konstantina Katsimprinaki, Head of Financial and Administrative Support Unit, ELKE, Mr Nikolaos Despotopoulos, Head of Academic Affairs (Studies), Mr Christos Ziogas, Head of Library and Information Center, Mrs Adamantia Aristopoulou, Head of Technical Services, Mrs Theoni Anastopoulou, Supervisor of International Relations and Mobility Department, Mrs Christina Migirou, Head of Farm and Agricultural Enterprises, Mr Kyriakos Isaris, Head of Cyber Security, and Mrs Sofia Karatsompani, Head of the Secretariat, Department of Animal Science, and Mrs Kalliopi Iliana Theodoropoulou, Procurement Department.

The focus of this meeting was to discuss the impact of institutional documents such as the strategic plan and QA manual on individual units and address special issues arising from the internal evaluation process.

13:30 to 14:15 Meeting with alumni and graduates of all three study cycles. The EEAP members met with alumni and graduates of all three study cycles, including the following ten members: Mr Thomas Giotis, Graduate (MSc), Research Assistant at the Agricultural Economics Research Institute, Mrs Eleni Tsela, Graduate (MSc), sustainability division/ Greenhouse gas emissions, carbon removals and regenerative agriculture expert at COSMOCERT, Mr Dimitrios Afentoulis, Graduate (bachelor's degree), Technical Support for Crop Protection Products at Syngenta Hellas, Mrs Myrto Lantzi, Graduate (bachelor's degree), Researcher in the Dark DNA Group, Genetics Laboratory at AUA, Mrs Ifigenia Gkintoni, Graduate (bachelor's degree), PhD candidate, Medical School, NKUA, Mr Dimitrios Voudouris, Graduate (bachelor's degree), Assistant Hatchery Manager at Aggelakis Poultry Products, Warehouse Employee at delicatessen company Gusto Raro, Mrs Paraskevi Stamboliti, Graduate (bachelor's degree), Office Employee at Obstetrics and Gynecology Emergency Department, IASO Clinic, Mrs Anastasia Barbarousi, Graduate (MSc), Appointed Secondary Education Teacher, and Mrs Eleni Papakonstantinou, Graduate (PhD), External auditor at EOF, Master Level Lecturer at HAU, Mr Eleftherios Chatzis, Graduate (PhD), Quality Control Consultant, ISOLUTION Company, and Mr Aristeidis Tsopelakos, Ministry of Rural Development and Food.

The focus of this meeting was to discuss with the graduate - alumni their experience of studying at the institution and their career paths.

14:30 to 15:30. The EEAP members take a break.

15:45 to 16:30. Meeting with external stakeholders. The EEAP met with external stakeholders (industry / social partners / local authority). This 8-member group included the following: Mr Georgios Stavropoulos, Scientific Affairs Manager at KORRES, Mr Konstantinos Gardikis, R&D Director in APIVITA, Mr Ioannis Chatzitheodosiou, President of the Athens Chamber of Trades, Mr Ilias Beneas, Managing Director at Topigs Norsvin Hellas, Mr Konstantinos Diamantopoulos, CEO at COSMOCERT, Mr Nikolaos Manettas, Managing Authority of strategic plan cap at Ministry of Rural Development and Food, Mrs Anastasia Tsagkarakou, Research Director at ELGO-DIMITRA, and Mr Alkiviadis Paraskevopoulos, Product Manager at Eurochem Hellas.

The focus of this meeting was to discuss the institution's relations with external stakeholders from the private and public sectors and local authorities.

16:45 to 17:30. The EEAP members hold a debrief meeting to discuss the outcomes of the site visit and prepare for the oral report.

17:30 - 18:15. Meeting with the Quality Assurance Committee (QAC /MODIP) EEAP, Vice-Rector (Head of MODIP), QAC members, MODIP staff. Present at this meeting were the following: Professor Emmanouil Flemetakis, Vice Rector, Head of MODIP, Professor Georgios Zervakis, QAC Member, Professor Ioannis Papanikolaou, QAC Member, Professor Panagiotis Skandamis, QAC Member, Professor Georgios Georgakopoulos, QAC Member, Mrs Eleni Kakrida, Special Teaching Staff, QAC Member, Mrs Georgia Pazioutou, Laboratory Teaching Staff, QAC Member, Mrs Evrydiki Spyropoulou, Special Technical Laboratory Staff, QAC Member, and Mrs Alexandra Ntouka, MODIP Supervisor, Mrs Ekaterini Mavragani, Head of Public Relations, Mrs Ekaterini Papadouli, Innovation, Entrepreneurship & Technology Transfer Office "Innovin Agri".

The focus of this meeting was to discuss several points/findings that need further clarification.

18:15 - 18:45. Closure meeting with the Rector and the Vice-Rector (Head of MODIP). The EEAP members met with the Rector, Vice-Rector (Head of MODIP), Professor Spyridon Kintzios, and the Vice-Rector and Head of MODIP, Professor Emmanouil Flemetakis.

The focus of this meeting was the informal presentation of the EEAP key findings. At 18:45, the EEAP members are transported back to their hotel.

III. Institution Profile

Brief overview of the Institution, with reference to the following: history, academic remit, student population, campus, orientation challenges or any other key background information.

The Agricultural University of Athens (AUA) was established in 1920 (Law 1844/1920) as an Independent Higher Education Institute with full university status, under the name the Highest Agricultural School of Athens (AGSA). It holds the distinction of being the third-oldest university in Greece, after the National and Kapodistrian University of Athens (EKPA) and the National Technical University of Athens (Metsovio).

In 1989, the AGSA changed its name to the Rural (Georgiko) University of Athens (AUA) and organized into seven departments, reflecting its broader focus on rural development and agricultural sciences. Finally, in 1995, it adopted the present name, the Agricultural University of Athens (AUA), reaffirming its commitment to agricultural education, research, and innovation.

According to Presidential Decree 80/2013, two Schools were established within the university, incorporating the previous seven departments: the School of Agricultural Production, Infrastructure and Environment, and the School of Food, Biotechnology and Development.

The Agricultural University of Athens (AUA) serves as a hub for both basic and applied research, dedicated to advancing agricultural science and promoting the self-sufficiency of Greek agriculture—for the benefit of the farming community and the broader Greek society. The Agricultural University of Athens (AUA) is Greece's leading institution in agricultural sciences and related disciplines. It employs 226 academic and research staff (DEP) and 109 technical personnel (EEP, EDIP, ETEP), supporting high-level teaching and research across multiple specialized fields. Additionally, the AUA has 180 administrative employees, 115 of whom are permanent and 65 are on contract. The university operates 53 laboratories and maintains strong links with industry and research organizations to foster innovation and sustainability.

AUA serves a diverse academic community of 12,881 undergraduate students, 668 postgraduate students, and 421 PhD candidates. Its programs emphasize practical training, scientific excellence, and interdisciplinary approaches, preparing graduates for careers in agriculture, food science, environmental management, and biotechnology.

The university occupies a 25-hectare green campus in Athens, comprising 28 building complexes, 11 modern auditoriums, 30 lecture halls, a library, and specialized facilities such as an arboretum, vineyards, experimental fields, greenhouses, and dairy installations. Additionally, AUA operates farms in Boeotia (100 ha), Oropos (2.7 ha), and Artemida (35 ha), which support hands-on education and research activities.

The Agricultural University of Athens (AUA) comprises six Schools and nine Departments, offering a comprehensive academic structure that spans plant and animal sciences,

agricultural engineering, food and nutrition, biotechnology, and applied economics. AUA also includes a Department of Sciences for foundational courses. This framework integrates theory, practice, and innovation, supported by strong research output with high-impact publications, international collaborations, and advancements in sustainable agriculture and food systems.

The Agricultural University of Athens (AUA) is governed by a Rectorate led by the Rector and three Vice Rectors, supported by specialized administrative offices for efficient management and strategic planning. Internationally, AUA is an active member of the EU-CONEXUS alliance, participates in Erasmus+ mobility programs, and collaborates in Horizon Europe projects. Ranked among Greece's top universities and within the top 8.4% globally, AUA demonstrates strong research performance through high-impact publications and innovations that advance sustainable agriculture and food systems.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION

INSTITUTIONS SHOULD DEVELOP A FOUR-YEAR STRATEGY, WITHIN WHICH THE QUALITY ASSURANCE STRATEGY IS INCLUDED. THE QUALITY ASSURANCE STRATEGY IS SPECIFIED THROUGH THE QUALITY ASSURANCE POLICY, WHICH SETS OUT THE PRINCIPLES OF THE OPERATION OF THE IQAS AND AIMS AT THE CONTINUOUS IMPROVEMENT OF THE SYSTEM. THE QUALITY ASSURANCE POLICY IS SPECIFIED THROUGH THE ANNUAL QUALITY TARGET SETTING WHICH EXTENDS TO ALL ASPECTS AND DIMENSIONS OF THE INSTITUTION'S OPERATION AND ACTIVITIES.

The Institution's strategy provides the general guidelines for the actions to be implemented within the specific forthcoming period. The strategic goals for quality assurance constitute one of the main pillars of the Institution's strategy. These goals are set out and specified following to analysis of relevant parameters and quality indicators. The quality assurance strategy includes the quality assurance policy as a specific document.

The quality assurance policy is the guiding document which sets the operating principles of the Internal Quality Assurance System (IQAS), the principles for the continuous improvement of the Institution, as well as the Institution's obligation for public accountability. It supports the development of a quality culture, according to which, all internal stakeholders assume responsibility for quality and engage in quality assurance. This policy has a formal status and is publicly available.

The quality assurance policy is implemented through:

- *the commitment for compliance with the laws and regulations that govern the Institution;*
- *the establishment, review, redesign, and redefinition of quality assurance objectives, that are fully in line with the institutional strategy*

This policy mainly supports:

- *the organization of the internal quality assurance system;*
- *the Institution's leadership, departments and other organizational units, individual staff members and students to take on their responsibilities in quality assurance;*
- *the integrity of academic principles and ethics, guarding against discriminations, and encouragement of external stakeholders to be involved in quality assurance;*
- *the continuous improvement of learning and teaching, research and innovation;*
- *the quality assurance of the programmes and their alignment with the relevant HAHE Standards;*
- *the effective organisation of services and the development and maintenance of infrastructure;*
- *the allocation and effective management of the necessary resources for the operation of the Institution;*
- *the development and rational allocation of human resources*

The way in which this policy is designed, approved, implemented, monitored, and revised constitutes one of the processes of the internal quality assurance system.

For the implementation of the quality assurance policy, an annual quality target-setting (using the SMART methodology) and a specific action plan for the achievement of the targets are drafted. The quality targeting includes all annual goals required for addressing weaknesses and improving the parameters of the Institution's teaching, research, and administrative work, according to the

strategic guidelines set as part of the Institution's strategy.

Documentation/Annexes

E1.1 Strategic planning of the Institution (including the quality assurance strategy)

E1.2 Quality assurance policy of the Institution in liaison with the strategy

E1.3 Quality Targeting of the Institution (SMART), as implementation of the strategy and policy

Institution compliance

I. Findings

The proposal for the accreditation of the Internal Quality Assurance System (IQAS) at the Agricultural University of Athens (AUA) is a comprehensive, well-written, and clear document. It demonstrates clarity and strategic alignment, particularly in sections E1.1 (Strategic Plan 2024-2028), E1.2 (Quality Policy), and E1.3 (Internal Quality Assurance System). These sections articulate the AUA's commitment to excellence, continuous improvement, and adherence to international standards, providing a solid foundation for quality assurance and institutional development.

The Agricultural University of Athens (AUA) envisions a leading role in global agricultural and environmental education, research, and innovation. Its mission is to cultivate scientific excellence, empower future leaders, and drive sustainable development in rural and regional communities. Through strategic focus on academic quality, international collaboration, industry engagement, and societal impact, the AUA advances knowledge and solutions for a resilient, green, and inclusive future.

II. Analysis

The Agricultural University of Athens (AUA) has developed a comprehensive four-year strategic plan that clearly outlines the institution's vision for academic excellence, research and innovation, and societal contribution. This strategy guides all initiatives and ensures alignment with national, European, and international educational standards. AUA has an international academic presence, demonstrates leadership in agricultural sciences, and develops close ties with society. Its vision involves advancing modern methods and practices, providing solutions, and contributing to sustainable development. Specifically, the AUA has six strategic pillars: Education, Research and Innovation, Societal Engagement, Internationalization, University Environment, and Quality Assurance.

The mission of AUA is to provide high-quality undergraduate, graduate, and lifelong learning programs that are current and informed by the latest scientific developments.

The AUA's mission spans the broader areas of agriculture and food, as well as the environmental sciences, including biodiversity and the circular economy. The university promotes research through the application of science and technology.

AUA's Quality Policy ensures compliance with legislation and international standards. Additionally, the strategic goals aim for excellence in teaching and research, societal connection, internationalization, continuous improvement, and quality assurance.

The Internal Quality Assurance System (IQAS) covers all institutional activities related to teaching, research, and administration. IQAS activities align with Hellenic Authority of Higher Education (HAHE) guidelines, the European Higher Education (EHEA) principles, and Greek national laws. In addition, it includes well-documented procedures, internal and external evaluations, and data-based monitoring. The system promotes a culture of quality and accountability across all levels of the university.

III. Conclusions

The AUA has developed a vigorous Internal Quality Assurance System (IQAS) that provides a clear roadmap for academic excellence, international competitiveness, and sustainability. Its success depends on well-defined roles, adequate resources, and active stakeholder involvement. IQAS is well-positioned to support AUA's mission. The EEA Panel fully endorses this policy as a vital instrument for institutional growth and continuous improvement.

Panel Judgement

Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

none

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES

INSTITUTIONS SHOULD ENSURE ADEQUATE FUNDING, HUMAN RESOURCES, INFRASTRUCTURE, SERVICES AND SYSTEMS FOR TEACHING, RESEARCH, AND INNOVATION, AS WELL AS FOR THE WHOLE RANGE OF THEIR ACADEMIC ACTIVITIES, FOR THE PURPOSE OF FULFILLING THEIR MISSION AND STRATEGIC GOALS. THE ABOVE RESOURCES ARE PLANNED OVER A FOUR-YEAR HORIZON, ARE LINKED WITH THE STRATEGY AND ARE ALLOCATED IN A RATIONAL MANNER, IN ACCORDANCE WITH THE PERTINENT PROCEDURES. THEIR MANAGEMENT AND MONITORING IS IMPLEMENTED BY MEANS OF INFORMATION SYSTEMS.

Funding

The institution ensures adequate funding to cover not only the overhead and operational costs (regular budget and public investment budget) but also costs related to research, innovation, and development by exploiting external sources of financing. The financial planning and the operation of an effective financial management system constitute necessary tools for the full exploitation of the resources.

The annual public funding of the Institution follows the procedures set out in article 16 of Law 4653/2020 and the relevant ministerial decisions.

The annual budgets for the past five years, the absorption and the main categories of expenditure as well as the amount and sources of the external funding are key elements for the assessment of the principle.

Infrastructure

Based on the requirements and needs arising during its operation, the Institution has determined ways to define, allocate and maintain all the necessary resources to ensure its smooth and proper functioning, i.e. teaching, research and auxiliary facilities, equipment and software, support facilities (cleaning, transportation, communication) etc. The scope of the IQAS should include a suitable managing and monitoring system to safeguard the infrastructure. Compliance with the internal regulations is also necessary.

Working environment

The institution ensures -as far as possible- that the working environment has a positive effect on the performance of all members of the academic community (students and staff). Factors that are taken into consideration towards the creation of such a favourable environment are, among others, the sanitary facilities, the lighting/heating/ventilation system, the cleanliness and the overall appearance of the premises, etc. The scope of the IQAS should include an appropriate managing and monitoring system to promote a favourable working environment and to ensure compliance with the existing provisions.

Human resources

The Institution and the academic units bear the responsibility for the allocation and development of the human resources. The rational allocation of human resources is based on a system of criteria, in line with the mission and the strategic options of the Institution.

The subject areas, as well as the competences and tasks of the staff members are defined by the corresponding job descriptions that are established within the operation scope of each academic or administrative unit. These posts are filled following the requirements set by the

law, on the basis of fair and published processes. The continuous training and evaluation of the staff is considered necessary for the enhancement of the performance, which is recorded and monitored as provided in the context of the IQAS.

The Institution should acknowledge and provide the necessary resources for the implementation of the IQAS, its enhancement and the provision of services that assist the satisfaction of the quality assurance requirements. Moreover, the Institution provides the necessary resources for the organization and staffing of the QAU, with a clear allocation of competences and tasks to its staff members.

Documentation/Annexes

E2.1 Annual planning and allocation of funding from all available sources for the next 4 years, or Programme Agreement of the Institution, if applicable

E2.2 Internal rules for the allocation and distribution of the financial and human resources to the academic units and the central services of the Institution

E2.3 Internal evaluation by the QAU of the resources, according to the relevant NISQA indicators and the performance indicators of the Institution

E2.4 Overview of the information systems for the management and monitoring of the financial and human resources of the Institution

Institution compliance

I. Findings

The Agricultural University of Athens (AUA) has developed a comprehensive and well-documented system for programming and allocating resources, fully integrated into its Internal Quality Assurance System (IQAS) and aligned with the University's Strategic and Operational Planning. The Annual Budget and the Four-Year Plan (2025–2028) link funding sources with the strategic and operational objectives of each School and Service, with the participation of all Academic and Administrative Units.

The process includes: collection of needs from academic and administrative units, recommendations from the Financial Directorate for the Budget, input from the Strategic Planning Unit (SPU), approval by the Governing Council, and continuous monitoring by the IQAU. The Quality Manual clearly defines the stages: planning, allocation, evaluation, and feedback.

AUA's funding comes from multiple sources:

State Funding from the Regular Budget for salaries, National Development Program for institutional development actions (managed by the Financial Directorate) Public Investment Program for infrastructure.

External Funding (managed by the Research Committee/ELKE) includes programs such as ESPA, Horizon, Marie-Curie, Erasmus+, Recovery Fund, and competitive research projects.

Private Resources include donations, tuition fees from postgraduate programs, and lifelong learning programs (KEDIVIM), managed by ELKE/KEDIVIM. Own Revenues are managed by the University Asset Management Company, with ELKE retaining a percentage from research projects. Total funding in 2024 amounted to €76,656,569.29 (+45% compared to 2020). Over €17.9 million originated from competitive ELKE projects (national and international). All allocation decisions and financial reports are published on DIAVGEIA and the University's website, ensuring transparency and efficiency. ELKE operates a new integrated ResCom 2024 Information System, enabling real-time monitoring and control of project implementation and expenditures. ELKE financial reports are approved by the Governing Council. All procedures are governed by a clear legal framework (Laws 4957/2022, 4270/2014, 4412/2016) and internal regulations (ELKE Guide, programmatic contracts, IQAS procedures). The University's buildings are of older construction, requiring renovation, maintenance, and expansion of classrooms, auditoriums, and laboratories, both on the main campus and at regional departments, particularly in Thiva. The student–faculty ratio is 31:1, with a target of 25:1, and there is a need for additional administrative staff to support the library, technical services, and IQAU operations. Resource management is supported by integrated information systems: OTS (financial management, payroll, goal-setting, budgeting), ELKE MIS (projects, expenditures, reporting), SEPA (electronic payment system), Administrative & HR Information System (human resources tracking), and OPESP (National Quality Information System) for monitoring IQAS indicators. These systems ensure transparency, access control, automated data analysis, and reporting. In Student Welfare Services, the university restaurant serves 1,500 students daily and requires equipment upgrades. Only 142 dormitory places are currently available; a new student residence is planned for the main campus but faces bureaucratic and urban-planning delays. Regional departments face greater deficits in dining and housing facilities, especially in Amfissa.

II. Analysis

AUA's resource programming and allocation policy is evidence-based, multi-layered, and integrated with its IQAS.

The process is transparent, participatory, and based on efficiency indicators, with the IQAU playing a central role. The variety of funding sources—especially external ones—enhances the University's financial resilience.

The main funding allocation criteria include, alignment with the Strategic and Operational Plans, academic and research needs, number of active students and course types (laboratory, practical), infrastructure condition and age,

administrative service requirements, and emergency needs evaluated by the Rector and the Council.

These criteria are functionally embedded in the IQAS, making resource programming a structural component of the quality cycle.

The IQAU uses data from OPESP and OTS for performance analysis and benchmarking.

Efficiency is systematically assessed through Internal Resource Evaluations. The IQAU plays a key role in integrating these procedures within the IQAS. The Annual IQAS Review verifies outcomes, proposes improvements, and links them with next year's quality objectives. Indicators monitored include student-to-faculty ratio, student-to-administrative-staff ratio, infrastructure investment (% of budget), student satisfaction with facilities, and percentage of equipment less than 10 years old.

Funding based on HAIHE quality indicators increased AUA's share from 1.87% (2021) to 2.64% (2024).

The 2024 IQAS Review identified a 1:4 correlation between quality investments and increases in external funding, This is of crucial importance because of the enforcement the sustainability of the University in any case of external events. Regarding information system efficiency, the OTS system covers budgeting, commitments, HR, payroll, ResCom (ELKE) provides automated expenditure reports and Open1Process ensures complete digital document management. Digital maturity increased by 53% between 2023–2025.

Investments in equipment and infrastructure follow a needs hierarchy derived from internal evaluations. Laboratories and technological equipment remain under strain due to age and student numbers, requiring ongoing renewal and modernization. Completion of the integrated information systems upgrade and their interconnection with all departments, services, and public systems (student registry, cloud, open.gov) is underway.

The linkage between Resources and Quality ensures transparency and accountability through Publication of Governing Council decisions on DIAVGEIA, Annual ELKE Reports (approved by the Council, e.g., Decision 38/10.03.2025), IQAS Annual Review Reports by IQAU.

The procedure fully aligns with fiscal management and accountability principles (Law 4270/2014). The publication of financial data and decisions reinforces public accountability. AUA maintains an open data policy for quality indicators. Annual ELKE financial statements are publicly posted.

The Quality Manual defines the "Plan–Do–Check–Act" cycle.

The IQAU records the results of each cycle and recommends corrective actions (e.g., updating allocation rules), improvement plans for infrastructure, human resources, and information systems, and revisions of strategic priorities within the 2024–2028 Strategic Plan.

One important point to make is the lack of comparable experiences between the students studying at the main campus, compared to the regional ones (especially those in Thiva). Those student seem to lack many necessary laboratories and

have to commute regularly to the Athens campus, making the whole exercise tedious and costly. The institution should find ways to alleviate this disparities. Finally, it is noteworthy that the institution monitors all 27 indices provided by HAHE when it comes to funding, education, research, human resources and infrastructure and services.

III. Conclusions

AUA implements a mature, efficient, and institutionalized system for programming and allocating resources, ensuring transparency, participation, alignment with strategic goals, rational use and monitoring of all funding sources, feedback, and continuous improvement through regular IQAS reviews.

Despite significant progress, systematic enhancement of buildings, laboratories, equipment, staff, and student welfare services remains necessary to sustain the institution's developmental momentum.

Panel judgement

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES	
2.1 Funding	
Compliance	X
Partial compliance	
Non-compliance	
2.2 Infrastructure	
Compliance	
Partial compliance	X
Non-compliance	
2.3 Working Environment	
Compliance	X
Partial compliance	
Non-compliance	
2.4 Human Resources	
Compliance	X
Partial compliance	
Non-compliance	

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES

(overall)	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

R.2.1 Strengthen infrastructure for classrooms, auditoriums, laboratories, and technological equipment.

R.2.2 Consolidate and further develop information systems, linking them with public information systems.

R.2.3 Upgrade catering and housing services, including completion of the new student residence.

R 2.4 Develop a cost-efficiency tool linking funding with quality outcomes.

Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS

THE IQAS INCLUDES ALL NECESSARY PROCESSES AND PROCEDURES FOR THE COMPLIANCE OF ALL THE INSTITUTION'S ACADEMIC STRUCTURES, ACTIVITIES AND ADMINISTRATIVE SERVICES WITH THE QUALITY STANDARDS. THE QAU IS THE COMPETENT UNIT FOR THE ORGANISATION AND OPERATION OF THE IQAS AND HAS THE REQUIRED FUNCTIONAL INDEPENDENCE AND OPERATIONAL CAPACITY FOR THE EFFECTIVE IMPLEMENTATION OF THE IQAS, AS WELL AS FOR ITS COMPLIANCE WITH THE PRESENT STANDARDS.

The key goal of the internal quality assurance system (IQAS) is the development, effective operation and continuous improvement of the whole range of the Institution's activities, and particularly, of teaching, research, innovation, governance and relevant services, according to the international practices - especially those of the European Higher Education Area - and the HAHE principles and guidelines described in these Standards.

Structure and organization

In each Institution, the Quality Assurance Unit (QAU) holds the responsibility for the administration and management of the IQAS. The QAU is set up according to the existing legislative framework and is responsible for:

- the development of specialised policy, strategy and relevant processes towards the continuous improvement of the quality of the Institution's work and provisions;
- the organisation, operation and continuous improvement of the Institutions' internal quality assurance system;
- the coordination and support of the evaluation process of the Institution's academic units and other services, and
- the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system in the context of the HAHE principles and guidelines.

The Institution's IQAS and its implementation processes are determined by the decisions of the competent bodies, as provided by the law, and are published in the Government's Gazette, as well as on the Institution's website. The above are reviewed every five years, at the latest.

To achieve the above goals, the QAU collaborates with the HAHE, develops and maintains a management information system to store the quality data, which are periodically submitted to the HAHE, according to the latter's instructions. The QAU is responsible for the systematic monitoring of the evaluation process and for the publication of evaluation-related procedures and their results on the Institution's website.

The QAU structure has been approved by the Institutions' competent bodies, as provided by the law, while all competences accruing from this structure are clearly defined.

The QAU is staffed by a sufficient number of permanent personnel, so as that the operational needs of the IQAS are completely met. The administrative officer of the QAU has comprehensive updating and knowledge about the implementation of its operations and activities.

Operation

The institution takes action for the design, establishment, implementation, audit and

maintenance of the Internal Quality Assurance System (IQAS), taking into account the requirements of the Standards, while making any necessary amendments to ensure fitness to achieve its aims.

The above actions include:

- the provision of all necessary processes and procedures for the successful operation of the IQAS, as well as the participation of all parties involved, across the Institution. The Institution's areas of activity can constitute the IQAS processes, e.g. teaching, research and innovation, governance, services etc. An IQAS process is an area of activity including data input, data processing and outputs. A procedure defines the way an action is implemented and includes a course of stages or steps, e.g. the curriculum design procedure;
- the determination of how the IQAS procedures/ processes are audited, measured and assessed, and how they interact;
- provision of all necessary resources to enable the IQAS implementation.

Documents

The IQAS documentation includes, among other things, a series of key documents demonstrating its structure and organisation, and the Quality Manual, which describes how the requirements of the Standards are met.

The Annexes of the Quality Manual include:

- the Quality Policy and the Quality Assurance Objectives;
- the necessary written Procedures, along with the entailed forms;
- the necessary Guides, External Documents (e.g. pertinent legislation), as well as any other supporting data;
- the standing organisational structure of the QAU, with a detailed description of the competences, the required qualifications and the goals for each post. The organisational chart is structured in a manner that ensures that the IQAS organisational requirements are fully and properly met.

Documentation

E3.1 Government Gazette for the approval, structure, and operation of the IQAS and the QAU

E3.2 Updated IQAS Quality Manual (including the QAU organisational structure- job descriptions, tasks, skills)

E3.3 QAU Internal Regulation

Institution compliance

I. Findings

The Agricultural University of Athens has established a policy and set goals for quality assurance and improvement, detailed in the Institutional Internal Evaluation Report (IIER). The procedures for this policy are available on the Quality Assurance Unit (QAU-MODIP) website. A key strength of a higher education institution is its capacity to continuously improve its internal quality

assurance in education, research, governance, and innovation, ideally in a forward-thinking way. AUA's quality assurance procedures adhere to the HQA guidelines. Each academic unit, through its Internal Evaluation Group (OMEA), is tasked with collecting data and submitting annual reports to the QAU. The QAU reviews these reports, provides feedback and suggestions for improvement, and ensures that departments align with AUA's academic mission. The QAU has shared recent academic unit reports, follow-up actions, and external evaluation reports with the EEAP. These documents demonstrate that AUA has an effective system for recording data and comparing it to relevant quality indicators. Additionally, the quality manual clearly outlines the processes. The IQAS encompasses all the appropriate processes and procedures necessary to ensure compliance with the quality requirements across the university's entire range of academic structures, activities, and administrative services.

II. Analysis

The file includes an excerpt from the Government Gazette (Senate proceedings) dated 30 October 2024, which documents the approval of the organization, structure, and operation of the Internal Quality Assurance System (IQAS) and the Quality Assurance Unit (MODIP). This excerpt provides a detailed account of the institutional framework governing the operation of MODIP–AUA, including: the mission of MODIP–AUA, the establishment of the MODIP Department, its internal organizational structure, the internal regulations of operation, the purpose and scope of the Internal Quality Assurance System of AUA, the structure of the IQAS–AUA, and the Quality Manual of the IQAS–AUA. Furthermore, the Quality Manual of the Internal Quality Assurance System, which was approved by the Senate (Decision No. 618/10.10.2024), is attached. The manual comprehensively outlines all processes followed for the University's activities and structures, including internal evaluation procedures. It serves to ensure the University's full compliance with the applicable quality assurance requirements. An additional detailed excerpt from the Quality Assurance proceedings dated 18 September 2024 is also included.

The MODIP is organized in accordance with Law 4957/2022, Article 215, and operates with functional independence. As emphasized by the Vice-Rector, MODIP constitutes one of the most strategic structures of the University, exerting significant influence on institutional operations, strategic planning, and academic programme development. Despite its critical role, MODIP is currently understaffed, comprising two permanent employees, supported by two additional staff members seconded from other departments to address the workload. During the upcoming summer, the Unit is expected to recruit a statistician to assume the duties of a former employee who recently retired. The MODIP personnel possess the necessary skills, competencies, and expertise, with clearly defined responsibilities and areas of specialization among team members. The Unit has contributed substantially to the rationalization of ECTS allocations and the streamlining of course offerings.

Finally, MODIP plans to collaborate closely with the Lifelong Learning Center (KEDIMA) in order to further enhance the formulation and achievement of learning outcomes across academic programmes.

III. Conclusions

Based on the documents provided and the discussions during the EEAP's visit in the AUA, we acknowledge that there is full compliance with principle 3 of HAHE.

Panel judgement

Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

R3.1 The QAU should establish processes to enhance and oversee the quality of AUA's interactions with both internal and external stakeholders.

Principle 4: SELF-ASSESSMENT

THE INTERNAL QUALITY ASSURANCE SYSTEM CONDUCTS INTERNAL EVALUATION OF THE WHOLE RANGE OF ACADEMIC AND ADMINISTRATIVE ACTIVITIES OF THE INSTITUTION, AS WELL AS ANNUAL REVIEW OF THE SYSTEM, TO IDENTIFY ANY OVERSIGHTS, DEFICIENCIES OR DISCREPANCIES. CORRECTIVE ACTIONS AND IMPROVEMENTS ARE PROPOSED TOWARDS THE ACHIEVEMENT OF THE QUALITY AND STRATEGIC GOALS. DURING THE SELF-ASSESSMENT, THE EFFECTIVE INTERNAL COMMUNICATION WITH THE INTERNAL AS WELL AS THE EXTERNAL STAKEHOLDERS IS ENSURED.

The QAU conducts, on an annual basis, a self-assessment of the IQAS, following the written procedure provided for each area of activity, which is implemented by a certain academic or administrative unit, as appropriate. The procedure determines the timing, the participants, the data under consideration, and the expected outcomes. The self-assessment aims at a final estimation of the suitability of the IQAS in force, as well as at basing decisions concerning the necessary remedial or precautionary actions for improvement.

The data considered in the context of the self-assessment of a programme may, for example, include:

- *students performance;*
- *feedback from students / teaching staff;*
- *assessment of learning outcomes;*
- *graduation rates;*
- *feedback from the evaluation of the facilities/ learning environment;*
- *report of any remedial or precautionary actions undertaken;*
- *suggestions for improvement.*

The outcomes of the self-assessment are recorded in internal reports drawn by the QAU. The reports identify any areas of deviation or non-compliance with the Standards and are communicated to the interested parties (if appropriate). The Institution's resolutions concerning any modification, compliance, or enhancement of the IQAS operation are made in the context of the annual IQAS review and might include actions related to:

- *the upgrade of the IQAS and the pertinent processes;*
- *the upgrade of the services offered to the students;*
- *the reallocation of resources;*
- *the introduction of new quality goals, etc.*

The outcomes of the self-assessment are recorded and, along with the source data, are archived as quality files.

A special procedure is followed for the compliance check of newly launched programmes (of all three cycles), or programmes that are to be revised shortly, prior to the institutional approval of the programmes.

Documentation

E4.1 Minutes and other documents and relevant correspondence regarding the annual internal evaluation of the IQAS by the QAU

E4.2 Results of the last annual internal evaluation of the IQAS by the QAU, and the relevant minutes and documentation

E4.3 Correspondence and other actions (workshops, meetings) for collecting feedback from the external stakeholders

Institution compliance

I. Findings

The documentation provides detailed evidence of academic and administrative units and related activities of the University regularly reviewed by the QAC and MODIP of the institution. There are detailed evaluation processes in place covering undergraduate and postgraduate study programmes as well as administrative services.

The internal review examines the effectiveness of the IQAS processes, the performance of quality indicators and the progress made in implementing the Strategy and Quality Policy. The internal review is based on data collected from internal evaluations and the analysis of quality data and indicators.

II. Analysis

The assessment of the effectiveness of the IQAS revealed significant improvements, such as the revision of the Quality Policy to align with the new strategic objectives of the Institution, the strengthening of the internal evaluation process for study programmes, and the improvement of mechanisms for monitoring the various quality indicators.

The annual Internal Evaluation process of the IQAS aims to identify the strengths and weaknesses of the educational, research, and administrative work of the Institution in order to achieve continuous quality improvement. The process is carried out in close collaboration between the academic and administrative units of the University, under the coordination of MODIP. The feedback resulting from the evaluation is essential for making informed decisions and plan targeted interventions.

Internal evaluations to date have led to improvements related to: the structure of undergraduate programs, the curriculum review process, the content and scope of information on the websites of academic units and the Institution, the digital infrastructure of the Institution, administrative operations, internal rules and regulations, etc.

Internal reviews have also highlighted the need to involve stakeholder participation in the formulation of quality policy and to strengthen evaluation data for the continuous improvement of services provided. As a result, specific actions have been proposed, including the further development of quality monitoring tools, the strengthening of the link between research and the educational process, and the upgrading of the information systems that support the IQAS.

Findings and recommendations resulting from the internal evaluation and review of the IQAS have been communicated to the University Senate so that the necessary decisions could be taken to revise and improve the quality assurance system, ensuring its alignment with evolving needs and the achievement of the University's strategic objectives.

The indicators and evaluation criteria applied at the University are designed to reflect the quality of services provided and the performance of the Institution at all levels. Indicatively, the key indicators include:

- Academic Excellence: Success and graduation rates, average grades, student participation in international programs.
- Research Activity: Number of scientific publications, research project funding, participation in research networks.
- Teaching Quality: Student satisfaction with teaching methods, course evaluation results.
- Infrastructure and Services: Availability and quality of technical infrastructure, satisfaction with student services provided.

The internal evaluation is based on thorough comparisons of these indicators with the targets set annually, as well as with the performance of previous years.

III. Conclusions

The University has developed a vigorous IQAS that provides a clear roadmap for academic excellence, international competitiveness, and sustainability. The results of the internal evaluation feed into the institution's annual quality targets, ensuring that the targets are also realistic and tailored to the needs identified in the evaluation. Strategic priorities are determined based on the findings of the internal evaluation and form the basis for the formulation of the annual action plan. However, it is strongly recommended that the results of the annual self-assessment are shared not only internally within the institution, but also with external stakeholders, thus increasing their participation in self-reflection and strategic decision-making processes.

Panel judgement

Principle 4: SELF-ASSESSMENT	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

R4.1 Involve external stakeholders in self-reflection and strategic decision-making processes by sharing results of the self-evaluation.

Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT

INSTITUTIONS ARE FULLY RESPONSIBLE FOR THE COLLECTION, ANALYSIS AND USE OF INFORMATION IN AN INTEGRATED, FUNCTIONAL AND READILY ACCESSIBLE MANNER, THROUGH INFORMATION SYSTEMS, AIMING AT THE EFFECTIVE MANAGEMENT OF THE QUALITY DATA RELATED TO TEACHING, RESEARCH AND OTHER ACADEMIC ACTIVITIES, AS WELL AS THOSE RELATED TO THEIR ADMINISTRATIVE OPERATION.

The QAU should establish and operate an information system to manage the data required for the implementation of the Internal Quality Assurance System.

The QAU measures and monitors the performance of the various activities of the Institution, through appropriate procedures established in the context of the IQAS structure and assesses their level of effectiveness. The measuring and monitoring is conducted on a basis of indicators and data provided by the HAHE in the pertinent guidelines and forms, which are part of the National Information System for Quality Assurance in Higher Education (NISQA). These measurements may concern: the size of the student body, the size of the teaching and administrative staff, the infrastructure, the structural components of the curricula, students' performance, research activity performance, financial data, feedback on student and faculty satisfaction surveys, data related to the teaching and research activity services, infrastructure, etc.

The QAU makes use of the figures and presents the results for consideration using statistical analysis. Outcomes are displayed through histograms and charts. This sort of information is used by the Institution for decision making, at all levels, pursuing improvement, as well as for setting, monitoring, assessing and reviewing the Institution's strategic and operational goals.

Institutions are under an obligation to provide or transfer data (through the QAU) to the HAHE, for the purposes of quality assurance, and monitoring of their strategy and funding.

Documentation

E5.1 Reports from the National Information System for Quality Assurance in Higher Education (NISQA) and accompanying assessment report by the QAU

E5.2 Description of the functions of the QAU information system

E5.3 Sample of fully completed questionnaire of satisfaction surveys addressed to the teaching and the administrative staff

E5.4 QAU report on the utilisation of the data collected from the QAU information system (internal evaluation, quality targeting, etc.)

Institution compliance

I. Findings

Findings should be developed below in three distinct parts. At the AUA, the implementation of the Internal Quality Assurance System (IQAS) involves procedures for gathering, managing, and monitoring data related to teaching,

research, administrative activities, and student satisfaction. Specifically, data is collected from various institutional systems such as the student registry, Research Committee (ELKE), Library, and Financial and Administrative services. According to HAHE guidelines, the QAU submits annual data on the institution and all its study programs (undergraduate, postgraduate, and doctoral) to the HAHE's Information System for Quality Assurance (OPESP). This data includes information on the student population, staff, infrastructure, resources (equipment, support services, IT facilities), research activities, and financial details, collected from the institution's information systems.

II. Analysis

The file includes data and an accompanying evaluation report published in September 2024, covering data from the academic year 2022–2023. It also contains a description of the operational functions of the MODIP information system, a sample of completed questionnaires, and a report outlining the methodology used to evaluate the data collected through the MODIP information system.

MODIP is responsible for informing and engaging the student community regarding the completion of evaluation questionnaires. It analyzes the findings, prepares graphical representations and diagrams, and presents the results to faculty members of each department. The processed results are then made available on the University's website, ensuring transparency and accessibility for students.

The collection of questionnaires is carried out through the distribution of informative emails (sent three times) to participants—such as students, alumni, and other stakeholders—along with a link that allows them to complete the questionnaire through the MODIP online platform. MODIP employs modern and up-to-date digital systems, ensuring that data collection and evaluation processes are conducted accurately and efficiently.

Participation rates have been particularly encouraging; in the most recent alumni satisfaction survey (conducted for graduates from 2019 onwards), 70% of the sample responded.

Upon receiving the evaluation results, the University leadership, faculty members, and MODIP engage in discussions aimed at identifying potential issues and developing improvement strategies to enhance the overall quality of the University.

As a direct result of this feedback process, courses have been removed from study programmes (following student comments regarding content overlap), and teaching and course delivery methods have been revised and improved.

Following extensive discussions with the students, a clear need for Curriculum Optimization was identified. Students expressed concern that the current program, which includes 108 compulsory courses along with corresponding laboratory sessions over five years of study, results in excessive workload and limited flexibility for pursuing courses aligned with their personal or professional

interests.

Moreover, it was observed that several courses overlap in content, creating confusion and reducing the overall coherence and effectiveness of the learning experience. This situation highlights the need to redesign and optimize the curriculum structure, aiming to enhance learning quality, eliminate redundancies, and support students' academic and professional development more effectively.

III. Conclusions

The QAU of the AUA has taken solid steps towards the collection, analysis and use of information in an integrated, fractional and readily accessible manner. The above are fulfilled through the development of QAU's information system that provides an effective management of the quality data (teaching, research, administrative operation). Based on the above the Institution is in full compliance with HAHA's principle 5.

Panel judgement

Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

R5.1. Students should be continuously and thoroughly informed about the changes and improvements implemented as a result of the evaluation (questionnaire) process, in order to encourage greater participation and increase the response rate in future evaluations.

R5.2 Collect additional data from stakeholders. It would be useful to capture the connection between the job market and society through the collection of specific data via questionnaires directed at social partners.

R5.3 It is recommended to review and optimize the curriculum to ensure alignment with current industry needs, emerging technologies, and student learning outcomes. This process should involve continuous feedback from stakeholders, data-driven assessment of course effectiveness, and integration of interdisciplinary content.

Principle 6: PUBLIC INFORMATION

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES IN A DIRECT AND ACCESSIBLE MANNER. ALL PERTINENT INFORMATION THAT APPEARS IN THE INSTITUTION'S WEBSITE SHOULD BE UP-TO-DATE, CLEAR AND OBJECTIVE.

The QAU publishes data related to IQAS structure, organisation and operation. Furthermore, the QAU publishes data pertinent to the institutional quality policy and objectives, as well as information and data relevant to the Institution's internal and external evaluation. In the context of the self-assessment process, the QAU verifies that adequate information regarding the teaching activities and, particularly, the programmes' profile and the overall institutional activity is publicly available. QAU makes recommendations for improvement, where appropriate.

The public information available via the internet should appear in Greek and in English, the webpages should have uniform architecture, structure and content across all academic units of the Institution, so that the users can easily identify the information of their interest.

Documentation

E6.1 Results of the assessment of the functionality and the content, as well as of the maintenance and update of the Institution's webpage

E6.2 List of the links included in the Institution's and QAU webpage, and of the special personalized internet applications

Institution compliance

I. Findings

The AUA keeps an up-to-date web page for both the institution in general, as well as the IQAS itself. In that sense, one can browse to the IQAS web page (<https://modip.aa.u.gr>) and find a plethora of information regarding:

- IQAS (MODIP): operating regulation, quality assurance committee, internal evaluation teams of the academic units, history of the chairs of IQAS, activities, reports, partner networks and funding.
- Quality assurance: IQAS, accreditation, internal and external evaluation as well as guidelines for the accreditation process
- Quality data: data and indicators, studies and reports, international esteem indicators, institutional funding, HAHE annual reports.
- Information systems: applications (new and old), apps, research data, app for student data interfacing, app for staff data interfacing and quality management system.
- Support material: ECTS user guide, learning outcomes, course outlines, complaint and appeals procedures, personal tutoring, education videos and miscellaneous others.

The pages exist most of the times in both Greek and English language and are

accessible and easy to understand. They include all information related to the teaching and academic activities as well as the curriculum used in the programmes of studies.

What seems to be missing is a web page dedicated to the alumni students (discussed below). Lastly, up till now, there is no option for acquiring a copy of the graduation degree electronically and through the gov.gr platform.

II. Analysis

In general, the IQAS web page seems to check all points HAHE has set while providing enough functionality to navigate through the many pages of information.

However, there are points of improvement that need addressing:

Depending on the computer used when trying to view the <https://modip.aua.gr> page, and the zoom factor of the browser, it might appear without a top level menu, leaving only three horizontal lines (that totally blend within the background) to access the menus. This is confusing as, in that case, there is only one choice left in the middle of the screen (to login to the IQAS intranet); something that is forbidden. This is a technical oversight and is easily fixable. Some pages do not have a mirror English counterpart. For example, the ECTS guide in Greek links to the correct document, while the English web page does not. Same for the learning outcomes. Some others (like data indicators) are only available in Greek. This needs to be scanned carefully and changed wherever necessary.

Although the Greek government is now able to provide instant and authorised copies of the graduation degrees, the AUA seems to be the one of three last institutions that are not yet able to provide that service. This is an important feature that will help all graduates. During the conversations this committee had with the higher management, it was made clear that this will be taken care of in the very near future as they will update their students' database to become compatible with the gov.gr system.

A lack of alumni web page is very obvious. This follows the very reduced communication that AUA keeps with their alumni; something that was mentioned in another principle. So far, there is an external web page that the alumni themselves created and run (sagpa.gr) and this independent web page is linked on the institutional web page. The institution should host an in-house, dedicated point for the alumni and they should take advantage of these links for bettering their exposure and external relationships.

Finally, there should be more external exposure to the general public regarding all the interesting things that AUA is offering: during the in-site visit of the accreditation committee, it was witnessed cutting edge research taking place within well-equipped labs by enthusiastic academics and researchers. The committee commented often that no one seems to know about these activities. The AUA indeed tries to discriminate these activities within targeted visits and

conferences but it is the view of this committee that it should be more visible to the general public. This way, the public's opinion will shift, and this will yield for more and better candidates.

III. Conclusions

All the indicators that HAHE has set for this principle are met through a very informative web page run by the IQAS team. However, there are a number of improvements points that need to be followed to make this more functional and better serve the students' needs. Most of them are easy fixes that require some additional space in the web pages but some are more linked to either the strategic view of the IQAS (namely the lack of alumni participation and inclusion) and the lack of sufficient advertising of activities (mostly linked to marketing). The latter is actually a compliment in disguise as it is the view of the committee that AUA is unnecessarily underrepresented in the pool of Greek higher educational establishments.

Panel judgement

Principle 6: PUBLIC INFORMATION	
Compliance	
Partial compliance	X
Non-compliance	

Panel Recommendations

R 6.1 Review the IQAS web pages and correct errors, links, format and English counterpart pages.

R 6.2 Create a dedicated web page for alumni and assign an alumni ambassador to link with your past students.

R 6.3 Expedite the institution's connection with gov.gr

R 6.4 Increase external exposure to the general public.

Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS

INSTITUTIONS SHOULD BE PERIODICALLY EVALUATED BY COMMITTEES OF EXTERNAL EXPERTS SET BY THE HAHE, FOR THE PURPOSE OF ACCREDITATION OF THEIR INTERNAL QUALITY ASSURANCE SYSTEMS (IQAS). THE PERIODICITY OF THEIR EXTERNAL EVALUATION IS DETERMINED BY THE HAHE.

External quality assurance, in the case in point external evaluation aiming at accreditation, may act as a means of verification of the effectiveness of the Institution's internal quality assurance, and as a catalyst for improvement, while opening new perspectives. Additionally, it can provide information with a view to public acknowledgement of the positive course of the Institution's activities.

The Higher Education Institutions engage in periodic external quality assurance which is conducted taking into consideration any special requirements set by the legislation governing the operation of the Institutions and their academic units.

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

Documentation

E7.1 Five-year Progress Report, on the response to the recommendations included in the most recent IQAS Accreditation Report

Institution compliance

I. Findings

The Agricultural University of Athens (AUA) underwent an institutional evaluation in September 2019, securing accreditation for the period from November 2019 to November 2023, which was subsequently extended to November 2024. The University's MODIP communicated the IQAS Report to the Management and publicised it via the relevant website. An Action Plan was drafted highlighting the accreditation conclusions and recommendations, with specific objectives and actions towards their achievement.

II. Analysis

Although some of the Recommendations are harder to quantify than others, the Progress Report demonstrates a very high level of engagement with the IQAS accreditation procedure and full awareness of the importance of the IQAS external review. The Progress Report and relevant documentation also demonstrate genuine involvement and active engagement of all stakeholders, alongside ownership of follow-up actions towards implementation of the EEAP

recommendations.

Finally, alumni and external stakeholders collaborate with AUA on an ad-hoc basis through research and development funding applications and projects, but there is scope for more meaningful engagement throughout the quality assurance processes.

III. Conclusions

During the five-year period since the previous IQAS accreditation, the University ensured compliance with almost all of the EEAP recommendations by implementing the planned actions and achieving high rates for most of the targets. It is also evident that the results of the external evaluation were a catalyst for a fruitful dialogue between the various stakeholders and were taken into account in the revision of the Strategic Plan and the Quality Policy. There is strong evidence of collaboration between the different stakeholders, as well as improvements of the internal quality assurance of the University towards the current external evaluation of the IQAS.

Panel judgement

Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

R7.1 Create a formal External Advisory Board that will feed into the process of continuous improvement.

PART C: CONCLUSIONS

I. Features of Good Practice

The Agricultural University of Athens (AUA), founded in 1920, is the third-oldest university in Greece (after EKPA and NTUA) and holds a long-standing history and well-known reputation in agricultural education and research.

AUA offers a diverse range of specialized academic programs in crop science, animal biosciences, food science and technology, biotechnology, agricultural economics, and environmental and natural resources engineering.

Research Excellence is a significant area of strength at the AUA. The university is ranked highly in agricultural sciences, food science, and environmental studies. Also,

it is very active in European Union (EU) funded projects.

AUA has a solid international profile through an active Erasmus+ participation program, partnerships with many European Universities, and student and staff mobilities.

AUA has modern facilities, including advanced laboratories, experimental farms, greenhouses, and food processing units, that support both education and research.

The AUA main campus is located on an urban space in Athens, offering students access to cultural and professional opportunities.

II. Areas of Weakness

Establishment of an External Advisory Board (EAB) comprising members of the private and public sectors and local society. It would provide guidance on aligning academic programs and research priorities with evolving societal and market needs.

There is a need for Curriculum optimization. The current curriculum includes a high number of required courses, some of which have significant content overlap. A reduction in the total number of courses required for graduation, along with a curriculum review to eliminate redundancies, would promote efficiency and improve the student experience.

The university's physical infrastructure requires substantial upgrades, particularly in areas of lecture amphitheatres and laboratory space. Expanding and modernizing these spaces is essential to support high-quality teaching and research.

There are notable disparities in student experiences between the main campus and regional campuses, especially at the Thiva Campus. Addressing these differences through improved services and academic support will help ensure a more equitable and consistent experience across all campuses.

There is a need for clearer communication to students regarding their professional rights, particularly those established by law. Enhancing awareness and understanding of these rights will empower students as they transition to the workforce.

III. Recommendations for Follow-up Actions

Expand internationalization by offering more English-taught programs and building on global partnerships. Such an action builds on one of the university's strengths.

Develop the Farm Advisory Network (FAN) to deliver integrated, research-based support to farmers.

Invest in infrastructure and student services, including facility upgrades and career support.

IV. Summary & Overall Assessment

The Principles where compliance has been achieved are:

1, 2, 3, 4, 5, 7

The Principles where partial compliance has been achieved are:

6

The Principles where failure of compliance was identified are:

none

Overall Judgement	
Compliance	X
Partial compliance	
Non-compliance	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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