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HELLENIC REPUBLIC



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Accreditation Report for the New Undergraduate Study Programme in operation of:

Environment

Institution: Ionian University

Date: 3 June 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Environment** of the **Ionian University** 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 new undergraduate study programme in operation of **Environment** of the **Ionian University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Thomas PANAGOPOULOS (Chair)**
University of Algarve, Faro, Portugal

- 2. Prof. Irene KOKKALA**
University of North Georgia, Dahlonega, Georgia, United States of America

- 3. Prof. Filippos TSIKALAS**
University of Oslo, Oslo, Norway

- 4. Mr Ioannis PRASKIDIS ALYMPAKIS**
Student of Agriculture, Hellenic Mediterranean University, Heraklion, Greece

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) had an orientation meeting, with the Hellenic Authority for Higher Education (HAHE) Director General Dr Christina Besta on Wednesday 10/05/2023 at 16:00 (4.00 pm) Athens time, via the Zoom platform. The EEAP was briefed by the HAHE on the Quality Assurance Standards for Quality Accreditation of Undergraduate Programmes and Accreditation Guidelines, and the European Qualifications Framework.

The panel received the final timetable for the site visit at the Department of Environment (DoE) of the Ionian University (IU) on 24th of May 2023. At an earlier stage, the EEAP received relevant materials about the department. Moreover, the EEAP was provided, among other materials, the DoE Proposal for Accreditation by the Internal Quality Assurance System (IQAS), information on the quality indicators for the years 2018-2019, 2019-2020 and 2020-2021, as well as the IU External Evaluation Report of 2016 response to recommendations from Quality Assurance Unit (QAU) to the DoE.

The EEAP convened on Sunday 28th May 2023 at the “Palatino Hotel” in Zakynthos for a briefing on the time schedule. On Monday 29th of May, the EEAP met and discussed the strategy and issues to be considered during the site visit. In the afternoon of the same day, the EEAP drove to the DoE. On Monday 29th of May 2023, the EEAP initially met with the University Vice Rector and the Department Head. The Vice Rector also serves as the President of the Quality Assurance Unit (QAU). The EEAP was briefed on the history and the academic profile of the IU and DoE. Later, the Internal Evaluation Group (OMEA) together with representatives of the QAU joined the meeting, and the Head of the Department presented the department’s current status, strengths and areas for improvement.

The EEAP had an extensive meeting with the OMEA and QAU representatives and discussed the compliance of the Environment undergraduate programme to the “Standards for Quality Accreditation for New Undergraduate Programmes in Operation”. After lunch the EEAP met with teaching staff members and discussed the undergraduate study program, the professional development opportunities, the mobility, faculty workload and the evaluation of teaching staff by the department students. At the end of the day, the EEAP met and had a short internal debriefing meeting to reflect on the impressions of the first day and prepare for the second day of the site visit. On Tuesday 30th of May, meetings through physical presence took place with six undergraduate students and the chair of the student association and two students in transition from TEI to the current programme. During Tuesday 30th May, the EEAP visited the DoE premises and facilities. The EEAP toured research and teaching

laboratories (artifact restoration, chemistry, physics, ecology and biodiversity, and computing), equipment facilities, computer rooms, classrooms and one auditorium. During the visit of the premises, the EEAP also discussed with undergraduate students presenting an environmental awareness exhibition on the monumental olive trees of the Ionian Islands. Then the EEAP had a meeting with employers and social partners from the public and private sector of the Ionian Region to discuss the relations of the DoE with external stakeholders in the local society. Later, the EEAP had a short debriefing meeting in order to discuss the site visit outcomes and prepare the closing site visit meeting. Subsequently, the final meeting was held among the EEAP, Vice Rector, Head of the Department, OMEA and QAU.

From Wednesday 31st of May to Saturday 3rd June 2023, the EEAP worked on the Accreditation Report.

III. New Undergraduate Study Programme in operation Profile

The Environment undergraduate program was created in 2018 (was introduced during the academic year 2019-2020) but was functioning as part of the TEI of Ionian Islands since 2003. The program was created by the Department of Environment (DoE) that is located on Zakynthos Island, an island of the Central Mediterranean fully engaged with the study and research of the natural environment. The National Marine Park of Zakynthos is of international importance and the unique landscapes of the Ionian region constitute a living laboratory for the study of humans and nature coexistence and the protection of a rich array of natural and cultural heritage. The Department is housed in a purposely built building with scientific equipment and teaching facilities. The wide range of staff's specialisations and research interests in the Environmental Sciences offers the opportunity to the students to obtain a high-quality education and to acquire skills at a professional level. The curriculum of the Department's undergraduate degree programme is based on the Sciences (i.e., STEM subjects) and aims at a deep understanding of the natural, chemical, biological processes and their effects on the environment and on ecosystems, as well as of the environmental technologies used. The programme is regularly updated to include up-to-date international scientific developments, and to meet the requirements of the profession in the country.

The Undergraduate degree programme is developed into two distinct learning parts. The first part, lasting four semesters (academic years 1+2) uses a series of basic compulsory courses to establish the knowledge background required to understand the main environmental phenomena and processes. The second part, which also lasts four semesters (years 3+4) provides insights into environmental sciences and technologies via many optional courses offered. Thus, the student has an opportunity to explore the scientific area of their interest. Students can complete part of their degree in other European Universities using the Erasmus+ student exchange programme. They can also obtain professional experience via an optional scheme of practical training in the workplace, which is useful when seeking employment in the public and private sectors, at national or international level. In addition to the undergraduate degree, the DoE offers postgraduate programmes (Masters) as well as research postgraduate programmes (PhD). At the level of postgraduate specialization and scientific research, the Department offers targeted interdisciplinary postgraduate studies.

Both programmes aim at exploring modern environmental developments that are related to issues including the management of the natural environment, pollutants, climate change, management and protection of marine and terrestrial ecosystems, energy technologies of minimum carbon footprint, solid and liquid waste management technologies, cultural heritage management and protection, environmental education and sustainable development, and the systematic recording and monitoring of parameters linked to environmental change in the natural and the urban environment. Currently, the department includes two (2) Professors, five (5) Associate Professors, nine (9) Assistant Professors, one application Lecturer, one (1) Specialised Technical Staff, four (4) academic scholars, and two (2) Administration Staff members. In 2023 there were 264 active students in the Environment program and another 153 were enrolled from previous programs of DoE in transition.

There are five research laboratories, including: Environmental Management and Sustainable Development Lab, Mathematical Physics and Computational Statistics Research Lab, Software

Engineering and Applications of Geoinformatics Lab, Environmental Physics – Energy and Environmental Biology Lab, Chemistry and Environmental Protection Lab.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

The Environment undergraduate program was created in 2018 and was functioning as part of the TEI of Ionian Islands since 2003. The DoE is located on an island of the Central Mediterranean, focuses on Environmental Sciences, and aims at a deep understanding of the natural, chemical, biological processes and their effects on the environment and on ecosystems, as well as of the environmental technologies used. According to UNESCO (International Standard Classification of Education 2013) programme is classified as 520 Environment not further defined, but it also includes the following education classifications: 521 Environmental sciences, 522 Natural environments and wildlife, 532 Earth sciences, and 712 Environmental protection technology.

The strategy of development of the DoE is based on the new European Green Deal policy for climate neutrality, the biodiversity strategy for 2030, the policy for circular economy, the directives for water and air pollution reduction, and the United Nations Paris agreement for climate change. The Strategic Plan of the IU includes in its proposed academic reconstruction the planned operation of the new undergraduate study programme and the development of the DoE is important due to the National strategy for green development and green transition. The DoE is strategically located in the central part of the Mediterranean and can influence research and development in the Adriatic-Ionian macro-Region.

The strategy of DoE resulted from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters and a SWOT analysis. The DoE developed an updated SWOT analysis at the Institutional level that considers the potential benefits, limitations, opportunities, and risks accruing from the delivery of the new undergraduate programme. The DoE recognizes as main weaknesses the deficiencies in technical staff and lack of student housing facilities and in general lack of student support facilities at the local municipality. The DoE recognizes as main threats the delay from the State in the recognition of professional rights for the graduates of the Environmental programs in Greece. The feasibility & sustainability study for the new undergraduate program sufficiently addresses the related objectives and input but the expected outputs are not clear. The mapping of environmental science in Greece was not clearly compared with the needs of the national and regional economy (economic sectors, unemployment, supply-demand). Several students transfer out every year from the DoE to the other two similar programs in the University of the Aegean and the University of Thessaly and no students transfer to DoE of IU. Several admitted students in DoE are not registering and tend to discontinue their studies creating a persisted decline in the number of admitted students.

The structure of studies is adequate and in alignment of the courses with the European Credit Transfer System (ECTS) system except the two-months practical training/internship that does not carry ECTS credit.

The programme is regularly updated to include up-to-date international scientific developments, and to meet the requirements of the profession in the country.

Awarded professional rights are mentioned but are not yet assured by the Greek State.

The DoE has a four-year business plan of the academic unit that addresses issues of structure, operation, and activities of the academic unit and includes the provision of some critical figures (80 annual admitted students, available staff and infrastructure) for the new undergraduate program and is mentioning the needs for the immediate future but does not include figures of trends in registered students, costs, funding sources, fees, income from provided services. The target of the next four years business plan is not clear and there is no timeline. There is no clear justification for hiring new faculty since the existing staff cover needs of the current programme.

The DoE indicated adequate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, and possible research collaborations. The DoE developed two postgraduate programmes and started admission of doctoral students in the academic unit. The DoE participated in the development of 47 research projects, and the research performance of the faculty members has an average h factor 15.56 and a total of 71 research papers, 43 conference papers and 18 books/book chapters during the evaluation period.

II. Analysis

The new program Environment is a continuation of a previous undergraduate program of the TEI of Ionian Islands and is part of the strategy of the Ionian University. It is an important area of knowledge due to the new Green Deal strategy of Europe and the National Strategy for green transition and green development. The location of DoE is uniquely located in the centre of the Mediterranean basin and is the only one in the Western part of Greece. The Ionian islands have several protected areas, and the National Marine Park of Zakynthos is of international importance. The amazing landscapes of the Ionian islands and their rich cultural heritage attract millions of tourists every year. Intensive tourism and climate change might put at risk the natural and cultural heritage of the Mediterranean region and the new program on Environment studies the complex problems of sustainable development and green transition that are important at the National and European scale. The DoE understands its uniqueness and importance in the Ionian Region and Greece. The SWOT analysis should include the economic impact on students and staff from intensive tourism and climate change risks, and environmental policy impact on local business and society should be mentioned. Also, SWOT opportunities should include nature-based solutions that the DoE can provide to challenges facing the society in urban and coastal areas. Another important strength of the department is the knowledge and capacity to attenuate conflicts of interest between development and biodiversity conservation. Engagement with the society for solving conflict of interest problems is another strength.

The DoE will make all efforts to assure professional rights for its graduates by the Greek State after the accreditation of the programme.

The DoE presents a business plan for the next four years (2022-2025) including general needs of faculty, staff, and infrastructure as a wish list, meanwhile does not evaluate the costs and benefits in detail and in monetary value. Also, the need for new faculty is not analysed in detail and in a clear connection with the strategic development of the Department. A business plan should also include a contingency plan for managing changes.

Documentation of the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualification) was not provided because it is a new Department (study program), but data should be collected for the other existing department in Aegean University and from the previous Environment undergraduate programs in TEI.

Key performance indicators (KPI) and targets are established and monitored in the long term; however, some years of data collection should permit the DoE to establish targets of quality presented in graphs and propose measurements for improvement. Measures to tackle the weaknesses and mitigate the threats should be developed after accreditation, and a timeline should be presented and followed until the next external evaluation. Also, the needs and the resources to achieve the targets should be mentioned.

The income of the DoE from the state, research projects, services and student fees are important but not always quantified.

Research priorities in the scientific field of environmental science are mentioned and the faculty are very active seeking opportunities for interdisciplinary research and possible research collaborations. The DoE created two postgraduate programmes and the academic unit is planning for a new Master's program with international collaboration (joint degree). The DoE has several research projects, and in general, the research performance of the faculty members is close to the average of the scientific field presenting a clear tendency of increasing the quantity and quality of research.

III. Conclusions

The mission of the program is included in Environmental sciences. The DoE is small but dynamic and is in a central location on a Mediterranean island and of strategic importance for the IU, the region, and Greece. The DoE is dealing with both environmental development and ecologic conservation issues of environmental science. The SWOT analysis should be more comprehensive, including more social aspects of environmental science. Zakynthos is an international tourism destination with consequences in housing prices that students and staff cannot afford, thus the DoE should provide a rapid solution. The number of annually registered students is declining dramatically. Key performance indicators (KPI) are monitored. The publication record of the department's active staff is constantly increasing. A business plan should be more detailed, with clear targets, should include actions, available resources, needs, earnings, a timeline, and a contingency plan. The focus is on short-term incremental improvements and there is a lack of long-term targets.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The strategy of the DoE should deal also with the social aspects of environmental science since it is located on an island that is considered an international tourism destination.
- The SWOT analysis should include more social and economic aspects (similarly to PESTEL).
- Key performance indicators should be monitored in the long term and with the use of graphical analysis after some years of functioning.
- The consequences in high housing prices due to intense tourism, which students and staff cannot afford should have a rapid solution.
- In alignment with the European Credit Transfer System the two months of professional practice should have ECTS for the learning outcome.
- The DoE should make all efforts to assure professional rights by the Greek State.
- The DoE should make all efforts to keep the target of 80 registered students/year.
- A four-year business plan should be more detailed and with a clear target for future development and should include actions, available resources, needs, earnings, a timeline and KPI.
- Develop long-term targets instead of focusing on short-term incremental improvements.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I. Findings

The quality assurance policy of the Institution is formulated in the form of a published statement, which was implemented by all stakeholders, was approved on 28/3/2018 by the Senate of IU, revised on 23/5/2023, and is public on the website of IU. The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

The IU has established an appropriate Quality Assurance Unit (QAU) clearly defining review processes, the programme's continuous improvement, and Key Performance Indicators. The QAU continuously monitors and enforces the Quality Assurance Policy that is applied and guaranteed by a committee of seven DoE members (OMEA). A student representative is participating in the meetings. The QAU has set specific, measurable, and timely goals for its undergraduate study programmes. The OMEA is in line with QAU for the improvement of the study programme and follows the instructions of QAU. Relevant information is shared with involved parties and posted to the IU/QAU intranet and the DoE website. Two annual internal evaluations of the new undergraduate programme (UGP), realised by the OMEA in collaboration with the Quality Assurance Unit (QAU) of the Institution.

II. Analysis

The EEAP found an established and well-structured quality assurance policy by the IU and the academic unit. The IU has issued a statement demonstrating its commitment to the implementation of a quality policy that promotes the academic profile and orientation of the DoE undergraduate program, its purpose, and its field of study. The quality policy statement aims to realize the strategic objectives of the program strategic goals and defines the ways and means of achieving them. Students and external stakeholders should participate more actively.

III. Conclusions

The EEAP acknowledges the quality assurance procedures by DoE.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends that students and external stakeholders continue to participate actively in OMEA quality assurance procedures.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *The senate's decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide.*
- *Course frameworks.*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

Study Programme Compliance

I. Findings

The DoE undergraduate study programme encompasses a broad spectrum of fields in teaching and research within the frame of the offered courses. The curriculum is articulated and comprehensive. The Department offers a 4-year programme of undergraduate studies; the first 4 semesters (2 academic years) include only compulsory courses, while the rest 4 semesters (last 2 academic years) include a small number of more advanced compulsory courses and elective courses within specializations/concentrations. There are 38 and 29 courses in the pool of offered compulsory and elective courses, respectively. The current undergraduate programme has been in effect since 2019-2020. The ECTS system is applied across the curriculum, and one ECTS corresponds to 25 hours of student involvement. A qualitative comparison between the DoE and the two other relevant departments in Greece (Department of Environment at the University of Thessaly and Department of Environment at the University of Aegean) is provided in the documentation, as well as a generic comparison with 13 selected relevant international institutions. The course frameworks (syllabi) document includes descriptions of several courses with somewhat non-homogeneous conveyed information. The English version of the Student Handbook (course frameworks/syllabi) is very lean with very limited information in comparison to the Greek version. The undergraduate study programme also offers students a Digital Skills Certificate.

II. Analysis

Links between research and teaching in the undergraduate program do exist. These will become more obvious as the programme matures, and faculty members adapt to the transition from TEI to AEI. The Department should maintain all efforts to further strengthen the links between research and teaching by regularly updating the course contents, providing additional experiential (laboratory and fieldwork) learning and critical thinking skills to students, and maintaining close contacts with stakeholders/external experts. The EEAP found that a targeted comparison of the design and curriculum of the DoE undergraduate study programme with high-quality/renowned European and international programmes and universities is lacking in the provided documentation. Such quantitative comparison would have been beneficial and would strengthen even more the gravity of the undergraduate study programme. In addition, such comparison and alignment efforts may also increase students' desire for mobility abroad. The description of several of the learning outcomes within the course frameworks (syllabi) need further alignment as they divert in the amount of information conveyed (e.g., ΤΠ-5004/ΤΠ-1001/ΤΠ-2003 versus ΤΠ-7005/ΤΠ-2001/ΤΠ-2006/ΤΠ-3001: just indicative of courses with very short versus verbose text descriptions on the learning outcomes and course content). The DoE should spend effort in minimizing the differences and conveyed information between the Greek and English versions of the Student Handbook (course frameworks/syllabi). The EEAP was informed that stakeholders were somewhat also consulted (though e-mail exchange) when the study programme was constructed.

III. Conclusions

Overall, the undergraduate programme is organised in a positive student-centred learning environment that allows for different modes of delivery and offers flexible learning paths and mutual respect. Continuous attempts are needed to integrate and evolve different ways to improve attendance. Students actively participate in the pedagogical process through laboratory and hands-on exercises in several courses that provide valuable lessons to be used in the workplace. The workload is aligned with other European universities' equivalent workloads. Lastly, and beyond courses, the faculty make a genuine effort to offer additional research opportunities to students participating in active research projects. Following efforts by the Department during the last years, a comprehensive undergraduate programme has been introduced during the academic year 2019-2020. The programme is still in its maturation phase. The Department and University oversee the implementation, progress, and potential future programme needs for periodic adjustments. The EEAP encourages efforts that would increase even further the participation of student representatives in these processes. The EEAP finds very positive that the undergraduate study programme also offers students a Digital Skills Certificate and indicates that fluency in at least one high-level programming language would undoubtedly increase the competitiveness of the graduates. All stakeholders that were invited in the site-visit meeting expressed their positive views on the knowledge and acquired abilities of graduates from the TEI programme and confidence that those skills will also characterize the graduates of the new programme. They underlined the need for the undergraduate study programme to maintain its broad spectrum knowledge character that promotes and emphasises on interdisciplinary and holistic knowledge and education. They commented on the dedication of faculty and staff. The EEAP notes that future study programme revisions should foresee a more formal and comprehensive consultation with stakeholders, external experts, students, and future graduates. An advisory/consultation panel of alumni and external stakeholders may be considered.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Although established links between research and teaching in the undergraduate programme will become more evident as the programme matures, the DoE should maintain all efforts to further strengthen these links by regularly updating the course contents and enhance experiential learning opportunities for students, as well as maintaining close contacts with stakeholders/external experts.
- The DoE should enforce fully standardized descriptions in all courses of the learning outcomes within the course frameworks (syllabi) and provide a more comprehensive English version of the Student Handbook fully comparable to the Greek version.
- The DoE undergraduate study programme should offer direct, quantitative comparisons to similar curricula in renowned European and global programmes and universities to meet self-imposed requirements for excellence and enhance its reputation and status.
- The stakeholders and external experts of the public and private sectors should be formally consulted for revisions and future planning of the study programme. We propose the development of an external advisory board to engage with the Department.
- The DoE should consider including at least one high-level programming language as part of the curriculum offer of the Digital Skills Certificate.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

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

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

Students receive a well-rounded education centred around compulsory courses with fundamental subjects of the environmental science and are offered a suite of electives to broaden their educational experience. Domain classes usually have a laboratory/field experience, which is essential for experiential learning. Continuous and diligent effort is needed to integrate and evolve different ways to improve attendance levels. The EEAP observed (also following discussions with the students) that besides the written exams and laboratory assignments, other student assessment methods (e.g., homework assignments, group projects) are also utilised in the curriculum and objectively weighted towards the final course grade. Most course frameworks (syllabi) describe the contents and currently utilised assessment criteria methods in detail. There is a mixture of low to moderate participation of students in the course evaluations since the introduction of the undergraduate programme in 2019-2020. Incoming students are informed via e-mail for their Academic Advisor as soon as they are admitted to the DoE. Both the University and the DoE have developed and operate the appropriate infrastructure/offices dedicated to supporting students and responding to their concerns.

II. Analysis

The EEAP noted the alternating (low to moderate) participation of students in the course evaluations. Nevertheless, it appears that there is an outlier (the EEAP hopes this to become a tendency and practice) towards an increase of student participation in course evaluations especially during the last academic semester (2020-2021 spring: 23%; 2021-2022 fall: 21%; 2021-22 spring: 22%; 2022-2023 fall: 15%; 2022-2023 spring: 59%), and this is attributed to the efforts of the Department. The EEAP expects the active student involvement in course evaluations and through their representatives in internal evaluation and continuous improvement of the study programme will increase as soon as students note changes induced by this process. The DoE appoints each faculty member to act as Academic Advisor for students for their entire length of studies. The DoE has an open-door policy of faculty toward students, and the EEAP was provided (by students and faculty) with several examples of the essential role and services offered by the Academic Advisor at DoE.

III. Conclusions

The DoE undergraduate programme is organised in a positive, student-centred learning environment that allows for variability in modes of delivery and offers flexible learning paths. The DoE should maintain (besides the final written exams) the additionally practised assessment methods and integrate them explicitly and entirely within the study programme. Introduction of additional assessment methods (e.g., πρόοδος partial performance/mid-term examinations) should be also evaluated. The DoE should further promote the role and services offered by the Academic Advisor and consider a formal assessment of Academic Advisors by students.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Maintain and even increase the number of courses that use enriched student assessment methods using multiple examination measurements with class expectations and grading communicated clearly in the curriculum.
- Implement strategies to increase student participation and confidence in course evaluations.
- Find ways to strengthen the participation and involvement of students and student representatives in the periodic internal evaluation and continuous improvement of the study programme.
- Maintain the good current practice and promote further the role and responsibilities of the Academic Advisor to the students. Encourage students to contact the Academic Advisor frequently. The use of the academic advisor services should be initiated by a mandatory meeting of all the incoming students with their advisor. Consider a formal assessment of Academic Advisors by students.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

Faculty and staff are dedicated to the programme's success, as demonstrated throughout the review, and confirmed by the stakeholders. The faculty's involvement and open-door policy have been critical to student success. Incoming students are primarily admitted via state examinations, and the DoE has no control over the number of admitted undergraduate students and their diverse background

in natural science subjects. Fieldwork training is part of several courses, and it is widely appreciated by the students. Student mobility within the ERASMUS+ programme is currently non-existent at DoE. The undergraduate thesis (Πτυχιακή Εργασία) at DoE corresponds to 12 ECTS and is formally not compulsory. The DoE provides some written guidelines for the contents and composition of the undergraduate thesis. A practical training/internship (Πρακτική Άσκηση) exists at DoE. The Department maintains a long list of collaborating stakeholders that offer practical training/internship, and the University has established a dedicated office. Currently, the graduates of the DoE have no professional rights formally established by law.

II. Analysis

The number of incoming students has decreased dramatically during the last two academic years (2019-2020: 233; 2020-2021: 203; 2021-2022: 33; and 2022-2023: 24 of which only 1 active student!) due to the imposed minimum grade admission requirements. Furthermore, there is very diverse to non-existent natural science background (in mathematics, physics, chemistry, biology) of admitted incoming students which affects and curtails the student progress potential and therefore, indirectly, the quality of the study programme. Once on campus, the Department offers incoming student orientation sessions that include information on the Department, faculty, staff, curriculum, expectations, and an overview of facilities, resources, and services available. Students are informed by e-mail of their allocated Student Advisor. Student progress is appropriately monitored. The Department website provides an overview of the programme, specializations, step-by-step instructions on admissions, expectations for graduation, and information about the facilities. Fieldwork training through offered courses is an essential part of every undergraduate study programme. The DoE offers 9 courses with field training and 12 courses with laboratory-work/exercises within the 38 compulsory courses, and 2 courses with field training within the 29 elective courses. The interviewed students expressed their satisfaction with the current level of field and laboratory training within the offered courses. Although both the University (dedicated office) and the DoE (staff member as focal person) have established the appropriate internal information framework, the student mobility and participation in professional development opportunities within the ERASMUS+ programme is currently non-existent. Reportedly (student feedback) to limited funding and partly since the new programme has only matured for 3.5 years. The EEAP expects that as the study programme matures, more students will seek ERASMUS+ programme opportunities abroad. Established bi-lateral collaborations between DoE and institutions abroad may further assist in this aspect. In contrast to the two other relevant departments in Greece (Department of Environment at University of Thessaly and Department of Environment at University of Aegean), students have the choice to replace the undergraduate thesis (Πτυχιακή Εργασία) at DoE (corresponding to 12 ECTS) with the selection of 3 elective courses (4 ECTS each; totalling to 12 ECTS). The EEAP considers this to create an imbalance between the similarly offered study programmes. The practical training/internship (Πρακτική Άσκηση) at DoE corresponds to two-months training but currently is not granted

with any ECTS. The EEAP considers this unfair and that the practical training/internship should be an individual course with corresponding ECTS workload. Both faculty staff and students have indicated a major concern and dissatisfaction as the Greek State has not yet established by law proper and adequate professional rights for the graduates of the DoE study programme.

III. **Conclusions**

The DoE should adequately evaluate the risks the current situation with low number of admitted students due to the State requirement imposes to the existence of the Department and address it to the Authorities. Fieldwork training and laboratory work through offered courses is an essential part of the provided experiential learning and skills to students, and the DoE should maintain and even try to expand the number of such courses. The undergraduate thesis (Πτυχιακή Εργασία) at DoE should be converted into compulsory. In this way, there are greater chances to succeed when requesting for equal professional rights among equivalent study programmes, and great links between teaching and research will be achieved. In the same context, the DoE should consider issuing a more substantial and extensive Thesis Handbook made available to students and clearly defining the requirements for thesis evaluation and structure. The DoE should grant the two-months practical training/internship (Πρακτική Άσκηση) with an ECTS workload. The practical training/internship should be viewed and valued as a first step towards the undergraduate thesis and/or the job market. The DoE should sustain efforts to increase the number of such opportunities (especially in the private sector). The Greek State should increase both the funds and the amount of compensation for the practical training and remove all hurdles between private and public sector stakeholders when deciding/distributing financial compensation for the practical training of the students. Stakeholders present at the site-visit meeting (mainly from the public sector) expressed their satisfaction with the broad knowledge spectrum of the students they receive for practical training/internship and their soft skills. Engagement of local stakeholders, mainly from the private sector, must be pursued and facilitated. Professional development activities are critical for student success, and the webpage and direct engagement opportunities can serve as a conduit for those. The DoE needs to consider the establishment of a “Stakeholders/Industry Liaison” (both from public and private sectors) with annual membership subscriptions that can be utilised towards student grants/scholarships and Department activities within the curriculum framework. Similarly, the DoE should also consider expanding further the current inviting external/guest lecturers to address topics in specialised scientific subjects and seminars. The DoE and University, together with the appropriate stakeholders and professional unions, should lobby and increase all efforts for the study programme graduates to gain by law the proper professional rights by the Greek State. The DoE should consider including this in the Department targets/KPIs and within the 4-year Strategic Plan. Proper professional rights for the graduates will increase the reputation of the Department and help attracting more students. The EEAP acknowledges the hard work of the faculty to create an inclusive environment for the students. It also acknowledges faculty dedication to programme success, and recommends that

they continue their mission to inspire, educate and train a diverse and inclusive next-generation workforce. In this context, faculty should intensify their efforts to engage students and student representatives for active involvement in the continuous improvement of the undergraduate study programme.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- Actively encourage and provide opportunities for student engagement and participation in professional development activities, including the ERASMUS+ programme despite limitations imposed by limited funding. The person(s) responsible for student mobility and the teaching staff should find additional and alternative ways (e.g., dedicated lectures, active website promotion etc.) to inform students about the benefits of participating in the ERASMUS+ network programme.
- The undergraduate thesis (Πτυχιακή Εργασία) should be converted into compulsory.
- The DoE should issue a more substantial and extensive Thesis Handbook that is made available to students whereby the quality requirements for implementing the thesis evaluation and structure are explicated.
- The DoE should consider upgrading the offered two-months practical training/internship (Πρακτική Άσκηση) as an individual course with corresponding ECTS.
- The Greek State should increase the funds and the compensation for practical training/internship.
- The DoE and University, together with the appropriate stakeholders and professional unions, should lobby and enhance all efforts for the study programme graduates to gain by law the proper professional rights by the Greek State. The DoE should consider including this in the Department targets/KPIs and within the 4-year Strategic Plan.
- The undergraduate study programme needs to include more soft skills training and greater experiential learning opportunities. Increase research experience through projects/grants/contracts and expose students to new technologies. This is critical moving forward for the long-term success and relevance of the programme. Practical training with private and public stakeholders is an excellent way to achieve this.
- Consider establishing a “Stakeholders/Industry Liaison” (both from public and private sectors) with annual membership subscriptions that may be utilised towards student grants and Department activities within the curriculum framework.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

There is a set of eligibility criteria in place for the teaching staff who participate in the programme. The letter of the law is followed in all cases (v. 4405/2026, v. 4452/2017, v. 4521/2018 και v. 4957/2022) along with the use of the archive of internal and external experts as approved by the DoE and the University faculty general assembly. The promotion and tenure processes are managed through APELLA. The selection of specialisations for new members of the faculty is based on the long-term goals of the department. There are professional development opportunities for the faculty primarily through collaborations with faculty of other institutions. The teaching staff mobility is encouraged using ERASMUS+ or collaborations within the University or with external institutions. For the year 2022-23 there were 68 collaborations with internal entities and 84 external entities including 32 countries. The workload of the teaching staff is appropriate and allows for engagement in research activities. The weekly teaching workload is set at 6 - 13 hours of instruction per week (average: 7.38 hours/week) for undergraduate

instruction. There is evidence of linking teaching with research as demonstrated by the numerous studies completed by students, presentations in conferences, and published articles with the participation of students. The teaching staff is regularly evaluated by the students through surveys. The surveys are anonymous and conducted under the supervision of the Quality Assurance Unit (QAU). The departmental averages for the academic years 2020-2023 on a scale 1-5 were for the theoretical courses: 3.95 – 4.29 and for laboratories: 3.81 – 4.28. The rate of participation reached 59% during the academic year 2022-23. The programme/academic unit has defined a research strategy focusing on specific scientific areas based on the established thematic laboratories on the DoE with supplemental knowledge areas supporting the field of the environment. The performance of the teaching staff in research is rated in average at 15.56 using the Google Scholar h-index.

II. Analysis

The hiring processes in place are based on the existing law and followed and the DoE appears to attract very high-level applicants with focus of specialisation matching the needs of the department. The success of the department in acquiring the best candidates is also due to the fact they complete the processes quickly and efficiently. Although there is mobility of the teaching staff the opportunities through ERASMUS+ are underutilized based on the numbers reported. The teaching load reported is based on undergraduate courses. What is not reported is the time devoted to graduate level courses. It is difficult to evaluate the effect of the overall teaching load on the time available to be focused on research activities. The evaluation of the teaching activity is consistent, and the student feedback is taken seriously by the instructors as stated by students who mentioned that they have seen improvements in class based on their feedback. The QAU along with the department chair address issues with individual faculty as they arise. We anticipate improvement of the research ratings as the department matures through the years.

III. Conclusions

The DoE is compliant with established processes for the hiring of new faculty and according to its strategic goals centred on the environment as the focus. The department supports opportunities for professional development linking teaching with research activities for the faculty. It was observed high variability in faculty research performance. The teaching activities are evaluated by the students consistently and the feedback loop results in course improvements. The research has an opportunity to increase through mobility and collaborations within and outside the department.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- The faculty should take advantage of ERASMUS+ to increase mobility when possible.
- Professional development for faculty in terms of alternative/innovative teaching techniques and methodologies is recommended.
- With the support of the DoE all faculty should attempt to maintain high level of research activity.
- The Department should consider annual teaching and research awards for excellence based on transparent and objective criteria.
- Consideration should be given to introduce informal midterm course evaluations.
- All courses should have midterm exams or some type of progressive grading series.
- The learning objectives for each course framework (syllabus) should be limited to 12 or less and should be student centred, active, and measurable.
- Efforts should be made to add supportive specialized technical instructional personnel.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, 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 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. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

I. Findings

The DoE is housed in a relatively new building with three floors and total area of 5500 m², located approximately 2.8 km from the city with additional areas of 3000 m² compliant with requirements for persons with special needs. The hours of operation during weekdays of the building are 7:30 - 21.00, with constant presence of security guard. Special access to the building can be granted during after-hours and weekends. The building is equipped with central heating/cooling, fire prevention, elevators, generator, Wi-Fi, and projectors in the classrooms/laboratories. There are 21 lecture rooms (952 seats) including a large auditorium, 11 laboratories (240) seats, one room for the student body association, a dining room, a library (100 seats) equipped with computers and web access. The library is supported primarily by graduate students and operates with limited hours

each day. There is also adequate number of offices and auxiliary spaces. The department is sufficiently equipped with mostly up to date scientific equipment necessary for teaching and research. There is also sufficient information technology infrastructure, but further technical support is needed. There are several student support services such as career counselling, student welfare, learning support, legal support, international affairs, etc. Most such services are supported through the Ionian University central offices, but there are individuals in the DoE who coordinate access to students. The most important unresolved issue is housing which is absent and critical due to the peculiar circumstances of the location which is a tourist destination making house availability and affordability a serious problem. There are no student dormitories on Zakynthos Island. There is a dining hall for student and staff on the campus. Several options exist in support of educational needs of the students such as an academic advisor, tutoring by graduate students on the theoretical and laboratory topics, additional hours of instruction by members of the faculty as needed, and special support by graduate students on the development of the written report and the presentation of the thesis. Information for all these services is disseminated widely and students are aware of these opportunities. The administrative staff is competent and able to ensure the smooth operation of the student support services but additional personnel is needed. Transportation to the city is available with a discount.

II. Analysis

The DoE is housed in adequate building spaces based on the number of faculty and students. The main building needs consistent maintenance. The collection of equipment is impressive with most being up to date. The students have an established array of support services with learning support being based locally but several extended support services based on the Ionian University central location coordinated with the support of departmental liaisons, mainly individual faculty. The library holdings and access are limited and the same spaces doubles as study hall. The greatest need identified is the need of affordable housing as soon as possible and as close as possible to the campus, and construction of student dormitories is vital and urgent. We were informed that efforts are underway to solve this serious issue. In general, the students are supported by the faculty in different ways, and they have access to them for assistance and they are aware of what services are available to them. Consideration should be given in securing additional supportive personnel to coordinate student services where feasible.

III. Conclusions

The need of a permanent full-time librarian is significant and immediate, to allow for increased efficiency of services for students and extended hours of operation of the library. Student dormitories absence is a pressing issue.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- Student dormitories should be built urgently.
- All efforts should be made to secure financially reasonable housing for the students.
- The main building needs consistent maintenance.
- First-aid stations should be added in all labs and training should be provided to all laboratory personnel. Emergency drills should be frequent.
- Efforts should be made to hire a full-time librarian to support all functions of the library from further development of the library holding to expanding the hours of operation.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

The goal of QAU (Quality Assurance Unit), as defined by legislation 4957/2022, is to continuously enhance the quality of education and research in compliance with global practise, notably those of the European Higher Education Area and the HAHE recommendations.

The EEAP was provided with two internal evaluation reports for the 2019-2021 academic years.

The DoE maintains an integrated information system, in collaboration with QAU, for the collection and analysis of internal and external evaluation data.

The department annually collects data related to the research activity of faculty, available funds, student mobility, academic records etc.

Staff satisfaction and teaching method surveys are not conducted.

II. Analysis

Annual reports of several student quality indexes are composed by the departmental OMEA and forwarded to QAU for each academic year. The report includes extensive information for the academic body, each study cycle along with analysed data of student satisfaction surveys drawn from each academic term's questionnaires.

Each department in cooperation with QAU creates their own customised questionnaire where students answer anonymously online 26 questions for each module (separate theoretical and laboratory-based learning) on a 1-5 scale, along

with a text option for comments and feedback on both the module content and the professor. The student satisfaction surveys are processed by QAU (which lasts from 3 weeks to a month) then forwards the results to OMEA, the deputy head of department and each staff member.

For comparison analysis, faculty has the department average scores in addition to their individual ones. OMEA members have access to QAU online data from prior evaluations.

Provisions have been made for the collection of graduates' data, but as the current UGP currently has no alumni, it has not been applied yet. A recent "Career Day" organised by the department however, included TEI graduates as guest speakers.

Student satisfaction surveys have been significantly low in participation, in the 2021-2022 academic year when an average of 21.69% of registered students engaged. A low of 14.52% was followed by 59.46% participation, after previous student feedback was actioned upon. This significant increase could also be the result of the participation of a student representative in OMEA meetings.

III. Conclusions

The DoE uses an integrated system of data collection that aligns with the departmental quality assurance policy, informs the faculty assembly, the OMEA and QAU making a substantial contribution to strategic planning.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Student participation in the satisfaction surveys should be maintained and continue rising, to gather more accurate information.
- A midterm, anonymous, informal student satisfaction evaluation should be established. The results should provide information about features of good practices and areas of improvement so that faculty should enact them in the upcoming lectures of the semester.
- Conduct staff satisfaction surveys and forward them to QAU to enhance the visibility of faculty needs.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear, and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear, and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

Vital information about the department and the UGP are available online. The departmental website is organised in 7 categories. The main tabs consist of the following:

- Department
- Studies
- Research
- Student issues
- News
- Contact
- E-services

II. Analysis

The departmental website offers sufficient information in Greek and lacks on the English one. Most of the information is provided and covers institutional activities such as the new undergraduate program, intended learning outcomes for every module, degree awarded, graduate employment perspectives, teaching-learning procedures used and announcements. It also covers basic information about the issuing of academic ID, academic calendar, teaching timetable, infrastructure, research laboratories, and bus transportation to the institution.

Content is available both in Greek and English, however a discrepancy is found on the information quantity.

Active LinkedIn and Facebook profiles for the institution and a Facebook profile of the Department have been set up, raising visibility of events, lectures and accomplishments of students and staff.

Accessibility options (Text to Speech, Text Readability, Colour Contrast) are provided by pressing the appropriate button, making the website accessible to vision or hearing-impaired visitors.

The release of all information is subject to a quality control of OMEA, being responsible for the curation of the material.

III. Conclusions

Although the Department provides information about both teaching and departmental activities in Greek, the website should be more thorough and contain more content in English.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- Include ORCID and/or Scopus ID for each Staff member. Publications should be replaced with a link to ORCID.
- Homogenization of accessible information regarding faculty published work, collaborations, research area of interest and education in a way that the Greek version of the site mirrors the English one.
- More relevant information for prospective ERASMUS+ students might be found on the website. In particular, it should be simple to locate the English courses offered each semester. The website should provide all pertinent information for students who lack knowledge of Greek as the department advances and strives to improve its extroversion. An “International/Exchange students” button should be used.
- Include available office hours in faculty member profile (like the Greek version of Dean's profile).
- Introduce student e-services information on a separate tab (VPN, DELOS 365, Apothesis, helpdesk for students, Google apps for education etc.).
- Include student services on a separate tab (Career office, practical training office, student counselling support office etc.).
- Add internal evaluations on the departmental website.
- Introduce the multiple student organised teams such as the recently formed scuba diving or volunteering team, in order to promote the department to potential students.
- Change the e-services button icon as the current one is not clearly recognisable.
- Latin letters should be used as course code names. For example: ΤΠ-6005/1 to TP- in order to ease learning agreements for potential ERASMUS+ students.
- Design Social Media button prompts and create active social media accounts, to increase the visibility of the departmental online presence.
- Add links with information about the Ionian islands and Zakynthos.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new 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 programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum.*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process.*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders).*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes.*

Study Programme Compliance

I. Findings

The self-assessment of the program is based on procedures of observation and continuous improvement of the level of educational offerings along with supporting learning environment ensuring the current character of the program, and strategic goals of the institution. Factors considered for the assessment include the workload, progress through the degree process, expectations, needs, and assessment of the students, scientific/technological developments, societal and job market needs, and national, European, and international policies on the environment. The annual report is composed by the IQAS and submitted to the QAU for review and recommendations are shared with the faculty general assembly of the department. Decisions are made at the end of the academic year and are implemented at the beginning of the next academic year. The IQAS collects information from the delivery of the program through each semester along with scientific, technological, business, and societal developments. The unit collects all requests for changes to the program such as changes to the course content, course schedule/calendar, faculty workload, proposals for new courses, etc. Using the

student evaluations along with these requests a proposal is submitted to the faculty assembly.

II. Analysis

Through the process of internal review and continuous improvement plan the positive aspects of the program are reinforced such as: the addition of new courses based on scientific developments, the promotion of student participation in research, extension of collaborations with national and international sectors, involvements in external activities such as conferences, further development of the laboratory equipment, and connection with the graduate programs. For the mitigation of program weaknesses, immediate address of problems as identified with the program, remediation of knowledge gaps of the students through special seminars, extended office hours for the faculty to assist students in addition to the availability of the academic advisor, enrichment of learning materials, awareness of the students in terms of study, career, and living needs and opportunities. There is a strategically designed consideration for the improvement of courses using the course evaluations by students.

III. Conclusions

The self-assessment procedure of the programme is scheduled to take place annually. The outcomes of the self-assessment are properly recorded and submitted to the QAU of the Institution. The findings of the self-assessment are shared within the academic unit in the faculty assembly meeting. The self-assessments result in documented and communicated action plans through continuous improvement process.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The students' participation and the involvement of external stakeholders in the undergraduate study programme revisions should be enhanced further.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

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

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

The two undergraduate programs of the predecessor TEI Departments did not have an external evaluation. Following the instructions of HAHE to this Principle, the EEAP utilised the IQAS Accreditation Report (2021) of the IU.

I. Findings

The EEAP was provided with the two annual internal evaluation reports of the DoE for the years 2019-2020 and 2020-2021 that record the progress of the Department in the implementation of any recommendations.

II. Analysis

The IQAS Accreditation Report included several recommendations for improvement for the IU and the Departments within it. The QAU transmitted to the Departments of IU a progress report with eight recommendations. The DoE complies with most of the recommendations but, recommendation #3 was not applied yet with most faculty members showing no ORCID numbers and proper recording of their research in international databases. In addition, recommendation #8 about the establishment of Advisory Boards on both Institutional and Departmental levels with representatives from academia, local communities and industry is not yet fulfilled.

III. Conclusions

A few recommendations (#3, #8) of the IQAS Accreditation Report in 2021 have not been realized yet.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

All recommendations of the external evaluations at Institutional and Departmental levels should have a deadline for implementation.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme.*
- *The study regulations, template for the degree and the diploma supplement.*
- *Name list of teaching staff, status, subject and the course they teach / examine.*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented.*

Study Programme Compliance

I. Findings

On the departmental website all necessary information regarding the transition of the previous undergraduate programme of TEI is accessible.

From its prior TEI program to the current HEI program, which has been inspected and accredited by QAU, the Department has given an extensive transition plan. The new program officially started in the 2019–2020 academic year, and the Department is now responsible for the management of both programs. Students who were accepted into the TEI program were permitted to finish their studies under the original study plan (a 4-year program), and if they do not exceed the required number of years by more than 2, they are given an opportunity to be placed into the new HEI university program. Currently eight undergraduate students are in transition.

II. Analysis

The transitional process appears to have been adequately explained to the TEI program students and the professors have taken proactive measures to inform them of the situation. There are detailed descriptions of the fundamental prerequisites, relevant modules, application dates, and student application. According to previous TEI graduates who are successfully enrolled in the new UGP, the transition has benefited them.

A flaw in the present program is the lack of compulsory undergraduate thesis. It is the opinion of the EEAP to reverse this decision.

III. Conclusions

The EEAP deems the Department fully compliant regarding the student transition to the new programme.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

- Excellent and supportive relationships among students and academic and administrative staff is evident.
- Collaborative spirit and support among faculty.
- Readiness to cooperate, self-reflect, and improve.
- The DoE undergraduate programme has a broad-spectrum knowledge character that promotes and emphasises on interdisciplinary and holistic knowledge and education.
- The DoE is housed in a relatively new, purposely built building with appropriate scientific equipment and teaching facilities. The premises provide a good working environment with adequate space kept in satisfactory conditions.
- The quality assurance procedures by DoE include active student participation and involvement in OMEA.
- Strong ties of the Department with an extensive network of public and private sector stakeholders. Great satisfaction and appreciation of the stakeholders for the study programme.
- Excellent cooperation between the Department and MODIP.

II. Areas of Weakness

- The lack of a student dormitory.
- Absence of professional rights for DoE graduates by the Greek State.
- The undergraduate thesis (Πτυχιακή Εργασία) is not compulsory.
- The practical training/internship (Πρακτική Άσκηση) does not carry academic credit.
- There is no full-time librarian.
- The students do not take advantage of ERASMUS+.
- The website of DoE needs further development.

III. Recommendations for Follow-up Actions

- The strategy of the DoE should deal also with the social aspects of environmental science and since it is located on an island that is considered an international tourism destination.
- The SWOT analysis should include more social and economic aspects (similarly to PESTEL).

- Key performance indicators should be monitored in the long term and with the use of graphical analysis after some years of functioning.
- The consequences in high housing prices due to intense tourism, which students and staff cannot afford should have a rapid solution.
- The DoE should make all efforts to keep the target of 80 registered students/year.
- A four-year business plan should be more detailed and with a clear target for future development and should include actions, available resources, needs, earnings, a timeline and KPI.
- Develop long-term targets instead of focusing on short-term incremental improvements.
- Although established links between research and teaching in the undergraduate programme will become more evident as the programme matures, the DoE should maintain all efforts to further strengthen these links by regularly updating the course contents and enhance experiential learning opportunities for students.
- The stakeholders and external experts of the public and private sectors should be formally consulted for revisions and future planning of the study programme. We propose the development of an external advisory board to engage with the Department.
- The DoE should enforce fully standardized descriptions in all courses of the learning outcomes within the course frameworks (syllabi) and provide a more comprehensive English version of the Student Handbook fully comparable with the Greek version.
- The DoE undergraduate study programme should offer direct, quantitative comparisons to similar curricula in renowned European and global programmes and universities to meet self-imposed requirements for excellence and enhance its reputation and status.
- The DoE should consider including at least one high-level programming language as part of the curriculum offer of the Digital Skills Certificate.
- Maintain and even increase the number of courses that use enriched student assessment methods using multiple examination measurements with class expectations and grading communicated clearly in the curriculum.
- Implement strategies to increase student participation and confidence in course evaluations.
- Find ways to strengthen the participation and involvement of students and student representatives in the periodic internal evaluation and continuous improvement of the study programme.
- Maintain the good current practice and promote further to the students the role and responsibilities of the Academic Advisor. Encourage students to contact the Academic Advisor frequently. The use of the academic advisor services should be initiated by a mandatory meeting of all the incoming students with their advisor. Consider a formal assessment of Academic Advisors by students.
- Actively encourage and provide opportunities for student engagement and participation in professional development activities, including the ERASMUS+

programme despite limitations imposed by limited funding. The person(s) responsible for student mobility and the teaching staff should find additional and alternative ways (e.g., dedicated lectures, active website promotion etc.) to inform students about the benefits of participating in the ERASMUS+ network programme.

- The undergraduate thesis (Πτυχιακή Εργασία) should be converted into compulsory.
- The DoE should issue a more substantial and extensive Thesis Handbook that is made available to students whereby the quality requirements for implementing the thesis evaluation and structure are explicated.
- The DoE should consider upgrading the offered two-months practical training/internship (Πρακτική Άσκηση) as an individual course with corresponding ECTS.
- The Greek State should increase the funds and the compensation for practical training/internship.
- The DoE and University, together with the appropriate stakeholders and professional unions, should lobby and enhance all efforts for the study programme graduates to gain by law the proper professional rights by the Greek State. The DoE should consider including this in the Department targets/KPIs and within the 4-year Strategic Plan.
- The undergraduate study programme needs to include more soft skills training and greater experiential learning opportunities. Increase research experience through projects/grants/contracts and expose students to new technologies. This is critical moving forward for the long-term success and relevance of the programme. Practical training with private and public stakeholders is an excellent way to achieve this.
- Consider establishing a “Stakeholders/Industry Liaison” (both from public and private sectors) with annual membership subscriptions that may be utilised towards student grants and Department activities within the curriculum framework.
- The faculty should take advantage of ERASMUS+ to increase mobility when possible.
- Professional development for faculty in terms of alternative/innovative teaching techniques and methodologies is recommended.
- With the support of the DoE all faculty should attempt to maintain high level of research activity.
- The Department should consider annual teaching and research awards for excellence based on transparent and objective criteria.
- Consideration should be given to introduce informal midterm course evaluations.
- All courses should have midterm exams or some type of progressive grading series.
- The learning objectives for each course framework (syllabus) should be limited to 12 or less and should be student centred, active, and measurable.
- Efforts should be made to add supportive specialized technical instructional personnel.

- Student dormitories should be built urgently.
- All efforts should be made to secure financially reasonable housing for the students.
- The main building needs consistent maintenance.
- First-aid stations should be added in all labs and training should be provided to all laboratory personnel. Emergency drills should be frequent.
- Efforts should be made to hire a full-time librarian to support all functions of the library from further development of the library holding to expanding the hours of operation.
- Student participation in the satisfaction surveys should be maintained and continue rising, in order to gather more accurate information.
- A midterm, anonymous, informal student satisfaction evaluation should be established. The results should provide information about features of good practices and areas of improvement so that faculty should enact them in the upcoming lectures of the semester.
- Conduct staff satisfaction surveys and forward them to QAU to enhance the visibility of faculty needs.
- Include ORCID and/or Scopus ID for each Staff member. Publications should be replaced with a link to ORCID.
- Homogenization of accessible information regarding faculty published work, collaborations, research area of interest and education in a way that the Greek version of the site mirrors the English one.
- More relevant information for prospective ERASMUS+ students might be found on the website. In particular, it should be simple to locate the English courses offered each semester. The website should provide all pertinent information for students who lack knowledge of Greek as the department advances and strives to improve its extroversion. An “International/Exchange students” button should be used.
- Include available office hours in faculty member profile (like the Greek version of Dean's profile).
- Introduce student e-services information on a separate tab (VPN, DELOS 365, Apothesis, helpdesk for students, Google apps for education etc.).
- Include student services on a separate tab (Career office, practical training office, student counselling support office etc.).
- Add internal evaluations on the departmental website.
- Introduce the multiple student organised teams such as the recently formed scuba diving or volunteering team, in order to promote the department to potential students.
- Change the e-services button icon as the current one is not clearly recognisable.
- Latin letters should be used as course code names. For example: TP-6005/1 to TP-... in order to ease learning agreements for potential ERASMUS+ students.
- Design Social Media button prompts and create active social media accounts, to increase the visibility of the departmental online presence.
- Add link with information about the Ionian islands and Zakyntos.

- The students' participation and the involvement of external stakeholders in the undergraduate study programme revisions should be enhanced further.
- All recommendations of the external evaluations at Institutional and Departmental levels should have a deadline for implementation.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 8, 10 and 12.**

The Principles where substantial compliance has been achieved are: **5, 6, 7, 9 and 11.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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