



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

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

Biomedical Sciences

Institution: University of West Attica

Date: 13 May 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
Biomedical Sciences of the **University of West Attica (UNIWA)** 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 **Biomedical Sciences** of the **University of West Attica** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Thimios Mitsiadis (Chair)**
Universität Zürich, Switzerland

- 2. Prof. Emeritus Nikolaos Venizelos**
Örebro University, Sweden

- 3. Dr Nikos Ktistakis**
Babraham Institute, Cambridge, UK

- 4. Mr Georgios Noutsos (student)**
National and Kapodistrian University of Athens, Greece

II. Review Procedure and Documentation

The members of the External Evaluation and Accreditation panel for the review of the new undergraduate study programme (UGP) of the Biomedical Sciences Department of the University of West Attica (UNIWA) were selected from the Hellenic Authority for Higher Education (HAHE) of the Register of Independent Experts on February 2, 2023, in accordance with Laws 4009/2011 & 4653/2020. Official invitation letters were sent to panel members on April 12, 2023.

The external evaluation and accreditation reviews of the new UPG of Biomedical Sciences Department of UNIWA were implemented by on-site visit by the panel members, who evaluated the facilities on-site, met and discussed with the students and Staff members.

The evaluation/accreditation procedure was scheduled for the period from 8th to 13th May 2023. The site visit took place on the 8th and 9th May.

The panel received all relevant documentation from HAHE, including the guidelines regarding the purpose and standards for evaluation and quality accreditation of the new UGP of the Biomedical Sciences Department of UNIWA. The HAHE also forwarded a comprehensive set of documents related to the structure and organization of UNIWA and the Biomedical Sciences Department. The documents included a detailed description of the proposal of academic certification for the new UGP of the Biomedical Sciences Department, strategic planning, facilities, and services offered from UNIWA, and the School of Health and Care Sciences (SHCS). The documents also included a detailed description of the courses offered in each semester, departmental rules, examples of questionnaires assessing quality of teaching and regulations of internal quality assurance policies of internal evaluation reports in the new UGP of the Biomedical Sciences Department.

First day, 8th of May, 2023

09:30-11:30. Three of the Accreditation Panel members (Prof. Mitsiadis, Prof. Venizelos, Dr. Ktistakis) initiated the accreditation mission by a private meeting at Stratos Vassilikos Hotel, in order to schedule and discuss the content and structure of the final report and the allocation of the individual tasks. One member of the panel (Mr. Noutsos) participated in this session via Zoom.

11.30. Panel members (Prof. Mitsiadis, Prof. Venizelos, Dr. Ktistakis) were welcomed at the hotel by the president of the department, professor Chaniotis, and were transported with an electric mini bus belonging to UNIWA to the campus.

12:30-13:00. The site-visit started with a meeting at the conference room of the Biomedical Sciences Department. Mr Noutsos joined the panel there. The Rector of the

UNIWA Prof. Panagiotis E. Kaldis, the vice-Rector and President of Internal Quality Assurance Unit (MODIP), Prof. Efstathia Papageorgiou, and the Head of the Department, Prof. Dimitrios Chaniotis, welcomed the members of the panel. Thereafter, Prof. Efstathia Papageorgiou, gave a briefing on “The University of West Attica in numbers”. The presentation included Facilities, the five Divisions of the Department, Study Programmes, Students, Alumni, Teaching Staff, material and technical infrastructure.

Prof. Dimitrios Chaniotis initially presented a short overview of the Biomedical Sciences Department (including history, vision, philosophy, organization, Staff members, employment prospects, place on the academic map), followed by a short overview of the UGP, academic profile, current status, Strength Weakness Opportunity Threat (SWOT) analysis and presented possible areas of concern. Postgraduate studies, research activities, extroversion actions and contribution to the Community were also mentioned. The administrative Head of MODIP, Dr Marisa Sigala, was also present at the meeting.

13:15-15:15. The panel continued the on-site evaluation by meeting with the vice Rector President of MODIP, Prof. Papageorgiou, President of OMEA Associate Prof. Anastasios Kriebardis, the Head of the Department Prof. Dimitrios Chaniotis, and OMEA & MODIP representatives. The aim of this session was to discuss the degree of compliance of the Undergraduate Programme with the Standards for Quality Accreditation including review of students’ assignments, thesis, examination materials and papers.

The President of OMEA Associate Prof. Anastasios Kriebardis then briefly presented:

- **The Quality Policy of the Department**, including Mission – Vision – Values/Axes – Quality Policy Guidelines, Publication of Quality Policy, Planning, Approval and Quality Monitoring of the UGP, Promotion of Continuous Improvement.
- **The Design, Approval and Quality Monitoring of New UGP**, including, Curriculum Structure, Course Categories, Learning Outcomes, ECTS Award Procedure, Traineeships, Mobility, Relevance to the Labour Market – Employment of Graduates in the Labour Market, Curriculum Guide – Outlines, Amendments to the Programme by the Commission, GA and MODIP.

Assistant Prof. Antonios Theocharopoulos briefly spoke on “**Student-Centred Learning in Teaching and Student Assessment**”, including, Basic Principles of Student-Centred Learning, teaching methods and learning strategies/tools, Evaluation of Student Performance, Evaluation process of the Undergraduate Programme by students, Rules of Procedure of the Academic Advisor, Regulation of Operation and Management of Complaints and Objections of Students, Thesis/Internship and Respect for Diversity.

Assistant Prof. Pericles Papavasileiou briefly spoke on **Admission, Attendance, Recognition of Academics Qualifications and Award of Degree Title and Certificate of Skills of The New UGP**, including support for new students, student information, student progress monitoring, mobility (classical – international – internal Erasmus+), attendance,

implementation of credit transfer system, quality standards of dissertation, internship, faculty advisor regulation for Students with Disabilities, Diploma Supplement Form.

Assistant Prof. Athina Plakitsi spoke on **Ensuring the adequacy and high quality of teaching staff**, including procedures and criteria for selection, categories of teaching staff, regulations or employment contracts, staff obligation, mobility, extroversion, support and staff development, quality of teaching and scientific work, evaluation of faculty (e.g. Google Scholar, Scopus)

Members of OMEA and MODIP also in attendance were Dr. Marisa Sigala (MODIP staff) and Professor Vasiliki Kefala (OMEA).

16:15-17:00 The panel met with teaching staff members, and discussed professional development opportunities, mobility, workload, evaluation by students, competence and adequacy of the staff to ensure learning outcomes, links between teaching and research, staff's involvement in applied research, projects and research activities directly related to the programme, possible areas of weakness.

Teaching staff members in attendance were Professor Fragiski Anthouli-Anagnostopoulou, Professor Antonios Probonas, Associate Professor Apostolos Beloukas, Associate Professor Constantinos Ninos, Associate Professor Petros Karkalousos, Associate Professor Evangelos Pateras, Associate Professor Efstathios Rallis, Assistant Professor Constantinos Karabatsas, Assistant Professor Myrsini Balafouta and Assistant Professor Spyridon Papageorgiou.

Second Day 9th May, 2023

09:30-10:15 The panel was welcomed at the hotel by Dr Sigala and travelled to the campus. They met 10 Biomedical Sciences students (2 on degree, 2 from 8th semester, 5 from 6th semester, and 2 from 4th semester representing all 5 divisions of the UGP). The panel discussed among other topics, the students' satisfaction, experience, and access to facilities of the Department and the University. Furthermore, the panel discussed their participation in quality assurance procedures, and their use of athletic and pastoral activities.

10:30-11:30 The panel continued the programme by visiting classrooms, lecture halls, the library, computer rooms, laboratories where students were being taught, and other facilities ensuring a successful provision of the programme.

Administration and staff in attendance were, Professor Athanasia Varvaresou, Associate Professor Christina Fountzoula, Associate Professor Efstathios Rallis, Assistant Professor Myrsini Balafouta, Lecturers Alexandra Ioannidou, Eleni Kosma, Apostolos Papadopoulos, Dr Vasileios Birtsas, Dr Sotirios Fortis, Dr Panagoula Pavlou, Dr Konstantinos Dimitriadis, and special laboratory and teaching staff, Eleni Andreou, Eleni Gamvria and Fani Biskanaki.

11:30-12:15 The panel continued the meeting with external stakeholders/social partners from the private and the public sector, discussing their relations with the UGP.

In attendance were, Dr. Efthimia Pavlou, Head of the Department of Blood Bank and Haemophilia Unit, Hippokration Hospital, Mr. Panagiotis Drosos MSc., Karyo, Molecular Diagnostics Laboratory, Dr. Vassiliki Raikou, Julliette Armand, Cosmetics Industry, Mr Leonidas Dimitriou, Dental Technologist, Self-employed (private dental technology lab), Mr Kyriakos Abatzoglou, Dental Technologist, Self-employed (private dental technology lab), Dr. Charilaos Kantsos, visiting teacher Radioanatomy (in Laboratory of Radiology), Dr Charalambos Koulas, Ophthalmologist, Scientist responsible of Attiko Ophthalmological Centre, Mrs Stelia Georgiadou Optometrist, Scientist responsible at the Laser Vision Ophthalmological Centre, Professor Eirini Panderi, Pharmaceutical School, NKUA, Mr. Chris Ladopoulos, Managing Director RESULTMED LIMITED. Last two stakeholders were present via zoom.

14:30-18:00 The panel met the OMEA & MODIP representatives and staff, discussed points/findings, which need further clarification.

OMEA & MODIP representatives and staff members in attendance: Rector, Professor Panagiotis E. Kaldis, Professor Efstathia Papageorgiou (Vice Rector/President of MODIP), Professor Dimitrios Chaniotis, Head of the Department, Dr. Marisa Sigala (MODIP staff), Associate Professor Anastasios Kriebardis (President of OMEA), Professor Vasiliki Kefala, Assistant Professor Antonios Theocharopoulos, Assistant Professor Pericles Papavasileiou, Assistant Professor Athina Plakitsi.

The panel expressed their gratitude to the faculty and the administrative staff of MODIP OMEA for the professional organization of the evaluation visit and their constant availability and help in whatever the panel needed. The panel found an open-minded attitude and a cooperative posture of the faculty members, students, and external stakeholders/social partners. All were actively engaged in the accreditation process.

Third to Sixth Day, May 10-13, 2023

The panel met at the Hotel and worked on the draft of the Accreditation Report of the UGP of the UNIWA.

III. Profile of the New Undergraduate Study Programme

The University of West Attica (UNIWA) was founded in March 2018 by the National Law 4521. The newly established University came from the merging process of the former Technological Educational Institute (TEI) of Athens and Piraeus University of Applied Sciences. In 2019, the National School of Public Health joined the newly established university. UNIWA operates with high educational and research standards and strives to respond to the ever-increasing demands of a modern society for the creation of executives that have attained a solid scientific and technological background.

Today, UNIWA includes 27 departments, organized into 6 Schools. The School of Public Health, the School of Management, Economics and Social Sciences, the School of Food Sciences, the School of Health and Welfare Sciences, the School of Applied Arts and Culture and the School of Engineering. The newly established university is the third largest in the country in terms of student numbers. It has approximately 57800 undergraduate, 5500 postgraduate and 780 doctoral students. UNIWA has expanded to three Campuses within the metropolitan region of Athens. The Egaleo Park Campus & the Ancient Olive Grove Campus, both located in the Municipality of Egaleo, and the Athens Campus that is in the Municipality of Athens.

Postgraduate education is a high priority at UNIWA and offers a wide range of programmes (departmental, interdepartmental, inter-institutional and interstate ones), covering a variety of scientific and professional fields, thus enabling graduates to achieve competence in science and be well trained for the labour market.

The Department of Biomedical Sciences of UNIWA was founded by the fusion departments belonging to the TEI of Athens and Piraeus in March 2018 by the National Law (4521/2018). The five current Divisions are (1) Aesthetics and Cosmetology, (2) Radiology and Radiotherapy, (3) Medical Laboratories, (4) Dental Technology and (5) Optics and Optometry. The average number of students admitted to the Biomedical Sciences programme ranges from 400 to 420 per year. The department stated that about 2840 students are trained annually.

The aim of the Department is to provide comprehensive academic knowledge and technical training in the fields of Aesthetics and Cosmetology, Radiology and Radiotherapy, Medical Laboratories, Dental Technology, Optics and Optometry. According to the new UGP, the first 3 semesters are common for all students and they then choose specialised training for the next five plus semesters.

The aims of the new UGP are:

1. Adequate knowledge of the sciences on which the activities of Biomedical Sciences are based.
2. Adequate knowledge of professional ethics and legislation.
3. Detailed knowledge of biological function, anatomy, and physiology.
4. Clinical skills in recognized institutions under the supervision of specialised personnel in Biomedical Sciences.

5. Adequate knowledge of the training of related specialties in health sciences.

The UGP also offers innovative courses in technology applications and intelligent technology applications in Biomedical Sciences.

Upon successful completion of the studies, the students receive the Diploma in Biomedical Sciences

The UGP Biomedical Sciences Department is composed of 49 staff members (12 Professors, 14 Associate Professors, 12 Assistant Professors, 11 Lecturers), 4 special technical laboratory Staff members, 4 Faculty members of other Departments and 8 administrative staff members.

In addition to the five Divisions, the Department operates the Interinstitutional Postgraduate Programme "Cell and Gene Therapies" in collaboration with the Medical School of the University of Patras. In addition, it operates the autonomous Postgraduate Programme "Applications of Biomedical Technology in Infertility – Male and Female Factor" and "Educational Sciences through Innovative Technologies and Biomedical Approaches."

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

The Biomedical Sciences Department of UNIWA was founded by the fusion of Departments belonging to the TEI of Athens and Piraeus in March 2018 by the National Law (4521/2018). The five current Divisions are: (1) Aesthetics and Cosmetology, (2) Radiology and Radiotherapy, (3) Medical Laboratories, (4) Dental Technology and (5) Optics and Optometry. The average number of students admitted per year to the UGP of Biomedical Sciences ranges from 400 to 420. The total amount of students trained by the Department during the 8 semesters reaches the 2840 students.

The mission of the Biomedical Sciences Department is to provide comprehensive academic knowledge and technical/clinical training in the fields of Aesthetics and Cosmetology, Radiology and Radiotherapy, Medical Laboratories, Dental Technology, Optics and Optometry. According to the new UGP, the first 3 semesters are common for all students. The following five semesters are dedicated to their specialised training. More details concerning the aims of the new UGP are described under Part A, session III.

The Department has a clear strategy with focuses on the five Divisions to provide:

- High-level basic knowledge and skills within the Biomedical Sciences area, useful for the diagnosis and treatment of human pathophysiology.
- Knowledge of special infrastructure and specialised skills in the specific disciplines of the five Divisions.
- The ability to choose a Division, with possibility to change the chosen Division if necessary.
- The possibility of obtaining a general Bachelor's degree upon completing 240 ECTS.
- The ability to attend postgraduate programmes, and the preparation for doctoral studies.
- High-quality education in a student-centred learning approach, using simulations, specifically focuses on subjects included on the five Biomedical Divisions, seeking the improvement of the curriculum on an on-going basis, following international trends and national needs.
- Effectively the human resources and the 'know-how'/experience of Staff, next to improvements in the infrastructure, by attracting high-quality Faculty, improvement in teaching and learning facilities, to invest in innovation and digital transformation and further enhancement of support services.
- By reaching out the research to communities, to expand knowledge and experience at an international level, to generate knowledge investing high-quality research, to connect research with the student learning and publication/dissemination of the Department's research outputs.

The students take active part in the decision-making of the Department (through 'sinelefsi'), they evaluate the educational provision annually, and they provide feedback for further development of the UGP. The Department has several appropriate committees to oversee the UGP, including student engagement. For the programme planning national and international programmes have been reviewed as well as European professional standards and competences required. Staff members of the Department meet the qualifications of any other University Staff.

Besides the theoretical part of education, the Department has a strong element of students' training in laboratory/technical and clinical practice skills, which is well developed and cohesive. A website exists for the Department and provides detailed information across areas of interest (<https://bisc.uniwa.gr/>). Teaching is realised mainly through on-site face-to-face activities. Assessment is mainly through written exams, combined with essays, literature reviews, case study discussions, tutorials, and others. Education and learning are supported using also online and digital material, as the e-student platform, e-class system, Microsoft Teams, Zoom, Moodle etc. All these services are provided by the UNIWA. Sometimes, the teaching takes place in the research laboratories.

The Department has 49 full-time academic Staff (12 Professors, 14 Associate Professors, 12 Assistant Professors and 11 Lecturers), 4 special technical laboratory Staff members, 4 Faculty members of other Departments and 8 administrative Staff members. In addition, the Department has 88 Scientific Associates, 4 EDIP, 4 ETEP and 8 DP.

Postgraduate programme

The Department has established a legal framework for assignment, preparation, supervision and evaluation. <https://bisc.uniwa.gr/announcements/aitisi-gia-ekponisi-didaktorikis-diatrivis/>, and has *de facto* registered 692 Postgraduate students and 60 PhD candidates.

In addition, the Department has 6 well equipped research laboratories, and operates 8 defined postgraduate programmes. The "Cell and Gene Therapies", an Inter-institutional Postgraduate Programme, in collaboration with the Medical School of the University of Patras; "Applications of Biomedical Technology in Infertility – Male and Female Factor", an autonomous Postgraduate Program; the "Educational Sciences through Innovative Technologies and Biomedical Approaches"; "Advanced Aesthetics and Cosmetology"; "Development – Quality Control and Safety of New Cosmetic Products"; "Modern Prosthetic Dental Technology"; "Modern Applications in Medical Imaging". (<https://bisc.uniwa.gr/en/studies/postgraduate-studies/>).

The Institution provides infrastructures, equipment, buildings, classrooms, supervisory tools and 19 subdivisions of services.

The UGP meets current market needs. The output from this UGP is of high quality and the students receive a range of learning experiences allowing them to develop their professional careers further.

The PhD programme attracts a significant number of students (60 PhD candidates). The Staff supervise and support the students to complete their PhD studies.

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	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
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

To expand the on-going internationalisation and quality of the UGP, it is necessary the enhancement of collaboration with national and international Institutions, clinics and partners. Similarly, it is important the organisation of international conferences, workshops, symposia etc. Enhance Staff and students Institutional exchanges through the Erasmus+ programme. Offer selected courses and lectures at the Postgraduate programme in English.

There is limited information in English regarding the postgraduate programmes on the website, and not all links work. Therefore, there is an urgent need for significant improvement of the Department's website.

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

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

UNIWA has presented and used all the essential tools/committees for a substantial, pragmatic, and implementable quality assurance process. The Institution, demonstrated to have an adequacy and quality of the academic units' resources and a suitable structure and organisation of the Biomedical UGP curriculum. In addition, demonstrated qualified Staff, and an excellent quality support and services by the academic units' adequate administrative personnel. The Institution conducts annually an internal evaluation of the new UGP, realised by the Internal Evaluation Group (MODIP) in collaboration with the Quality Assurance Unit (OMEA) of the Institution. The whole efforts are based on the current legislation and the relevant European Directives. MODIP and OMEA are established and are in full operation. The General Assembly of the Department are dutifully involved in the control process, thus ensuring transparency and a more general consensus process for the best implementation of the objectives. These two bodies operate and control the whole process with regular consensus meetings ensuring that the expected result of quality education inevitably becomes possible. At the same time, the vision, mission, and values of the Department guarantee the high-quality academic and technical education.

Both student-centeredness and quality education were implicitly but clearly assured through the conversations of the panel had with students of various years and specialisations.

Members of the faculty of the UGP of the Biomedical Sciences Department work towards the same goals, in order to provide high quality and state-of-the-art teaching. The panel finds the Faculty members very enthusiastic and satisfied in their work, and seek continuous improvement, which is a constant requirement of the Department. It is also pointed out that the five Divisions of the Department seek to implement the quality policy, which is fully consistent with international guidelines.

Students evaluate the quality of lectures electronically. Statistical analyses of the evaluation data are available.

Administrative services of UNIWA are available and provide to the students all necessary documentation (e.g., provision of hard copy of diplomas, certificates, and transcripts in both Greek and English). The University has established procedures to address student welfare issues, such as specialised Staff for students' consultation in case of extenuating or troubling circumstances.

Faculty members and administrators of the Department appeared committed to ensuring the high-quality services for students' support. The Quality Assurance Policy of the Department is made public, disseminated, and constantly announced to the faculty members (ΔΕΠ, ΕΔΙΠ, ΕΤΑΠ), administrative employees and students so that they all take responsibility of the quality assurance that belongs to them.

The panel notes that MODIP is staffed by professionals and this helps in its excellent function.

Communication to students takes place by publishing on the Department' Quality Policy Website (<https://bisc.uniwa.gr/studies/politiki-poiotitas-programmatos-proptychiakon-spydon/>).

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

It is well known that quality improvement is a continuous process, EEAP recommends a written assurance that constant efforts to maintain and improve quality are necessary to sustain and improve quality.

Because of the high number of students (about 420 students), the high quality of the studies within the 5 divisions of the Department maybe vulnerable. This can result in challenges to keep the high quality of academic and technical teaching.

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

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

- *Senate 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 outlines*
- *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

The new UGP of the Department of Biomedical Sciences UNIWA has been prepared based on the corresponding study programmes of international Departments, following recent research in each subject specialised in the 5 divisions topics and considering the instructions of the Hellenic Quality Assurance and Accreditation Authority (ADIP).

The duration of studies at the Department of Biomedical Sciences is 8 semesters: Three joint semesters with General basic knowledge courses that provide the students with general knowledge in the field of Biomedical Sciences, corresponding to 90 ECTS. This is followed by five semesters for each Division, with specialty courses and special infrastructure courses (compulsory and/or elective) that includes specialisation courses (ME) and special Infrastructure (MEY), compulsory (Y) and/or elective (E) courses for each direction of 150 credits (ECTS).

According to the Government Gazette Issue B' 285 / 07.02.2019, the Department of Biomedical Sciences operates 5 divisions:

1. Aesthetics and Cosmetology.
2. Radiology Radiotherapy.
3. Medical Laboratories.
4. Dental Technology.
5. Optics and Optometry.

Upon completion of their UGP, students obtain:

- High-level basic knowledge and skills based on Biomedical Sciences, useful for the diagnosis and treatment of human pathophysiology.
- Knowledge of special infrastructure and specialisation in the disciplines of the Divisions.
- The ability to choose Division with possibility to change Division if necessary.
- The possibility of obtaining a general bachelor's degree after completing courses of a total 240 ECTS.
- The ability to attend postgraduate programmes, and preparation for doctoral studies.

The purpose of the Department of Biomedical Sciences is to provide high-quality courses for the education and clinical training of students with high level knowledge, abilities and skills in science and technology.

An important element in the structure of the UGP is the introduction of courses for the acquisition of digital skills.

The Department of Biomedical Sciences offers eight defined postgraduate programmes.

The Head of the Department informs students about student mobility issues. Information on the Erasmus+ programme can be found in the Department's website, [in eclass https://eclass.uniwa.gr/](https://eclass.uniwa.gr/) and website of the [ERASMUS office of the University](#).

The quality policy of the Department enhances the international mobility of students as a mechanism of professional training, scientific extroversion, and wider intellectual cultivation. The students of the Department participate every year in the Erasmus+ programme in the context of mobility for studies. Despite this only 20 students from the Department participated in Erasmus+.

The Department maintains more than 37 cooperation contracts with educational institutions in Europe.

The Department carries out internships in private and public institutions. For its optimal connection with the labour market and the increase of the employability of our graduates, it is set to last four months, [Internship Website http://practice.bisc.uniwa.gr/](http://practice.bisc.uniwa.gr/), [University Internship Office](#).

Traineeships can take place in organisation's abroad, through the Erasmus+ mobility programme. When the students were asked if they were satisfied, the answer was positive.

The linking of teaching and research is appropriate. The Department offers eight different postgraduate programmes connected to research projects.

The international experience of the Department's UGP with similar disciplines is satisfactory. There is relevance with other respective programmes of both domestic and foreign Universities, i.e., University of Hull, Queen's University Belfast, Kingston University, Leeds Beckett University.

The Mentoring Programme of the Department of Connection, Mediation & Innovation of the UNIWA, supports with knowledge and experience the final year students and young graduates in their transition from the educational field to the labour market. Mentoring programme is attended by professionals and entrepreneurs, former graduates of both the former Universities of Piraeus T.T., T.E.I. of Athens and the UNIWA.

The data provided on the employment of graduates by the Department were detailed, taking also into account the needs of external stakeholders from the public and private Hospitals/sectors. The prospects for professional employment for graduates of the Department appear to be very promising, for all five divisions, ensuring professional security.

The Department provides an excellent and detailed list of the employments name, academic ranking, subject and area of teaching, the areas of specialisation, and its relation to the courses taught on the graduates.

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

The panel judges that the actually number of Faculty is currently appropriate. However, since this is a new Department Faculty should be sensitive to the fact that additional staff members maybe need to be recruited in the future, in order to keep high quality education.

The Department should be more aggressive in their policy in the mobility through the Erasmus+ programme.

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

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

Teaching and learning are underpinned by student-centered learning (SCL). It was confirmed by the students that the academic Department's curriculum plays a dominant role in SCL. Almost all participating Staff embraced SCL and reported benefits. They acknowledged excellent relationships with students, positive and dynamic attitude, and special learning to individual needs. Through a student-centered approach Staff teach academic and technical content alongside crucial life needs and moral values.

Teaching and learning are flexible and uses a variety of pedagogical tools for facilitating the achievement of planned learning outcomes. The methods of teaching and learning are innovative and diverse and collectively facilitate a friendly learning environment. The panel was also informed about the existence of awards upon graduation for students excelled during the UGP studies.

The Department regularly evaluates the quality and effectiveness of teaching, as documented especially through electronic student surveys, and uses these in a formative manner to improve teaching. During visits to the laboratories the panel was impressed to see a large variety of techniques and modern equipment for the benefit of students. During the pandemic it was an impressive transition towards electronic education (e-learning) that was realised within only one week. The Faculty is fully committed to their academic roles, and they show appropriate professionalism and integrity. Assessment is

done with clearly defined criteria and follows a specific regulation, which is outlined on the webpage.

The Department respects the diversity of the students and applies a fair approach to all. As mentioned above, MODIP utilizes online anonymous questionnaires allowing students to evaluate the quality of teaching. These questionnaires are analysed and are taken into serious consideration by the Staff for course modification. In UNIWA the Centre for Teaching and Learning ensures the quality of studies. The academic tutor is in place (30 students per 1 Faculty) who provides a valuable guide to every student, but he/she is relatively underused. However, the students indicated that they feel encouraged to talk to Faculty members informally. There is also a formal way of dealing with student complaints, swiftly and efficiently. The students verified the presence of such a procedure, but they never felt the need to utilize it, as Staff carefully heard their requests. The Faculty knows the students personally, and communicate with them openly and with respect.

The panel also reviewed documentation of questionnaires for assessment by the students, regulation for dealing with students' complaints and appeals, regulation for the function of the academic advisor and reference to the planned teaching modes and assessment methods in the supporting material of the Department.

In addition, the teaching methods, tools and material used in teaching are up-to-date and support the use of modern educational technologies. The students are facilitated to develop their digital skill competencies via tutorials and workshops offered by the librarian and by offering IT support. In addition, the Department is equipped with state-of-the-art technology (Anatomege, live imaging in Nanotechnology, scanners, etc.), to provide essential clinical and technical skills to all students.

The Faculty uses digital platforms to assist in effective teaching and communication with their students (E-Class, Moodle and Zoom).

Although the students are encouraged by the Faculty to take an active role in participating in the committees that design and revise the curriculum, the students have not any representative. Assessments correspond to the European Qualifications Framework (EQF) and are incorporated by a variety of methods: a) written exams (open questions, multiple-choice questions), b) quizzes, c) essays and projects, d) laboratory work, and e) oral presentations. Therefore, the teaching offered in the Department is suitable for the needs and specificities of each Division and encourages a very good level of technical expertise.

The panel is pleased with the Team-learning approaches of the Department. Staff members are well versed in the student-centered approach in terms of teaching. They have set a combination of theory, practical/technical and clinical training to address all aspects. The students are active partners in the process of learning as evidenced by the presented material and of the on-site visit. All assessment criteria are predicted in the

course outlines, and they are published in advance in the E-class platform of each of the Faculty members. MODIP organizes centrally anonymous questionnaires addressing the effectiveness of teaching and the adequacy of the teaching personnel. These are communicated every semester to the Faculty and to the Chair of the Department and OMEA, who holds formative meetings with Staff members.

There is an academic tutor assigned to students at the start of each academic year. The student communicates regularly with the tutor, and we have seen examples of these interactions with the meeting with OMEA.

The formal procedure for complaints is clearly communicated and published on the webpage of the department. It escalated actions to address student complaints, which are taken very seriously.

The UGP is delivered in a student-centered approach.

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

The Department of UNIWA has substantially achieved the stated purposes through an appropriate UGP and gives reasonable evidence that it will continue to do so in the foreseeable future. A main issue that should improve UGP function is the participation of student representatives to the Faculty Senate and the evaluation panels.

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

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

The study programme of the Biomedical Sciences department of West Attica University was very clearly documented in the material provided before the meeting, and very clearly explained during the presentations. Students are admitted after the National Examination, and in general they achieve high grades, in many cases higher than related departments from older Universities. The recent regulation requiring a minimum grade in the National Exams in order to be admitted for University studies did not influence this Department since their students already achieve high grades. Approximately 400 students are admitted each year, and, according to our discussions, this is a manageable number.

Upon entrance, students are enrolled in a common programme of study for the first 1.5 years; subsequently they pick one of five orientations, (1) Aesthetics and Cosmetology, (2)

Radiology and Radiotherapy, (3) Medical Laboratories, (4) Dental Technology and (5) Optics and Optometry.

Monitoring of students' progress is followed by the Staff members, both informally and formally via the newly-established faculty advisor. Each advisor is responsible for approximately 30 students.

It is noteworthy that the overall grades achieved by the students are high (average above 7) and that most students are expected to graduate within 4+2 years. Of note, since the department is only 4 years old, such statistics will become more reliable in later years.

The requirements for successful completion of the course of studies are clearly stated, including the requirement for thesis work as well as the opportunity of practical training (clinical or otherwise). We noted that the number of students electing to go abroad with Erasmus is still low (between 20-25 students each year have gone abroad) but this is something likely to change as the pandemic is finished and more students are aware of the opportunity.

Upon completion of studies, the students obtain a diploma and a certificate (Παραρτημα Διπλωματος, Diploma Certificate) which can be used for further education or employment. This process is well streamlined.

The review panel did not identify any specific problems related to this Principle, and were impressed with the degree of satisfaction of the students with their 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	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

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

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

The department relies on approximately 50 full time faculty members and a large number (approximately 50) of external Faculty who teach specific courses. It is noteworthy that many Faculty are medical doctors or professionals in areas that are taught in the department. Finally, the gender ratio, as well as the gender equality as seen by the leadership positions in the Department are exemplary.

The characteristics of the teaching staff of the Biomedical Sciences department of West Attica University needs to be seen in the context of the previous histories of the separate TEI Departments that came together to create the new department.

In the opinion of the panel, the excellence of the teaching, as manifested in the good training of the students witnessed by all outside stakeholders and well as the further academic and professional accomplishments of those students is maintained very well. In fact, both in the documentation prior to the meeting and during the discussions at the evaluation meeting, the excellence of the teaching and the care and pride that the Faculty take in this were most evident.

The research accomplishments of the Staff have to be considered as a work in progress. Until very recently, those Staff members who were part of the TEI system were not expected to excel in the academic arena since those Institutions were mostly concerned with technical teaching (with some exceptions). In the recent transformation of those previous TEI Departments into the highest academic level, a higher expectation of scholarly work (publications, grant funding, international presence in the academic areas)

is expected. In the opinion of the panel, the academic staff of the Department seen as a whole will need to continue improving the scholarly performance. A sign of optimism is the fact that a good number of faculty have already attained a high level of academic accomplishment. In their own words during our discussions, they were able to do this within the parameters of the Department and with the personnel, equipment and other resources on offer. This fact proves that the basis for the continuous improvement of the academic performance of the Faculty is already present. The panel saw with satisfaction that the ambition for higher academic accomplishment is evident within the senior Faculty and leadership of the Department, and that new Faculty members recently hired play a positive role in this serving as a primer.

Robust mechanisms exist for the evaluation of the Faculty, mostly within the activities of the undergraduate study committee (OMEA). The panel was impressed by the high level of participation in the course evaluation questionnaires (higher than in most other UGP to our knowledge). Partially this is explained by the fact that student opinions are taken seriously during the evaluation process. In addition, the panel notes the existence of a protocol whereby a faculty who continues to score low in the student evaluations is invited for a discussion in order to improve this aspect of their activity.

The panel entered into several teaching areas during the visit: the participation of the students, and the high quality of teaching aides were noted with satisfaction.

Mobility of the Faculty (Erasmus, sabbaticals) is somewhat limited and seems to be concentrated on some faculty primarily.

The hiring of new faculty is accomplished by agreement between the 5 different areas of the department depending on need. Once the general subject area has been agreed, new hirings are on the basis of excellence and not focused on very narrow areas of expertise.

The panel noted positively the existence of a panel of outside experts first used during the drafting of the new academic curriculum. Such a panel can continue to serve as a sounding board for important decisions taken by the department, and perhaps for mentoring of new faculty.

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

In the TEI area, research was not at the forefront. Research activity by the Faculty now needs to continue improving especially in view of the stated ambition of the Department to “maintain its leading place of research and innovation”. This ambition, which is fully supported by the panel and within reach, must continue to be the subject of a well discussed plan of hiring excellent new Faculty, the strong mentoring of those older Faculty who wish to improve their research activity in the new environment, and the formation of new research links (several already exist) within and outside of Greece. The end result of all of this will be the gaining of more research funding, and the creation of a stronger research environment.

In terms of teaching, the panel recommends the continuation of the dialogue between Faculty and external stakeholders with the purpose of maintaining technical training at an up to date level.

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

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

The students of the Biomedical Sciences Department of West Attica University enjoy an excellent level of facilities, both within the department but also in the University campus as a whole. The panel was impressed by the laboratory and teaching facilities, which, in addition to being of good size and very clean, also contained excellent and modern equipment and teaching aides. Of particular note is the Anatomage 3D digital anatomy and dissection platform, which was purchased by heroic fundraising efforts of the faculty, but the panel was also shown a number of other top level of hardware. The equipment in the optometry lab is as good as in any outside private or public facility, and this improves tremendously the training of the students. Similar top of the line equipment was seen in all other sections of the department.

The panel was also shown the very good study places in the library including equipment for visually challenged students. The cafeteria and the gym are also of very good standard. In general, the whole campus of West Attica University is excellent, lacking only some student dormitories. Building of such dormitories is planned for the near future.

The support and administrative staff of the department appear to be very friendly and they respond well to student requests.

During the pandemic lockdown, it took the department only one week to switch to fully-online teaching and this option can still be available in case of need.

A well-staffed health facility, in the experience of the panel exemplary in its scope, is also available to the students and is apparently very heavily used. In addition, pastoral care by trained psychologists is also available, and in the experience of the students it is extremely effective.

In general, the panel was left with the impression that the welfare of the students is a top priority for the department and the whole University-perhaps this is one of the reasons that the students respect the campus and feel part of it.

Finally, the panel highlights the fact that both trips to the campus were done via a fully electric mini-van owned by the University.

Panel Judgement

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

Panel Recommendations

None. In this principle, the Department can be a source of best practice for others.

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

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

The Biomedical Sciences Department of UNIWA does a very good job regarding principle 8.

An impressive percentage of students participate in course evaluation, and the data is collected carefully and analysed extensively. The panel commends the Department and the University as a whole for staffing the ΜΟΔΙΠ office with specially trained full-time personnel who appear to be very engaged with the evaluation process. In this respect, this Department can serve as an example of best practice.

One reason why the evaluation process engages a large number of students is that the results of such evaluations are acted upon, and in this way the students understand that their opinion matters. Changes are implemented via the Faculty Senate. One area of weakness is that the evaluation committees lack student representatives, something, which the panel sees as a general trend almost everywhere.

In terms of overall data collection on student progress and performance, the Department does an excellent job. Among the submitted documents the panel found very complete tables with student attendance, expected graduation date and academic performance.

Regarding student matters, the Department uses a platform called 'φοιτητολογιο', which it shares with the rest of the UNIWA. This platform can comprehensively document student progress and other matters.

In general, both the Department as well as the UNIWA are equipped with a large number of digital platforms for the educational process (<https://www.uniwa.gr/i-zoi-stopada/ilektronikes-ypiresies/>).

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

Make a strong effort to engage student representatives in ΜΟΔΙΠ and ΟΜΕΑ.

Principle 9: Public Information Concerning the New Undergraduate Programmes

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

Information on the UGP of the Biomedical Sciences Department is already provided in the UNIWA website. The content of the course descriptions and learning outcomes during the 8 semesters of the studies and the ECTS attributed are very clearly presented in this Greek version website of high quality.

UNIWA and the Department of Biomedical Sciences disseminate information about academic events linked to all five Biomedical fields. Information about various other activities within the Department (e.g., Masters, PhDs) is also available on the website. Information includes the objectives, the organization of the two study stages (basic curriculum – 1-3 semesters, specialised curriculum – 4-8 semesters), the mandatory requirements for technical and clinical activities, and the elective courses. The website also includes the teaching methods (lectures, laboratory work and clinical/technical activities), the student coursework evaluation, a guide for undergraduate studies and the description of the Department, information about the personnel, areas of focus, Erasmus+ mobility, study advisors, mental health support, hours and resources of the library, and publications. However, several points of weaknesses exist and should be fixed as soon as possible. For example, in the profile of Staff, it is important and necessary to incorporate in a detailed manner the research interests and orientation, as well as the list of their publications. Although the website is very well constructed in the Greek version, the English version is not at the same qualitative level, lacking important information and clarity (e.g., in News there is no English version, in Studies the documents in Greek are not translated). Therefore, the present English version of the website cannot ensure a good visibility of the UGP internationally and does not offer information to international students (Erasmus+).

The website dedicates a page on the Erasmus+ students and staff mobility. The information is regularly maintained and updated, is easily accessible and the web pages are user-friendly. The goal of UGP is the exposure of students to an excellent theoretical and practical/technical training environment and to their initiation in qualitative research

practices. The fact that the Department has already created strong links with other Institutional Departments and Hospitals provides all the tools and opportunities for fruitful collaborations and outcomes.

In addition to the website, the UNIWA provides information concerning the various UPGs through additional media (existence of a television channel belonging to the UNIWA, Facebook) and other similar platforms. The Staff envisages the use of additional social media platforms in the near future. Further, the Staff promotes the Biomedical Sciences programme abroad by advertising it in their existing international collaborators.

The Department organises presentations and seminars for students. These events promote the Biomedical Science programme and their specific fields. However, the panel has noticed that the number of seminars/workshops/symposia with the invitation and participation of internationally recognized Academics is very low. Initiatives towards this direction will be appreciated and strongly encouraged by the accreditation panel.

Panel Judgement

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

Panel Recommendations

The panel has been informed by the vice Rector that an alumni network exists within UNIWA. However, such alumni site does not exist within the Department of Biomedical Sciences. An alumni platform created and run by the Department is commendable. This platform provides an effective way for students to connect with their colleagues and professionals, in order to exchange information and to network. It is highly recommended by the panel to promote and activate this networking tool.

Important distinctions should be communicated and promoted internationally, in order to increase the visibility of UNIWA. The present English version of the web site of the Department is not yet fully constructed and therefore it is not informative and detailed in comparison to the Greek version. A correct and updated version of this site will increase the international visibility of the Department and facilitate the foreign students (Erasmus+).

It is highly recommended to all Faculty members to create a Google Scholar profile. This allows visibility (national and international) of the Department. Similarly, incorporation in the web page of the Department the research interests and orientation, as well as the list of publications of each Staff member is expected. This information should be provided in both Greek and English.

Staff from the Department could inform the public about their specific academic activities and knowledge by having monthly spots in the national television network (apart the TV of UNIWA) and contribute with regular articles in the newspapers (e.g., articles in Sunday's newspapers). This will give the possibility to reveal to the broad public the significance of their academic work in their specialised domains.

Principle 10: Periodic Internal Review of the New Study Programmes

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

The study programme assessment is performed according to the quality principles as required by HAHE. There is regular monitoring and revision of the study programme that is delivered by the Undergraduate Programme Committee, the General Assembly and OMEA, which collects, analyses and evaluates research indicators, course satisfaction questionnaires and internal evaluation reports. Input from undergraduate and graduate students, as well as alumni could help to identify points of change in the curriculum.

Monitoring of students' workload and progression is excellent. The students are very appreciative and enthusiastic of the dedication of Staff members in teaching and mentoring. This reveals the teaching excellence and commitment of the Staff of the Department of Biomedical Sciences of UNIWA. The procedures for evaluating students' performance are in line with these established in other Greek Universities. Students' expectations, needs, satisfaction and evaluation of Staff members are assessed via the electronic evaluation of each course. It is worth noting that the participation of students in this procedure is impressively high (over 80%) in comparison to other Departments of Greek Institutions (10-15%). Laboratories are spacious, clean, and equipped with state-of-the-art equipment and modern instrumentation. The clinical and practical parts of the studies are realised in various hospitals, private practitioners and companies, according to the needs of each discipline of the Department of Biomedical Sciences. There is still a need for clinical practice in the discipline of Aesthetics and Cosmetology (Dermatology), a concern of the leaders of the Department, who envisage several realistic solutions in the near future. Delivery of the curriculum by research active Staff and well-qualified external professionals, specialised in the various disciplines, ensures lectures are enriched with the latest needs and advances in the respective fields.

Monitoring the workload and progression of the students is pursued via the Faculty advisor programme. The effectiveness of the procedures for evaluation of the

performance of the students is discussed on a regular basis. The expectations of the students, their needs and satisfaction are addressed via electronic evaluations for each course. It is worth noting that the interaction and communication between the students and Staff members is excellent. This is highly appreciated by the students.

The Department of Biomedical Sciences of UNIWA relies on the participation of some external Faculty for the delivery of specific courses.

Panel Judgement

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

Panel Recommendations

It is recommended to involve students and stakeholders during the programme content review and discuss what additional areas of knowledge and expertise they should implement. If student representatives cannot be persuaded to attend, open meetings with whole year cohorts may be attempted in order to discuss course content in a general way. For the stakeholders, this could be realised through an informal advisory team.

Promote regular meetings with post-graduates (alumni) to get their opinion on the societal needs, in order to supplement the curriculum based on their experience.

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

HAHE is responsible for administering the programme accreditation process which is realised as an external evaluation procedure and implemented by a EEAP of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the EEAPs, 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 EEAPs 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

There is no history of a previous external evaluation/accreditation UGP, administered by the Hellenic Quality Assurance and Accreditation Agency, for this newly established Department. Therefore, this is the first external evaluation/accreditation of the UGP of the Department of Biomedical Sciences of UNIWA, since its establishment during 2018. Some members of the current panel were also members of the evaluation committee of the TEI Athens 5 years ago, and thus it was relatively easy to compare the quality standards of the present UGP to the previous one. The whole evaluation procedure was conducted in an exemplary fashion. Relevant material was very well organised and available. Discussions with students, stakeholders, Staff and high academic authorities of UNIWA were conducted in an enthusiastic, friendly, sincere and pleasant atmosphere. The panel discussed matters in depth with the Staff, which provided supplementary documentation and assistance. Staff members requested additional ideas and help from the panel in order to implement the current UGP. This proactive spirit indicates and guarantees the efforts of the Staff towards the continuous adaptation of a high-quality UGP. Tools for regular evaluation and update of the UGP curriculum are clear and functional. The commitment and support of the UNIWA authorities towards excellence in UGP education and training is well appreciated by the panel.

Suggestions for further UGP quality improvements, revisions of the curriculum, international competitiveness, students' mobility are taken seriously into account. An external Expert Panel that helped in the design of the UGP is used on a regular basis. Regular external evaluations of the UGP are also planned.

Panel Judgement

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommends the organisation of an informal yearly meeting with the Staff of the other Biomedical Sciences UGP of the International Hellenic University (Thessaloniki) for discussing common issues of concern. This initiative can continue until both Departments will go through the transition stage and hopefully will contribute to the increase of the quality of the Biomedical Sciences Programme in the two Institutions.

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

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

Courses from the old UGPs of both TEI Athens and TEI Piraeus were supplemented and revised by a committee, which was established by the Biomedical Sciences Department in order to match the new UGP of the UNIWA. Courses of the UGPs-TEI are retained and supported in the UGP of the new Department until the end of the academic year 2024-2025. This gives the opportunity to the remaining active students from the previous TEI to attend them. A big number of students (over 400) are enrolled each year in the new UGP-UNIWA. Actually, 2.870 students (2.842 active students) are enrolled within the Department. Between them, a good number of students of the old UGP-TEI (approximately the one third of students) are still active and it is expected to complete their studies by the end of the academic year 2024-2025.

The stakeholders explained the significance of the technical and clinical training and praised the high-quality education and skills that received the students of the new UGP. Undergraduate and postgraduate research activities have been established (Masters and PhDs) and the first publications from the Department started to appear. The number of Staff members is sufficient enough in order to educate and train adequately the students (1:10 Faculty to students ratio).

The transformation of the UGP-TEI to the UGP-UNIWA is witnessed and documented by various important changes that were introduced in the new curriculum (basic studies of the first 3 semesters), by the more academic approach of Staff members by introducing research topics and activities, and by renewing and supplementing existing equipment by the acquisition of new, state of the art equipment. All these parameters are necessary to provide a deep and better academic and technical knowledge. Although all these parameters are accomplished, and a clear academic direction of the Department exists, it is difficult to compare the present UGP of Biomedical Sciences of UNIWA with other equivalent UGPs of other Greek Institutions (lack of evaluations) in order to better understand the success of the transition.

An important question throughout our visit had to do with the added benefit of establishing a highest-level (ανωτατο) institution in the place of the old TEI system. What are the benefits to the students and to Greece in general, especially for this Department? Given the paucity of excellent technical education in Greece, the panel thinks that this cannot be abandoned in the new University, and we were happy to see that no such desire exists within the Staff of the Department. At the same time, the faculty indicated that one of the new aims of the University Department will be the training of the students not only in the technical aspects of their disciplines but in the way they can use this education in order to be able to follow the advancement of their disciplines once they leave the University. The panel believes that such aim is an excellent justification for the new University Department, and can in fact be transported as an aim to most other TEI Departments which recently became Universities.

During our meetings with the Faculty, an issue was raised about a desire by the Department to have its own hospital/clinics where they could better train the students. This could be in the form of a totally new place or the co-option of a pre-existing one. The panel discussed this issue with the stakeholders as well as between ourselves. In our opinion, such a place is desirable if it can be found, but is not urgently required for the continuation of the excellent teaching by the Department. To the extent that we can influence such a decision, our recommendation is for this issue to be seriously considered. The panel recognizes that all necessary actions were taken in order to deliver a UGP in Biomedical Sciences consistent with the level of University education.

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

According to the panel, the new Department is very large for Greek standards. It also contains an unusually large number of specific themes. Although so far this has been handled well by the Department, there is a potential danger and concern for the future for these things to become less balanced. The panel recommends to the Staff to be sensitive and attentive to this issue.

In order for the different themes to retain equilibrium, outside stakeholders should be invited to clearly describe and promote the societal needs and the employment opportunities for each discipline. The importance of this information should be also communicated to the equivalent professional organisations in order to converge and unify their efforts with those of the Department of Biomedical Sciences.

PART C: CONCLUSIONS

I. Features of Good Practice.

UGP of the Biomedical Sciences of UNIWA is entirely focused on specialised academic and technical/clinical training.

The Department's strategy and vision are clear and corresponds to any good University Department.

The relationship between students and Staff is highly appreciated and based on mutual respect and appreciation.

Staff and administrative personnel are enthusiastic and strongly committed to ensure the high quality theoretical and technical training for the students.

All procedures ensuring the completion of higher education degrees are established and functional within UNIWA and the Department.

The recruitment procedures for new Faculty are based on Apella ensuring fairness, meritocracy and transparency.

It is noteworthy that the overall grades achieved by the students are high (average above 7) and that most students are expected to graduate within 4+2 years.

Administrative services of UNIWA are available and provide to the students all necessary documentation (e.g., provision of hard copy of diplomas, certificates, and transcripts in both Greek and English).

Detailed data on the employment of graduates by the Department, taking into account the needs of external stakeholders from the public and private Hospitals/sectors.

Requirements for successful completion of the course of studies clearly stated, including the requirement for thesis work as well as the opportunity of practical training (clinical or otherwise).

High degree of satisfaction of the students with their programme.

Excellence of the teaching manifested in the good training of students and witnessed by all outside stakeholders. Further academic and professional accomplishments of those students is maintained.

Existence of a panel of outside experts, initially used during the drafting of the new academic curriculum. Such a panel can continue to serve as a sounding board for important decisions taken by the Department, and perhaps for mentoring of new Faculty.

Existence of a protocol whereby Faculty members scoring low in the student evaluations are invited for discussions in order to improve this aspect of their activity.

The students of the Department enjoy an excellent level of facilities, both within the Department but also in the University campus as a whole.

The panel was impressed by the laboratory and teaching facilities, which, in addition to being of good size and very clean, also contained excellent and modern equipment and teaching aides.

A well-staffed health facility, in the experience of the panel exemplary in its scope, is also available to the students and is apparently very heavily used. In addition, pastoral care by trained psychologists is also available, and in the experience of the students it is extremely effective.

The panel highlights the fact that both trips to the campus were done via a fully electric mini-van owned by the University.

One reason why the evaluation process engages a large number of students is that the results of such evaluations are acted upon, and in this way the students understand that their opinion matters.

Both the Department as well as the UNIWA are equipped with a large number of digital platforms for the educational process (<https://www.uniwa.gr/i-zoi-sto-pada/ilektronikes-ypiresies/>).

Unusual for the Greek standards, employability of the graduated students is very high. Willingness by Staff members of the Department to comply with the evaluation procedures.

The Staff is dedicated, enthusiastic and excellent teachers in both basic and technical/clinical education. They are progressively involved in research activities and national and international collaborations.

The library is excellent, well equipped and functional even for students with special needs (paraplegics, blind etc.).

Stakeholders showed great enthusiasm and interest in pursuing the already existing partnerships with the Department.

A communication strategy towards society and job market is properly established.

Close interactions between the Department and specialised clinics at the University Hospitals are functional.

II. Areas of Weakness

In the opinion of the panel, the academic Staff of the Department seen as a whole will need to continue improving the scholarly performance.

Staff and student mobility (Erasmus+), including sabbatical leaves, is very low.

The organisation of international meetings, symposia etc. is also very low.

No student representatives are present in ΜΟΔΙΠ and ΟΜΕΑ.

Formal mentoring of new Staff does not exist.

The Department's alumni monitoring system is not functional and developed.

The information available in the English version of the Department's website is truncated.

Not all Faculty members have a good Google Scholar profile.

III. Recommendations for Follow-up Actions

It is recommended to invite Academics from abroad to deliver seminars in the various fields (a cheap way could be using digital tools such as Zoom).

The panel recommends the involvement of students during the process of programme content review. Students, alumni and external stakeholders could also informally or formally discuss additional areas of knowledge/expertise with the Staff.

Formal or informal mentoring of the new Staff is highly recommended.

The Department should continue to encourage and reward excellence of students. Similarly, excellence in teaching by Staff members should be rewarded upon students' voting. These achievements should be presented in a special ceremony.

It is strongly recommended to the Department to develop and enhance the functionality of the already existing alumni UNIWA platform and promote the communication of alumni members (graduates) with the students and Staff. This platform could be also used for the organisation of seminars given by alumni members via Zoom on a regular basis.

Staff from the Department could inform the public about their specific academic activities and knowledge by having monthly spots in the national television network (apart the TV of UNIWA) and contribute with regular articles in the newspapers (e.g., articles in Sunday's newspapers). This will give the possibility to reveal to the broad public the significance of their academic work in their specialised domains.

Because of the high number of students (about 420 students), the high quality of the studies within the 5 divisions of the Department maybe vulnerable. The department must be aware of this danger and constantly follow best practices.

This new Department should be sensitive to the fact that additional Staff members maybe need to be recruited in the future, in order to keep the high quality of education.

Increase substantially the students who participate in Erasmus+

Make strong efforts to persuade student representatives to join ΜΟΔΙΠ and ΟΜΕΑ.

Monitor closely Faculty activity in research, and mentor those who want to improve their performance but perhaps lack training.

Make a strong effort to bring more grant funding to the Department.

Organise national and international meetings, symposia etc.

Increase the number of outside seminars in the Department, including invitations of prominent scientists from abroad via Zoom.

Continue to use an appropriately composed outside panel as a sounding board for making important strategic decisions for the Department.

Encourage all Faculty members to create an easily accessible Google Scholar profile. In Staff's profile, it is important and necessary to incorporate in a detailed manner the research interests and orientation, as well as the list of their publications.

The Department should continue to promote and encourage student participation in research.

According to the panel, the new Department is very large and contains an unusually large number of specific themes. This constitutes a potential danger and concern for the future for these things to become less balanced. The panel recommends to the Staff to be sensitive and attentive to this issue.

Outside stakeholders should be invited to clearly describe and promote the societal needs and the employment opportunities for each discipline. The importance of this information should be also communicated to the equivalent professional organisations in order to converge and unify their efforts with those of the Department of Biomedical Sciences.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **6.**

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

1. **Prof. Thimios Mitsiadis** (Chair)
Universität Zürich, Switzerland
2. **Prof. Emeritus Nikolaos Venizelos**
Örebro University, Sweden
3. **Dr Nikos Ktistakis**
Babraham Institute, Cambridge, UK
4. **Mr Georgios Noutsos** (student)
National and Kapodistrian University of Athens, Greece