



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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**Accreditation Report**  
**for the New Undergraduate Study Programme in**  
**Operation of:**

**Food Science and Technology**

**Institution: University of West Attica**

**Date: 18 May 2024**



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Food Science and Technology** of the **University of West Attica** for the purposes of granting accreditation

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b> .....	<b>4</b>
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation .....	5
III. New Undergraduate Study Programme in operation Profile.....	7
<b>Part B: Compliance with the Principles</b> .....	<b>8</b>
Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit.....	8
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit.....	17
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes.....	20
Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students.....	24
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes.....	28
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes .....	31
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes...	35
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes .....	39
Principle 9: Public Information Concerning the New Undergraduate Programmes .....	42
Principle 10: Periodic Internal Review of the New Study Programmes.....	45
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes.....	48
Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones.....	50
<b>Part C: Conclusions</b> .....	<b>52</b>
I. Features of Good Practice .....	52
II. Areas of Weakness .....	52
III. Recommendations for Follow-up Actions .....	53
IV. Summary & Overall Assessment .....	55

## **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 **Food Science and Technology** of the **University of West Attica** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Constantin Vamvakas (Chair)**  
f. Academic Counsellor, University of Ghent, Ghent, Belgium
- 2. Professor Athanasios Alexandrou**  
California State University - Fresno, Fresno, California, United States of America
- 3. Associate Professor Amalia Tsiami**  
University of West London, London, United Kingdom
- 4. Dr Ioanna Apostolou**  
Geotechnical Chamber of Greece, Ioannina, Greece
- 5. Mr Stavros Korovesis**  
student of Crop Science, Agricultural University of Athens, Athens, Greece

## II. Review Procedure and Documentation

In preparation for the visit, the External Evaluation & Accreditation Panel (EEAP) reviewed multitude of material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The programme review was conducted via teleconference (Zoom + Microsoft Teams), organized and coordinated by HAHE with the help of the Department of Food Science and Technology of the University of West Attica (referred below as DFST). The schedule and agenda of the review were as stated below:

### Monday, 13/05/2024:

Preliminary private meeting of the EEAP; assignment of writing parts of the accreditation report draft to the members of the EEAP.

### Tuesday, 14/05/2024:

- a) Welcome meeting and short overview of the undergraduate programme (UP) with the vice-Rector/President of MODIP Prof. S. Kaminaris and the Head of the Department Assoc. Prof. P. Zoumpoulakis: presentation of Department history, academic profile, current status and future developments, strengths and areas of concern. In the meeting participated also the Rector of the University Prof. P. Kaldis.
- b) Meeting with MODIP members S. Kaminaris (Vice Rector and President of MODIP), and Mrs. E. Papadopoulou, as well as with OMEA members Prof. V. Sinanoglou (coordinator) Profs S. Papadakis, A. Kanelou, D. Houhoula, S. Konteles and P. Zoumpoulakis (Head of the DFST). The discussion referred to the degree compliance of the UP to the quality standards for accreditation, the internal procedures, the course examinations, the review of students' progress, and the course/instructor evaluations. During the meeting a power point covering all these issues was presented.
- c) Private debriefing (EEAP members only).

### Wednesday, 1/05/2024:

- a) Discussion with the following 10 members of the faculty: Profs. E. Gogou, V. Bartzis, A. Batrinou, E. Kritsi, A. Lazou, E. Xanthakis, E. Strati, E. Tsakali, Lecturer D. Margari and Lab Teaching Staff S. Bratakos
- b) Discussion with ten (10) undergraduate students 3 from 4<sup>th</sup> semester, 2 from 6<sup>th</sup> semester, 3 from 8<sup>th</sup> semester and 2 from 10<sup>th</sup> semester.
- c) On-line (video) and discussion of Department facilities, such as classrooms, laboratories, faculty and staff offices, secretariat, as well as University library and other campus facilities. Participating faculty and staff: Mrs Maria Petta (administrative staff member-Secretary of the Dept.) Assoc. Prof. Panagiotis Zoumpoulakis (Head of the Department /Member of OMEA) and Prof. Sinanoglou Vassilia (Coordinator of OMEA) and Prof. S. Kaminaris (Vice-Rector).
- d) EEAP meeting. Reflection on impressions; preparation for the third day of the on-line review.

#### Thursday 15/05/2024

- a) Discussion with employers and social partners from both private and public sector:  
Mrs. Aroni Melina, Procurement CSR Ambassador Mandarin Oriental Hotel Group, Costa Navarino, Mr. Genaris Nikolaos, Business Development Manager, FoodMaker Ltd, Mrs. Giza Evangelia, Regulatory Affairs and Quality Control Manager, Nikas S.A., Mrs. Koumousidou Eleni, SouthEast Europe Supply Chain Assistant, TIMAC. Agriinternational, Mrs. Lambropoulou Kyriaki, Head of Quality Assurance, The Mart and Mr. Troulis Yiannis, Managing Director, Technology Transfer – Marketing Innovation Ltd.  
Discussion with the External Advisory Board members: Prof. Biliaderis Constantinos, Emeritus Professor, Aristotle University of Thessaloniki, Prof. Calokerinos Antony, Emeritus Professor, National and Kapodistrian University of Athens, Mr. Markantonakis Alexandros, Chief Executive Officer, Mills of Crete and Prof. Stefanitsi Dionysia, Head of Division of Alcohol and Food, General Chemical State Laboratory.
- b) EEAP meeting. Discussion on the outcomes of the on- line review and begin drafting the oral report.
- c) Discussion with OMEA and MODIP members and staff on points needing clarification relative to Internal Quality Assurance System and procedures followed by the Institution and the Department and final closure meeting with informal presentation of the EEAP key findings. Participating Prof. B. Kaldis (Rector of the University) and faculty OMEA members: Prof. Stavros Kaminaris (Vice- Rector/President of MODIP) Mrs. Eirini Papadopoulou (Member of MODIP), Prof. Vassilia Sinanoglou (Coordinator of OMEA), Prof. Spyridon Papadakis (Member of OMEA), Prof. Anastasia Kanelou (Member of OMEA), Prof. Dimitra Houhoula (Member of OMEA), Assoc. Prof. Panagiotis Zoumpoulakis (Head of the Department /Member of OMEA) Asst. Prof. Spyridon Konteles (Member of OMEA).

#### Friday, 17/05/2024:

Working on the draft Accreditation Report (AR)

#### Saturday 18/05/2024:

Working on the draft Accreditation Report (AR). Review and finalization of AR. Completion of the draft AR & submission to HAHE.

Throughout the review and evaluation process, the EEAP was in close communication with the Head of the Department, who was very accommodating in providing additional information requested by the EEAP. The EEAP found that OMEA and MODIP representatives, as well as the faculty, students, and staff interviewed were eager and helpful in our discussions, providing all additional information requested by the EEAP.

### III. New Undergraduate Study Programme in operation Profile

The DFST of the School of Food Sciences of the University of Western Attica (PA.D.A.) has its headquarters in the Alsos Egaleo Campus, which is within the administrative boundaries of the Municipality of Egaleo.

The DFST, in accordance with the founding law of PA.D.A. Law 4521/02-03-2018, has come from the Department of Food Technology of the School of Food Technology and Nutrition of T.E.I. of Athens which arose in 1985 from the merger of the Department of Plant Products and the Department of Animal Products.

Based on the internationally established scientific fields of Higher Education, as determined by UNESCO's international categorization of scientific fields in education (ISCED 2013), the scientific field of the Department falls under category 072 Manufacturing and processing and subcategory 0721 Food processing Food science and technology.

The purpose of the Department of Food Science and Technology (DFST) is to provide high-quality studies for the training of young scientists who will have high-level knowledge, abilities and skills in Food Science and Technology, emphasizing areas such as food microbiology, chemistry and food analysis, food processing, preservation and packaging, quality assurance, technology of plant and animal food products, etc.

The Undergraduate Study Programme (USP) is designed to develop a modern and comprehensive analytical outline of courses and other training activities, utilizing, synthesizing and evolving international know-how.

DFST today is staffed by 15 members of the Teaching and Research Staff of which 4 are Professors, 1 Associate Professors, 9 Assistant Professors (Faculty), and 1 Lecturer, 3 members of Laboratory Teaching Staff (E.D.I.P), 1 members of Special Technical Laboratory Staff (ETEP) and 8 Hourly Based Lecturers.

The USP of the DFST includes a cycle of undergraduate studies that last 4 years or 8 semesters and correspond to 240 ECTS credits, i.e. 30 ECTS per semester and 60 ECTS per year. Each course can have a minimum of 3 credits (ECTS). These correspond to hours required by the students for monitoring, studying, preparing and presenting assignments and exams. The courses and the categories they belong to as well as their distribution in semesters and they correspond with the European Credit Transfer System (ECTS).

General purpose of the USP is to provide the student with specialized knowledge of food science and technology and their application in the development of products and processes for the production of high quality, safe food in order to be a Food Technologist-Scientist according to the ESCO database (European Skills/Competences, Qualifications and Occupations of the European Commission (EC). The Department prepares graduates for careers in both the private and public sector of the economy. There are strong links to the society, Industry, and administration.

The number of admitted students per academic year set by DFST is 60. However, the number of admitted students in 2019, 2020, 2021, and 2022 was 124, 196, 165, and 114, respectively. Several of the students the EEAP interviewed stated that the DFST was their first choice in the Pan-Hellenic entrance exams to the Higher Educational Institutions.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

#### ***b. The strategy of the Institution for its academic development***

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

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

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

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



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

**d. The documentation of the sustainability of the new department**

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

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

**e. The structure of studies**

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

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

**f. The number of admitted students**

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

**g. Postgraduate studies and research**

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

**Relevant documentation**

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

## **Study Programme Compliance**

### **I. Findings**

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

The Department of Food Science and Technology is part of the College of Food Sciences at the University of West Attica. It originated from the Department of Food Technology of the School of Food Technology and Nutrition at the Technological Educational Institute (T.E.I.) of Athens. It was established in its current form in March 2018 by Law 4521.

The mission of the Department of Food Science and Technology is to:

- a) provide excellent education,
- b) promote basic and applied research,
- c) promote entrepreneurship,
- d) strengthen outreach,
- e) employ high-level personnel, and
- f) engage with the community and promote sustainability.

Based on the internationally established scientific fields of Higher Education, as determined by UNESCO's International Standard Classification of Education (ISCED 2013), the scientific field of the department falls under category 072: Manufacturing and Processing, and subcategory 0721: Food Processing, Food Science, and Technology.

#### **b. The strategy of the Institution for its academic development**

The Department's strategic plan is aligned with the European Strategic Plan for higher education and the University's strategic plan for growth. In its four-year strategic plan, the Department identified six priorities:

1. Excellence in Education
2. Excellence in Research and Innovation
3. Strengthen Entrepreneurship
4. Attract Financial Resources
5. Outreach and Internationalization
6. Growth and Improvement of Internal Processes and Services and Community Engagement

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

The University of West Attica is located in the largest region of Greece, which has a population of approximately 3.8 million people, one of the lowest unemployment rates in the country, and good economic growth forecasts.

The undergraduate program of study in the Department of Food Science and Technology at the University of West Attica has been developed in accordance with similar international (European, USA, and Australian) and Greek programs.

Students admitted to the Department of Food Science and Technology at the University of West Attica have on average, higher entrance exam scores compared to other similar Greek departments. This qualitative difference allows the department to offer instruction tailored to

their needs and also provides a pool of students who may be considered better prepared to participate in undergraduate research programs.

The department has 15 faculty members (ΔΕΠ) and 4 lecturers (ΕΔΙΠ and ΕΤΕΠ), with a significant number of faculty searches (6) planned for the near future. The department uses four classrooms on the Egaleo Campus, where it also has fourteen laboratories.

#### **d. The documentation of the sustainability of the new department**

The department's teaching and research facilities are located on the Egaleo Campus and include four classrooms and fourteen laboratories. Of special note are the very well-equipped teaching and research laboratories, all within walking distance of the classroom facilities. These facilities are used intensively to fulfil the department's teaching mission and provide an excellent environment for hands-on learning.

The department has four professors, one associate professor, nine assistant professors, one lecturer, three EDIP, one ETEP, and three staff members. The university, the college, and the department are committed to increasing the number of faculty positions to 21 by the academic year 2027-28, which will allow the department to introduce a second major.

The department's funding comes from a variety of sources, including state budget allocations, overhead from grants and contracts, and other sources. The department has little direct effect on the state budget allocation and some effect on the grants and contracts, although it is not clear what percentage of the overhead eventually reaches the department's coffers.

Adequate administrative infrastructure (Γραμματεία) is in place. Three people work in this office and handle all of the department's administrative responsibilities. Students can perform all essential interactions with the department's front desk using email and/or online applications.

During the committee's meeting with students, it was mentioned that the students were extremely satisfied with the advising they were receiving from faculty members.

#### **e. The structure of studies**

The curriculum was last revised during the 2021-22 academic year. The current curriculum is a four-year program and consists of 240 ECTS. It includes a final project (Πτυχιακή Εργασία) and an optional two-month internship. The undergraduate program lasts 4 years or 8 semesters and corresponds to 240 credits (ECTS), i.e., 30 ECTS per semester and 60 ECTS per year. The program of studies includes 7 general education courses (40 ECTS) and 35 major courses (200 ECTS), including the final project (Πτυχιακή Εργασία), and fully aligns with the European Credit Transfer System (ECTS). Several elective courses are available.

Modes of teaching include traditional methods such as lectures, tutoring, and laboratory exercises. It also includes group discussions, group exercises, case studies, and field trips. The department uses web-based learning management systems (LMS) to facilitate the learning process and post materials that are available to students. Student evaluation is a combination of end-of-semester examinations and other assignments performed during the semester.

The department has introduced academic advisors who are assigned to students during the first semester. It has also implemented several policies related to the final project (Πτυχιακή Εργασία), grievances, internal operations, studies, ERASMUS, internships, and more.

During their studies, students obtain skills that correspond to ESCO (European Skills/Competences, Qualifications, and Occupations) for Food Technologist/food technology expert/food technology specialist (2145.1.4) and Food Analyst/food researcher/food research specialist (3111.3).

#### **f. The number of admitted students**

The department requested that 60 students be admitted each year for the academic years 2018-19 to 2021-22, but this number was almost doubled by the Greek Ministry of Education each year. Additionally, a number of transfer students were admitted every academic year, with the number varying from 2 in 2018-19 to 66 in 2019-20. As a result, the actual number of admitted students for the corresponding years ranged from 114 (2021-22) to 196 (2018-19).

#### **g. Postgraduate studies and research**

The research priorities of the department include:

- a) Analysis, design, and optimization of food processing processes
- b) Qualitative and quantitative determination of bioactive food components
- c) Measurement of antioxidant and antimicrobial activity of extracts and their application in food substrates
- d) Control of food stability and shelf life with spectroscopic methods and image analysis
- e) Detection of potentially harmful food and drink ingredients (allergens, mycotoxins, genetically modified components)
- f) Food authenticity (based on variety or genus, geographical origin, and other factors)
- g) Optimization of fermentation conditions by microbial strains that act competitively against pathogenic microorganisms and contribute to the improvement of organoleptic characteristics
- h) Study of the effect of nutritional and bioactive components on the gut microbiome
- i) Development of new food products with high nutritional value and improved quality characteristics

The department offers a master's level program titled "Food Innovation, Quality and Safety." The program lasts 3 semesters and consists of 90 ECTS. Areas of research that students perform include food quality assessment and control methods, safety management, experimental design, new product development, and similar topics. The PhD program of the Department of Food Science and Technology provides expertise in the broad fields of Food Science and related fields. The program currently has 17 students.

## **II. Analysis**

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

Based on the internationally established scientific fields of Higher Education, as determined by UNESCO's International Standard Classification of Education (ISCED 2013), the scientific field of the department falls under category 072: Manufacturing and Processing, and subcategory 0721: Food Processing, Food Science, and Technology.

### **b. The strategy of the Institution for its academic development**

The strategic plan development process considered the needs of the national and international economy, similar programs from other departments, and technological advancements in the scientific field. It was based on the SWOT study carried out for the University of West Attica in February 2021, which demonstrated the reason for selecting the program's priorities.

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

During our discussions, it became apparent that the food industry in the region is expected to continue its growth, and the need for the well-trained, specialized graduates that the department offers will persist.

Related national and international guidelines and standards were considered during the development of the program.

The number of classrooms and laboratories is considered sufficient for the number of students enrolled. The laboratory equipment is considered sufficient and appropriate for the courses taught.

### **d. The documentation of the sustainability of the new department**

In general, we find the department to be in a relatively healthy condition, with a curriculum that has a good balance between theory and practical experience. The number of classrooms and laboratories is considered sufficient for the number of students enrolled. The laboratory equipment is considered sufficient and appropriate for the courses taught and the research carried out.

Based on the information provided and discussions with faculty members and students, the committee considers the functionality of the department's administrative services and infrastructure effective.

### **e. The structure of studies**

The department strives to further enhance the learning experience by engaging students in the learning process.

### **f. The number of admitted students**

The fluctuation of the number of student makes planning and administration of teaching programs incredibly difficult.

### **g. Postgraduate studies and research**

The research priorities, postgraduate and doctoral programmes of the department are considered appropriate.

### **III. Conclusions**

The Department fully complies or substantially complies with the principal.

## Panel Judgement

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

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

To enhance adherence to Principle 1, the panel recommends the following:

- Creation of academic student clubs where students can work on activities related to the club's focus. For example, a student club on Food Safety.
- Reducing the number of admitted students to the number proposed by the department.
- Considering making the internship a compulsory major course instead of an optional one.



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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The undergraduate program of The DFST would achieve its goal by adopting contemporary and innovative international practices in its Curriculum. The department emphasizes the theory as well as the practice (laboratory skills and experience) by focusing on current trends in national and international level.

The Accreditation EEAP finds the University of West Attica fully compliant with the Quality Assurance and the Academic Unit principles.

## **II. Analysis**

The University of West Attica has achieved, to the highest degree, all the essential tools and committees for substantial, pragmatic and implementable assurance process. The approach is based on the current legislation and relevant European Directives. MODIP and OMEA are established and are in full operation as a result the General Assembly of the Department and the Senate are following strict processes that ensure transparency for the best implementation of the objectives. The bodies operate and control the process, ensuring the quality of the programmes and student services, ensuring that the vision, mission and values of the departments are achievable, offering students the high-quality education.

The department implements a student-centred approach and quality of education, as it was clear to the EEAP through the conversations with the students, highlighting the opportunities that they received and high quality of teaching, having a safe learning environment.

In addition, the Department, in order to improve its operation and strengthen the educational process, has established a specific procedure for submitting and managing complaints from the students of the Food Science and Technology.

The academic staff are enthusiastic about their duties and responsibilities, enjoying the educational and research responsibilities. They apply the institutionalized procedures and through self-evaluation and reflection seek continues improvement and high-quality of education.

## **III. Conclusion**

The University of West Attica has successfully implemented strong quality assurance processes that align with European standards. MODIP and OMEA are effectively ensuring the university's goals are met. The Department fosters a student-centred environment, offering quality education and support. There is a clear procedure for addressing student complaints, further improving the student experience. The academic staff are dedicated and actively work towards maintaining high standards in education.

## Panel Judgement

<b>Principle 2: Quality assurance policy of the Institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- We are satisfied and certain that staff - academic and administrative - of the Department will continue doing their utmost to ensure the continuation of the quality education provided. However, they must surely be vigilant and constantly strive for the improvement of quality, as it is well known that the improvement of quality is a continuous process.
- It is worth re-working the questionnaire for the student feedback in order to make it concise and easy to complete. It is worth including services for the library and administrative staff.
- Qualitative data could be collected on elements that are part of services offered.
- Students could be encouraged to engage and provide feedback if the findings and the improvements are published in each subject, ensuring that communication take place in both direction and demonstrates that their views are implemented; the mote 'you said it, we did it'.

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

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

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

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

#### **Relevant documentation**

- *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**

### **I. Findings**

The programme is designed to offer a modern and comprehensive analytical outline of courses and other training activities, adapted to students' needs by utilizing, composing and evolving international know-how and specialized scientific knowledge.

### **II. Analysis**

The Department's Curriculum aims to achieve the following goals:

- The provision of high-quality higher education at theoretical and laboratory level.
- The continuous monitoring of new developments in science, research and technology.
- To gain a broad understanding of food science and in-depth knowledge of the specialized fields of chemistry, microbiology, processing – maintenance and quality assurance.
- The acquisition of skills by graduates will enable them to respond successfully to any competitive working environment in the food sector with very good career prospects.
- The acquisition of knowledge by graduates enables them to attend postgraduate programs in Universities in Greece and abroad successfully.

The basic principles and strategies that the programme follows are:

- Continues improvement of the educational process and the encouragement of student-centred learning
- Creation of a modern academic environment
- Upgrading and increasing infrastructure and attracting financial resources

The study programme is designed for four years of attendance (8 semesters) and students should attend the modules to achieve 240ECTs. (see principle 1, section e). It includes a final project (Πτυχιακή Εργασία) and an optional two-month internship. The undergraduate program lasts 4 years or 8 semesters and corresponds to 240 credits (ECTS), i.e., 30 ECTS per semester and 60 ECTS per year. The program of studies includes 7 general education courses (40 ECTS) and 35 major courses (200 ECTS), Several elective courses are available.

The dissertation (Thesis) aims to achieve

- Complex research experience in cutting-edge topics of food sciences
- Development and application of knowledge and skills
- Acquisition of skills and competencies to follow a postgraduate study

Students would have a variety of learning activities for all the course and include theory and clinical laboratory work. The facilities are excellent, state-of-the-art-standards, enhancing the student learning experience. It became clear that it was rather challenging for the students to pass a subject that included laboratory work in the past as the resit was not available for the September period, hindering progression as some subjects have pre-requisite. Currently, the case has been managed as the mark is considered of the aggregate of the two elements, theory and practice. It is very important though to reconsider, offering a resit in September for the

practical classes as this would delay students that failed the practical, completing their degree as they have to wait one academic year to resit the exam.

The department organises the student induction program, enhancing the learning experience of the newcomers and setting the rules within the department. The students benefit also from the Erasmus+ programmes that are available.

The evidence provided for the employment of the graduates is robust, with excellent rationale and strategy to follow. The faculty studied in detail the evidence of Food Science and Technology, they are engaging with the industry, including a robust network of established food companies as well as academic advisors to enhance the curriculum and employability of their graduates. The employment prospects for food scientists professionals looks very promising, ensuring job security for the newly trained students.

- *Student Study Guide*

The student study guide is comprehensive, presenting all information needed regarding the new responsibilities and rights that students must follow to successfully complete their academic studies. The guide presents in detail each course, theoretical and laboratory classes, the opportunities to experience studies abroad as well as the opportunities for lifelong learning and the importance of dissemination of research by attending seminars and conferences.

The students will be able also to progress their studies by following postgraduate studies as well as to complete their doctoral degree. The department has an impressive number of PhD students (currently 17) that will enable academic staff and researchers to include evidence base practice and cutting-edge information. The Student Study Guide further includes supporting services for the students to ensure the physical and mental health during their studies as well as other relevant departments/support services, such as library resources, IT and Admin.

- *Course outlines*

The programme is excellent, relevant and up to date, giving the students a great choice for elective modules. The classification of the courses to general and specific as well as specialisation and electives gives a robust background knowledge and opportunities for development and specialisation. The laboratory skills are further developed through the classes.

The academic staff intension is to follow regulations to reform the curriculum in regular intervals and enhance student experience and content. The staff specialisation and plethora on research interest gives the students opportunities to develop further to engage with the industry and research.

Students are able to give feedback on their experiences as well as the inclusion of the advisory body, brings further up-to-date material to the studies.

### III. Conclusion

The Department's Curriculum is designed to provide high-quality education in food science, combining theoretical knowledge with practical laboratory experience. It prepares students for successful careers in the food sector and for further postgraduate studies. The program is well-structured with a balance of core and elective courses, supported by excellent facilities and a comprehensive student study guide. The department actively engages with industry and regularly updates the curriculum to enhance the learning experience and improve student employability.

#### Panel Judgement

<b>Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The design, approval and monitoring the quality of the programme are clear and well developed. It is important to disseminate the feedback that the students provided for each course back to the students using the electronic platforms. In this way the students would be able to appreciate that their views are important and a follow up has been actioned.

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

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

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

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

### **Relevant documentation**

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

## **Study Programme Compliance**

### **I. Findings**

Teaching and learning are underpinned by student-centred learning (SCL).

It was confirmed by the students that the academic unit's curriculum plays a dominant role in student-centred learning (SCL). Almost all participating academic teachers—embraced SCL and reported benefits. They acknowledged building better relationships with students, feeling more attuned to classroom dynamics, and tailored learning to individual needs. The students declared that instead of the traditional model, where students and teachers follow the same script, the faculty use their study program as a resource to spark student interest and guide rigorous inquiry through flexible learning paths and pedagogical methods. The students were particularly pleased with the communication channels that academic use as well as the 'open door' policy that is applied. Academics publicized open hours to deal with student queries.

### **II. Analysis**

Teaching and learning are flexible, considerate of different modes of delivery, and uses a variety of pedagogies for facilitating the achievement of planned learning outcomes. For



example, the academic staff of the Unit uses independent study, projects, assignments, laboratory and practical learning, e-learning, face to face lectures, critical analysis of research data, and learning through research. The methods of teaching and learning are innovative and diverse and collectively facilitate a student-friendly learning environment.

The EEAP also saw evidence of student awards and the faculty engages the students in various important activities, which build upon professionalism, which is a significant basic competence of the students. The students were particularly pleased on opportunities to engage with research projects and achieve publications, conference presentation as well as participation to European competition such as Ecotrophelia.

The Department regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys, and uses these in a formative manner to improve teaching. It is rather concerning that the student engagement is limited with the process. Students are aware of the processes, however challenges that they have i.e. crushing of the site when they offered to give the feedback during the lecture time. The faculty is fully committed to their academic roles, and they show appropriate professionalism and integrity.

The EEAP saw evidence of the plurality of methods of assessment, and they have an internal regulation for dealing with students, who fail the course three times. EEAP saw evidence of these in the hyperlinks, presented in the ppt presentations. The department respects the diversity of the students and applies a fair approach to all. Teaching has a clear procedure to ensure quality.

There is also a formal way of dealing with student complaints, swiftly and efficiently. The students also verified the presence of such a procedure, but they never felt the need to utilize them, as all of their requests are heard with empathy by the Faculty members. The study program promotes the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff and promotes mutual respect in the student-teacher relationship. The faculty knows the students personally, the students communicate with the faculty members openly and they are treated with respect.

The students verified all the principles which were presented by the faculty members. The EEAP also saw and heard the presence of flexible learning paths at the level of optional and compulsory courses. The EEAP also verified the presence of various pedagogical methods which were abundantly confirmed by the students.

It has been noted that students are encouraged to take an active role in creating the learning process by incorporating the procedure of having internal feedback and facilitating an internal evaluation procedure at the end of every module. 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.

Students can participate in study abroad programs such as Erasmus+, motivated by the extensive network of partnerships with European universities and institutions. The Erasmus office ensures the growing demand for student mobility and the increasing provision of

English-language lectures by teaching staff will increase the percentage of incoming Erasmus students.

Students do a voluntary/elective practical training after the 7<sup>th</sup> semester that takes place in the summer months of July-September. Successful completion is not a prerequisite for obtaining a degree. This should be re-assessed, due to the nature of the academic program and the labour market needs. Furthermore, the practical training can occur in private or public sectors and is not financially supported in all cases.

The Diploma Supplement is issued automatically upon graduation both in Greek and English, including all the complementary certificates which could be gained through the studying period (certificate in digital skills etc).

### **III. Conclusion**

Teaching and learning at the University of West Attica are flexible, incorporating a variety of pedagogical methods that support diverse learning styles and facilitate the achievement of planned learning outcomes. The department uses innovative approaches such as independent study, projects, e-learning, and practical laboratory work, which collectively create a student-friendly environment. Although the department regularly evaluates teaching quality and effectiveness, there are concerns about limited student engagement in the feedback process due to technical issues. Despite this, the faculty demonstrates professionalism and commitment, fostering a respectful and supportive relationship with students, who also benefit from opportunities such as research projects, conference presentations, and participation in study abroad programs like Erasmus+.

## Panel Judgement

<b>Principle 4: Student-centred approach in learning, teaching and assessment of students</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- The incoming student mobility (Erasmus+) should be promoted further, and more courses should ideally be offered in English for incoming exchanged students.
- The percentage of experimental classes could be further increased investigating at the same time the proper conditions for part of the thesis to be carried out through the traineeship.
- The EAAP recommends that practical training course should be re-assessed in becoming compulsory, considering the nature of the academic program and the desire to bring students close to the industry. The practice period should be extended to 4-6 months. This could be achieved by expanding it to split in two years or as a full semester, or by even combining it with a study abroad program. Trainees should be provided with basic financial support with/or the contribution of employers.
- It is recommended more active participation of students in the effort to reformulate the evaluation questionnaire to make it less tedious to complete. This can be done by setting up a student committee that will assist the MODIP members in this process.
- The integration of electronic assessment questionnaires into the e-class platform (for example in the field of announcements), when the evaluation period starts suggested. The evaluation period for each course should be extended upon the previous day of its examination.
- The examination schedule should be published well in advance of the start of the examination period (for example a month before).

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

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

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

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

*as well as*

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

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

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

### **Relevant documentation**

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

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

### **Study Programme Compliance**

#### **I. Findings**

The admission process, progression and recognition of academic qualifications meet European and international standards.

## **II. Analysis**

Students are admitted to the Department through the National Exams system, with the Ministry of Education and Religious Affairs determining the number of admitted students, which is 100-110 each year.

The curriculum aligns with European and international standards, and its objectives are connected to labour market needs. It is structured based on the European Credit Transfer System (ECTS).

The Department has established practices for student progression and credit recognition among various European academic institutions in accordance with the Lisbon Recognition Convention.

In addition to abundant online information available for incoming students, the Department annually organizes special welcoming and orientation sessions on-site for incoming students. However, an exception was made for the 2020-2021 academic year, which was conducted online due to restrictions of COVID-19. Also, the Faculty serves as a guarantee of the principal individual rights, especially in the case of students with disability problems, placing at their disposal the institution of Professor – Advisor.

Students can participate in study abroad programs such as Erasmus+, motivated by the extensive network of partnerships with European universities and institutions. The Erasmus office ensures the growing demand for student mobility and the increasing provision of English-language lectures by teaching staff will increase the percentage of incoming Erasmus students.

Students do a voluntary/elective practical training after the 7<sup>th</sup> semester that takes place in the summer months of July-September. Successful completion is not a prerequisite for obtaining a degree. This should be re-assessed, due to the nature of the academic program and the labour market needs. Furthermore, the practical training can occur in private or public sectors and is not financially supported in all cases.

The Diploma Supplement is issued automatically upon graduation both in Greek and English, including all the complementary certificates which could be gained through the studying period (certificate in digital skills etc).

## **III. Conclusion**

In conclusion, the Department's admission process, curriculum structure, and support systems meet European and international standards, effectively preparing students for the labour market.

## Panel Judgement

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

## Panel Recommendations

- The incoming student mobility (Erasmus+) should be promoted further, and more courses should ideally be offered in English for incoming exchanged students.
- The percentage of experimental theses could be further increased investigating at the same time the proper conditions for part of the thesis to be carried out through the traineeship.
- The EAAP recommends that practical training course should be re-assessed in becoming compulsory, considering the nature of the academic program and the desire to bring students close to the industry. The practice period should be extended to 4-6 months. This could be achieved by expanding it to split in two years or as a full semester, or by even combining it with a study abroad program. Trainees should be provided with basic financial support with/or the contribution of employers.

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

**Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.**

*The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences and educational leaves- as mandated by law).*

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The DFST program has a diverse and qualified teaching staff that handles a significant workload, including contact hours, supervision, and research project management. The program's student body is substantial, with a notable proportion of students coming from ATEI and transitioning to the new curriculum. The effective monitoring of student intake under new legislation helps control the number of students, though a low graduation rate within 4 years highlights challenges that need addressing.

#### **II. Analysis**

The DFST is 4 years programme, and its curriculum follows national and international standards as well as those of the European Union.

The teaching and research staff consists of 4 Professors, 1 Associate Professor, 9 Assistant Professors, 1 Lecturer. The technical staff are three and administrative staff are three.

The workload of the teaching staff is 8 to 10 contact hours per week and are expected to supervise undergraduate projects as well as PhD students and manage research funded projects.

The undergraduate students are 1374 as an aggregate of the ATEI 388 and the establishment of the University of West Attica.

The ATEI students 388 are expected to be withdrawn by October 2025 as per legislation.

The students from the U of West Attica are 977, of which 645 are registered for six years currently, the rest 332 are the ATEI graduate who register to complete the new programme.

It is important to note that the new legislation for the student intake each year is monitored effectively, limiting a large number of students registering to the department and not following the programme. For each academic year the 80% of students are active, it is rather disappointing though that the students graduating is less than 20% completing the study within 4 years. Those statistics are concerning, and the academic staff could evaluate the barriers and facilitators for those delays.

Quite a few students are working during their studies, facing challenges attending the lectures, as well as the manage the exam period. They indicated that if the timetable of the lectures is announced in advance, the shift work could be arranged in order to re-arrange their job responsibilities. In a similar manner the exam period is announced, however the specific dates and times of the exam are not known as they are advertised closer to the exam period. Probably those arrangements could take place at the begging of the semester, rather than at the end, so students would have the opportunity to re-organise their work. The management of timetable lectures and exams is one of the parameters that might hinder students to effectively manage their studies, faculty could look closer to the delays observed to create new processes supporting completions within 4 years of study.

Data that are presented for the graduation are the following:

#### Στοιχεία αποφοίτων τμήματος

Ακαδημαϊκό Έτος	Σύνολο αποφοίτων έτους	Απόφοιτοι ΠΠΣ ΤΕΙ	Απόφοιτοι ΠΠΣ ΠΑΔΑ (συνολικά)	Απόφοιτοι ΠΠΣ ΠΑΔΑ (πρώην ΤΕΙ που εντάχθηκαν)	Απόφοιτοι ΠΠΣ ΠΑΔΑ (εισαχθέντες 2018 κι έπειτα)
2018-19	76	65	11	11	0
2019-20	116	42	74	74	0
2020-21	129	34	95	95	0
2021-22	144	16	128	128	0
2022-23	121	18	103	103	0
2023-24	107	7	100	72	28

Currently the staff to student ratio is 1 staff per 91.6 students when considering all students registered (1374), however the ratio is 1 to 64 students when the students that would not be withdrawn are considered (only 974 students). There are no regulations about the maximum number of staff to student ratio at this subject. The high number of students is related to student delay completing their studies in time, rather than increasing the number of academic staff. The head of department indicated that three more academics are going to be employed, changing the staff to student ratio to 54.1, which is very positive freeing more time for the staff to work on research and collaborations with the industry, improving the student



experience, exposure of the University to international research excellence and enhancing the research and teaching excellence of the department. It is important to highlight the importance of commitment and engagement of the staff to research activities, dissemination of research, collaborations and the variety of specialisations making it a centre of excellence.

Also, the academic staff steadily continues their research activity and the subsequent publication of related publications in international peer reviewed journals and conference presentations which indicates the quality of their research outputs.

The students with whom EEAP had a one-hour meeting confirmed the interest and willingness of the academic staff for the educational process.

### **III. Conclusion**

The academic input and the consequent effectiveness as well as the interest of the professors in the function they serve is evidently apparent. The Faculty members and the academic staff goes well above and beyond the call of duty to accomplish what they have undertaken in terms of education, collaborations with other departments and the management of research programmes.

## Panel Judgement

<b>Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- The faculty has developed an excellent culture of unity and contribution of knowledge to the university community.
- Research on student progression in relation to facilitators and barriers could be conducted to support completions within 4 years of study.

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

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

*Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The University of West Attica and the Department provides high-quality facilities and equipment essential for both teaching and research. The commitment to enhancing these facilities indicates a forward-thinking approach to education, focusing on creating a more student-centred learning environment. The availability and accessibility of auxiliary facilities ensure that students can fully utilize support services, contributing to their academic and personal development.

#### **II. Analysis**

The EEAP noted the good quality of an adequate number of facilities dedicated to supporting the study program and its students. The educational and scientific equipment of the 3 teaching

classrooms (lecture halls) and laboratories are of good quality, adequate for teaching and research including, video projectors, overhead projectors, display screens and PCs. There is the commitment of the Management to enrich this equipment in the near future towards a more student-centred mode process. Auxiliary facilities (i.e., Department's website, IT Systems and learning platforms, libraries, leisure facilities) are also available and accessible to students when needed. Students are well informed of the different support services available and confidently expressed that they have good access to them. The DFST has established and already operates an information system/database for the management and monitoring of data concerning faculty, course structure and organization, students, course materials, teaching, and provision of services to students as well as to the academic community.

The DFST shares the use of the three libraries, each one for the three campuses. The libraries provide access to various databases, as well as electronic access to publications, books, and academic journals. These facilities seem to fit the needs of the programme and the availability of such databases is essential for carrying out academic research and publishing in peer-reviewed journals. Students are also provided with free use of special software tools (statistical packages SPSS, MATLAB).

There is a significant variety of student support facilities available for the students, which are: ERASMUS mobility programmes, counselling services, medical support, awards and scholarships, support of students with disabilities, management of complaints, sport facilities (under the coordination of the Sports Department), three restaurants and eight coffeeshops.

There are also two dedicated research laboratories (only for research purposes): The Laboratory for Food and Beverage Quality and Safety Control - E.E.P.A.T.P., and The Laboratory of Chemistry, Analysis and Design of Food Processing Processes - E.X.A.A.S.D.E.T. and one IT laboratory for student's use and for teaching IT related subjects. Facilities seem to fit the needs of the DFST. In addition, there are sixteen Laboratories for educational purposes, which ensure all security protocols, to keep the students engaged within the academic community: Laboratory of Chemistry, Biochemistry & Food Analysis, Laboratory of Organic Chemistry, Laboratory of Organic Food Analysis, Research Laboratory for Inorganic Chemical Analysis, Laboratory of Fish Food Technology & Quality, Laboratory of Engineering, Laboratory of Fruit & Vegetable Science and Technology, Cereal Science & Technology Laboratories (A, B), Laboratory of Fats & Oils Science and Technology, Laboratory of Milk & Dairy Science and Technology, Laboratory of Science & Technology of Meat and Meat Products, Laboratory of Food Science & Technology and Food Processing, Laboratory of Food Processing & Processing Technology, Food Microbiology Research Laboratory, Research Laboratory of Molecular Biology & Applications.

There is Student Advisor Support service for the students to seek advice on their study program as well for the resolution of possible personal problems. In general, all students interviewed by the EEAP indicated that the relationship with and accessibility with the support facilities and their professors is very good and friendly.

Students are offered a range of cultural activities: participation in theatre groups, music groups, charity volunteer groups, working with the local community, etc.

Information and material for all thematic units are uploaded on the electronic learning platform (e-class), which contains useful learning material including lecture notes, articles, and

other useful sources of information pertinent to the programme. This also provides a useful platform for communication between students and faculty. The students indicated that they are pleased with the support and accessibility they enjoy.

The Department's website is bilingual (Greek/English), well structured, user-friendly, and up to date, allowing students to be informed about all available services and regulations.

The Department has organized the management of future data collection about the career progression of graduates. The first 12% of alumni is estimated to have graduated by the end of 2023.

The EEAP observed a sufficiency of emergency response procedures/training and emergency drill for the buildings where the Department is placed. It should be noted that the laboratories have put in place procedures for laboratory safety as well as the risk and appropriate disposal of materials/residuals.

The Department administrative staff appears to be well equipped and organized in order to offer support to students and staff in an efficient manner.

### **III. Conclusion**

The available resources and student support of the undergraduate program meet the expectations of the EEAP.

## Panel Judgement

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

## Panel Recommendations

- The Institution authorities working closely with the academic unit should provide more social services to students by claiming more privately owned student residences. Near-future investments will expand the residential capacities of the institution, but these are not considered sufficient for the 3rd most populous institution/ densely populated in the country.
- The academic unit should invest in providing first aid and civil protection programmes on a voluntary basis for students who express an interest.
- The EAAP recommends extending the digitisation of administrative procedures, providing one-click issuance of student documents without the intervention of administrative staff.

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department collects and analyses all the information concerning it through the information systems of the University of West Attica primarily and secondarily those developed at Department level.

#### **II. Analysis**

In particular, the University of West Attica provides a comprehensive range of electronic services to the academic community, supporting the educational process, research activity, as well as the administrative and support services of the Institution. All applications are accessible to the entire academic community using unique (same) Institutional codes (username & password). OPESP is the Integrated Information National Quality System at the level of Institution, Department and new Study Programme.

The Quality Assurance of the University of West Attica the Key Performance Indicators (KPIs) are described. Then, through the process of analysing the information collected by OPESP, it is possible to monitor these indicators related to the educational work, student performance, research work, human resources, infrastructure, services provided to students, financial resources and their disposition.

The university operates an integrated information system which consists of applications related to the management of students (web of students, web of teachers) as well as of the

members of the Faculty, the Teaching Research Staff (DEP), the Laboratory Teaching Staff (EDIP), the Special Technical Scientific Staff (ETEP) and the MODIP.

The application for the management of students (Student Register), with the name 'Uni Tron' serves the needs of the students regarding the declarations of the courses, the rating, the calculation of the degree, the issuance of certificates etc. while the teachers through it manage the teaching of the courses and post the score. In addition, the application has statistical reports related to students and courses. There is an interface of the Uni Tron application with the electronic protocol, with the student service web application, with the teachers' web application, MODIP and with external applications (e.g. Academic ID, EYDOXOS, etc.) With the teachers' web application, supervision of students per course, management – dividing students into study groups (e-class) and submission of the grades are achieved.

The MODIP Application is connected to the Student Register, the Student Web and the teachers' web. It has a lot of data (teachers, courses, curricula, student data, etc.). The applications and tools developed by MODIP are evaluation questionnaire by students, course appendix by lecturers, teacher census, Department census by OMEA, Institution census by MODIP / OMEA, recording of research project, recording of evaluation programs.

The Electronic tools developed by the University of West Attica are Request Management Platform for the Technical Service, Electronic Lobby Platform, Interactive Mapping Platform, Administrative Services Electronic Portal and Financial Services Electronic Portal.

The University of West Attica is the third Higher Education Institution to join the national eDiplomas service. Through it, the citizen holding a degree from a Greek university can, using his TAXISnet account, authorize an entity (public organization or company) to receive information about his degrees.

In addition, Open e-Class, Moodle Electronic Course Management systems and the Ms-TEAMS Application to support teleconferences and distance learning are available.

All applications developed by The University of West Attica have the ability to export statistics to various file formats, as well as generate graphs, demonstrating trends and allowing immediate interpretation and comparisons.

The Department has organized and supports all the Undergraduate program courses on the e-Class platform in order to create and utilize indicators related to the quality of the education provided such as: attendance of the Undergraduate program courses, activity completion, etc. in order to feedback from the educational process itself and improvement.

### **III. Conclusions**

In conclusion, the Department operates an integrated information system properly developed by of the University of West Attica primarily and secondary by the Department.



## Panel Judgement

<b>Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

There are no recommendations from the EEAP

## **Principle 9: Public Information Concerning the New Undergraduate Programmes**

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

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.*

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department has developed its website <https://fst.uniwa.gr/> , which consists of an important tool for students, the teaching and administrative staff as well as those who are interested in being informed about the Department. The website provides complete information in Greek and English about its operation and activities.

#### **II. Analysis**

The website consists of 2 main sections:

In the first section on the top right there are three thematic sections (USEFUL FORMS, CONTACT, SEARCH) while immediately below, in the second one, there are 6 main thematic sections about: The Department, Human resources, Undergraduate studies, Postgraduate studies and News.

There is a presentation of the history of the Department and the administrative structure, while there is also rich photographic material. In addition, the Department's Quality Policy, the Department's Advisory Committee, as well as the Staff Name List are posted. Anyone can see in detail the CVs of the Teaching Research Staff (DEP), the Laboratory Teaching Staff (EDIP), the Special Technical Scientific Staff (ETEP), the Hourly Based Lecturers (N.407) and the Academic Fellows as well as information about the doctoral candidates and the administrative staff.

A series of sub-sections are available that include topics useful for informing students about the upper limit of attendance, the Regulations of the Department, general information for students, Curriculum amendment-Prerequisite courses, Student Study Guide, practical training, Theory-Laboratory participation rates in the final grade, TEI-PADA (University of West Attica) curriculum correspondences, thesis structure model, student academic advisors, application for registration form graduates of other programmes.

The announcements of Departmental Regulations are Complaints Operation Regulations, Academic Advisor Institution Operation Regulations, Internal Operation Regulations, Study Regulations, ERASMUS Mobility Regulations, Internship Regulations, students with disabilities, Academic Advisor Regulations, Department Quality Policy.

In addition, information is available for the Master's degree program entitled "Food Innovation, Quality and Safety", as well as information for Ph.D. Procedures.

In the Research section one can find information about Research Laboratories, Research Directions, Recent Publications and Funded Projects.

The site includes relevant material for the students in order to avoid the face-to-face interaction, making the processes efficient, such as the following: application for registration, application for classification, application for improvement of score, application for doctoral candidate, application for undertaking a thesis, minutes of the thesis evaluation committee, internship contract etc.

There is a range of services that offer and contact numbers for the students and graduates to use: the communication section, information such as the mail address and the phone number of the head of the Department and of the BSs and MSc secretariat are given. In addition, the topographical localization of the university on the map is also available.

A short video of the Department is posted on the website. The Department has also a website on Facebook and LinkedIn.

### **III. Conclusions**

In conclusion, the website of the department has been satisfactorily designed in order to facilitate students and teachers in their activities. Moreover, it is designed to be functionally, efficiently and an important communication tool of the Department with the extra-academic environment.

### Panel Judgement

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

### Panel Recommendations

There are no recommendations from the EEAP

## **Principle 10: Periodic Internal Review of the New Study Programmes**

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The evaluation of the Undergraduate Program is coordinated by the Evaluation Working Group (OMEA), supervised by the Quality Assurance Unit (MODIP) and carried out annually according to the procedures defined by the National Higher Education Authority (ETH.A.A.E.).

#### **II. Analysis**

The procedure for assess and eventually modify the study programs is as follows: Initially, the Undergraduate Studies Program Committee evaluate the Undergraduate Programs of relevant departments abroad, the developments in the field of Food Science (Research projects, Collaborations) and takes into account the needs of the market. Then the OMEA assess the proposals of the Undergraduate Studies Program Committee taking into account the annual internal evaluation report, the external evaluation report, the proposals of the teachers, the comments and observations from the student evaluations, the improvement proposals from the External Advisory Committee and ends up drafting a proposal for eventual amendments.

The meeting of the Department discusses and approves the eventual reformed Undergraduate Program and sends it to the competent authority of the Institution and MODIP. MODIP controls and approves the program which is finally approved by the Senate. Finally, the Undergraduate Studies Program Committee updates the Program and the Study Guide, the Course Outlines and the Department's website.

As mentioned, the members of the teaching-research and other scientific staff and the students participate in the evaluation by answering questionnaires. The evaluation is carried out electronically through the application of MODIP. The evaluation is completed with the drafting of the internal evaluation report of the Institution and the Department.

The questionnaires, which the students complete, mainly concern the quality and means of research and teaching, the structure and content of the studies, student care, administrative services and the logistical infrastructure of the Department. Students are requested to evaluate the attended courses using an electronic questionnaire. Each questionnaire includes 33 course-related questions, 19 on the course, 7 on the instructor, and 7 on students-related needs. The student uses a 5-point scale (from 1 worst value to 5 best values) that allows comparisons of students' opinions through time. Student participation in the evaluation process was circa 20 %, which is quite low. Although, during the meeting between EEAP and the students, the latter mentioned that they are very satisfied with their studies. The answers given to the questionnaires by the students express their opinions on the improvement of the quality of teaching, the better organization of the courses, the cooperation with the teachers and their expectations from the studies. The completion of the questionnaires, in order for the results to be impartial and statistically reliable, is carried out by the students of the Department by census and not by sampling, since this is possible, voluntarily, anonymously and without warning in the context of the courses offered during the semester.

### **III. Conclusions**

The Department has in place an effective internal quality assurance system

## Panel Judgement

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

## Panel Recommendations

Develop strategies that will increase course evaluation participation (i.e., demonstrate the value of evaluation, allow time to complete questionnaires during class, or organize special sessions).

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

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

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

### **Relevant documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The undergraduate study program of the Department of Food Science and Technology, in its current four-year form, was established in 2018. As a newly established program, there has not been any previous external evaluation conducted.

The department has established annual internal evaluation processes coordinated by the department's OMEA under the supervision of the university's MODIP, as well as processes to implement the recommendations of the external evaluation carried out by this panel.

### **II. Analysis**

No determination can be made regarding whether the department has considered recommendations from prior evaluations since this a newly established program. The annual internal evaluation provisions are well thought out and outlined in the documentation provided by the department.

### **III. Conclusions**

The committee considers that the department fully complies with this principle.



## Panel Judgement

<b>Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

There are no specific recommendations for Principle 11.

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

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

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

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

### Relevant documentation

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

### Study Programme Compliance

#### I. Findings

The Department of Food Science and Technology at the University of Western Attica evolved from the Department of Food Technology at T.E.I. of Athens. During the transition period, students admitted to the department under the T.E.I. framework were given the opportunity to transfer to the new four-year university program. The department developed T.E.I. course transfer articulations (a special program of studies) that allowed students to continue their studies and obtain a four-year degree. Over 400 T.E.I. students transferred to the new program and are expected to obtain their four-year degree by the academic year 2024-25. The department has developed study regulations specifically for this transitional program.

## II. Analysis

The Department implemented processes that allowed a seamless transition from the former program to the new one. The University and the Department have the necessary and appropriate learning and other resources, appropriate teaching staff, courses, ECTS, learning outcomes, study regulations, and a system of data collection and use.

## III. Conclusions

The committee considers that the department fully complies with this principle.

### Panel Judgement

<b>Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

There are no specific recommendations for Principle 12

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The Department has implemented compliant, efficient mechanisms for monitoring and ensuring high quality of work and services. Quality assurance policies are already implemented regarding teaching delivery, assessment, and student progression. The existing quality assurance and continuous improvement policy aims to align practices with the strategic objectives the Department and the Institution.
- The faculty and staff are enthusiastic and dedicated to their mission. The students' overall experience is very positive. The enthusiasm of current students, employers, and other stakeholders was evident.
- The faculty and research staff are conducting research of regional, national, and international significance. The Department has developed collaborative research projects with other Universities and Research Centres.
- The participation of women in teaching, research, and administration is valued and recognized. The student gender ratio is balanced; more than half the student representatives that met with the EEAP were women.
- A collegial and friendly atmosphere between faculty, staff, and students.
- The Department follows the careers of the graduate students, and their advice will be considered in the future development of the curriculum, which is crucial for the Department's future development.
- Existence of an External Advisory Board with members from the Academia, the Industry and the Public sector.
- Positive environmental efforts are made towards a "green" Department and University.
- Strong relationships with industry partners, organizations, and professionals.
- The website of the department has been satisfactorily designed in order to facilitate students and teachers in their activities. Moreover, it is designed to be functionally, efficiently and an important communication tool of the Department with the extra-academic environment.
- The faculty has developed an excellent culture of unity and contribution of knowledge to the university community.

### **II. Areas of Weakness**

- Student representatives are not included in OMEA and in the General Faculty Assembly meetings.
- Student participation in course/instructor evaluations is very low; the Department should develop a strategy to substantially increase student participation in the evaluation process.

- The number of students registering at the programme (Food Science and Technology) should be lower and possibly fixed to 60 for each academic year.
- It is recommended more active participation of students in the effort to reformulate the evaluation questionnaire to make it less tedious to complete. This can be done by setting up a student committee that will assist the MODIP members in this process.

### **III. Recommendations for Follow-up Actions**

- EAAP is satisfied and certain that staff - academic and administrative - of the Department will continue doing their utmost to ensure the continuation of the quality education provided. However, they must surely be vigilant and constantly strive for the improvement of quality, as it is well known that the improvement of quality is a continuous process.
- It is worth re-working the questionnaire for the student feedback in order to make it concise and easy to complete. It is worth including services for the library and administrative staff.
- Qualitative data could be collected on elements that are part of services offered.
- Students might be more engaged with the participation for feedback if the findings and the improvements are published in each subject, ensuring that communication take place in both direction and demonstrates that their views are implemented; the mote 'you said it, we did it'.
- The department developed a strong curriculum, fit for its purpose, an advisory board with industrial partners and academics to keep the curriculum current and communicates the processes to students effectively.
- It is important to disseminate the feedback that the students provided for each course back to the students using the electronic platforms. In this way the students would be able to appreciate that their views are important and a follow up has been actioned.
- The incoming student mobility (Erasmus+) should be promoted further, and more courses should ideally be offered in English for incoming exchanged students.
- The percentage of experimental theses could be further increased investigating at the same time the proper conditions for part of the thesis to be carried out through the traineeship.
- The EAAP recommends that practical training course should be re-assessed in becoming compulsory, considering the nature of the academic program and the desire to bring students close to the industry. The practice period should be extended to 4-6 months. This could be achieved by expanding it to split in two years or as a full semester, or by even combining it with a study abroad program. Trainees should be provided with basic financial support with/or the contribution of employers.
- Research on student progression in relation to facilitators and barriers could be conducted to support completions within 4 years of study.
- The Institution authorities working closely with the academic unit should provide more social services to students by claiming more privately owned student residences. Near-

future investments will expand the residential capacities of the institution, but these are not considered sufficient for the 3rd most populous institution/ densely populated in the country.

- The academic unit should invest in providing first aid and civil protection programmes on a voluntary basis for students who express an interest.
- The EAAP recommends extending the digitisation of administrative procedures, providing one-click issuance of student documents without the intervention of administrative staff.
- The integration of electronic assessment questionnaires into the e-class platform (for example in the field of announcements), when the evaluation period starts suggested. The evaluation period for each course should be extended upon the previous day of its examination.
- The examination schedule should be published well in advance of the start of the examination period (for example a month before).
- The EAAP recommends that practical training course should be re-assessed in becoming compulsory, considering the nature of the academic program and the desire to bring students close to the industry. The practice period should be extended to 4-6 months. This could be achieved by expanding it to split in two years or as a full semester, or by even combining it with a study abroad program. Trainees should be provided with basic financial support with/or the contribution of employers.
- Creation of academic student clubs where students can work on activities related to the club's focus. For example, a student club on Food Safety.
- Reducing the number of admitted students to the number proposed by the department.
- Considering making the internship a compulsory major course instead of an optional one.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12**

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

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Professor Constantin Vamvakas (Chair)**  
f. Academic Counsellor, University of Ghent, Ghent, Belgium
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