



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Wine, Vine and Beverage Sciences

Institution: University of West Attica

Date: 25 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 **Wine, Vine and Beverage Sciences** of the **University of West Attica** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation.....	5
III. New Undergraduate Study Programme in operation Profile.....	9
Part B: Compliance with the Principles	10
Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit.....	10
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit.....	16
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes.....	19
Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students.....	22
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes.....	25
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes.....	28
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes.....	30
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes.....	33
Principle 9: Public Information Concerning the New Undergraduate Programmes.....	35
Principle 10: Periodic Internal Review of the New Study Programmes.....	37
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes.....	39
Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones.....	41
Part C: Conclusions	43
I. Features of Good Practice.....	43
II. Areas of Weakness.....	43
III. Recommendations for Follow-up Actions.....	44
IV. Summary & Overall Assessment.....	45

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 **Wine, Vine and Beverages Sciences** 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. Adj. Prof. Anastassios Papageorgiou (Chair)**
University of Turku, Turku, Finland

- 2. Prof. Christos Takoudis**
University of Illinois Chicago, Chicago, Illinois, United States of America

- 3. Prof. Constantinos Varotsis**
Cyprus University of Technology, Limassol, Cyprus

- 4. Dr Dimitrios Kontogiannatos**
Geotechnical Chamber of Greece, Oropos, Attica, Greece

- 5. Mr Ioannis Praskidis Alympakis**
Student, Department of Agriculture, Hellenic Mediterranean University, Heraklion, Greece

II. Review Procedure and Documentation

The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to conduct an assessment of the compliance of the study programme of the USP on Wine, Vine and Beverage Sciences of the University of West Attica (UNIWA) in accordance with the HAHE Quality Assurance requirements (laws 4009/2011 & 4653/2020). The assessment was conducted through document reviews and online interviews. The method used was an evidence-based process centred on a sampling of the Department's activities and it was aimed at evaluating the fulfilment of the HAHE requirements of the relevant Quality Standard of the Undergraduate Study Programme (Integrated Master) and commenting on its compliance, effectiveness and applicability for the scope of the requirements. The information provided by the Department was assumed to be factually correct.

The entire evaluation and accreditation exercise did not include a site visit of the Department and University campus in Egaleo but was carried out remotely using the Teams platform.

On May 17, 2024, the External Evaluation and Accreditation Panel (EEAP) received from HAHE the Accreditation support material from the HAHE Cloud link <https://docs.ethaae.gr/s/kmJ8KGwgg7ttDdM> which contained the following documents:

1. Wine, Vine and Beverage Sciences, UNIWA

- B0. Table of Contents
- B01. Proposal for the Academic Accreditation of the UGP
- B02. Reasoned Explanatory Report of the MODIP
- B03. Updated Strategic Plan of UNIWA
- B04. Feasibility and Sustainability Study
- B05. Four-Year Business Plan
- B06. Revised Quality Policy of the Foundation
- B07. Quality Policy of the Department
- B08. Quality target of the UNIWA
- B09. Quality target for the UGP
- B10. Senate decision on the establishment of the UGP
- B11. Study Guide 2021-2022
- B12. Course outlines in Greek
- B13. List of Courses Related to Digital Skills Acquisition
- B14. List of teaching staff
- B15. Results of the Internal Evaluation of the UGP
- B16. Sample Questionnaire for the Evaluation of the Course and the Teachers by the Students
- B17. Regulation for the Operation of the Student Complaints Management Mechanism & Complaint Form
- B18. Regulation of the Academic Adviser & Advisor for Students with Special Needs
- B19. Internal Regulations of the New Programme of Studies
- B20_1. Regulations on WVBS Studies

- B20_2. Regulations on Internship (Practical Training) inside or outside the Corporate Development Framework Agreement (ESPA) Programme
- B20_3. Regulations on Mobility
- B20_4. Regulations on Diploma Thesis
- B21_1. Diploma Supplement (Greek)
- B21_2. Diploma Supplement (English)
- B22. Attestation of Academic Unit President on Diploma Supplement
- B23. Performance of Academic Staff
- B24_1. IQAS Institution UNIWA 2017-2018
- B24_2. IQAS Institution UNIWA 2018-2019
- B24_3. IQAS Institution UNIWA 2019-2020
- B24_4. IQAS Department WVBS 2017-2018
- B24_5. IQAS Department WVBS 2018-2019
- B24_6. IQAS Department WVBS 2019-2020
- B24_7. IQAS UGP WVBS 2019-2020
- B24_8. IQAS UGP WVBS 2018-2019
- B25. Progress Report
- B26. Various material
- B28. Regulations on TEI Studies
- B29. Model of TEI Diploma
- B30_1. Model of Diploma Supplement (Greek)
- B30_2. Model of Diploma Supplement (English)
- B31. List of Teaching Staff Members of Pre-existing UGP
- B32_1. Report of MODIP on WVBS Transition
- B32_2. Communication of Opinion of the Legal Council of the State
- B32_3. Acceptance of Opinion of the Legal Council of the State on TEI Students
- B32_4. Determination of Correspondence of TEI Courses
- B32_5. Registry of TEI Students WVBS
- Informative Note of HAHE to EEAP

2. HAHE Material

- Acronyms
- European Qualifications Framework
- Accreditation Guide (EN)
- P1B. Standards New UGP in Operation (EN)
- P12a. Guidelines for the EEA Panel P13a (pdf)
- P13B. Mapping Grid & Assessment Guide
- P14B. INTEG Template for the New UGP in Operation Accreditation Report*
- UNIWA Quality Indicators Dept. WVBS 2018-19
- UNIWA Quality Indicators Dept. WVBS 2019-20
- UNIWA Quality Indicators Dept. WVBS 2020-21
- UNIWA Quality Indicators Dept. WVBS 2021-22

- UNIWA Quality Indicators USP WVBS 2018-19
- UNIWA Quality Indicators USP WVBS 2019-20
- UNIWA Quality Indicators USP WVBS 2021-22
- UNIWA Quality Indicators USP WVBS 2021-22

*The correct file was sent to the EEAP by e-mail

On Saturday, May 18, 2024, an orientation meeting via Zoom was organized by HAHE's Director General Dr. Christina Besta addressing the procedures to be followed during the virtual site visit and subsequent report drafting. During this meeting, a thorough presentation was made on the quality assurance (QA) mission. Guidelines for the accreditation process were given. Prof. George-John Nychas, member of the Evaluation and Accreditation Council of HAHE, attended the presentation and provided also guidelines and advice.

In order to get to know each other and establish a modus operandi regarding the accreditation exercise, the EEAP members met virtually on Monday, May 20, 2024, between 17:15 and 18:15.

The EEAP Review of the study programme started formally on Monday, May 20, 2024, at 18:15 (Athens time) via Teams. In the first part of this virtual meeting, the EEAP met with Prof. P. KALDIS (UNIWA Rector), Prof. Stavros KAMINARIS (Vice-Rector/President of MODIP) and Prof. Elias KORKAS (Head of the Department/ President of OMEA). After a brief welcome by Prof. Panagiotis KALDIS, the vice-Rector Prof. KAMINARIS and the Head of the Department provided facts and figures regarding UNIWA as well as information regarding the transition from TEI to University status in 2018-19 and current status. The second half of the teleconference (19:15-21:15) focused on the presentation of the various aspects of compliance with the accreditation principles. EEAP was engaged in a discussion with OMEA & MODIP members, along with MODIP staff: Prof. Stavros KAMINARIS (Vice-Rector/President of MODIP), Dr Marisa SIGALA (MODIP staff), Prof. Elias KORKAS (Head of the Department/President of OMEA), Prof. Archontoula CHATZILAZAROU (Member of OMEA), and Assistant Prof. Alexandra EVANGELOU (Member of OMEA).

The second day (Tuesday, 21 May 2024) started at 16:00 with a teleconference with teaching staff members: Prof. Yannis PARASKEYOPOYLOS, Assoc. Prof. Giorgos BANILAS, Assoc. Prof. Thalia DOURTOGLOU, Assistant Prof. Panagiotis TATARIDIS, Assistant Prof. Maria DIMOPOULOU, Assistant Prof. Maria KYRALEOU, Assistant Prof. Panagiotis ARAPITSAS, Assistant Prof. Spyros PAPAKONSTANTINOY, Assistant Prof. Elisabeth KOUSSISI, and Special Teaching Staff Constantina PANAGIOTAKOPOULOU. At 17:00, EEAP met students of the UGP: 2 students from the 2nd semester, 2 students from the 4th semester, 1 student from the 6th semester, and 5 students from the 8th semester. From 18:00 to 19:00 in addition to a video provided by the Department before the interviews, an online live tour was kindly given by Prof. Elias KORKAS to show the panel the lab places, representative instrumentation of the Department, offices, seminar rooms, the administration offices, and various facilities used by the Department for training and educational purposes. After a short break, EEAP met with social partners, employers, and stakeholders from the private and the public sector: Mr Ioannis KOUTOULIAS (Deputy Mayor of Municipality of Aigaleo), Mrs Constantina SPYROPOULOU (President of Interprofessional Organization of Vine and Wine (EDOAO)), Dr Yannis VOGIATZIS, President of Hellenic Wine Association (SEO), Mr Yiannis PAPARGYRIOU, President of the Association of Small Winemakers (SMOE), Mr Sofokles PANAGIOTOU, (President of Hellenic

Association of Brewers), Dr Alexandros TZACHRISTAS (Boutari Winery), Mrs Theodora ROUVALI (Rouvalis Winery), Mrs Chrysa GRIBABI, President of Panhellenic Association of Graduate Oenologists, Assistant Prof. Dimitris SARRIS (Department of Food Science and Nutrition of the Aegean University), Dr Aspasia NISIOTOU (Institute of Technology of Agricultural Products). In the final meeting of the accreditation process After a short debriefing meeting involving the EEAP members only, EEAP had an informal presentation to discuss initial key findings with OMEA and MODIP representatives: Prof. Stavros KAMINARIS (Vice-Rector/President of MODIP), Dr Marisa SIGALA (MODIP staff), Prof. Elias KORKAS (Head of the Department/President of OMEA), Prof. Archontoula CHATZILAZAROU (Member of OMEA), Assistant Prof. Alexandra EVANGELOU, (Member of OMEA). Present at the meeting was also the Rector of UNIWA, Prof. P. KALDIS.

During these two days, the EEAP experienced a positive atmosphere and a cooperative spirit within the Department and University as well as a commitment to quality standards in compliance with HAHE regulations.

From May 22nd to 24th, 2024, the EEAP members reviewed the material sent by the MODIP and the information gathered through the interviews and discussions to draft the Accreditation Report (AR) of the new programme.

EEAP appreciates the Department's efficient delivery of all requested additional information and documentation. Hence, the panel would like to thank the Department and University Administration and all faculty members for their cooperation and fruitful discussions.

III. New Undergraduate Study Programme in operation Profile

University of West Attica (UNIWA) was founded in March 2018 by the National Law 4521. The newly established University came from the merging process of the former Technological Educational Institute (TEI) of Athens and the Piraeus University of Applied Sciences. In 2019, the National School of Public Health joined the newly established university. Today, UNIWA includes 27 departments, organized into 6 Schools: the School of Public Health, the School of Management, Economics and Social Sciences, the School of Food Sciences, the School of Health and Welfare Sciences, the School of Applied Arts and Culture, and the School of Engineering. The newly established university is the second largest in Attica and the third largest in the country in terms of student numbers. It has approximately 64000 undergraduates, 5500 postgraduate and 780 doctoral students. UNIWA has expanded to three Campuses within the metropolitan region of Athens: the Egaleo Park Campus & the Ancient Olive Grove Campus, both located in the Municipality of Egaleo, and the Athens Campus which is in the Municipality of Athens.

The Department of Wine, Vine, and Beverage Sciences (WVBS) is located in the Egaleo Park Campus and was founded in 1985 as the Department of Oenology & Beverage Technology (TEI of Athens). The subject matter of the Undergraduate Programme (UGP) falls within two internationally established scientific fields of Higher Education, according to the international categorization of fields of knowledge in education (UNESCO, ISCED 2013): manufacturing and processing (072 Manufacturing and processing) and agriculture (081 Agriculture). WNBS follows the principles established by the International Organisation of Vine & Wine (OIV), while at the same time, its UGP is harmonized with those of corresponding University Departments internationally. Furthermore, since 1992, the Department has been an active member of the International Association Universitaire Internationale du Vin et des Produits de la Vigne (AIUV). The UGP includes theoretical and laboratory courses spread over eight (8) semesters, including the preparation of the Thesis and the compulsory Practical Training, leading to a 4-year degree with 240 ECTS credits (Level 6 of the National Qualification Framework). A total of 54 courses are offered, 33 of which are specialization courses (>60%). During the academic year 2019-2020, the Department had 742 students, of which 136 were first-year students.

WNBS organises the Postgraduate Degree Programme "MSc in Wine and Beer Science" at UNIWA, worth 120 ECTS (level 7 of the National Qualification Framework). It also participates in an Interinstitutional Graduate Program 'Business Operations Management' that aims to provide specialized training related to Agritourism, Wine tourism, and the organization of Cultural and Educational activities related to Tourism. Finally, the Department operates a Doctoral Study Programme (level 8 of the National Qualification Framework) and offers Postdoctoral research opportunities.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

b. The strategy of the Institution for its academic development

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

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

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

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

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

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

e. The structure of studies

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

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

f. The number of admitted students

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

g. Postgraduate studies and research

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The President of the Internal Evaluation Group (IEG/OMEA) formally introduced the Department to the EEAP. During the meeting, the SWOT analysis of the Department, its strategic plan, and objectives for the next four years were thoroughly discussed. Additionally, the relevance of the undergraduate study program (UGP) in WVBS to other national programs in the same scientific field was presented, along with a comparison to other national and international programs. Furthermore, a recent feasibility and sustainability study for establishing the UGP in WVBS was also discussed, along with a 4-year business plan for the program.

The organization and structure of studies were comprehensively presented, emphasizing a student-centred approach and corresponding learning outcomes. The Department offers two postgraduate study programs in addition to UGP. Furthermore, the Department plans to establish a new postgraduate program called "Business in Sustainable Vine and Wine" which is currently in the process of being discussed in legislation. Lastly, the Department has a doctoral research program with 25 graduate researchers who are currently pursuing their doctoral degrees. Five doctoral theses have already been completed.

All the necessary documentation was promptly supplied to the EEAP and was of high quality, featuring a well-organized structure and comprehensive data and information.

II. Analysis

The relevant documents provided and presented by the University and the Department left a very positive impression on the EEAP. The considerable effort put forward is highly appreciated. As per the Hellenic Authority for Higher Education (HAHE) requirements, all Principle 1 points were addressed in the documentation provided as well as in the presentations made in the online meetings and the subsequent discussions with the academic and scientific staff, students, administrative personnel, and industry representatives.

Regarding the academic profile and the mission of the academic unit (dimension *a*), it should be noted that the Department has a long history and a solid background in Oenology and Viticulture. This fact has significantly contributed to a stable and precise definition of its values and mission. Considering that, the EEAP found that the vision of the Department, as it has been presented as a continuation of the current good practices in research and education, is not ambitious enough and encourages the Department to establish and believe in a more challenging vision for its future objectives.

As for the academic advancement (dimension *b*) employed by this Institution, it continues to rely heavily on the established practices and experiences of the Department's staff members. Nonetheless, in light of the transition from a TEI to a University, it is essential that the Institution's strategy evolves to embrace a more ambitious and expansive vision. This would involve providing students with a diverse range of educational choices, fostering closer ties with stakeholders, and fully leveraging the unique opportunity that exists as the major Institution currently offering such a cutting-edge and highly sought-after degree.

The connection between the aforementioned factor and the sustainability of the Department (dimension d) is crucial. To this end, it is essential that the Department enhances and modernizes its educational and research resources, such as laboratories and equipment, beyond what was utilized in its previous affiliation with the TEI of Athens. Additionally, the four-year plan of the Department primarily focuses on a predetermined core curriculum, without considering specialization paths.

The structure of studies (dimension e) relies on the ECTS system and is student-centred. However, it is still heavily influenced by the aforementioned elements and requires re-evaluation in the medium to long term. It is undeniable that the Department possesses knowledgeable and adept personnel, as evidenced by the current provision of other postgraduate programs and the proposed addition of more. The expertise and effort of these individuals can effectively contribute to the expansion, updating, and modernization of the academic options available in the UGP.

In the last few years, the Department has received the number of students requested. Needs for teaching are covered by hiring extra personnel on a temporary basis.

III. Conclusions

EEAP finds that the UGP is fully compliant with directions c, e, f, and g and substantially compliant with directions a, b, and d. Out of the discretion of the EEAP, the UGP is given full compliance concerning Principle 1.

Panel Judgement

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

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

Panel Recommendations

R1.1. The Department has to set a more ambitious vision for its future development, taking into account its distinct position specialising in viniculture among other undergraduate study programs in Greece.

R1.2. The Department's strategy should aim to align with leading university departments in a rapidly advancing academic and scientific field, moving away from outdated perceptions and visions.

R1.3. The Department should seek funding to update its labs with cutting-edge equipment. Funding opportunities from both public and private sources should be thoroughly investigated.

R1.4. To achieve excellence and remain competitive, the Department must enhance the research capabilities of its faculty. Continuous faculty development is vital, and the Department must actively promote participation in sabbaticals, Erasmus+, and European-funded Staff Exchange programs.

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 Department has developed and implemented its Quality Assurance Policy as part of its broader strategy <https://wvbs.uniwa.gr/en/home-en/>. In accordance with the ongoing process of evaluation, accreditation, and designed quality scheme, the Department has instituted a functional team known as internal evaluation committee (OMEA). The Department has harmonized the quality policy of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution with that of the University, accompanied by annual quality assurance targets for the continuous development and improvement of the UGP, as well as that of the academic unit and other educational programmes. In addition to OMEA, a departmental Coordinating/Steering Committee further aids in the overall quality assurance of the UGP and the Department.

This team is linked to the Central Quality Organization of the institution (MODIP). Quality plan and Annual targets and reports are uploaded to the Central web platform.

The Quality Assurance Policy of the UGP, which is publicly accessible from the website (<https://wvbs.uniwa.gr/en/home-en/>) includes adequate reference to the delivery of the new UGP, including commitments to satisfy requirements and strive for continuous improvement.

The processes and procedures used for the monitoring and continuous improvement of the quality of the UGP are as follows: a) The strict implementation of the UGP Policy for Quality Assurance; b) The optimal disposition and management of the UGP resources; c) The establishment of Quality Assurance objectives of the UGP on an annual basis; d) The periodic internal evaluation and monitoring of the UGP on an annual basis; e) The collection of Quality Data, quantitation, analysis and improvement of the UGP; f) The disclosure and publication of all information related to the UGP made publicly accessible; g) The external evaluation and certification following established procedures by HAHE. Measurable and achievable goals are set, which are monitored against well-specified key performance indicators (KPIs) and disseminated to stakeholders and the wider society.

The qualifications of the teaching staff are of high quality and also there are several highly dedicated individuals. Effective efforts are made to ensure and promote the quality and value of teaching by applying adequate teaching methods and implementing student-centred learning processes as described in the department's study guide. There are links between education and research, mostly at the Diploma Thesis and Practical training stage. Similarly, there is a strong link between education and the workplace through placements, visits, and other interactions.

Based on stakeholder and student interviews, the EEAP members concluded that the level of demand for qualified graduates in the labour market is targeted toward academic careers, the wine industry, and the food industry at the National and EU levels.

The level of teaching, pastoral and administrative support, libraries, and amenities available to students is highly satisfactory.

II. Analysis

The Quality Assurance Policy is sufficiently communicated to all parties involved. The UGP has set specific, measurable, achievable, relevant and timely goals regarding the new undergraduate programme. According to Quality Targets, the UGP is at a satisfactory point in terms of achieving set targets. Based on the data provided to the Panel, the targets are also paired with suitable key performance indicators (KPIs). Goals are monitored, updated, and communicated, according to the Quality Assurance Policy implemented by the Institution and the UGP. The quality assurance system is reviewed on an annual basis by the OMEA, and results are communicated to the University MODIP, which issues an annual report.

The structure and organization of the UGP is well thought out and in line with the overall goal of the programme. The advanced material covered along with the study of new technologies in the area of Wine, Vine and Beverage Sciences result in learning outcomes and qualifications

of the undergraduate students. It is noteworthy that several undergraduate students of the programme have continued postgraduate studies.

The Department has established a Quality Assurance Policy that is appropriate for the UGP. It includes a commitment for its implementation and continuous improvement. The metrics that have been established by the UGP and the institution are adequate in tracking and documenting the quality of the programme. The findings are supported by the documents provided to the EEA Panel by the UGP and Institution, the interviews with the teaching, support staff and alumni of the programme.

III. Conclusions

Overall, the UGP is well-organized and focuses on the quality of the offered knowledge and skills. EEAP finds that the UGP is fully compliant with Principle 2.

Panel Judgement

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

Panel Recommendations

R2.1. The interactions with future alumni should be exploited as a potential means of informing the decision-making process regarding future direction.

R2.2. A dedicated alumni portal should be developed in the future to promote post-graduation interactions. This community may contribute to the Department's financial support and could facilitate important networking interactions among graduates.

R2.3. The Quality Assurance Policy should prioritize analysis of key metrics like student satisfaction and graduate placement rates, while also addressing the need to increase student participation in satisfaction surveys to ensure sufficient data are collected and processed.

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 new UGP of the Department of WVBS at UNIWA has been designed taking into consideration: (a) the national legislation, (b) the instructions of the Hellenic Quality Assurance and Accreditation Authority (ADIP), (c) the European ECTS system, (d) the Greek and international experience as reflected in the corresponding Academic Programs from relative International Departments (e.g. France, Italy, Spain, Portugal, Germany, USA, Canada, Australia, New Zealand, South Africa, etc.), (e) the principles established by both Greek legislation and the International Organization of Vine & Wine (L'Organisation Internationale de la Vigne et du Vin - OIV). The Department is focused on both educational, research, and industrial-professional activities. The students of the Department acquire general and specialized knowledge, as well as methodological research tools.

The main objective of the new UGP is to promote the knowledge and technologies that result from the complex and interconnected fields of viticulture, oenology, management, marketing, and communication.

The graduates of the Department acquire a solid foundation in the scientific and technological aspects of wine and beverage production, including quality assurance, hygiene, and control, as well as the management of wine, brewery, and distillery industries. They are equipped to establish and run laboratories for wine and beverage analysis, as well as waste and water control. Additionally, they are involved in interdisciplinary collaborations, which include composing feasibility studies for the establishment of wine, beer, and beverage industries and participating in the cultivation of crops used in beverage production and the processing of waste. Graduates are employed in various legal entities, inspection organizations, and government and educational institutions, where they serve as experts in the quality and suitability certification of wines and beverages.

The UGP adheres to the scientific field of Wine, Vine, and Beverage Sciences, and is the only one of its kind in Greece. The program spans eight semesters and offers a comprehensive education, with thirty-two specialization courses accounting for over 60% of the total fifty-four courses. These specialization courses cover viticulture and oenology, as well as brewing, spirits, and other beverages, in accordance with the OIV guidelines. The program is also designed in alignment with the guidelines of the International Organization of Vine & Wine (OIV). The structure of the UGP is designed to provide a smooth transition for students throughout their undergraduate studies, with a focus on general knowledge and special infrastructure courses in the first four semesters, followed by an increase in specialty and infrastructure courses, along with optional and compulsory electives in the latter semesters.

The UGP includes five out of the total fifty-four courses, which focus on the acquisition of digital skills. The Head of the Department informs students about student mobility issues and provides information on the Erasmus+ programme on the Department's website, e-class <<https://eclass.uniwa.gr/>>, and the ERASMUS office of the University website. The Department's quality policy emphasizes the importance of international mobility for students as a means of professional training, scientific extroversion, and intellectual development. Each year, students participate in the Erasmus+ programme for study purposes. The Department provides detailed information about the employment of graduates, taking into account the

needs of external stakeholders from the public and private/industrial sectors. The employment prospects for graduates appear to be very promising, ensuring professional security. The Department also provides an extensive list of teachers' names, academic rankings, subjects and areas of teaching, areas of specialization, and their relation to the courses taught.

II. Analysis

The Department has developed clear and attainable annual goals towards the development of the UGP. The Student Guide is useful, complete, concise, and appropriate. The UGP curriculum supports the objectives and the learning outcomes. Furthermore, the course outlines are well-documented, clearly articulated, and appropriate. The Teaching staff has diverse areas of expertise and highly valued professional skills, which are applied in the related classes.

III. Conclusions

The study guide is well structured and clearly articulates all information deemed necessary for the students, such as details of the Institution, the Department, the structure of the programme, study regulations, registration process, course enrolment, explanation of ECTS, etc.

Panel Judgement

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

Panel Recommendations

R3.1. It would be beneficial for the Department to increase the number of available courses, especially in the fields of i) General, food, and wine microbiology courses (theory and practice), ii) Viticulture, general agriculture, and phytopathology (theory and practice), iii). Digital skills addressing basic programming skills specified for beverage industries and automation in wine analysis.

R3.2. Courses of similar or repeating orientation must be fused.

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

The UGP has demonstrated a commitment to follow the department's assembly decision for a student-centred approach of teaching to undergraduate students. The student interviewed by the EEAP confirmed that classes are focused on both theoretical and practical knowledge. Efforts are made by the teaching staff to have student assessment methods beyond the final examination and student initiative appears to be strongly encouraged by the staff. Educational trips play an important role both to the department and its students and in the past three years they included nine educational trips. The syllabus overall appears to be uniform as the majority of course content and objectives are sufficiently described in an organised manner.

The EEAP identified an opportunity to increase student engagement in the course evaluation process, despite generally positive student feedback.

The guidelines for filing complaints and the operation of the "academic advisor" are disclosed to the students in the "Welcome meeting" and are included on the Department's website.

II. Analysis

The student-centred approach to teaching is delivered in a number of teaching methods such as Peer Learning, Flipped Classroom, presentations of findings that are Project Based etc. Staff actively encourage student initiative, as evidenced by the formation of student-led groups that develop new wines, beer, and other beverages. These groups foster creativity and a sense of community between the peers while providing opportunities for students to learn while drinking responsibly, a message that is strongly promoted by staff.

The student satisfaction course evaluation surveys are filled anonymously by students online during the time the physical classes take place for each course. The participation is low despite the high satisfaction, which could indicate low accuracy of the results. Students addressed the issue in the interview conducted and disclosed that the main issue is the time needed and the complexity of completing the survey.

A key challenge identified is the low graduation rate of students. In the interview conducted by EEAP with teaching staff and MODIP members, the issue was addressed, and the contributing factors were a) Insufficient support for students to help them transition from secondary to tertiary education was an issue in the past for the department. This has positively changed in recent years as new national legislation changed the student admission requirements; b) Financial distress forcing students to work excessive hours impacts their course performance and there is a lack of scholarships or financial aid.

Course assessment information is typically presented during the first lecture. However, not all courses offer a comprehensive online description on the syllabus that provides information for the method of evaluation of the course. The methods extend beyond final exams and may include projects, homework assignments, and presentations, each contributing to the final grade. Additionally, some courses may incorporate a mid-term evaluation. The welcome meeting is an annual event by the department that takes place at the beginning of the semester for first-year students.

Course material can be found online on the e-class of the university and Moodle platform, for students to stay informed and engage with the classes.

Despite the official complaint procedure, both students and staff acknowledge the open-door policy as the preferred method for addressing concerns.

The students went on a total of nine educational trips, of which five were in Greece and four were abroad. However, funding for educational trips was difficult to secure, according to students.

III. Conclusions

The UGP has demonstrated a strong student-centred approach to teaching. The department appears committed to diverse teaching methods, evaluation forms and practical training. However, addressing the low participation rate in course evaluations and the low graduation rate are crucial steps to ensure continuous improvement. Additionally, exploring alternative funding models for the educational trips that are of such importance to the department is vital to enhance the educational outcome.

Panel Judgement

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

Panel Recommendations

R4.1. Increase student engagement in course evaluation. Student evaluation participation rate is low. The department should address this as a pressing issue in order to increase the number of students who participate in the satisfaction surveys. The feedback of students should be taken into account to develop a survey that encourages them to comply.

R4.2. Enhance the online course information. Implement a standardised format for all course syllabi that includes descriptions detailing student assessment methods. The information should be readily accessible and easy to understand for students.

R4.3. Explore a system with multiple advisors or mentors that could ensure students receive the time and attention they deserve. A high student-to-advisor ratio can lead to limited availability and potentially rushed advising sessions. Challenges may also arise if a student experiences clashes or needs to address concerns about their advisor.

R4.4. Provide students with funding options. Advertise funding opportunities, such as stipends etc, regularly and include relevant information in the Study Guide.

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 curriculum was clearly documented in the material provided before the meeting and explained during the presentations. Students are admitted via National Exams, generally achieving high grades. Admission to the Department of Wine, Vine and Beverage Sciences is carried out in accordance with what applies to all Greek Universities based on the methods provided by the current legislation. The registration of first-year students is carried out through the electronic application system of the Ministry of Education and Religious Affairs, according

to the procedure and dates set by the Ministry and completed at the Department's Secretariat. Detailed information and instructions for newly admitted students are posted on the Department's website.

The Department has established a welcome meeting for incoming students in the first week of the academic year. The Dean, all the teaching staff, the Head of the Secretariat and representatives of other departments of the University are present at this meeting.

The progress of the students is monitored through the Electronic Secretariat and is recorded in the annual Internal Evaluation Reports that are posted on the Quality Assurance Unit platform (MODIP).

In addition, in order to monitor the progress of the students, the MODIP's quality indicators, such as the graduation rate and student performance are being evaluated every year. Moreover, the institution of the Academic Advisor facilitates the monitoring of students' progress and contributes to its improvement.

The Department participates in the Erasmus+ mobility program and has developed collaborations with many European Universities from many different countries. The number of outgoing students ranges from 1 to 3 per semester, with the main destinations being Universities in France, Germany, and Spain. The University operates an Erasmus Office, under the responsibility of the Department of International Academic Affairs and Student Exchange. The terms, conditions and participation criteria are defined centrally by the UNIWA.

The Institution's ECTS Coordinator is the current President of the Quality Assurance Unit (QAU), who ensures the Institution's compliance with the principles and rules of ECTS and is responsible for the full recognition and transfer of credit units.

Thesis assignment and completion are compulsory and yield 15 ECTS. The thesis is assigned in the 8th semester. Students who are in the 8th semester and have completed at least 30 courses have the right to apply.

An internship is compulsory and is worth 12 ECTS. The Department's Internship Committee is responsible for the administrative organization. Three (3) members of the educational staff appointed by the Department's Board participate in this Committee, with annual renewal of their duties.

The Diploma Supplement is issued automatically for all graduates, in accordance with the relevant legislation and the standards of the University of West Attica, as explicitly stated in the relevant Certificate of the President of the Department. A model Diploma Supplement was provided in Greek and in English.

II. Analysis

UNIWA develops and implements published regulations covering all aspects and phases of the program's studies. All matters from the beginning to the end of the studies are governed by the internal regulations of the academic unit. The students have the feeling of support and

acceptance from the beginning of their studies throughout the course and the development of their student life.

III. Conclusions

The Department ensures that developed and published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award) are followed.

Panel Judgement

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

Panel Recommendations

R5.1. The number of outgoing students via the Erasmus+ mobility program must be increased to more than 4 and up to 6 students per semester.

R5.2. Consider establishing “Industrial” theses for students. These theses could be assigned to quality students with exceptional average grades in case of high demand.

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 Department has adopted a series of well-defined procedures as imposed by state law to recruit and hire qualified teaching staff. The processes used are transparent and viable within the local reality. One needs to take into account that the competitive and cutting-edge nature of any Department in the realm of research and teaching is developed by fostering and recruiting excellence that does not always necessarily reside within the Department.

The EEAP is not aware of any apparent mechanisms for rewarding excellence in teaching. Alternatively, research may be rewarding via indirect gratification channels when funding is received, and quality research is published in high-impact journals.

II. Analysis

In terms of channels of encouraging scholarly activity to strengthen teaching by linking it to research, such an initiative seems to be done on an ad hoc basis and purely based on the

motivation of the individual faculty. As an example, undergraduate students are exposed to modern advanced instrumentation or other relevant activities.

The research output of the Department is aided by the fact that research-active faculty has access to highly motivated and qualified final-year students. This is an indispensable asset that offers many tangible benefits with continuing efforts to further promote its vital nature. Such activities should be strongly encouraged.

The role of the students in trying to promote quality assurance for all staff is seen as very important in determining its effectiveness. Consequently, the students should be encouraged and empowered to be able to display an active interest in the affairs of the Department within the realm of quality indicators of its staff.

III. Conclusions

The metrics of the research output are not on par with other university departments in Greece. EEAP considers the UGP as substantially compliant although it understands that this program is a fairly new one under the umbrella of the UNIWA.

Panel Judgement

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

Panel Recommendations

R6.1. The Department should adopt a policy of looking outside its own confines to recruit new outstanding talent.

R6.2. Mobility of both students and scientific personnel should be strongly encouraged.

R6.3. It is highly recommended that the Department adopts a policy of promoting and rewarding initiatives by encouraging scholarly activity that strengthens teaching and its link to research.

R6.4. Excellence should be rewarded for teaching and service, e.g., “Teacher of the Year”, “Exemplary Service Award” etc. The EEAP is not aware of any such formal mechanisms in place.

R6.5. To gain visibility, the Department needs to find ways and provide motivation to publish in mainstream journals of related research and high impact.

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 consists of three campuses, two in Egaleo Municipality and one in Athens. The department is found in the Egaleo Park campus, which is a wheelchair-accessible green space campus that consists of laboratory facilities for both teaching and research activities. Two new buildings are under development at the time of the report. Both a video tour and a live stream of the department and its surrounding areas took place during the online conference with EAAP members.

The students interviewed informed the EEAP that all important information about services offered to the undergraduate students is disclosed on the “Welcome meeting” that the department organises on the first day.

II. Analysis

For the teaching needs there are a total of eight laboratories which include: a sensory analysis laboratory, a gas and liquid chromatography lab and others. The Department operates two research laboratories: the Laboratory of Vineyards and Management of Wine, Laboratory of Chemistry and Technology of Wine and Spirits, as well as an under-development Laboratory of Wine and Spirits. A building that will function as a winery is under development.

The need for technical support was highlighted by both teaching staff and students. Additionally, securing funding for essential maintenance or modernization of laboratory equipment is also an important element to the continuous improvement of the department.

The laboratories cover the present educational and research needs of the Department. Future educational and research needs, however, would require a serious upgrade of the instrumentation as well as the implementation of modern technologies. Although the current setup provides a basic framework for educational needs, it severely restricts the department's capacity to offer high-quality research that attracts funding. Furthermore, students lack practical skills and experience with modern tools, a fact supported by the stakeholder's meeting.

First aid kits were present in all laboratories. Ramps and elevators offer inclusivity to everyone on the campus. Students can access all three libraries (with PCs) on the campuses and the Sport Facilities Centre of the University.

The institution lacks housing services; however, students can apply for dormitories that operate in Athens, but a very low number of rooms are provided to UNIWA students. A new dormitory is under development according to the interview with MODIP members.

Students are also given access to several services such as career counselling, mental health support, welfare services, emergency services and doctors that offer secondary-level health. All services provided are linked to the Department's website.

A university canteen is located inside the UNIWA campus, offering lunch and beverages for students and staff.

III. Conclusions

The Department is sufficiently equipped regarding its facilities and laboratories to ensure a good education for undergraduate students, but further improvement is needed. EEAP finds the UGP substantially compliant.

Panel Judgement

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

Panel Recommendations

R7.1. A vital need for the Department is the recruitment of additional technical support personnel for the laboratories to ensure maintenance and operation of new and existing equipment.

R7.2. Laboratory equipment needs to be updated and new technologies to be implemented.

R7.3. Laboratory infrastructure should improve to meet international standards and to provide University-level training and research.

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 has put in place an information system to manage and monitor data related to students, academic staff, module structure and organization, teaching, and services provided to students and the academic community. This system is crucial for ensuring the accuracy of information and making informed decisions, as well as for identifying areas that are functioning well and areas in need of improvement, as indicated by the data. Data are transmitted to the National Information System for Quality Assurance in Higher Education (NISQA). Reports from NISQA at the level of the Institution, the department, and the programme were provided.

UNIWA is the third Higher Education Institution that joined the national eDiplomas service. Through it, a degree holder from a Greek university can, using his TAXISnet account, authorize an entity (public organization or company) to receive information about their degrees.

II. Analysis

There are procedures for obtaining information about study programs and other activities and analysing the data using the institution's quality assurance system. The information provided to EEAP included aspects such as key performance indicators, student demographics, student progression, success and dropout rates, student satisfaction with their program(s), availability of learning resources, and student support. While some of these processes are functioning well, others require enhancement, such as tracking the career paths of graduates at the departmental level.

Several methods are employed to gather information, and additional effort is necessary to ensure that both students and staff actively participate in providing and analysing data and planning follow-up actions. Online information systems and other feedback forms are utilized to collect data. Annual student and staff satisfaction surveys are conducted. The data collected from the satisfaction surveys is systematically analysed and communicated to be used for continuous improvement. The information presented in the graphs demonstrates trends, allowing for direct interpretation and comparisons.

III. Conclusions

The EEAP finds that the UGP is fully compliant with the requirements of Principle 8. However, continuous improvement is desirable.

Panel Judgement

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

Panel Recommendations

R8.1. Establish an alumni tracking system to further benefit the Department and the students.

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 a website that contains all information regarding its educational and research activities. The information is well-categorized and easily accessible. Pertinent student-related information is available (study program, classes, news and events). There is also bilingual version of the website with complete, clear, and objective information.

The Department has an extensive network of external stakeholders, some of whom are actively involved in its activities. All the stakeholders with whom the panel interacted expressed their willingness to help the Department achieve its goals.

The Department participates in various educational and outreach activities including industry visits, educational trips, public talks by staff etc. All these activities are advertised in the departmental site.

II. Analysis

The faculty CVs are complete and contain their research areas of expertise, as well as their teaching and past teaching activities. This will facilitate students selecting their research advisor for completing their thesis. Although the UGP includes an indicative programme of study in the study guide, the potential course instructor information is missing. Moreover, there is no information on the weights of individual examinations used towards the student final course grade for all listed courses.

III. Conclusions

The UGP substantially satisfies Principle 9.

Panel Judgment

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

Panel Recommendations

R9.1. The curriculum vitae of all staff members must be more detailed and well-informed.

R9.2. The panel believes that establishing an External Advisory Board with selected members from the pool of future alumni, local industry, other stakeholders, and the wider scientific community, will be beneficial to the Department and have a societal impact.

R9.3. The Department should initiate discussions to find ways of funding through fellowships, stipends, and donations. The National Wine, Vine and Beverage industry should be more generous in funding common projects with the Department.

R9.4. The study guide should be updated, including details on the weights of individual examinations used towards the student's final course grade for all listed courses.

R9.5. The UGP should provide a programme of study with a list of potential instructor(s) per course offered.

R9.6. The department should update the English taught courses list, offered to Erasmus+ students. The Study Guide should also be available in English. Uploading the updated list by the prior year and making important departmental information accessible, allows prospective Erasmus+ students to make decisions about their exchange program.

R9.7. Harmonize the discrepancy of the available information offered to users concerning Academic Staff. Office hours, ORCID, CVs etc must be accessible information for all staff members.

R9.8. Inspect the site for empty links and errors such as: website map, contact details, Wi-Fi services etc. The English version of the website should be identical in terms of information to the Greek version.

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

UNIWA has a MODIP committee which oversees the quality assurance of all departments including the Department of Wine, Vine, and Beverages Sciences. In addition, the Department has its own quality assurance team (OMEA) which conducts annual monitoring to ensure that the learning environment, support services, and student expectations are met. There is a clearly articulated quality policy of the Department which, in conjunction with the quality assurance regulations and the implemented system, ensures internal reviews of study programmes. This is achieved by a clear description of the relevant procedures for continuous evaluation and revision of the undergraduate curriculum as well as for identifying threats and weaknesses and developing associated mitigation action plans.

The EEAP was provided with numerous documents as evidence of strategy, achievements, weaknesses, and plans for improvements. The documents include their plans for future changes and developments.

The procedures for evaluating students' performance are in line with those established in other Greek Universities. Students' expectations, needs, satisfaction, and evaluation of Staff members are assessed via the electronic evaluation of each course.

II. Analysis

All the procedures are in place. However, as most actions for revision and improvements are heavily rely on student questionnaires, input from social partners and stakeholders does not appear to be taken into account. Thus, new trends in the market, society's needs, and new technologies may not be considered during periodic revisions to keep the UGP up to date. The teleconference with employers and social partners highlighted a gap between current student skills and the technological demands of the market.

III. Conclusions

The EEAP finds the UGP substantially compliant and further improvements are needed.

Panel Judgement

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

Panel Recommendations

R10.1. Form an Advisory Board with industry representatives. This Board can provide valuable insights on curriculum development, skills gaps, and emerging trends in the job market.

R10.2. Involve students and stakeholders during the programme content review and discuss additional areas of knowledge and expertise needed.

R10.3. Promote regular meetings with post-graduates (alumni) to get their opinion on societal needs in order to supplement the curriculum based on their experience.

R10.4. Simplify the questionnaires (e.g., by reducing the number of questions) and reduce their overall number. Include reminders in e-mails and seek advice from other UGPs and IT services.

R10.5. Continue to monitor student participation and remind the students to always fill out the questionnaires. Explain to students why the questionnaires are useful and how they are used for improvements. Provide examples of successful changes from the past.

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

This is the first external evaluation of the WNBS Undergraduate Programme of the UNIWA. Being the first, it required an extra effort on the part of the faculty members, who went the “extra mile”. This effort is appreciated greatly by the committee.

II. Analysis

Although the faculty size is rather small, annual internal evaluations and periodic external evaluations (say every 4-5 years) should become the norm.

III. Conclusions

The Department stated that it would carefully consider any recommendations by the committee and respond appropriately. Overall, all actions show the willingness of the department to participate in HAHE accreditations and follow its guidelines to the extent possible.

Panel Judgement

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

Panel Recommendations

R11.1. Follow suggestions of HAHE or justify deviations.

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 new curriculum was modified and, at the same time, the courses of the former TEI were mapped to the UNIWA programme. Provisions were made for the progression of students enrolled in the pre-existing study programme who wished to continue their studies in the new study programme. With the Decision 30110/21.06.2019 of the Department's Chair, students of the former TEI of Athens who followed the TEI programme were invited to attend the courses resulting from the modification if they had not yet completed them and remained within their obligations. The number of students enrolled in the Department who will complete their studies with the pre-existing study programme is 226 and they are projected to complete their studies during the academic year 2024-25.

II. Analysis

Despite considerable progress, the significant influence of the previous TEI structure on this Department is still obvious and casts a heavy shadow. In particular, the human resources in terms of expertise in several directions within the Department need to be expanded significantly. This is going to take time and require the opening of additional positions for faculty, on top of those that will be “created” due to retirement of current members. Close interactions with the stakeholders, industry, and the market could help to shape future expansion of the Department.

III. Conclusions

The UGP is fully compliant but continuous monitoring is necessary.

Panel Judgement

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

Panel Recommendations

R12.1. Continuous monitoring of the transition is necessary.

R12.2. The educational opportunities offered by the Department should be enhanced with the introduction of specialisations.

R12.3. Establishing an External Advisory Board would help to better plan future expansion of the Department and regular revisions of the study programme.

PART C: CONCLUSIONS

I. Features of Good Practice

GP1. There is an internal quality mechanism in place.

GP2. The Department has adopted a series of well-defined procedures as imposed by state law to recruit and hire qualified teaching staff.

GP3. Teaching quality is good.

GP4. Rules and regulations are available in the Department's guide and on-line.

GP5. The processes used are transparent and viable within the local reality.

GP6. Undergraduate students are exposed to various instrumentation or other relevant activities.

GP7. The submitted curriculum and the content of the courses are largely on par with what is expected.

II. Areas of Weakness

W1. The number of research-active Faculty is small.

W2. A practical weakness is that a certificate of oenology is awarded by the department, but more emphasis should be placed on fundamental material, a significant desired deviation from the TEI emphasis in the past.

W3. In some respect, the graduates may be at a disadvantage with respect to their colleagues graduating from other departments.

W4. Bureaucracy in ordering lab supplies results in delays in research and training (this is a general problem of the Greek Universities).

W5. Understaffing of the department when it comes to faculty members and particularly ΕΤΕΠ members as well as space for teaching and research. These issues, combined with the lack of sufficient senior faculty members (ΔΕΠ) and delays in lab supplies for the successful effective conduct of the required teaching experiments, call for prompt help from the corresponding authorities.

W6. Lack of strong interactions with stakeholders and employers.

W7. Lack of diversification considering course areas such as wine microbiology and viticulture. This is essential for the viability of the Department should its graduates be competitive compared to those of other Universities.

III. Recommendations for Follow-up Actions

- R1.** The Department needs a more ambitious vision for its future development in order to align with leading Universities in its field.
- R2.** Mobility of both students and scientific personnel should be strongly encouraged on a continuous basis.
- R3.** The number of faculty should be increased.
- R4.** Improve the research output of the Department and aim to publish in high-impact journals.
- R5.** The structure of studies in the third year could be improved with more emphasis on the fundamentals and less emphasis on rather superficial coverage of specialties.
- R6.** The profile and mission of the Department should be focused more on the fundamentals of the classically strategic areas of sciences.
- R7.** It is highly recommended that the Department adopts a policy of looking outside its own confines for recruiting new outstanding talent.
- R8.** Excellence should be rewarded for teaching and service.
- R9.** Despite significant progress, the previous program continues to cast a heavy shadow in the new one. In particular, the human resources in terms of expertise need to be expanded significantly. This is going to take time and require the opening of additional positions for faculty, on top of those that will be “created” due to retirement of current members. These new positions should be filled mainly with research/teaching faculty, as has happened with recent recruitments.
- R10.** Establish an External Advisory Board with selected members from the pool of future alumni, local industry, other stakeholders, and the wider scientific community.
- R11.** Other directions may be created in the 7th and 8th semesters in addition to the ones offered.
- R12.** Develop a dedicated alumni portal as soon as possible to promote post-graduation interactions. This community may contribute to the Department’s financial support and could facilitate important networking interactions among graduates.
- R13.** The number of available courses should be increased towards the areas of wine and general microbiology, wine and beer biotechnology, and viticulture.
- R14.** Increase student engagement in course evaluation. The feedback of students should be taken into account to develop a survey that encourages them to comply.
- R15.** The Department should seek funding to update its labs with cutting-edge equipment. Funding opportunities from both public and private sources should be thoroughly investigated.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **6, 7, 9, and 10.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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