

Θέμα: FW: ΕΓΓΡΑΦΗ ΑΠΟΦΟΙΤΩΝ ΣΤΟ ΤΕΕ
Από: <gramproedrou@central.tee.gr>
Ημερομηνία: 29/10/2024, 11:39 π.μ.
Προς: <tee@central.tee.gr>

From: Τμήμα Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων <ide@uowm.gr>
Sent: Friday, October 25, 2024 3:07 PM
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Cc: ΚΥΡΑΤΣΗΣ ΠΑΝΑΓΙΩΤΗΣ <pkyratsis@uowm.gr>
Subject: ΕΓΓΡΑΦΗ ΑΠΟΦΟΙΤΩΝ ΣΤΟ ΤΕΕ

Εκ μέρους του Προέδρου του Τμήματος Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων του Πανεπιστημίου Δυτικής Μακεδονίας κ. Παναγιώτη Κυράτση, σας στέλνουμε αίτημα εγγραφής των Πτυχιούχων μας στο ΤΕΕ καθώς και έγγραφα της ΕΘΑΑΕ για την πιστοποίηση του Τμήματος μας και παρακαλούμε για τις δικές σας ενέργειες..

ΓΡΑΜΜΑΤΕΙΑ ΜΗΧΑΝΙΚΩΝ ΣΧΕΔΙΑΣΗΣ
ΠΡΟΪΟΝΤΩΝ ΚΑΙ ΣΥΣΤΗΜΑΤΩΝ
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— Συνημμένα: —

Final Accreditation Report Product and Systems Design Engineering UWM.pdf	1,3 MB
ΑΠΟΦΑΣΗ ΠΠΣ ΜΗΧΑΝΙΚΩΝ ΣΧΕΔΙΑΣΗΣ_ΠΔΜ.pdf	667 KB
ΕΠΙΣΤΟΛΗ ΕΝΗΜΕΡΩΣΗΣ ΠΠΣ ΜΗΧΑΝΙΚΩΝ ΣΧΕΔΙΑΣΗΣ_ΠΔΜ.pdf	686 KB
ΕΓΓΡΑΦΟ ΓΙΑ ΤΕΕ_25-04-2024.pdf	288 KB
ΕΓΓΡΑΦΟ ΓΙΑ ΤΕΕ_24-10-2024.pdf	256 KB

Πολυτεχνική Σχολή
Τμήμα Μηχανικών Σχεδίασης Προϊόντων
Και Συστημάτων
Ταχ. Δ/ση :Πολυτεχνειούπολη
Κοίλα Κοζάνης
Πληροφορίες: Άννα Τσιανάκα
Τηλέφωνο: 24610-68225
e-mail :ide@uowm.gr

Κοζάνη 25-10-2024
Αριθ.Πρωτ.134

ΠΡΟΣ:

- 1)Πρόεδρο ΤΕΕ
- 2)Γραμματεία Προέδρου ΤΕΕ
- 3)Γραμματεία Διοικούσας Επιτροπής ΤΕΕ
Νίκης 4
105 63-Αθήνα
- 4)Περιφερειακό Τμήμα Δυτικής Μακεδονίας
Κοζάνη

Θέμα: «Εγγραφή αποφοίτων στην βασική ειδικότητα Μηχανικών Παραγωγής και Διοίκησης».

Κύριε Πρόεδρε και κύριοι/κυρίες της Διοικούσα Επιτροπής του Τεχνικού Επιμελητηρίου Ελλάδος (ΤΕΕ),

Σε συνέχεια του εγγράφου μας με αριθ.πρωτ. 631/25-4-2024, θα θέλαμε να σας γνωστοποιήσουμε ότι το Τμήμα Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων, της Πολυτεχνικής Σχολής, του Πανεπιστημίου Δυτικής Μακεδονίας έχει πιστοποιηθεί από το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ) με την απόφαση πιστοποίησης 44792/26-07-2024 την οποία και σας επισυνάπτουμε .

Για το λόγο αυτό αιτούμαστε, να προβείτε στις απαραίτητες ενέργειες, ώστε οι απόφοιτοι του Τμήματός μας να εγγράφονται στο ΤΕΕ στη βασική ειδικότητα Μηχανικών Παραγωγής και Διοίκησης.

Συνημμένα:

1. Απόφαση ΠΠΣ Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων.
2. Επιστολή Ενημέρωσης ΠΠΣ Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων.
3. Final Accreditation Report Product and Systems Design Engineering UWM

Ο Πρόεδρος του Τμήματος

A handwritten signature in blue ink, appearing to read 'Παναγιώτης Κυράτης'.

Παναγιώτης Κυράτης

Πολυτεχνική Σχολή
Τμήμα Μηχανικών Σχεδίασης Προϊόντων
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Κοζάνη 25-04-2024
Αριθ.Πρωτ.631

ΠΡΟΣ:

- 1)Πρόεδρο ΤΕΕ
- 2)Γραμματεία Προέδρου ΤΕΕ
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Κοζάνη

Θέμα: «Εγγραφή αποφοίτων στην βασική ειδικότητα Μηχανικών Παραγωγής και Διοίκησης».

Κύριε Πρόεδρε και κύριοι/κυρίες της Διοικούσα Επιτροπής του Τεχνικού Επιμελητηρίου Ελλάδος (ΤΕΕ),

Με την παρούσα επιστολή θα θέλαμε να σας γνωστοποιήσουμε ότι με την ολοκλήρωση της τρέχουσας ακαδημαϊκής χρονιάς, το Τμήμα Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων, της Πολυτεχνικής Σχολής, του Πανεπιστημίου Δυτικής Μακεδονίας θα έχει τους πρώτους αποφοίτους.

Για το λόγο αυτό αιτούμαστε, να προβείτε στις απαραίτητες ενέργειες, ώστε οι απόφοιτοι του Τμήματός μας να εγγράφονται στο ΤΕΕ στη βασική ειδικότητα Μηχανικών Παραγωγής και Διοίκησης.

Σας αναφέρουμε ότι με βάση το αναρτητέο στο διαδίκτυο απόσπασμα πρακτικού της Τακτικής Συνεδρίασης της Διοικούσας Επιτροπής του ΤΕΕ με αριθμό 41/30-11-2022 (ΑΔΑ: 6ΟΔΨ46Ψ842-ΙΦ2), έχει αποφασιστεί η αποδοχή του αιτήματος του αδελφού Τμήματος Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων της Πολυτεχνικής Σχολής του Πανεπιστημίου Αιγαίου για την εγγραφή των αποφοίτων του στη βασική ειδικότητα Μηχανικών Παραγωγής και Διοίκησης.

Για τη διευκόλυνσή σας, σας παραθέτουμε το σύνδεσμο του προγράμματος σπουδών του Τμήματος για το έτος 2023-24.

(<https://ide.uowm.gr/wp-content/uploads/sites/7/2023/11/%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82-%CE%A3%CF%80%CE%BF%CF%85%CE%B4%CF%8E%CE%BD-%CE%A4%CE%9C%CE%A3%CE%A0%CE%A3-2023-2024-b.pdf>).

Συνημμένα:1

Απόφαση Συνέλευσης

Ο Πρόεδρος του Τμήματος



Παναγιώτης Κυράτσης



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
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National Authority
for Higher Education

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Αθήνα, 26/07/2024

Αρ. πρωτ. 44806

Προς

1. Τον Αντιπρύτανη Ακαδημαϊκών Υποθέσεων και Διασφάλισης Ποιότητας και Πρόεδρο της ΜΟΔΙΠ του Πανεπιστημίου Δυτικής Μακεδονίας
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2. Τον Πρόεδρο του Τμήματος Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων του Πανεπιστημίου Δυτικής Μακεδονίας
Καθηγητή Παναγιώτη Κυράτση
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Θέμα: Πιστοποίηση του Προγράμματος Προπτυχιακών Σπουδών Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων του Πανεπιστημίου Δυτικής Μακεδονίας

Αξιότιμε κύριε Πρόεδρε της ΜΟΔΙΠ,

Αξιότιμε κύριε Πρόεδρε του Τμήματος,

Είμαστε στην ευχάριστη θέση να σας πληροφορήσουμε ότι το Συμβούλιο Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της ΕΘΑΑΕ, κατά τη Συνεδρίαση 41/24-07-2024, αποφάσισε τη χορήγηση πιστοποίησης στο Πρόγραμμα Προπτυχιακών Σπουδών Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων του Πανεπιστημίου Δυτικής Μακεδονίας με διάρκεια ισχύος πέντε ετών, από 24-07-2024 έως 23-07-2029.

Το Συμβούλιο έκανε δεκτή την Έκθεση της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης, βάσει της οποίας το Πρόγραμμα Προπτυχιακών Σπουδών Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων του Ιδρύματός σας συμμορφώνεται ικανοποιητικά με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Νέων Προγραμμάτων Προπτυχιακών Σπουδών σε λειτουργία της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG).

Θα θέλαμε να επισημάνουμε ότι το Τμήμα θα πρέπει να λάβει συστηματικά υπόψη και να αξιοποιήσει με τον καλύτερο τρόπο όλες τις συστάσεις της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης για τη συνεχή του βελτίωση, σύμφωνα με τις προβλέψεις του Οδηγού Πιστοποίησης.

Η ΕΘΑΑΕ θα αξιολογήσει την επιτευχθείσα βελτίωση στο πλαίσιο της προβλεπόμενης ενδιάμεσης έκθεσης προόδου εκ μέρους του Τμήματος και του Ιδρύματος μετά την πάροδο 2 ετών από την έναρξη ισχύος της πιστοποίησης.

Δεχθείτε, τέλος, τα συγχαρητήριά μας για την άριστη ανταπόκριση του Τμήματος και του Ιδρύματός σας στη διαδικασία πιστοποίησης του εν λόγω ΠΠΣ.

Συνημμένα σας αποστέλλουμε:

- α) την Έκθεση Πιστοποίησης
- β) την Απόφαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης της ΕΘΑΑΕ

Με εκτίμηση

Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτσας



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Αθήνα, 26/07/2024

Αρ. πρωτ.: 44792

ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α'/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.
2. Την υπ' αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
3. Την υπ' αριθμ. 16384/Ζ1/15-2-2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 137/τεύχος ΥΟΔΔ/19-2-2024), περί παράτασης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
4. Την υπ' αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ.ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)», όπως ισχύει.
5. Την υπ' αριθμ. 44544/23-07-2024 Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΠΣ Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων του Πανεπιστημίου Δυτικής Μακεδονίας.
6. Την 41η/24-07-2024 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, Θέμα 2. «Έγκριση εκθέσεων πιστοποίησης ΠΜΣ – Χορήγηση πιστοποίησης».

ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Προπτυχιακών Σπουδών

**Μηχανικών Σχεδίασης Προϊόντων και Συστημάτων
του Πανεπιστημίου Δυτικής Μακεδονίας**

συμμορφώνεται ικανοποιητικά με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Νέων Προγραμμάτων Προπτυχιακών Σπουδών σε λειτουργία της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 6 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 24-07-2024 έως 23-07-2029.

Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή





ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report **for the New Undergraduate Study Programme in** **operation (Integrated Master) of:**

Product and Systems Design Engineering

Institution: University of Western Macedonia

Date: 6 July 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 (Integrated Master) of **Product and Systems Design Engineering** of the **University of Western Macedonia** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation (Integrated Master) of **Product and Systems Design Engineering** of the **University of Western Macedonia** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Konstantinos Salonitis (Chair)

Cranfield University, Milton Keynes, United Kingdom

2. Dr Fivos Andritsos

European Commission, Joint Research Centre, Ispra, Italy

3. Prof. John Botsis

École Polytechnique Fédérale de Lausanne (EPFL), Lausanne, Switzerland

4. Ms Spyridoula Leventaki

Student of Production Engineering and Management, Technical University of Crete, Chania, Greece

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP), assembled by the Hellenic Authority for Higher Education (HAHE), reviewed the material submitted by the Department of Product and Systems Design Engineering (PSDE) of the University of Western Macedonia and the material provided by HAHE before the evaluation week. The material reviewed included documentation regarding the HAHE mission, standards, and guidelines for Quality Accreditation (QA) of undergraduate programmes in operation. Additionally, the EEAP reviewed the documentation prepared by the Department and found it to be high quality.

The review process was carried out from July 1st to 6th, 2024, and the whole process, including the submission of the Accreditation Report, was completed on Sunday, July 7th, 2024. The evaluation and assessment were conducted remotely (online via Zoom teleconferences).

On **July 1st**, EEAP members met via Zoom to discuss the QA process's standards and guidelines and agree on the logistics of compiling the Report. The EEAP agreed on allocating tasks and discussed the key points needing clarification during the virtual visits and discussions.

Following that, EEAP members met with the Vice Rector of Academic Affairs and Quality Assurance, who serves as the President of the Quality Assurance Unit (QAU) and the Head of the Department of PSDE. Both the vice-rector and the head of the department briefly presented the history of the University and the department, as well as a short overview of the undergraduate Programme, Academic Profile, and critical metrics. An informative discussion followed the presentations.

EEAP also met with the University's QAU and the Department's Internal Evaluation Team (OMEA). OMEA members presented the accreditation proposal per Principle. The meeting was well-coordinated and informative; all representatives gave comprehensive and detailed presentations on the status of the new undergraduate Programme. The presentations followed a discussion and a Q&A (question and answer) session.

The first day concluded with a second meeting of the EEAP members (via teleconference), in which first impressions were discussed along with follow-up questions, which were registered for further clarification.

On **July 2nd**, the schedule consisted of 6 meetings:

- A meeting was held with nine members of staff who deliver lectures in the Programme. The discussion focused on professional development opportunities, mobility, and their perception of the Department's competence and adequacy to successfully produce the

intended learning outcomes. The debate also addressed the staff's workload and how their research outcomes are linked to their teaching. In general, staff appeared to be happy with the Programme, commented on the good quality of students joining it, and highlighted that the Programme enrolls considerably more students than the one they requested from the Ministry of Education.

- EEAP met with nine current students in the Programme. The students were in various stages of their studies, making the students interviewed a good sample of the cohort. The discussion focused on their satisfaction with their study experience. It also covered the degree to which their input is considered in quality assurance and priority issues concerning student life and welfare. The students generally were very positive about their experience and commented positively on the good balance between product design and engineering. They also highlighted that the Programme is usually at the top of the preferences of the enrolled students.
- EEAP met with academic and administrative staff for the virtual visit to the classrooms, the lecture halls, the libraries, the laboratories, and other facilities. The discussion was focused on assessing the adequacy of the facilities for the successful provision of the Programme.
- EEAP met with seven external stakeholders, including senior leaders in the private and public sectors. The discussion focused on better understanding their relations with the Department and the Programme.
- EEAP met with QUA and OMEA to discuss any points needing clarification.
- A final closure meeting was held with the head of the Department and the Vice-Rector of Academic Affairs and Quality Assurance. During this meeting, the EEAP briefly presented their key findings.

During the day, the EEAP met in private several times to reflect on the discussions and start the preparation of the accreditation report following the procedures provided by HAHE.

III. New Undergraduate Study Programme in operation Profile

The USP in Product and Systems Design Engineering (PSDE) was established in 2019. The Programme provides specialised knowledge at the undergraduate level in the holistic design of products and systems. It aims to develop engineers who follow a systematic, multidisciplinary approach to a production system's design, implementation, technical management, and operation.

For the Programme to be completed, a minimum of 10 semesters of study and the accumulation of 300 ECTS are required, including the thesis, which corresponds to 30 ECTS. There are three offered directions of specialisation, namely:

- Project in the design of interactive systems,
- Project in product design and manufacturing, and
- Project in system design.

The first students entered the Department in September 2019, and the first graduates are expected to graduate in 2024. There are currently (July 2024) 13 faculty members and four adjunct members who support the educational and research activities of the program.

The Department provides a detailed Study Guide to ensure students understand the program. In addition, course syllabi for all courses taught are available on the department's web page. Students are expected to evaluate the courses they attend, and their input is considered when adjusting course content and delivery aspects.

The Programme has established an external advisory board composed of senior managers from public and private companies and academics from international universities. The advisory board assembles annually and advises on academic matters and programme management improvements.

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

Although UWM dates to 2003, its current shape and structure were largely defined after 2019, when it absorbed the former TEI of Western Macedonia. This is also true for the Product and Systems Design Engineering (PSDE) Department, one of the five departments of the UWM Engineering School.

The documentation submitted (documents B1-13) and all relevant presentations were of high quality, fully adhering to the HAHE standards and requirements and providing information on all points (a to g) above.

Document B11 (study guide) outlines the term 'design engineer', stressing the interdisciplinarity requirements and combining arts with scientific/technical knowledge. After a list of the core subjects that are mandatory for all students, it describes the three specialisation branches (K1-3). The document is comprehensive and of high quality. However, the reasoning behind selecting the specific courses and branches is missing.

Document B12 adequately outlines each course given (mandatory or elective) throughout the five years of the curriculum. Academic staff and students appeared motivated and enthusiastic concerning their work or studies.

The Department claims to belong to the following UNESCO (ISCED 2013) categories: 021 (arts), 061 (ICT), 071 (engineering and engineering trades), and 072 (manufacturing and processing).

The department is very young and needs an adequate evaluation of its postgraduate and research activities. There are two research dedicated laboratories. The department's bibliographical statistics are rather good.

II. Analysis

The EEAP members cannot but commend the effort of the University authorities and the Department's academic and support staff for setting up a novel Department, and for successfully transitioning from the TEI status and for achieving some notable educational and research results. EEAP also commends the University and the Department for the quality and completeness of the reports and presentations.

The Department has built on the appeal of the term 'design' to the younger generation who, under that term, perceives an enhanced creativity and artistic activity, much more than the mainstream engineering specializations. It has also built, rightly, on its TEI legacy of a more practical approach to engineering / industrial applications. However, these assets have not been mapped/developed systematically and, hence, risk being dissipated with time, especially in the Greek higher education context that tends to flatten out any peaks or out-of-normal initiatives.

The term 'design' is vast in terms of applications and encompassed activities. Requirements analysis and verification (including aesthetics, societal, regulatory and other aspects), conceptual, detailed and industrial design are just some of the stages/activities included under the generic term 'design'. Design application fields range from clothes and appliances, consumer items, and ICT components and systems to maritime vessels and aircraft, civil and military structures and systems, energy components and systems, etc. Entire schools or universities cover subsets of such design activities or application fields. The title of the Department seems too ambitious in that it emphasizes an application domain far too extensive for a single, relatively small Department, given that there is hardly anything that cannot fit under the 'product' or 'system' categories. If the Department does not want to focus on a particular design stage or application domain, the simple title 'design engineering department' would be a much better choice.

The University's vision and mission statement and, consequently, that of the Department are generic. Most parts of the document (B3 part II) could apply to any higher education establishment. Even the claimed contribution of the University towards an unspecified West Macedonia "post-lignite era" is not a credible driver other than for quitting past lignite / thermoelectric-related activities.

The same is true for most documents supporting strategic development and the department's sustainability: they are well-written and adhere to the HAHE guidelines but are too generic. The Department does not project a proper identity.

Despite the commendable effort in Document B11, the term "design engineer" is not sufficiently defined, hence the lack/inadequacy of a comprehensive and well-structured set of skills and specialisations to inject into the students during their 5-year-long studies. In terms of attractiveness for the incoming candidate students and teaching and research project outcomes, some notable impressive results are based on individual faculty capacity and intuition rather than on a systematic analysis of the industrial / market / societal needs in design engineering.

The Department and the Engineering School of UWM must redefine their mission based on the design engineer professional's comprehensive profile and projected societal role to achieve maturity and sustainability. Some first ideas that became apparent from the discussions with the faculty, the students and the stakeholders are only partially addressed in the provided documents are as follows:

The design engineer is a designer/creator who has a crucial role in the realisation of engineering solutions (objects, components, products, services, etc.), particularly during their early life-cycle stages (i.e. requirements analysis, conceptual design, prototyping, etc.) fulfilling as well as possible sets of diverse, often conflicting, user requirements.

As such, a designer must be sensitive (to feel the users), possess the necessary analytical skills and methodologies (to interpret and map their requirements) and, finally, have the imagination, creativity and synthesis skills to propose a solution! In addition to these core skills in engineering analysis and synthesis, a good designer must be able to communicate with a

broad range of specialised professionals who will contribute to the materialisation of the proposed solution.

III. Conclusions

The EEAP commends the university authorities and the department's academic and support staff for their efforts to establish a novel department, successfully transition from TEI status, and achieve notable educational and research results.

However, to achieve maturity and sustainability, the Department, the Engineering School, and the University must address all issues identified in section II above. This will be better achieved through interaction with established design centres or professionals abroad, through dedicated workshops or a study commissioned by a recognised external expert.

The Department should also consider the focus on a particular design stage/activity or a particular application area.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

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

Panel Recommendations

- R1.1** The Department should work on defining its own identity to achieve maturity and ensure sustainable growth. A new strategy must be set up based on a specific vision and mission that reflects its character, history and geography. Such a strategy can come as the outcome of a project based on interactions with established design centres and professionals abroad and dedicated workshops.
- R1.2** The Department should consider collaborating with the Design Engineering Department of the Aegean University at Syros, with which it shares common values, methods, and issues in defining the needs and appropriate approaches to educating future product and service design engineers.
- R1.3** The Department should consider focusing on a particular design stage/activity or application area.
- R1.4** The Department, following the outcome of the actions as per R1.1, R1.2 and R1.3 above, should consider the modification of its name.

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 SMART methodology)

Study Programme Compliance

I. Findings

The PSDE Department has established its Policy on Quality Assurance (QA), developed by MODIP in coordination with HAHE procedures and policies. The QA policy aims to create a culture that improves the quality of instruction and research linked to PSDE's goals. The EEAP noticed that the policy and the associated procedures are well-defined and communicated to all relevant parties of the PSDE Department.

An important goal is the continuous improvement of quality teaching and research and its focus on student-centred education. Continuous improvement is promoted through metrics

such as student satisfaction based on their studies, satisfaction from contemporary web-based learning methods, satisfaction of students from practical training, and input of industrial partners hosting the students in practical training. The Department and faculty use results from the questionnaire for their continuous improvement in teaching and student learning. The teaching staff is active in research, as well as through industrial and international relations.

II. Analysis

The EEAP addressed the structure and organisation of the curriculum and found it adequate, yet with some limitations, for a high-quality undergraduate engineering programme that links seamlessly to the graduate and post-graduate programmes. The PSDE faculty teach, on average, 6 hours per week, or about two classes per semester each. Student questionnaires and teacher/course evaluations are implemented in all classes taught every semester, are channelled through OMEA, and results are disseminated to all interested parties. The student questionnaire is distributed electronically. However, participation is 23%, which is considered very low. On a scale of 0-5, the overall marks are high, approaching, on average, about 4/5. This was estimated based on discussions with faculty and MODIP and from the data provided to the accreditation panel. Also, the students, perhaps due to the workload, do not spend the required time studying independently, from most courses 6 hrs/week. Moreover, students have difficulties with courses requiring a good mathematics background.

III. Conclusions

The faculty seems to be of high quality, and several of its members have sufficient experience since the programme was established in 2019 and before when it operated as a TEI.

Within the current financial constraints of the UOWM, PSDE makes all efforts possible to support the means procedures for a successful implementation of the Quality Assurance policy.

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 Expand the advisory board to include stakeholders such as external academics, representatives of local public and private sectors, research institutes, and alumni.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The programme curriculum includes lecture courses, seminars, design studios and a Diploma Project. There are three branches/streams: Design of Interactive Systems (K1), Product Design and Fabrication (K2) and System Design (K3). These streams do not constitute vertical specialisations but concentrate on specific scientific background offerings, covering a broad spectrum of design activities. Each of these streams comprises several compulsory modules and several elective modules. Each module equals 6 ECTS except for the English Terminology (2 ECTS) and the Diploma Project (30 ECTS). The curriculum and the various options offered to the students are well-detailed in the documentation and presentations.

During the five-year programme, students must complete several compulsory and elective modules for 300 ECTS, including several compulsory and elective design studios. The 300 ECTS required are equally distributed across the five years.

As per Principle 2 above, the Department has an adequate QA policy and procedures that allow for the programme's approval, evaluation and revision. The Department has no proper alumni, so the efficacy of these mechanisms remains to be demonstrated. The Department has strong relations with relevant external stakeholders who could theoretically contribute to such evaluations or revisions. To date, the positive feedback from such external stakeholders is based on the old TEI alumni.

Finally, the student guide is concise, complete, and well-written.

II. Analysis

The Department fulfils all HAHE requirements regarding the design, approval, and monitoring of the quality of the new undergraduate program. All due procedures and mechanisms are in place and are well documented. However, their effectiveness cannot be verified due to the very short period of operation under the new integrated master status.

There is only one similar Department in Greece: The Aegean University on the island of Syros, which is older and has already undergone two accreditations. The two departments are very similar regarding focus (or non-focus) metrics and teaching methods.

The conception and implementation of the design studios, which are meant to promote group work, interdisciplinarity, creativity, and experimentation for novel learning paths, is a commendable initiative.

The student-to-staff ratio (46) is relatively high for international standards but similar to most Greek departments. Faculty have the required qualifications to fulfil their role. Most importantly, as per the Panel's impression from the visits and meetings, the staff appears to be motivated and, above all, devoted to their primary goal of educating sound and responsible design engineers.

On the contrary, the number of laboratory support staff is very low, with only one (1) permanent technician. The Department claims that this gap is filled by four (4) non-permanent support staff, the faculty, and students doing laboratory projects, theses, or practical exercises. The 1 + 4 support staff is too small to effectively operate the six teaching and four research laboratories.

Inevitably, the issues identified under P.1 impact the Department's curriculum. The selection of the three specific streams/branches in the study program is not adequately justified, as is the choice of some courses. The balance between art and engineering/technology courses can be questioned. The same is valid for choosing specific engineering courses rather than others. A more rational choice of the specialisation streams would facilitate such decisions.

Analysis of the offered courses revealed a focus on conceptual product design. Such imbalance is reflected in missing necessary engineering courses (such as structures and applied numerical methods).

Finally, the curriculum lacks subjects related to the systemic analysis of the user requirements and the subsequent functional specifications, which are the starting points of most design processes.

III. Conclusions

As per the above findings and analysis, the EEAP believes that the Department is substantially compliant with Principle 3. All HAHE requirements are met while the Department's academic offering is at par with many of the longer-established engineering departments.

The strategy issues outlined under P.1 also have an impact on the academic offerings of the department. Neither the choice of specialisation streams nor the engineering courses are well explained. However, implementing the recommendations under P.1 regarding the Department's mission and strategic planning is expected to help fix these issues and result in a better-structured curriculum and overall academic offering.

Panel Judgement

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

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES	NO*
	X	

Panel Recommendations

- R3.1** The Department must request funds from the University and the State to increase the laboratory support staff.
- R3.2** Course ECTS should be reviewed and evaluated based on content and required student effort instead of practicality or convenience.
- R3.3** The Department must identify, promote and market unique aspects of its academic offering that differentiate it from other institutions.
- R3.4** Curriculum enhancements regarding the courses offered (e.g. further emphasis on structures and numerical methods, applied statistics and mathematics).

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

Overall, the EEAP found that the Department promotes and maintains a positive climate that results in excellent relations between the students and the staff, academic, administrative or support. The Department benefits from the University policy of holistic student support, which, on top of the standard means (tutoring, office for complaints, etc.), has dedicated psychologists across all sites and a dedicated team for supporting persons with special needs.

The Department claims that the student evaluations (questionnaires) results are considered with swift corrective actions during the academic and support staff selection procedures.

In addition to the centrally promoted policy, measures, and means, the Department encourages group/collaborative activities (e.g., design studios) and societal outreach (participation in exhibitions, contests, etc.), further accentuating the University's student-centred educational approach.

II. Analysis

Students have commented positively on the availability, the direct and friendly approach of the staff, and how this creates a strong sense of belonging to a community. Both the staff and the students think of this close interpersonal relationship as a vital part of the identity of their department, an important platform to enhance their knowledge and skills. The department plans to include future alumni in this community through a dedicated web platform. Creating strong links with its alumni is vital for strengthening the Department's identity and sense of belonging to a community and for valuable feedback on the quality of the educational processes.

The EEAP believes that the student-centred approach is one of the department's significant strengths.

III. Conclusions

The EEAP concludes that the Department's undergraduate program is student-centred, promoting the sense of belonging to a community and cultivating mutual respect between the students, the faculty, and the support staff.

The provision for a dedicated alumni web platform is commendable. The benefits for the Department of maintaining tight links with its alumni cannot be overestimated. The EEAP strongly recommends prioritising such a platform and ensuring all necessary resources are ready and effective once the first cohort graduates.

The EEAP finds that this new undergraduate program fully complies with Principle 4.

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 The alumni platform should be prioritised, and all necessary resources should be provided to be ready and effective once the first cohort graduates. It is also recommended that links with alumni be strengthened through other means (workshops, dedicated publications, cultural events, etc.).

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

Incoming students are introduced to university life through a welcoming day hosted by the department. Their progress is monitored through digital platforms. They are also being informed and encouraged to participate in Erasmus and mobility programs. There is a provision for the Diploma Supplement to be provided to the graduate students in Greek and English. The

Institution has a complete annexe regarding the thesis regulations, terms and quality requirements in its study program and website. Internships are also encouraged.

II. Analysis

The department has provided the EAA Panel with complete documents that provide the appropriate information for the students' registration procedures, progress monitoring process, regulations for internships, scholarships, and mobility programs, procedures and terms for writing a thesis, and degree award and recognition procedure. The submission folder also contains the internal regulations for the new study program, the Diploma Supplement, and the Certificate of the head of the department for the degree.

This information is also uploaded to the department's website in Greek, some in English. The department organises the welcoming day to welcome the incoming students to the new environment and help them adapt and socialise. The University and the department have created many clubs for students to join, such as chess, theatre, sports, and mother-language poetry clubs. The students' progression is monitored through digital platforms such as e-class and digital grade monitoring.

Students have also been to Erasmus+ programs and have cooperated with Erasmus+ incoming students to create a team project that was later presented on a short trip to a university abroad. The students are familiar with the terms regarding the mobility programs. The ECTS points were applied across the curriculum, even though most courses were given 6 ECTS points.

It must be noted that no graduation has been held since the Department study programme has a 5-year–duration, with the first cohort completing their studies in June 2024. Therefore, the EEAP did not meet any graduates during the evaluation week. However, the department is ready to provide its students with the necessary documentation for their graduation day by giving them the Diploma, a certificate with detailed grades on their successfully attended courses, and the Diploma Supplement in Greek and English.

The thesis annex/section has plenty of information and can be found on the Study Program and the department's website.

The students were enthusiastic about enrolling for internships, and some of them were able to find relevant stakeholders or companies in the sector to work with. The department, in collaboration with the Career office, has an archive that reports all the internships that have taken place with the stakeholders. The meeting with the stakeholders provided the information that the students who graduated from the department under the previous scheme (being part of the TEI) had very good knowledge of their subject and adapted quickly to the internship working environment.

III. Conclusions

The department has the necessary documentation to support this Study Program. The students were familiar with the departmental procedures for the topics referred to above and were enthusiastic about their decision to study in this undergraduate program.

Panel Judgement

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

Panel Recommendations

None.

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

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 PSDE has 8 Teaching and Research Staff (DEP), 3 Laboratory Teaching Staff (EDIP) and 1 Special Technical Laboratory Staff (ETP). The department is also supported by four teachers who are hired every year. Staff is engaged in teaching, both at the undergraduate and postgraduate level, supervising diploma or degree theses, research, and other academic and administrative duties (committees, etc.). The activities are supported by two administrative staff. The Department focuses on several contemporary research subjects to ensure a high educational level and attract funding and PhD students. The educational process is linked to research through the development of research groups.

II. Analysis

The PSDE emphasises ensuring high quality by enforcing all existing legislation for recruiting and evaluating its staff. Evaluating the student's teaching ability is considered when hiring or promoting teaching staff. Students evaluate their teachers at the end of each semester. QAU processes the questionnaire responses and sends the results to the department. At the end of each academic year, the Department meets to evaluate the courses of the UGP and decide whether to take corrective actions.

III. Conclusions

The USP includes a good variety of modern research objects in industrial design. Staff mobility is encouraged through educational leave and participation in the ERASMUS and ERASMUS+ programmes. Staff have a heavy workload, including administrative tasks. Research activity and output are adequate based on publications and the Scopus index. The EEAP proposes that the department do more to help the professional growth of the younger faculty.

Panel Judgement

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

Panel Recommendations

- R6.1** The department's webpage needs to be frequently updated (e.g., the curriculum vitae of the faculty, events, etc.) in both languages.
- R6.2** The Department should develop a strategy with specific critical teaching and research priorities defining its identity and uniqueness. The PSDE should pursue its efforts to hire additional professors and teaching staff in such priority areas.
- R6.3** The promotion criteria of the younger faculty should be clearly stated, and the PSDE should provide adequate means for professional growth.

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 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 PSDE receives funding and teaching means from the Greek State to support learning and academic activity in its undergraduate programme and offer students the best possible level of study. The means include the library, study rooms, educational and scientific equipment, information and communications services, student support, and counselling services.

The allocation of the available resources considers the needs of all undergraduate students, the shift towards student-centred learning, and the adoption of flexible learning and teaching models. The IQAS ensures that the resources are appropriate, adequate, and accessible and that students know what is available.

II. Analysis

The role of support and administrative staff is essential in providing quality services. They need to be qualified and have opportunities for professional growth. The PSDE/UOWM have the necessary facilities (classrooms, laboratories, IT infrastructure) to ensure an appropriate teaching and learning environment.

The students have access to an adequate range of support services in the UOWM. They are informed about them, their functionality, and their availability.

III. Conclusions

The EEAP noted the positive input of practical training, and the Department should increase its efforts to promote and make it available to all students. The input from external stakeholders could be improved to increase the effectiveness of the practical training and assist the students with their career development and aspirations.

There appears to be sufficient and competent administrative staff to ensure the smooth operation of the student support services. However, with increased student numbers, additional staff may be required promptly.

Panel Judgement

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

Panel Recommendations

R7.1 Improve the student-to-staff ratio by increasing staff and teaching resources

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 University and the Department have established procedures to collect data for its academic body and activities through the digital platforms and databases they created. There are questionnaires passed to students every semester to evaluate the professors' teaching process, even though participation rates are low. Then, the QUA and OMEA analyse the answers through a specific digital platform, provide the results to the faculty, and possibly enhance their teaching method and behaviour. Departments with the best teaching performance are given 30% of the total academic budget to share and cover expenses. The department has also created a mandatory questionnaire for graduates to complete before graduation.

II. Analysis

There are established procedures that the department follows to collect data for the student body, the academic staff's teaching methods, student progression, employability and career paths of graduates. The Department collects data regarding the incoming, active, deleted and suspended students, showing that throughout the years, the incoming students remain mostly

active, as well as the panhellenic grades of the incoming students. As to the teaching methods, the questionnaire includes 25 questions that students are asked to answer to give the department helpful information about the academic staff's teaching performance. The participation percentage of the students for the winter semester of the 2023-2024 academic year was 23%, which is relatively low. The questionnaires are analysed using a specific digital platform, and the results are circulated. If performance is lower than 3.0, the Chair of the Department calls the respective staff member for a private meeting to communicate the issue and provide helpful improvement practices to enhance their teaching methods. Here, it must be noted that annual teaching method seminars are conducted for the faculty, who can participate optionally to improve their teaching skills. The surveys are conducted every semester, and their results are available to the course leaders about two weeks after the end of the exam period. These results are monitored throughout the years to anticipate any unwanted behaviours. This is important as the results are published soon enough so that the staff members have the time to improve themselves, almost before the start of the new semester. The student progression is collected and visible to students through the e-class and digital grade platforms, where statistics from the exams can be found for the academic year, the student attended the course exam.

The mandatory questionnaire for the graduating students is an exit interview that will provide the department with the students' perspective of the UGP. After the questionnaire submission, there is a face-to-face interview between the graduate and the academic counsellor to discuss their experience and possible career worries/questions the graduate might have. The graduates will be monitored through a digital platform created by the Academic Unit to track their career progress after their studies. The platform needs a "create an account/sign in" process for graduates to enter and upload their progress. A thesis repository is also available, where all the graduates' theses will be uploaded for the public to see.

The employability of the graduates cannot be assessed, as the department has not yet had any cohort graduating.

III. Conclusions

The Institution and the Academic Unit have established procedures to collect data, analyse it, and communicate the results to the academic body. These procedures are regularly conducted, and students are involved. Faculty teaching performance is one of the survey measures and is one of the criteria for the Department's total performance indicators.

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 Analysis of the graduates' point of view about the study program to extract Information and conclusions and adopt changes to the program.

R8.2 Encouragement of the students to participate more in the faculty performance surveys.

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 university and the department websites have complete information about the new study program and student-centred information. The website is in both Greek and English. However, some information is not updated. The Institution keeps an active profile on social media and publishes its e-newsletter.

II. Analysis

The department's website information about the Study Program has been uploaded and is complete; however, some teachers' CVs have not been updated. The course outlines of the program are available and complete, while information, such as accommodation and public transport, is also available on the Academic Unit's website. The Policy for Quality Assurance is available in English and Greek on the University's website. Some information is not updated but is easily found on both websites.

The department has active social media profiles, such as Facebook, LinkedIn, and YouTube, where it uploads different student assignments and infrastructure. It also publishes its e-newsletter every six months on its website.

III. Conclusions

The Institution's website needs updating, while both need updating and maintenance in both languages.

Panel Judgement

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

Panel Recommendations

- R9.1** The department's webpage needs to be frequently updated (e.g., the curriculum vitae of the faculty, events, etc.) in both languages.
- R9.2** Classified advertisements for job openings on the Institution's website would be beneficial for students looking for internships or regular jobs.

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

A good infrastructure is in place for extensive data collection, objective analysis of quantitative metrics, and qualitative assessment based on student and staff surveys. Data collected for quality indicators include enrolment, grades, course enrolment, exam attempts, teaching load, faculty performance metrics, and others. The administration reviews and analyses this data annually in a comprehensive report.

Student assessment in courses is well structured. In some courses, grades are based on a diversity of metrics taken along the progress of the course offering and are usually not exclusively determined by the final exam.

Changes to courses and the Programme are proposed and evaluated through a formal process and are approved by the Committee for Undergraduate Studies. Faculty can propose new course curricular changes and eliminate or combine courses through this mechanism. Student expectations, needs, and workload are collected through surveys for each course.

II. Analysis

The PSDE Department collects feedback on the programme content through various sources. Some teachers are actively in contact with external industrial groups, providing critical input and having a good level of interaction, although PSDE/UOWM does not officially offer such actions.

The committee's interviews with employers confirmed this high level of interaction and the Programme's alignment with their needs.

III. Conclusions

Student workload is monitored primarily through course surveys. However, the participation of the students in the surveys is very low. It was noticed that the students, through the course evaluations, do not spend the required time for self-study and have difficulties with courses requiring a suitable mathematics base.

Since the program's conversion from a TEI to AEI, no students have graduated. However, employers were generally satisfied with the preparation of the students from the pre-existing TEI and feel that the Programme provides a solid foundational preparation for industrial practice design.

The PSDE Department has designed and implemented a platform to follow up with its alumni. The EEAP found this action necessary to benefit the program and the long-term image of the Department.

Panel Judgement

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

Panel Recommendations

R10.1 Formal surveys are offered only at the end of the course. It is too late to improve a course. Offering a mid-term assessment could also help improve student response and participation.

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

The Department was established in 2019. As such, the present evaluation is the first ever. The quality manual has provisions for addressing comments and acting on the evaluation's recommendations.

II. Analysis

Faculty, support staff and administrative personnel know the importance of the external evaluation and have done their best to comply with the whole process. All involved parties seemed willing to contribute to the assessment.

There is some evidence that external stakeholders and employers are consulted for program modifications, as evidenced by their presence on the industrial advisory board and their contact with the department.

III. Conclusions

The EEAP concludes that the UGP is fully compliant with Principle 11.

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 The EEAP recommends that the external evaluation process must be a regularly recurring event with a strict requirement to address and start implementing recommendations within two years.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department (and the University in general) did not offer the transition of students from the old TEI programme to the newly established UGP. The TEI students who were studying when establishing the new Department were supported in their studies. No more active TEI students of the old UGP are studying.

II. Analysis

The University's decision has considerably simplified the transition to the new Programme.

III. Conclusions

The EEAP concludes that the UGP is fully compliant with Principle 11.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- UGP aims to integrate engineering with product design
- Established advisory board with representatives from industry, public sector and academia
- Passionate and committed academic and administrative staff
- There is a plethora of opportunities for students to present their work, including events both at national and international level
- Attractive overall offering resulting in a motivated student body
- Relatively high scientific/research output
- Established alumni platform
- Exit interview

II. Areas of Weakness

- Too generic strategy and lack of clear and distinctive identity
- High student-to-staff ratio
- Relatively low staff and student mobility
- Limited funding from the state to cover and support all academic and educational needs
- High number of incoming students every year
- Low number of laboratory technicians

III. Recommendations for Follow-up Actions

- Establish a unique identity based on a clear strategy (R1.1, R1.2, R1.3, R1.4, R3.3, R6.2)
- Introduce advanced engineering courses in the Programme (R3.3)
- Expand the advisory board (R2.1)
- Recruit more laboratory support staff (R3.1)
- Evaluate ECTS as per the established and accepted criteria (R3.2)
- Set the basis for establishing an effective alumni community (R4.1)

- Update frequently the departments' website (R6.1, R9.1)
- Provide development opportunities for early career researchers and younger faculty members (R6.3)
- Improve student-to-staff ratio (R7.1)
- Increase the efficiency and efficacy of collecting and analysing data on the quality of the Programme from students (R8.1, R8.2, R10.1)
- Increase frequency of external evaluation process (R11.1)

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 4, 5, 6, 7, 8, 9, 10, 11, and 12.

The Principles where substantial compliance has been achieved are:

1 and 3.

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

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

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES	NO
	X	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Prof. **Konstantinos Salonitis** (Chair)
Cranfield University, Milton Keynes, United Kingdom
2. Dr **Fivos Andritsos**
European Commission, Joint Research Centre, Ispra, Italy
3. Prof. **John Botsis**
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