



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Α . Δ Ι . Π .
ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ
ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ
ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
H . Q . A .
HELLENIC QUALITY ASSURANCE AND
ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

Technological Educational Institute of Eastern Macedonia and Thrace

TABLE OF CONTENTS	pages
1. EXTERNAL EVALUATION COMMITTEE	4
2. INTRODUCTION	5
2.1 The External Evaluation Procedure	5
2.2 The Self-Evaluation Procedure	12
3. PROFILE OF THE INSTITUTION UNDER EVALUATION	14
3.1 Institutional Governance, Leadership & Strategy	14
3.1.1 Vision, mission and goals of the Institution	14
3.1.2 Organizational Development Strategy	16
3.1.3 Academic Development Strategy	17
3.1.4 Research Strategy	20
3.1.5 Financial Strategy	21
3.1.6 Building and Grounds Infrastructure	22
3.1.7 Environmental Strategy	24
3.1.8 Social Strategy	25
3.1.9 Internationalization Strategy	26
3.1.10 Student Welfare Strategy	28
3.2 Strategy for Study Programmes	30
3.2.1 Programmes of Undergraduate Studies (first cycle)	30
3.2.2 Programmes of Postgraduate Studies (second cycle)	32
3.2.3 Programmes of Doctoral Studies (third cycle)	33
3.3 Profile of The Institution under evaluation – Conclusions and recommendations	34
4. INTERNAL SYSTEM OF QUALITY ASSURANCE	36
4.1 Quality Assurance (QA) Policy and Strategy	36
4.2 Design, approval, monitoring and evaluation of study programmes and degrees awarded	37

4.3 Teaching and learning - Assessment by students	38
4.4 Admission of students, progression and recognition of studies	39
4.5 Quality Assurance as regards the teaching staff	40
4.6 Learning resources and student support	42
4.7 Information Systems for Recording and Analysing Data and Indicators	43
4.8 Dissemination of information to stakeholders	44
4.9 Continuous monitoring and periodic review of the study programmes	45
4.10 Periodic external evaluation	46
4.11 Internal System of Quality Assurance - Conclusions and recommendations	47
5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION	48
5.1 Central Administration Services of the Institution	48
5.2 Operation of the Central Administration of the Institution – Conclusions and recommendations	49
6. FINAL CONCLUSION AND RECOMMENDATIONS	50
6.1 Final decision of the EEC	52

1. EXTERNAL EVALUATION COMMITTEE

The Committee responsible for the External Evaluation of the **Technological Education Institute of Eastern Macedonia and Thrace** (EMaT) named **Eastern Macedonia and Thrace Institute of Technology** (EMaTTech) comprised the following five (5) expert evaluators drawn from the Registry kept by the HQA in accordance with Laws 3374/2005 and 4009/2011:

1. Prof. Ioannis Vlahos (Chairman)
Ex member of HQA Council
Professor Emeritus, Technological Educational Institute of Crete, Greece

2. Prof. Konstantinos Dimadis
Professor Emeritus
Freie Universitaet Berlin, Germany

3. Prof. George Stylios
Heriot-Watt University,
Edinburg, Scotland, UK

4. Prof. Rena Papadopoulos
Middlesex University,
London, UK

5. Prof. Panayiotis Angelides
University of Nicosia,
Nicosia, Cyprus

2. INTRODUCTION

2.1 The External Evaluation Procedure

- The visit of the EEC took place between the 14 and 16 of December, 2015. The external evaluation procedure was conducted smoothly and according to the schedule although in several cases the length of the meetings was extended due to important discussions and the interest of the participants.

- The EEC met with the following groups:
 - The Self evaluation team
 - Faculty of all departments in Kavala, Drama and Didymoteicho
 - Members of the Council
 - Central administration officers
 - Undergraduate and post graduate students
 - Alumni
 - External stakeholders

- During the first day of the visit, at the Kavala campus, the Committee had the opportunity to meet with the following staff members in the following order :

The President, the Vice Presidents, the members of the Quality Assurance Unit (QAU/MODIP) and of the Internal Evaluation Groups (IEGs/OMEA) of the different Departments.

Prof. A. Mitropoulos, President,
 Prof. D. Bandekas, Vice-President of Academic Affairs
 Prof. N. Theriou, Vice-President of Financial Affairs and Development
 Prof. D. Emmanouloudis, Vice-President of International-European Affairs
 Prof. E. Vansant, Director of Hephaestus Advanced Lab

- Quality Assurance Unit (QAU/MODIP)

Prof. D. Bandekas, President of QAU
 Prof. A. Christoforidis, Member of QAU
 Prof. L. Magafas, Member of QAU
 Assoc. Prof. D.Maditinos, Member of QAU
 Assoc. Prof. D. Kaziolas, Member of QAU
 Assoc. Prof. E. Dimitriadis, Member of QAU

- Later in the day, the EEC was split into groups and met with the Deans, the Heads of Departments, the OMEA /IEG (Internal Evaluation Groups) faculty members of the two Schools (Engineering and Management, and Economics) and their Departments as well as representatives of the undergraduate student body as shown below:

EEC Members Prof. I. Vlahos, Prof. G. Stylios and Prof. K.D imadis met with :

The Dean and Heads of Departments of the School of Engineering

- Prof. A. Chistoforidis, Dean
- Prof. E. Kargiotis, Head of Petroleum & Mechanical Engineering Dpt.
- Prof. L. Magafas, Head of Electrical Engineering Dpt.
- Assist. Prof. K. Rantos, Head of Computer & Informatics Engineering Dpt.

The OMEA /IEG (Internal Evaluation Groups) of Engineering Departments

Dpt. of Petroleum & Mechanical Engineering

- Prof. A. Chistoforidis, Prof. E. Kargiotis
- Prof. E. Apostolidou and Prof. I. Sarafis

Dpt. of Electrical Engineering

- Prof. L. Magafas,
- Assist. Prof. I. Dermentzoglou,
- Assist. Prof. M. Papadopoulou

Dpt. of Computer & Informatics Engineering

- Prof. D. Pogaridis,
- Prof. V. Kaburlasos,
- Prof. E. Moisiadis

Later in the day the EEC met with the faculty members and the undergraduate students of the Engineering School

EEC members Prof. I. Papadopoulos and Prof. K. Dimadis met with:

The Dean and Heads of Departments of the School of Management and Economics as follows:

- Prof. I. Kamenidou, Dean

- Assoc. Prof. D. Maditinos, Head of Business Administration Dpt.
- Prof. G. Florou, Head of Accounting and Finance Dpt.

Dpt. of Business Administration

- Prof. D. Christodoulou
- Prof. I. Kamenidou
- Assoc. Prof. D. Maditinos

Dpt. of Accounting and Finance

- Prof. G. Florou
- Assoc. Prof. A. Mandilas
- Prof. A. Karassavoglou

The meetings continued with the academic faculty members and representatives of the undergraduate students.

The first day was concluded with the meeting of the Institutional Council (IC) via a Skype connection as 4 of its members were in the USA.

The President and Vice-Presidents of EMaTTech were present

1. Prof. N.Katopodes, University of Michigan, President of the Council [Skype]
2. Prof. K.Tarchanidis, , EMaTTech, Vice-President of the Council
3. Prof. L.C.Feldman, Rutgers University, Council member [Skype]
4. Prof. S.Korban, Rutgers University, Council member [Skype]
5. Prof. G.Moridis, Lawrence Berkeley Nat. Lab., Council member [Skype]
6. Prof. D.Christodoulou, EMaTTech, Council member
7. Prof. V.Kaburlazos, EMaTTech, Council member
8. Prof. V.Kazana, EMaTTech, Council member
9. Prof. M.Konstantinou, EMaTTech, Council member

On the second day of the site visit three members of the EEC,

Professors Vlahos, Dimadis and Stylios visited the School of Food and Agricultural Technology in Drama,

whereas

Professors Angelides and Papadopoulos visited the School of Health and Caring Professions in Didymoteicho.

In Drama,

The EEC met with the Dean and the Heads of the three Departments that comprise the School namely the Departments of Forestry and Natural Resources, Landscape Architecture and Oenology.

Academic and administrative staff members as well as representatives of undergraduate and graduate students were also interviewed. The visit was concluded with the stakeholders and a meeting with the Deputy Regional Governor

The meetings were conducted in the following order:

- Prof. T. Merou, Dean
- Assoc. Prof. D. Kaziolas,
- Head of Forestry and Management of Natural Environment Dpt.
- Assist. Prof. L. Sechidis, Head of Landscape, Architecture Dpt.
- Assist. Prof. S. Mamalis, Head of Oenology Dpt.

Internal Evaluation Groups (IEGs) representatives

Dpt. of Forestry & Management of Natural Environment

- Prof. I. Takos,
- Prof. V. Kazana
- Assoc. Prof. D. Kaziolas

Dpt. of Landscape Architecture

- Prof. M. Konstadinou
- Assist. Prof. L. Sechidis
- Prof. A. Styliadis

Dpt. of Oenology

- Assist. Prof. S. Mamalis
- Prof. T. Spanos
- Prof. T. Merou

The meetings continued with academic staff members (part time lecturers as well), administration staff and student representatives both undergraduates and post graduates of all three departments.

The EEC held also a meeting with Mr. A.Patakakis, Deputy Governor of the Region and Mr. Angelos Tsolakis, Deputy Mayor of Drama in the premises of the Town Hall.

The site visit was concluded with a meeting between the EEC and External Stakeholders that were invited to the School premises at the end of the day:

- S.Georgiadis, President of Chamber
- F.Lazaridis, Winery Owner
- Etoglou, Brewery Owner
- I.Kalaitzidis, Winery Owner
- I.Hatzitekellis, Brewery Owner
- A.Tsingis , Director of Forestry in Drama
- E.Konstantinidou, Forestry Head of Drama

- G.Logothesis, Freelancer forester
- S.Kehagioglou, Head of a Management Unit

The EEC had also the chance to visit the Winery of Mr. I. Kalaitzidis in the vicinity of Drama.

In Didymoteicho,

The EEC met with the Dean, members of the teaching staff and the administration.

They also met with the stakeholders, the Director of the local Hospital and the Mayor of

Didymoteicho.

Dpt. of Nursing

- Assoc. Prof. E. Dimitriadis, Acting Dean of the department of Nursing
- Assoc. Prof. D. Maditinos
- Assoc. Prof. A. Mandilas

The meetings continued with staff members (including part time lecturers), administration staff and undergraduate student representatives.

Meeting with external partners;

External Stakeholders

- P. Patsouridis, Mayor
- K. Vafeiadis, Hospital Director
- The scheduled meetings with M.Zizaki, Head of Nursing Dpt. and G. Topaloudis, Vice-Mayor were not realized.

The EEC also visited most of the facilities and laboratories in all three campuses Kavala, Drama and Didymoteicho as mentioned below:

In the Kavala campus the EEC visited the library, the student restaurant, the Ifaistos lab, and a mechanical workshop.

In Drama the EEC visited the library, the Oenology lab, the forestry and management of natural environment lab, the landscape architecture lab and the food and agricultural technology lab, the museum of insects and the museum of plant specimens.

In Didymoteicho the EEC visited the skills lab, the library, and the student restaurant.

On the third day of the site visit at the Kavala campus, the EEC met with the

central administration officers, the postgraduate students, the graduated (alumni) students and the external partners (stakeholders) named below:

Meeting with:

Central Administration Officers

1. Mr. G. Laskaridis, Registrar
2. Mrs. M. Babou, Executive Secretary of Senate
3. Mrs. O. Passalidou, Personnel dpt.
4. Mr. S. Mitakidis, Finance dpt.
5. Mrs. O. Vergopoulou, Student Welfare Office
6. Mrs. M. Zachariadou, Payroll and Procurement dpt.
7. Mr. A. Kassastogiannis, Technical Support & Services
8. Mr. D. Pappas, Informatics dpt.
9. Mrs. S. Dalakou, Chief Librarian
10. Mrs. E. Kouloura, Internship Office
11. Mrs. F. Toptsi, Research Funding Office
12. Mr. N. Kiourtis, Public Relations Office
13. Mrs. F. Georgiadou, Erasmus Office
14. Mrs. R. Sarafoudi, Trim Gym
15. Mrs. D. Chatzianagnostou, School of Management & Economics
16. Mrs. E. Ioannidou, School of Engineering

Postdoctoral Researchers, PhD and MSc Students

- | | | |
|-------------------|-------------------|-----------------|
| ▪ D. Papadopoulos | ▪ N. Vordos | ▪ J. Nolan |
| ▪ G. Mpekiari | ▪ C. Fylaktakidis | ▪ N. Kokkinos |
| ▪ L. Onijigin | ▪ D. Gkika | ▪ G. Papacostas |
| ▪ F. Gigitsidis | ▪ A. Varoutoglou | ▪ I. Kazanidis |
| ▪ A. Paulidis | ▪ R. Koseleva | |
| ▪ E. Samakou | ▪ E. Michailidi | |
| ▪ K. Koumarelas | ▪ G. Panagiotidis | |
| ▪ A. Georgiadis | ▪ G. Mpomis | |
| ▪ T. Sykoudis | ▪ K. Karakosta | |
| ▪ D. Fotiadis | | |

Stakeholders Participants:

In the meeting that took place in the President's office the following participants were present:

Prof. A. Mitropoulos, President of EMaTTech

Prof. D. Bandekas, Vice-President of EMaTTech

External Stakeholders:

- D. Tsanaka, Mayor
- T. Markopoulos, Deputy Governor
- P. Sokoulias, CEO Prisma Electronics SA

- D. Gontikas, CEO Kavala Oil
- N. Bechrakis, CEO Hellagrolip
- K. Papaconstantinou, CEO GeoTECH
- K. Pasalidou, Owner Local TV channel
- A. Tsatsoulis, President of Kavala's Chamber of Commerce

The site visit was concluded at the end of the third day with an **oral feedback** of the results and impressions of the EEC to the President and Vice-Presidents of EMATTEch, Deans and Heads of Departments, Administration staff and other interested staff members.

List of Reports, documents, other data examined by the EEC

The Institution provided the EEC with all documents and other supporting materials that were asked for, namely:

The **Internal Self Evaluation Report** accompanied by two issues titled

1. Research road map
2. EMATTECH strategic plan 2014 -2020 'Making the difference'

CDs/DVDs

1. Quality Assurance Unit (MODIP)
2. Ornamental plants and landscape architecture
3. ManageMed (DVD); an Interreg funded programme

Books

1. A special support system for assessing risks in NATURA 2000 areas (ManagMed 2008)
2. Fabaceae, Leguminous plants in N. Greece
3. Posters of conferences organised by the department of Forestry: A. Suppress Fires, B. Map-Erosion

The Administration provided upon request the following documents:

- Samples of Student questionnaires for lectures and laboratories
- Copies of Diploma supplements issued by two different departments for recently graduated students in both Greek and English
- Copies of Senate's decision for the ethics and code of conduct committee (Δεοντολογίας)
- Questionnaires of MSc students of 2013-14 in mechanical engineering and informatics.
- A CD with updated lists of staff CVs and study programmes was also handed in.

<i>Please decide in respect to the specific evaluation area (&2.1):</i>	Tick
Worthy of merit	✓
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

2.2 The Self-Evaluation Procedure

All documents and resources used for this evaluation were appropriate and have helped with the effective evaluation of the institution. The reviewed documents and resources were complete and in good order. Explanations were given and details provided.

Where necessary, the site of the institution as well as the IT systems became available and helped the evaluation.

The EEC found that the objectives of the internal evaluation procedure were met in a satisfactory way, despite the fact that this was the first time an Institutional evaluation took place.

The institution had set up all appropriate procedures to allow effective self-evaluation and their analysis based on the questionnaires completed by students and graduates was satisfactory.

The self-evaluation procedure provided the EEC with the appropriate documentation necessary for a well organized evaluation. However, the final form of the self-evaluation report was handed in on the first day of the site visit, so the EEC was not always able to check the accuracy of the documentation and in several occasions minor inconsistencies on quantitative or qualitative assessments were observed, which however, did not hinder the EEC from obtaining a clear view of the status of the Institute.

The MODIP members told the EEC that the questions and the instructions provided by ADIP for the self-evaluation report, should be made simpler and to avoid the “jargon” which is rather confusing when translated.

The final documentation presented to the EEC was comprehensive and well organized. If the self-evaluation procedure was a collective effort or not, the EEC is not in a position to know. However, the EEC noted a harmonious and good relationship among member of the various Departments and Schools which assures a high level of good collaboration.

<i>Please decide in respect to the specific evaluation area (&2.2):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional): The self-evaluation procedure was positive, satisfactory and productive.

3. PROFILE OF THE INSTITUTION UNDER EVALUATION

3.1 Institutional Governance, Leadership & Strategy

Please comment on:

3.1.1 Vision, mission and goals of the Institution

The institution is structured in accordance with the Hellenic educational legislation of TEIs –and adheres to its scope of academic, social and industrial aims. The Internal Regulations (Εσωτερικός Κανονισμός) and Organization Manual (Οργανισμός) which are required by Law 4009/201, have not been completed yet and they need to be approved by the Hellenic Ministry of Education. Only the Regulation of Studies (Εσωτερικός Κανονισμός Σπουδών) have been developed and applied.

The vision of the institution is to eventually become a Technological University. Its current aims to provide quality education and training at undergraduate and post graduate level are being fulfilled.

The priorities of the institution as stated in its internal evaluation document are:

- To provide excellent education to all its students
- To assure theoretical competence of its students
- To strengthen the technological scope of students
- To achieve research excellence
- To strengthen the provision of postgraduate studies
- To contribute to regional development
- To increase internationalisation

Priorities set by the goals of the institution as expressed by the President are:

- Generation of new knowledge and the establishment of centres of excellence
- Internationalisation
- Promotion of professional education
- Technological University status

To achieve its vision and goals, the university promotes the notion of a research driven university. It has a number of formal collaborations with universities outside Greece, good networking as well as many and strong collaborations with industry. These collaborations enable the institution to attract international experts who visit the institution and provide lectures to students, to participate in seminars and workshops and to cooperate in research.

The institution also has a unique infrastructure in the school of Applied Sciences

(the Hephaestus Advanced lab) with the most up-to-date equipment in material characterisation which also enables research students from other universities to use the facilities for their research. Postgraduate students also benefit from this research culture and resources.

Planning to establish a similar infrastructure to its other departments should become one of the main aims of the institution. Close links between theory and practice is encouraged through the six month industrial placements of undergraduate students at the end of their courses, and this provision should be maintained.

The institution has an internal Quality Assurance Unit (MODIP) which is responsible for the monitoring and continuous optimisation of institutional goals. This is partly achieved through the administration of questionnaire to the students, but it must also implement the monitoring procedures described by the MODIP committee in its 2015 document (see self-evaluation report October 2014; implementation of the Quality Assurance Quality System 2015, ADIP 1353/28-04-2014).

In view of the fact that the monitoring and optimisation procedures are still being suggested and not implemented, the EEC is encouraging the institution to implement this process in order to provide effective management of its operations. There is evidence of completion of postgraduate programmes, employment of graduates, a number of completed and the start of new research projects, funding and publications.

The Institution has presented the EEC with a Gap Analysis indicating the gaps between the original pursuits of the TEI and the realized goals, thus leading to a strategic model of planned actions until the year 2020. These goals include increase of scientific staff, a sound research policy, closer ties with local medium size enterprises, improvement of scientific journals, seeking more funding and involvement of a greater number of women in employment.

The view of the EEC regarding the institution's ability to improve is as follows:

We believe that this is an ambitious and well respected institution which is well connected with local industry and international organisations. The institution's leadership is well efficient. However, management at lower levels varies. This variation in leadership, along with the prominence of the view that central government's procedures and legal frameworks are inhibitive, and the belief that the financial crisis has resulted in institutional and loss of staff, may be factors interfering with the institution's ability to improve, to be more consistent and to change.

<i>Please decide in respect to the specific evaluation area (&3.1.1):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating(optional):

The Institution has presented the EEC with statements regarding its vision, mission and goals. These statements need to be developed as concrete plans at operational and strategic levels. The EEC suggests that research should be given priority in all Departments of the Institution and not in some of them so that the TEI will become a real research center of excellence.

The unique department of Petroleum & Mechanical Engineering with its Kavala based importance and the establishment of a Department of Oenology for the needs of the local industry are very positive provisions that differentiate and specialise this TEI from others and it should be used as the stepping stone to its future development.

The institution has documented with competence its strategic plan that clearly describes the institution's mission, establishes goals and identifies mechanisms for monitoring and achieving them. There are certain ambitious goals which warrant sustainability and careful expansion planning. We witnessed a commendable enthusiasm and good cooperation amongst staff and effective use of opportunities such as the creation of the materials laboratory and the GRID.

3.1.2 Organizational Development Strategy

The TEI has a well thought organisational development strategy taking into account its strengths, the needs of local stakeholders, its course curricula dimension along with the state needs and educational objectives.

The EEC was provided with information regarding the academic and administrative structure of the Institution. The administrative staff seem to be able to face the difficulties and challenges that arise from budget cuts and restrictions imposed on the Institution and do their best to fulfil their duties.

The heads of administration (President and Vice presidents) are a dynamic team with ambitious plan for the Institution. The EEC was presented with all the information regarding the strategy and the goals of the Institution for the future. Specific goals and timetables for the academic and research programmes were clearly presented to the EEC and most of them seem to be possible to achieve however some of them are rather over ambitious to be realized under the present circumstances of the severe budgetary cuts that the Institution faces.

The EEC has seen evidence of effectiveness and hard working of the majority of its administration officials.

At individual and departmental level administration is fulfilling its aims despite being understaffed but with difficulty. This may be improved by managing procedures centrally and coordinating the monitoring of work in progress for better utilization and optimisation of scarce resources.

<i>Please decide in respect to the specific evaluation area (&3.1.2):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.3 Academic Development Strategy

The major strategic planning objectives that we see fit may be summarized as follows:

- The institute should facilitate the operational delivery of its curriculum with effective use of not only prescriptive procedures but self-initiated management systems which will allow the optimisation and efficiency for deploying the aims of the curriculum, such as the MODIP quality assurance model suggested in the self-evaluating document under implementation.

- Continuous improvement of curriculum, based on academic criteria and responding to modern requirements; students, companies, policy etc.
- Recruitment of permanent academic and technical staff based not only on current needs but having the ability to fulfil future goals with clear optimisation of resources.
- Establishing feasible and sustainable postgraduate programs and collaborations with universities in PhD degrees where possible.
- For departments with lack of permanent staff and laboratories, priority should be given in how to facilitate these shortcomings for the normalised delivery of the undergraduate curriculum rather than building any additional provision at post-graduate level. Such activity may put the sustainability of the department in jeopardy.
- A well managed approach to industry collaboration which interfaces with local government is welcomed being industry-led.
- A longer term aim of the institution should be to educate not technical operatives for industry but graduates with modern know how and critical thinking to achieve decision making level jobs.

Some key inhibiting factors are:

- The legislative and adverse economic conditions render heavy teaching and administrative loads for the faculty, thus inhibiting institutional sustained development and research growth.
- The legislative framework that allows students to remain enrolled indefinitely irrespective of their academic performance, thus creating a large body of inactive students. The v+2 restriction under the new Law may relieve this burden if applied.
- The absence of any full time staff in the Department of Nursing is unacceptable. This results in all classes being delivered in the afternoon or evening hours and many students cannot attend. This situation needs to be rectified immediately to provide leadership, continuity and support to students. A similar situation was reported for the Department of Oenology in Drama.
- Low staff/student ratio is unsustainable and needs addressing.

- Economic hardship of the students is a problem, which affects attendance, completion of studies and morale.
- Many student nurses work full time as second level nurses while they also study full time. It is impossible for them to attend many of their classes. Whilst part time working and full time studying may be acceptable, the nursing scenarios of full time work and full time study is completely unacceptable and need urgent attention.
- Implementation of degree completion by limiting the length of registrations to its minimum rather than maximum allowed levels, will free time and pressure from the academics.
- Improvement of the external building infrastructure, particularly those in Didymoteicho.
- In some labs, modern equipment is required to better support teaching and research activities of the institution.
- Lack of formal centralized procedures for assessing attainment of teaching and learning objectives, research and staff performance, beyond the prescribed procedures of the state. The suggested quality assurance procedures by MODIP should be implemented as soon as possible.
- Reduced professional rights to the institutes' graduates are stated by law. As a result, the department becomes less attractive to good applicants. The academic level of the department's student is further affected by a societal perception (lower class than polytechnic/university level) related to Technological Institutions (TEIs).
- The acceptance of new students with low and mixed grades and subjects render difficulties in teaching, degree completion and low morale.
- Optimisation of the efficiency of the two new labs; Materials and GRID needs immediate attention.
- Lack of funds for recruitment of staff supporting technical and research roles, and the lack of funds to replace faculty members who

retire.

- The legislation framework that does not allow the Institution to offer PhDs.

<i>Please decide in respect to the specific evaluation area (&3.1.3):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.4 Research Strategy

There is a written strategic research plan that clearly describes the institution's mission, establishes goals and identifies opportunities for achieving them. The EEC encourage the institution to device mechanism for monitoring and improving its research plan.

The fact that the TEI is running 8 MSc programs, several funded research projects at national and European level, its involvement in PhD degree supervision, publication and scholarship, and its good collaboration with experts, other institutes and industry, render the institution at a high level of its educational scope and there are pockets of research and scholarship at a high level.

All academic staff should be required to produce outputs in terms of publications, conferences, grants and supervision of PhD students in collaboration with Universities. Continuous staff development and a promotional and rewarding strategy should also be taken into account for improving institutional strategy and aims.

The publication of two scientific journals, Scopus covered, by the Institute is to be commented.

The research strategy of the institution should include the following:

- Interdisciplinary research.
- Promotion of interdisciplinary and interdepartmental research with

common lab, common research projects and common publications.

- International collaborations in some departments are excellent, in other non-existent. This disproportionality must be addressed.
- High quality research for theoretical and technological training of students is needed for all departments.
- A planned strategy to raising external funding and especially for self-sustaining of expensive laboratories.
- The planning for research should be made by all departments with the opportunity to scrutinise planned achievements at least yearly.

<i>Please decide in respect to the specific evaluation area (&3.1.4):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.5 Financial Strategy

The state funding of the TEI has been systematically decreasing in recent years. It went down from 17 million Euros in 2010 to 12.6 in 2012 and 6.5 million Euros in 2014. This means that the allocated expenditure per student per year is dramatically decreased which is expected to have a negative effect on the quality of studies if this trend is not reversed.

At the same time the SARF (ELKE) budget has increased (through European Community funds) from 970 thousand Euros in 2010 to 2.8 million in 2014 serving 24 research projects. This funding may be further increased by participating in more EU educational and research projects.

Financial management procedures need to increase the efficiency of the operation. These procedures should be effectively managed by budget planning, monitoring and feeding back appropriately at the departmental level. There was no evidence of applying any ISO or other quality financial management system. The quality assurance of ADIP/MODIP should be implemented as soon as possible.

The Institute should plan to raise more external funding from non-government resources. There is cooperation with local industry and the regional government but an industry led-well organised plan should be established. Consulting to companies, providing research and development services and new product development, maybe areas that could attract outside income.

The strategy of the institution for increasing funding is by:

- Financial management and monitoring income, accounts and publication in Diavgeia (Διαύγεια)

There is no institutional plan for building maintenance and management.

<i>Please decide in respect to the specific evaluation area (&3.1.5):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.6 Building and Grounds Infrastructure Strategy

The TEI of EMaT is comprised of 4 Schools, 9 Departments in 3 different cities. The main campus of the TEI is located in the outskirts of the city of Kavala in Agios Loucas covering an area of 132.000 sq. meters with 36.000 sq. meters of offices, labs, classrooms and other support facilities.

The 100.000 sq. meters campus in Drama includes 6.300 sq. meters of buildings and in Didymoteicho the Department of Nursing is housed in 545 sq. meters of the Old historic Primary School building

The above infrastructure were built and utilized after 1992 when the TEI evolved from KATEE in 1983.

The strategic management for buildings and ground infrastructure is emphasised by the correct use and administration of the buildings as well as by the maintenance and modernisation works.

- The maintenance and energy efficiency upgrade of buildings
- The common use of buildings
- The development of new buildings (teaching rooms in Kavala and Didymoteicho – 2016)
- The building of new student accommodation (long term)

A proposal has been submitted to the Peripheral Business Programme (ΠΕΠ) and the longer term proposal will be submitted via the collaborations of private-public sections (ΣΔΙΤ)

- Deviations from model 1 campus/HEI

In the internal evaluation report it is stated that although model 1 campus is non-compliant there are no negative effects in the operation of the institution because 85% of its provision is in Kavala campus.

The TEI internal buildings infrastructure was in good order but the outside needed attention. A request of funding for maintenance and continuous improvement and future development has been made; i.e. the merging/extending of some internal areas, the development of the football ground, a cycling path and general maintenance of the campus. These requirements were immediate but they were based on state funding which is not forthcoming due to the economic crisis and there are no other plans to reach those goals.

<i>Please decide in respect to the specific evaluation area (&3.1.6):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.7 Environmental Strategy

The institution is implementing environmental requirements but also needs an environmental strategy.

The TEI of EMaT claims that it does not handle any hazardous wastes. Urban wastes are disposed through the municipality of Kavala waste services. Construction debris and wastes are handled and disposed using special bins for this purpose. In the premises of TEI special recycle bins are placed for the disposal of paper, glass, ink, batteries and lamps. Private companies collect these wastes and in return provide the TEI with consumables such as toners, inks, etc.

The restaurants operating in TEI collect the used cooked olive oil on a weekly basis and is removed in special tanks handled by a private company for recycling.

Students of the School of Forestry undertake annually the planting of trees and other greenery in areas of Drama and country side in collaboration with the municipality with which the TEI has signed a cooperation protocol. There is a plan for a pedestrian and bicycle path connecting the Drama town centre with the campus of the School of Forestry ensuring the safety of students who choose this way of commuting.

Health and safety awareness exists but again it was not regulated, monitored, reviewed, policed and implemented. Although the Kavala campus is in a very difficult to reach site for people with physical disabilities, due to multiple levels of elevations, added ramps for disable access and lifts exist. The monitoring and improving of waste management and its increasing use needs further implementation.

There is a question of handling and desponding of chemicals and other polymeric and potentially hazardous substances, such as nano materials. The Institution is asked to address this question as a matter of urgency.

<i>Please decide in respect to the specific evaluation area (&3.1.7):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.8 Social Strategy

The Institution has a good cooperation with the local industry, with the society and with its alumni.

- The Institution seeks and manages successfully to connect with the local market and its activities are welcomed by the local business as the EEC witnessed from reports of local businessmen and authorities.
- The TEI of EMaT has the potential to disseminate and exploit the knowledge derived from the research carried out in the Institution. The EEC was informed of a variety of activities which aim at sharing this knowledge with the local community for the benefit of its society and economy.
- There was evidence of interaction between the Institution and the Labour Market and sustained relationships with key local and regional organisations.
- The Institution also contributes to the cultural development of society, the city and the region and maintains reciprocal and long-lasting relationship with the alumni community.

More specifically the institution has a good collaboration with DEMOKRITOS research network to establish an innovation hub to connect research with industry. There is evidence of good collaboration of funded research projects which have clear dissemination paths and there is an ambition for the creation of spin-offs companies.

The connection of the institution with its local stakeholders is impressive; it should be regarded as one of its major advantage point and should continue this strategic cooperation. Petroleum Technology and Oenology are two excellent areas that provide student placements, specialist laboratories and improvement and development of products and processes. We are aware that the Department of Oenology needs expanded laboratory provision which is encouraged as a matter of priority.

The active participation with local government and local trade organisations is excellent and should continue and be integrated. There is a good working relationship with the institution's 'alumni' who are participating, supporting and promoting the institutional goals. The institution has a good agreement with the local private channels; centre TV and Ena TV who frequently report on the deliberations of the institution.

The alumni are often consulted on issues of developing courses suitable for the market but there is no systematically organized formal meetings by each department or the Institution. This is strongly recommended by the EEC.

<i>Please decide in respect to the specific evaluation area (&3.1.8):</i>	Tick
Worthy of merit	√
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.1.9 Internationalization Strategy

Integration of the international dimension in the curricula

Since this was an institutional evaluation we did not examine the various curricula in detail. From the meetings we had with academic staff and students, we formed the impression that great effort is being made to achieve a level of international experience and integration of provision. This is evident in the preparation of students to participate in the ERASMUS+ programme. Another example is the delivery of some courses in English, the delivery of the entire MSc in Oil and Gas exploration in English and the attempt to increase the delivery of other whole programmes in English, in order to attract international students to the institution. This is an excellent strategy which should be encouraged.

Integration of the international dimension in research

The TEI has an Institutional Council consisting of highly esteemed professors from American universities. There are also excellent collaborations with other universities in Europe and elsewhere. Secondments of eminent researchers in material characterisation are an excellent opportunity for expanding these fields. Attention however, should also be paid to research needed in the fields of business, forestry and nursing.

The international dimension is most evident in material characterisation of the Hephaestus advanced lab. In particular the post graduate students and the

research students attached to the institution make use of internationally published literature, attend seminars delivered by international experts and participate in international visits and conferences. The institution has numerous links with prestigious international organisations and collaborations. This is an area which has the potential to develop excellence.

Barriers to the work already undertaken in this direction is the inability of the institution to establish its own doctoral programmes, something which also disadvantages its efforts to gain EU funding. The institution, also publishes two international journals in engineering and economic science and applied research. Although this is excellent for branding the institution, staff should be discouraged to publish its own research outputs in its own journals.

The Internal report mentions that the Institution has signed bilateral agreements of cooperation through the Erasmus programme with 90 Universities, however the active co operations on exchange of students or staff is limited to a much lower number. The report also mentions 18 Memoranda of Understanding with 18 Universities/organizations in Greece and Abroad but only a few of them (mainly with Greek organizations) seem to be active.

Integration of the intercultural dimension within the campus

Although the EEC was told that the institution hosts ERASMUS students, the EEC did not meet any of them. The EEC met only one international student (from Nigeria) from the University of Nicosia for six months to work on his dissertation, and he was very pleased with his stay and progress. In the campus, the EEC met an Emeritus Professor from Belgium (Prof. E. Vansant) who oversees the work of the Hephaestus Advanced Lab, as well as an Irish co-ordinator of the Lab.

Participation in international HEI networks

The institution lists its membership to a number of international HEI networks such as the University of Alicante in Spain, the CERN-GRID, University of Antwerp in Belgium, Centre National de la Recherche Scientifique in France, Texas A&M, University of Oxford UK, Lomonosov Moscow State University, Russia, Fraunhofer Institute of Technology Germany, and CERN. This is good practice and this initiative should be merited and expanded, however, the level of cooperation with some of these institutions could not be verified. The EEC saw evidence of a good collaboration agreements with the University of Antwerp in Belgium and with CERN.

Some relevant activities and measures are in place to enable the attainments of the relevant goals. These include student visits /placements with the University of Antwerp, visits of experts to the institution, and summer schools. A summer

school organised in collaboration with CERN was very successful and came 2nd in the overall success ranking of those events. All funded research projects have collaborative agreements prescribed as requirements by the respective funding bodies.

<i>Please decide in respect to the specific evaluation area(&3.1.9):</i>	Tick
Worthy of merit	√
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

The EEC acknowledges that the TEI EMT has a strong interest in internationalizing education and research and intends to attract students from foreign countries. However as we were told, this opportunity is hindered by legal constraints (Embassies not issuing visas), which if overcome it could provide the TEI with a significant financial revenue.

On the other hand, the TEI should focus in cooperation with a smaller number of Universities (through the Erasmus+ programme) and try to increase the mobility of both incoming and outgoing students.

3.1.10 Student Welfare Strategy

Student welfare refers to the following categories:

housing, transport, canteen and dining facilities, sports and cultural activities.

Housing

The Kavala campus has a dormitory complex that houses 400 students, whereas the campuses in Drama and Didymoteicho do not have any. The students who do not secure a dormitory room are seeking housing in the cities of Kavala, Drama and Didymoteicho. The rents are relatively low and are affordable by most students. Low income students receive a “rent subsidy of 1000 euros from the government to cover their housing needs.

Transportation is provided to the Kavala and Drama campuses by the local transport company every 30 and 60 minutes respectively. The students pay a reduced bus ticket by half on presentation of a student ID card.

In Drama, the School Administration in cooperation with the municipality is promoting the construction of a pedestrian sidewalk on both sides of the road connecting Drama and the Campus, along with a bicycle path. No definite plans are approved yet. We believe that such a development would greatly facilitate the commuting of the students and secure their safety.

Dining facilities

An average of 1600 students are served on a daily basis free of charge while the rest can eat at a reduced price.

Sports and Cultural activities

There is a well organised sports centre with a permanent trainer. Outdoor sports facilities in Kavala campus include tennis, football and basketball courts which are in a state of abandonment and they are not used. There are plans to renovate and reutilize these facilities.

Personal welfare of students

The MThIT offers a first aid nurse who is situated at the Kavala campus but it has no organized student support by a welfare officer. Thus counselling by their lecturers and secretaries is a common occurrence when needed. The secretariat has given us examples of student counselling and mitigation for illness, family problems and student personal crises. However, a strategic plan that encompasses welfare do not exist.

Cultural activities within and outside the institution were evident and public relations is facilitated by the local TV station. There is a theatre and a dance group and the TEI participates in regional government cultural and environmental activities such as planting of trees for the environment. There is no strategy for people with special needs but any problem is dealt with on a case by case basis and when arisen.

<i>Please decide in respect to the specific evaluation area (&3.1.10):</i>	Tick
Worthy of merit	
Positive evaluation	✓
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.2 Strategy for Study Programmes

3.2.1 Programmes of Undergraduate Studies (first cycle)

The TEI of EMaT has 9 Departments all of which have their strong and weak points. Most of these points are common to several Departments and can be summarized as follows:

The main strengths of the programmes are the following:

1. The technological applied character of the curriculum.
2. The direct connection of the curriculum with the job market.
3. Evaluation of the curricula that leads to potential adaptation of course content or introduction of new courses to follow the evolution of the discipline and meet local, national and international academic trends.
4. The interface of students with the market place through practical training.
5. Some of the teaching staff are experienced in teaching.
6. Connection of research with teaching, but not by all departments.

The main weaknesses of the programmes are the following:

1. The Institution is understaffed especially in the Departments of Oenology and Nursing which have no permanent staff at all.
2. Most teachers need PGCert in teacher training/education in accordance with European requirements.
3. Faculty are overloaded (some of them teach up to 25 hours per week to over a thousand students). Furthermore, they supervise a large number of final year projects/theses along with their administrative duties.
4. Because faculty are overloaded with teaching and administrative duties

they have limited time for research.

5. There is only one instructor of English language who is responsible for all departments.
6. There is only one taught foreign language (English).
7. The budget of the institution is reduced.
8. The equipment is not up to date in all departments.
9. Students do not seem to participate into decision making committees.
10. Student evaluations are not always taken into account for further improvements of the courses. Compulsory and systematic use of student input is needed for improvement of the content and delivery of courses.
11. There is no organised and managed staff performance related to teaching and research.
12. The graduation rate is low. Average time to degree completion is close to 6 years which creates a heavy load to the Departments and a burden to the students and their families.
13. The nursing curriculum is medico-centric rather than being nursing oriented.
14. It is doubtful that the nursing students achieve the number of practice hours as prescribed by the EU (2.600 hrs in practice).
15. The attendance of students in lectures of theoretical courses has increased in recent years but it still is not satisfactory in several courses.
16. The heavy teaching load of the faculty is an obstacle to their participation in other activities such as research and other educational or international programs.
17. Some departments are not research active at all.

The Central Administration of the Institution and the departments have taken into account the remarks and recommendations of the external evaluators as these were pointed out in the external evaluations of the academic units*. Some of the programmes were revised based on the comments of the external committees and certain laboratories were also improved. There was a lack of central administration collective arrangements procedures and its management is in question.

*Due to the lack of permanent staff the Departments of Nursing and Oenology did not undergo an external evaluation by ADIP.

<i>Please decide in respect to the specific evaluation area (&3.2.1):</i>	Tick
Worthy of merit	
Positive evaluation	✓
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.2.2 Programmes of Postgraduate Studies (second cycle)

The institution offers 9 Master programmes.

The main strengths of the Master programmes are the following:

1. Uniqueness of some of the programmes; (oil and gas, oenology and forestry)
2. Teaching by experienced and eminent visiting professors
3. Connections of research with teaching
4. Interface of programmes with industry
5. Connections with international organisations
6. Strong social relevance of programmes (e.g. topics of course projects or these are motivated by immediate needs of broader society and local community)
7. High quality equipment (for some of the programmes)
8. Some of the programmes are taught in English (School of Business Administration)

The obligations of Master students are summarised below:

1. The Master programmes require enrolled students to take courses and conduct research.
2. Master courses are different than the undergraduate courses and typically have much higher work load which is reflected by a higher ECTS per course.

3. Attendance is mandatory for lectures and students show high interest and attended willingly.
4. Obligatory dissertation

The departments of the institution which run MSc programs have taken into account the recommendations of the external evaluators and most of the programmes were revised according to these remarks. It was observed that most departments have reviewed their external evaluations and addressed the recommendations of their evaluation. Most recommendations were addressed but some others are difficult to be implemented due to adverse economic circumstances, solutions other than relying on state funding maybe necessary.

<i>Please decide in respect to the specific evaluation area (& 3.2.2):</i>	Tick
Worthy of merit	√
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.2.3 Programmes of Doctoral Studies (third cycle)

The current legal framework does not allow the TEIs to offer PhD programmes. The administration and the academic staff expressed their strong desire to be able to develop and offer doctoral programmes. However, there is already a number of PhD students who carry out their research at the institution and under the supervision of local staff but they are registered at other Universities. This is a commendable activity of the TEI despite the inhibition of the state. Most of the PhD activity is in the Hephaestus Advanced Lab and in material characterisation.

The EEC supports the right of the TEIs to offer independent PhD programs by departments whose staff have the academic qualifications and there are appropriate facilities to support such programmes.

<i>Please decide in respect to the specific evaluation area (& 3.2.3):</i>	Tick
Worthy of merit	
Positive evaluation	✓
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

3.3 Profile of the Institution under evaluation -Conclusions and recommendations

- *Underline specific positive points:*

The Institution has a dynamic administration with a committed strategic plan and ambitious goals for the future even under the current difficult economic conditions.

The Institution has received both the ECTS and DS (diploma supplement) Label which justifies its commitment to the principles of the Bologna Process.

The 9 post graduate MSc Programmes carried out by the 3 Schools is a worth mentioning achievement.

Departments have exhibited satisfactory research activity funded by both national and EU projects in the last 4 years, the ELKE has co-ordinated several of them.

The unique department of Petroleum & Mechanical Engineering with its Kavala based importance and the establishment of the Departments of Oenology and Forestry for the needs of the local industry are very positive provisions that differentiate and specialise this TEI from others and it should be used as the stepping stone to its future development.

The institution has documented with competence its strategic plan that clearly describes the institution's mission, establishes goals and identifies mechanisms for monitoring and achieving them. There are certain ambitious goals which warrant sustainability and careful expansion planning. We witnessed a commendable enthusiasm and good cooperation amongst staff and effective use of opportunities such as the creation of the materials laboratory and the GRID.

Ambition, good used of Erasmus, good employability of graduates, fragmented but high level research. Unique facilities in material characterization and CERN

connected GRID. Good cooperation with alumni, local authorities and industry.

- *Underline specific negative points:*

Some of the goals of the Institution as expressed in its mission statement are broad and overambitious and rather difficult to realize.

Student attendance, time to graduation and other education related processes are areas that need attention.

Insufficient faculty staff number in most departments. (No permanent staff in the Departments of Oenology - and Nursing)

No planning of maintaining and servicing expensive research facilities.

Lack of central administration procedures.

Very weak central administration staff management under an acting registrar.

- *Make your suggestions on needed steps for improvement:*

The EEC suggests that the TEI of EMandT should focus on more specific and achievable goals that are more likely to be realized in the near future.

Some departments should follow the good practices of those departments that have proved good progress in their marketing research and internationalization efforts

The State should undertake immediate actions to provide more autonomy to the Institution and allow departments that exhibit a high standard in quality of their studies to administer PhD programmes.

The Institution should seek ways of increasing its own funding.

4. INTERNAL SYSTEM OF QUALITY ASSURANCE

4.1 Quality Assurance (QA) Policy and Strategy

The Institution has set as its goal to treat quality assurance as an integral part of its mission and of major priority. The Internal Quality Assurance Unit (MODIP) has been established according to 3374/2005 and 4009/2011 legislation, and serves as an internal QA group.

There are certain quality related processes that the institution uses, such as student questionnaires, examination results, online spread sheets, and student credit accumulation, student placement records, etc. The institution relies on what is prescribed to it for its effective management and has not been proactive. Indeed its MODIP committee, which has also been set up by the request of the state exists, and is expected to play a crucial role in the implementation of a reliable QA system.

The TEI of EMaT has not yet implemented a specific policy on QA although it has already been developed. The EEC urges the institution to do so as quickly as possible and to include not only the departments but the administration and all other supporting services.

The institution should devise effective QA monitoring and regulating system that will incorporate all areas of administration, teaching, research and services. All QA processes; monitoring, evaluation and feed-back methods should be clearly defined so that they can ensure transparency and optimisation of resources and aims.

MODIP, according to the Ministry of Education is called to play a crucial and important role in the current and future implementation, monitoring and accreditation process of the Institution. For this reason all academic units should develop an even closer cooperation with MODIP and thus be prepared for the future role of MODIP.

<i>Please decide in respect to the specific evaluation area (&4.1):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.2 Design, approval, monitoring and evaluation of the study programmes and degrees awarded

The EEC's role was to conduct an evaluation at institutional level so study programmes at departmental level were not evaluated in detail, since they had already been evaluated at an earlier individual stage, with the exception of the departments of Nursing and Oenology which had not been previously evaluated. The learning outcomes of the study programmes that of Nursing and Oenology are clearly stated and can be found in certain documents and in the TEI website.

During the site visit of the institution, the EEC interviewed both students and stakeholders as to their involvement in the design of the curriculum. And although there was no specific or planned mechanism to discuss and take any action, as they had hoped, their suggestions do follow through to changes of the programmes by their frequent contact with certain academic staff. The EEC has seen evidence that this takes place, but it would be much more efficient if a board such as an Industrial Advisory Board was to formally be set up which could meet to review and make suggestions in a formal arranged, recorded and followed manner.

Students are generally assessed at the end of each course although some programmes have interim assessments. Students are also assessed informally during project work and presentations they make as part of their learning. Students in industrial work placements are formally assessed through the use of a log book which records their work and examined by their assigned supervisors.

According to the internal evaluation report the guidelines of all programmes are published and the ECTS system is taken into consideration when planning programmes. This is implemented at both undergraduate and postgraduate programmes level.

It is stated in the internal evaluation report that the institution plans to develop a strategy, criteria and procedures to safeguard quality. Their plan will include a two yearly cycle of evaluation of the study programmes, which they will include the content of programmes as well as the student assessment procedures.

Although the institution does not currently have a formal system for assuring quality and therefore there is no student participation in the QA procedure of the study programmes. Their plan, as articulated in the internal evaluation report, states that a strategy is being developed which will have the involvement of students. But a detailed plan is yet to be devised.

The programmes include some international mobility particularly through ERASMUS which is co-ordinated through the ERASMUS office.

<i>Please decide in respect to the specific evaluation area (&4.2):</i>	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	√
Negative evaluation	

Justify your rating (optional):

4.3 Teaching and learning - Assessment by students

The overall impression was that the faculty promoted a friendly atmosphere in the classroom. The students appeared willing to participate in discussions and to contribute to lessons. In the discussion with student committee members and individual students, they spoke positively for the relationship they have with their teachers and faculty, as well as the face-to-face accessibility of staff and also through emailing. The committee would like to acknowledge the motivation and commitment of the faculty (academic and administration), and particularly on their good relationship with their students at undergraduate and postgraduate levels.

However it was evident that most courses are lecture-driven and a number of them seem not to regularly and systematically include other methods of teaching. There is the impression that during lectures, teaching follows the traditional approach, with limited opportunities of interaction between students and between students and the instructor. Both the faculty and students indicated that in many

courses they are given the opportunity of discussion though this does not mean the systematic use of group projects, demonstrations, presentation of ideas, journal use and independent investigations/literature searches/reports.

The exception is in some practical based courses in which teaching does not rely on traditional, teacher-centered approaches but in solving problems. The institution is therefore encouraged to move from teaching to student-centered learning where possible.

The committee noticed that some academic staff do not only teach in their area of expertise, but other subjects, because of being understaffed, this practice should be avoided.

Most courses are exclusively evaluated by one final exam; and although some courses utilize alternative methods of assessment, this is an exception. Nonetheless, the examination procedures do not use a wide range of assessment strategies that go beyond the conventional end of the term examination. In particular, there are no other ways of assessment (e.g. portfolio, journal reviews, case studies, etc.) and no use of quantitative means to demonstrate learning outcomes, acquisition of knowledge and skills and evidence based learning.

We did not notice any formal procedures for addressing complaints and objections by students in the Departments and Faculties of the Institution. Some students said that they have the right to see their final exam papers but they can only ask for reevaluation after the third time they fail a course.

<i>Please decide in respect to the specific evaluation area (&4.3):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.4 Admission of students, progression and recognition of studies

The admissions policy (procedures and criteria) to the 2nd cycle of studies regarding MSc programs are carried out in accordance with regulations similar to those in the EU and elsewhere and is being published in the study programmes. With regard the third cycle of study i.e. the PhD degree, the current legislation does not permit TEI's to award PhDs. The institution tries to collaborate with PhD

award providers in order to fulfil this requirement. It also carries out MPhil degrees which is a good alternative for carrying out research over and above the taught MSc programmes.

Recognition of higher degrees is performed by the state through the DOATAP organisation which is legislated by government. With regard to the Master's level of study the course procedures, periods of study, dissertation duration and completion are clearly stated and implemented. With regard to the research degrees the situation is different due to problems associated with funding. It should be pointed out however that PhD students once registered should be given the opportunity to complete their degree on a continuous full time basis irrespective of funding, wherever possible. PhD degrees are free of charge in Greece.

The institution has several research collaborative funded projects which by definition have collaborative agreements in place. Other collaborations beyond those formal projects have a memorandum of understanding and/or agreement of collaboration which is set after meetings or discussions through staff contacts.

The institution is providing all students with a diploma supplement (DS) which details their degree programme and level of achievement of their award.

The institution has a well-managed process of collecting data regarding student progression. There is evidence of cases regarding mitigation instances which were dealt with transparency and efficiency.

<i>Please decide in respect to the specific evaluation area (&4.4):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.5 Quality Assurance as regards the teaching staff

For the present time, recruitment of faculty is stalled. There is a moratorium of new staff by government. There are also limited opportunities for staff development and progression. Under no state funding for travelling and attending conferences, the institution is encouraged to seek own funding by research grants consultancy and training. There are some opportunities offered to the faculty

through collaborations with other Institutions, (through Erasmus programme, or sabbatical leave). It is therefore important for the institution and for all staff to agree a plan of raising external funding where possible, and to operate as efficiently as possible so that they can develop their plans without always waiting financial support from the state.

Given the fact that higher education institutions are asked to go through quality assurance the institution needs to also develop staff performance evaluation processes of the whole faculty. We did not notice any monitoring process for identifying potential weaknesses in delivering courses and services. These are normally identified through monitoring of course evaluation questionnaires completed by students and by examination results/assignment works. Although these evaluations take place, faculty members do not receive their feedback on their own teaching performance, unless they themselves see the results online.

Academic staff are assessed during the hiring or promotion process. From our interviews with the faculty we realised that there is no clear connection between teaching and research and the incorporation of new knowledge by research is not managed.

There is a regulatory disciplinary framework for investigating academic misconduct. The institution should agree and make transparent the procedures for such framework for its efficient operation.

The EEC suggests that the Institution develops some training mechanisms for enhancing the pedagogical skills of the teaching staff, since there is no government policy requiring this kind of training for lecturers.

A method for improving teaching would be the use of peer observation, where a colleague is invited by the lecturer to attend and observe his/her lecturing and provide feedback.

<i>Please decide in respect to the specific evaluation area (&4.5):</i>	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	√
Negative evaluation	

Justify your rating (optional):

4.6 Learning resources and student support

Students reported to the EEC that learning and supporting services such as library, labs and tutor meetings, are satisfactory. Relevant announcements about these services are posted on the institution's website as well as in other social media such as facebook and twitter. According to student evaluation regarding supporting services, the students rated these between 3.2 and 3.9 on a five point Likert scale as mentioned in the Internal Evaluation Report.

The internal evaluation report refers to other services, which support the students' welfare and the student's union, student dormitories, and sport facilities situated at the Kavala campus. However, the students who are based in Didymoteicho and Drama campuses do not have sport facilities nor student dormitories. Computer facilities exist in all campuses. Library facilities are available to all students through the main library which is located at the Kavala campus.

As far as the EEC was able to ascertain, the institution does not have a systematic monitoring, evaluation and review of all these services although as mentioned above the strictly learning support services are evaluated by students periodically. Academic and non-academic staff and external stakeholders do not participate in this evaluation. However, the internal evaluation report states that the institution has committees which are responsible for the monitoring and guidance of services such as that of student restaurants, student accommodation, career services, and practical placements.

A satisfactorily stocked and staffed library is located at the Kavala campus which is accessible by all students. The library services at Drama and Didymoteicho are minimal. All students reported that they can access the library resources through the internet.

The institution has a modern and comprehensive intranet system through which students and staff can access e-mail, internet, and many other forms of communication.

As far the EEC was able to ascertain from the various meetings with students and from the internal evaluation report, there is no formal procedure for offering induction to freshers and individual tutoring to students. Students reported however that on the whole, academic staff are approachable and helpful and that they respond positively to their requests for tutoring as and when needed.

According to the internal evaluation report, the institution has a mentoring system and all academic staff provide specific dates during which the students can see them for individual support. In addition, the office of student support, named DASTA, and the office that deals with industrial placements also offer support to

students.

The institution plans to establish the role of student advocate as required by new legislation. Any new student participation will enhance the operation of the institution and improve its transparency. The EEC encourages the institution to take initiative and implement such ideas without waiting for the state.

The institution does not offer a managed student counselling service, but counselling is done by staff at an ad hoc basis.

<i>Please decide in respect to the specific evaluation area (&4.6):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.7 Information Systems for Recording and Analysing Data and Indicators

The institution uses IT for the collection and analysis of student progression, completion and drop out. There are other procedures which use own developed IT regarding other functions and activities which will need to be made uniform across departments and integrated to one system, for maximum efficiency. There is a financial monitoring of funded projects in accordance with the requirements of the funding body, but an institutional one also linked to any other forms of funding is encouraged.

The institution collects information about student satisfaction of study. The process of feedback and implementation of changes takes place but needs to be more formally managed. The feedback to each lecturer should also be made compulsory and should not be up to the lecturer to ask to see his/her own performance. Each staff evaluation performance should be managed annually with goals set and agreed, with timescales and actions in teaching, research and administration. This should also be altered and implemented to all supporting staff. Any staff not fulfilling their agreed requirements should be mentored and trained to do so.

The career paths of each graduate is recorded by the institution and followed. There is evidence of continued networks at the institution with their alumni.

The institution has good cooperation with other institutions at home and abroad and experiences have been adopted, particularly in curriculum and research. However, it would have also been productive if these experiences are also adopted in its management operation and performance monitoring processes.

<i>Please decide in respect to the specific evaluation area (&4.7):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.8 Dissemination of information to stakeholders

The institution publishes its programmes on its website in Greek. Outlines of all programmes exist in English whilst a number of programmes are presented in other languages such as French and German. The accuracy of the information which is on the institutional website is provided by the MODIP. The institutional website is comprehensive, easy to navigate and provides an excellent vehicle through which dissemination and stakeholder engagement can happen. The CVs of staff are available on the Institute's website both in Greek and English.

Regular meetings with various external stakeholders provide on-going opportunities for discussion and dissemination. The EEC met with numerous stakeholders, as well as with the alumni, who appeared to be well informed about the activities of the institution and who were very enthusiastic and positive towards supporting the institution. They also offered suggestions in collaborative dissemination activities such as the formation of an alumni society. The latter will help the institution and will promote its future aims to the outside world and is encouraged.

It is to be noted here that even though the Institution has made an effort to publicize its programmes abroad in order to attract students, and even though there are interested students, the VISA regulations of the Greek embassies do not permit some of them especially from Eastern countries to come to Greece. This is an important matter that the Greek state should take into consideration, if Greek

educational institutions want to get international. To resolve this situation the academic sector should meet with immigration to set up the rules required by overseas students, in this case the payment of fees and proof of covering living expenses may be necessary.

<i>Please decide in respect to the specific evaluation area (&4.8):</i>	Tick
Worthy of merit	√
Positive evaluation	
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.9 Continuous monitoring and periodic review of the study programmes

The Institution follows the directions set by Law in periodically reviewing the contents of the study programmes in each department. The learning outcomes and the ECTS credits (based on student work load) along with all relative information is mentioned in the course catalogues.

The EEC suggests that more initiatives should be taken for improving the progress rate and the completion of studies (more effective curricula revisions).

Further strengthening the involvement of alumni and stakeholders in monitoring and reviewing study programmes is recommended. Any feedback coming from the monitoring of the graduates should be communicated to staff committees responsible for the evaluation of study programmes.

The institution needs to implement the QA system under its MODIP for the effective collecting, monitoring, assessing and managing its activities. To some extent several procedures have been documented, but a QA integrated system is still to be developed.

The various bodies of the institution take into account the needs of society as well as in some cases the cutting edge research activities, but this needs to be managed effectively and not left by ad hoc contacts of staff.

<i>Please decide in respect to the specific evaluation area (&4.9):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.10 Periodic external evaluation

This is the first time that HQA (ADIP) is performing External Institutional Evaluations in the HEIs in Greece. The Institution has undergone External Departmental evaluations and as documented, several of the recommendations have been already observed.

During the brief oral presentation of this evaluation to the Academic and Administrative staff, the President and Heads of Departments confirmed their commitment to work and cooperate in order to achieve the required practices for improvement.

The nursing department would benefit by an external evaluation by appropriate academics from universities or hospitals in Greece and abroad which are recognised as centres of excellence for nursing education.

<i>Please decide in respect to the specific evaluation area (&4.10):</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

Justify your rating (optional):

4.11 Internal System of Quality Assurance –Conclusions and recommendations

Please complete the following sections regarding the **internal system of quality assurance**:

- *Underline specific positive points:*

The leaders of the TEI (President and Vice Presidents) have emphasized their interest in establishing a sound system of quality assurance and have appointed a dedicated Vice President position responsible for the Internal Quality Assurance Unit (MODIP).

MODIP is determined to support the implementation of all procedures that relate to the quality assurance in the Institution.

- *Underline specific negative points:*

The designated Quality Assurance procedures have not yet been fully developed and implemented.

The quality of study programmes in all departments are adversely affected by factors which are not the responsibility of the Institution, such as the higher number of student intake each year, the continually decreasing state funding and budget and the halt of staff hiring imposed by the state which makes the student to faculty ratio higher.

- *Make your suggestions for further development of the positive points:*

Implementation of QA procedures and closer collaboration of MODIP with all four Schools and their Departments.

- *Make your suggestions on needed steps for improvement:*

The culture of QA should be implemented without delays in the main educational areas of the Institution, namely in the study programmes, the teaching methods, the research area along with the support services and infrastructure.

5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION

5.1 Central Administration Services of the Institution

The EEC had the opportunity to tour some parts of the campus and its facilities and speak with several support services personnel and faculty.

The IT of the Institute seem to effectively support all the traditional services (internet, wireless, proxy servers, PC labs, etc) and related facilities in the Kavala and Drama campuses.

The Special Account for Research Funds (ELKE/SARF) offers effective support to the research programmes of the Institution, however the EEC was told of the difficulties the SARF is confronted with in its management due to the complicated government regulations imposed.

The EEC met with the director and staff of the administrative groups of the Institution who presented the functions and services of each group. During the interview it became evident that the administrative team (secretariats) offer very good support to the teaching and research programmes of the various Departments.

The office of the registrar seems to be inadequate and one of its basic roles of managing and implementing procedures regarding the whole staff and services seemed non-existent. The EEC was told that the central administration staff had no meeting with the acting registrar over the last 12 months.

Failure to support the overstretched administration staff is not acceptable. The question of managing staff services was also negatively answered, stating as a reason to being very busy and understaffed. This needs to be acted upon by the institution as a matter of urgency.

<i>Please decide in respect to the specific evaluation area (&5.1):</i>	Tick
Worthy of merit	
Positive evaluation	
Partially positive evaluation	√
Negative evaluation	

Justify your rating (optional):

**5.2 Operation of the Central Administration of the Institution –
Conclusions
and recommendations**

Please complete the following sections regarding the **operation of the Institution's central administration** :

- *Underline specific positive points:*

The EEC can pinpoint as positive points the following:

The administrative services in the different departments of the Institution, despite the shortage of staff, provide satisfactory support to the academic community, staff and students.

The SARF office performs its duties by assisting in budget preparation and management of funds from research and other programmes.

The IT services effectively serve and support the Institution departments providing all the required IT services.

- *Underline specific negative points:*

A negative point is the lack of leadership and support in the administration which is affecting the morale of the staff. This needs to be addressed without delay.

- *Make your suggestions for further development of the positive points:*

Team leaders and high performers should be given the flexibility to make changes through a systematic approach and collaborative planning.

- *Make your suggestions on needed steps for improvement:*

A yearly appraisal system for administrative staff should be developed in consultation with them. This will provide them with an annual opportunity to talk about their achievements and workloads and to be set agreed targets for the following year. Those performing well should be celebrated whilst those who are underperforming should be given support and training to improve their performance.

6. CONCLUSION AND RECOMMENDATIONS

- *Underline specific positive points:*
- The desire and will at all levels of the Institution to improve through a strong team spirit for working towards excellence.
- The leadership of the Institution is characterized by dynamic staff, highly motivated and aiming at quality education and research.
- High quality research activities in applied sciences and technology.
- Excellent ties and cooperation with society, local industry and stakeholders.
- Relations with other institutions in Greece and abroad in research and academic activities.
- High employability of graduates, especially in certain fields of expertise.
- The materials lab.
- The GRID with the CERN connection.
- The DIMOKRITOUS co-operation.

- *Underline specific negative points:*
- Heavy teaching load of staff in all departments.
- Lack of modern equipment and facilities in some laboratories.
- The Internal Quality Assurance (MODIP) system is not implemented.
- The goals of the Institution, as expressed in the mission statement of Internal Evaluation Report are rather broad and unrealistic or difficult to implement in full.

<ul style="list-style-type: none"> • The current curriculum in the Nursing Department (content and organisation) and resources. The teaching practices of the nursing department need to be reviewed. • The secretarial staff need collective management for monitoring/improving support services.
<p>• <i>Make your suggestions for further development of the positive points:</i></p> <ul style="list-style-type: none"> • The Institution should consider establishing a formal system of rewards and awards to recognize excellence for academic staff and students. • In case the doctoral programmes will be allowed, if legislation changes, the Institution should take measures to deal with the higher demands imposed on the academic staff who already are burdened with heavy workloads. • The Institution should encourage inter and intra-departmental research collaboration. • A higher level of participation of academic staff in research projects and scientific outputs (journals, conferences) should be pursued.
<p>• <i>Make your suggestions on needed steps for improvement:</i></p> <ul style="list-style-type: none"> • The QA should be fully integrated in all processes and procedures. Continuous improvement and excellence should become culture of the institute. • The Nursing department should be provided with appropriate resources (permanent academic staff), relevant leadership, and a program of classroom teaching that operates mornings and afternoons, and provide practice placements which comply with the EEC directives. • The Oenology department should acquire permanent academic staff prior to venturing in MSc provision. • Independent funding should become a new culture of operating, so that future plans are not dependent on state funding on its own.

6.1 Final decision of the EEC

<i>Please decide in respect to the overall Institutional evaluation:</i>	Tick
Worthy of merit	
Positive evaluation	√
Partially positive evaluation	
Negative evaluation	

- *Justify your rating(optional):*

The constraints mentioned in the different sections of the above report reflect the difficulties the TEI of EMT is faced with its efforts to achieve the goals it wishes to achieve. Drastic and urgent changes are required mostly by the State so that the TEI can develop and fulfil its ambitious role in the academic community.

These constraints include the following:

- The Institution has to comply with and operate in a, complicated and difficult legal framework which is not characterized by flexibility and academic freedom.
- The number and the academic quality of student admitted yearly are not decided by the Institution but by external Ministry decisions.
- The funding of the Institution is not based on relevant factors such as student numbers or functional needs of the TEI.
- Low salary of faculty compared to European and International standards that discourage new scientists to be employed.
- The removal of tenure of academics may improve performance.
- The Institution is thus faced with all these constraints that hinder its smooth functions and operations which are crucial for maintaining a high quality of studies especially in the undergraduate level.
- The allowance of TEI's to raising external funding and using it at their discretion to improve their performance and achieve their goals.

- Despite all these difficulties the EEC witnessed, that with the support of its administrative leaders and the strong interest and enthusiasm that characterizes both faculty and staff, the TEI of Eastern Macedonia and Thrace is able to function and deliver acceptable output both at a regional, national and international level. The EEC highly commends this to of TEI of EMaT which operates at a high academic level in at least two of its departments.
- EEC suggests that the State should recognise the problems that HEIs face and try to eliminate most of these constraints. This is necessary in order that Greek HEIs are able to harmonize their level of studies and quality of education and research leading to membership in the European Higher Education Area (EHEA).
- All academics should be performances/managed for their own development and for the effective running of their departments.
- All support staff and secretaries should be performance managed for their own development/promotion and for the effective running of the institution.

The Members of the Committee**EASTERN MACEDONIA AND THRACE
INSTITUTE OF TECHNOLOGY**

Name and Surname

Signature

Prof. Panayiotis Angelides,
University of Nicosia, Cyprus

Prof. Konstantinos Dimadis,
Freie Universitat Berlin, Germany

Prof. Rena Papadopoulos,
University of Middlesex, U.K.

Prof. George Stylios,
Heriot-Watt University, U.K.

Prof. Ioannis Vlachos,
Technological Educational Institute of Crete, Greece