Accreditation Report
for the Undergraduate Study Programme
(Integrated Master) of:

Product and Systems Design Engineering

Institution: University of the Aegean

Date: 3 April 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme (Integrated Master) of **Product and Systems Design Engineering** of the **University of the Aegean** for the purposes of granting accreditation

Abbreviations

UoAegean	University of the Aegean
ECTS	European Credit Transfer System
EEAP	External Evaluation & Accreditation Panel
EDIP	Laboratory Teaching Staff
ETEP	Laboratory Technicians
EER2012	External Evaluation Report 2012
HAHE	Hellenic Authority for Higher Education
HNARIC	Hellenic National Recognition and Information Centre
IQAS (ΕΣΔΠ)	Internal Quality Assurance System
PSDE/UoAegean	Department of Product and Systems Design Engineering at UoAegean
MODIP	Quality Assurance Unit (ΜΟΔΙΠ)
OMEA	Internal Evaluation Groups/School's Internal Evaluation Committee
QA	Quality Assurance
SA	Scientific Associates

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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 Undergraduate Study Programme (Integrated Master) of **Product and Systems Design Engineering** of the **University of the Aegean** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Loukas Kalisperis, (Chair),**
    Pennsylvania State University,
    University Park, Pennsylvania, USA

2. **Dr. Fivos Andritsos**,
    European Commission-Joint Research Center,
    Ispra, Italy

3. **Professor George Aggidis**,
    Lancaster University,
    Lancaster, United Kingdom

4. **Associate Professor Giorgos Nikoleris**,
    Lund University,
    Lund, Sweden

II.   Review Procedure and Documentation

The **External Evaluation & Accreditation Panel (EEAP)** reviewed the material submitted by the Department of **Product and Systems Design Engineering** (**PSDE**) of the **University of the Aegean (UoAegean)** in advance of its *virtual visit* (via tele-conference) and *virtual* briefing. The Director and staff of HAHE briefed the members of the Panel on its mission and standards, as well as the guidelines for the review process and the national framework of the higher education institution in Greece. The EEAP met, in private, to discuss the programme review report for PSDE/UoAegean, allocate tasks and list the issues for the site *virtual visit*.

The visit was conducted via online conference meetings (Zoom) due to COVID-19 travel restrictions and took place on 30 & 31 March 2021. The EEAP wrote the report in the following days (1-3 April 2021) though collaborative meetings, held via the Zoom platform. The EEAP would like to express its deep appreciation for the efforts that the PSDE/UoAegean academic staff, administrative staff, students, alumni and HAHE took on in order for the *virtual visit* to be a productive and effective experience. Although the EEAP was able to collect enough information for an understanding of the programme, the *virtual visit* was **not as effective and rewarding** as an in-person evaluation. It is advised that HAHE resumes in-situ visits as soon as the conditions permit.

EEAP met initially with the PSDE/UoAegean Chair and the Vice Rector of Academic Affairs of the UoAegean , on 30 March 2021, for an in-depth introductory meeting where initial presentations of the UoAegean and the PSDE/UoAegean took place. The PSDE/UoAegean Chair and the Vice-Rector of Academic Affairs gave an overview of the UoAegean and the PSDE/UoAegean, regarding its history, vision, mission, current status, strengths, and academic profile. Further presentations provided useful information about the PSDE/UoAegean strengths and areas of concern. The morning meetings continued with an in-depth presentation by representatives of the Quality Assurance Unit (MODIP) and the Internal Evaluation Group (OMEA), followed by comprehensive discussion with all MODIP & OMEA members, during which the EEAP received additional information about the programme, the various activities of the Department regarding the curriculum, academic and administrative/support staff, student body, and research activities. The EEAP received further documentation and supporting material related to the presentations given by MODIP & OMEA that facilitated our discussions. EEAP reflected on the discussions and prepared for the subsequent sessions of the '*virtual visit*', during which it met with teaching staff members and student representatives. During this meeting the EEAP was given the opportunity to ask detailed questions, in order to better facilitate the Panel's understanding of the curriculum, internal evaluation review process, adequacy of resources and possible areas of strengths and weaknesses. The students provided the members of the EEAP with valuable information about their study experience, curriculum, and campus facilities. They discussed their priority issues concerning student life, mobility, research, and career opportunities. The students were very hospitable, enthusiastic and helpful. They conducted themselves admirably and were excellent ambassadors of a good educational Institution.

The first day of the *virtual visit* was concluded with a brief meeting of the EEAP, in order to evaluate the accomplishments of the day and plan the activities and meetings of the following day.

The second day, 31 March 2021, started with a video tour of the facilities and a brief discussion followed, in order to address any EEAP members' questions. Following the brief virtual tour of the facilities, the EEAP teleconferenced with alumni of the PSDE/UoAegean in order to assess their experience and identify how well their studies are serving them in their current work environment. The second day of the *virtual visit* was continued with a meeting with employers, social partners, and external stakeholders, representing impressive professional organizations, enterprises, and local authorities. During the meetings the EEAP was able to hear their experiences either during their studies at the PSDE/UoAegean and/or their relations with PSDE/UoAegean, as well as aiming to address the readiness of the graduates for the market and identify areas of cooperation between the PSDE/UoAegean and employers. All participants spoke enthusiastically of the PSDE/UoAegean and their affiliation with it. It was evident that PSDE/UoAegean is held in a very high regard by its alumni and external stakeholders.

The second day of the *virtual visit* concluded with an extensive discussion between the EEAP and the PSDE/UoAegean staff working on the Programme Review Report, MODIP & OMEA, and the Vice-Rector, in which a quick summary of the visit was also provided. During the meeting the EEAP was able to further clarify several key points and engage in a very detailed discussion on the curriculum and facilities. EEAP received additional information about PSDE/UoAegean, administrative, buildings and resources, library, external relations and the electronic systems for student satisfaction and student records. Additional impromptu meetings with the Chair of OMEA and the PSDE/UoAegean Head took place, in order to clarify certain points of the very details and comprehensive presentations and request additional information, which were promptly provided.

The EEAP met via tele-conference, for the remainder of the "virtual visit", in order to complete the report and submit it to HAHE on Saturday, 3 April 2021.

In closing, the EEAP would like to express our sincere gratitude for the excellent support, hospitality and openness that we encountered during our *virtual visit*.

III. Study Programme Profile

The programme of **Product and Systems Design Engineering** (**PSDE**) department of the **University of the Aegean (UoAegean)** was established in 2000 as *Graphic Art and Systems Design* department. It was renamed to the current name of *Product and Systems Design Engineering* in 2002 and became part of the Polytechnic School in 2017. This is a 5-year integrated Master's undergraduate programme, in which students are required to complete a total of 84 modules (10 of which are compulsory design studios) along with the completion of the Diploma Project (*Διπλωματική*) and a capstone design studio project (*Studio 7*). All students also complete a compulsory Practical Training experience (internship) and some modules outside of the PSDE/UoAegean offerings. The programme has an equivalency of 300 ECTS, including the Practical Training. There are three scientific streams: *Design of Interactive Systems, Computer-Aided Design* and *Service Design* within the programme. These streams do not constitute vertical specializations but concentrate on specific scientific backgrounds offering students a more comprehensive and multifaceted scientific background which covers the whole spectrum of Design. The first three years of the programme constitute the common compulsory general Product and Systems Design Engineering education for all the students, after which students select their area of specialization and complete their Studio 7 experience in similar thematic areas. Syllabi are available for all modules taught, online in the web page of the PSDE/UoAegean. Students are given the opportunity to evaluate the courses they attend.

Alumni of the programme obtain the title of Product and Systems Design Engineer but cannot become members of the Technical Chamber of Greece (TEE), although PSDE and UoAegean have made numerous applications and programme changes as requested by the Technical Chamber of Greece. Alumni that the EEAP met have been very successful in obtaining high level positions in a number of innovative private companies and Universities in Greece and abroad and a high number of them have completed post-graduate studies, either in Greece or overseas. Throughout the academic year, seminars and lectures are held with professionals working in the field that provide additional information and exposure to different working environments. The Practical Training provides graduates with an opportunity to explore job prospects, gain work experience and make contacts. The PSDE/UoAegean supports diverse student educational experiences through the *Erasmus+* programme, with a number of students participating in this programme over the last few years.

There are 19 faculty members that support the educational and research activities of the programme and most have doctoral degrees from Institutions abroad or in Greece. Additionally, there are three *special teaching staff members (ΕΔΙΠ + ΕΕΠ)*. An issue of impending concern is the ability to replace those that have already or are going to retire in the near future to ensure continuity of the programme. Additionally, a point of concern is the disproportionally small number of *special teaching staff members (ΕΔΙΠ + ΕΕΠ)* members and the small number of four *Technical Support staff (ΕΤΕΠ)*. PSDE has a very impressive and commendable number of publications and research activities, both in projects and funds. PSDE/UoAegean was evaluated in 2012 through an External Evaluation Committee and most of the recommendations of the report have been addressed or are in the process of being addressed.

The PSDE/UoAegean is considered a medium academic entity, where there are 1114 registered undergraduate students (of which only 871 are active in the programme), 47 postgraduate

students, 31 doctoral candidates and others in a post-doctorate engagement. The staff to student ratio is 1:50 which is considered very high as the average ratio in many European countries is 12/15 students per staff in design studio courses.

Both the current students and the alumni spoke very highly about the devotion of time and energy invested by their instructors, with them extending the teaching hours long after the official completion of the meeting period for each course, which safeguards the high level of the module quality. It is imperative that the central UoAegean administration understands the different teaching requirements that are embedded in design & engineering education and the increased resources that are needed, in order to successfully complete such a unique education within the national educational system. The EEAP highly appreciates this devotion, but it notes that this can be detrimental to the future development of the programme.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

> *The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.*
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> *The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realize the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.*
>
> *In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*
>
> a) *the suitability of the structure and organization of the curriculum;*
> b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
> c) *the promotion of the quality and effectiveness of teaching;*
> d) *the appropriateness of the qualifications of the teaching staff;*
> e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
> f) *ways for linking teaching and research;*
> g) *the level of demand for qualifications acquired by graduates, in the labour market;*
> h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*
> i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

1.a   The last External Evaluation Report (EER2012), while commending many initiatives of the curriculum (notably the concept of *studios*) had expressed its concern on its alignment with academic objectives as well as on the course alignment along the 3 streams of the curriculum. It also noted the over-emphasized CAD/CAE within the *engineering* stream, the absence of manufacturing, costing and embodiment design as well as an insufficient connection of the management with the other two curriculum streams.

EER2012 recommended that: (a) *the Department puts in place, publishes and regularly updates long term goals and strategy and (b) establish clear learning lines throughout the*

studies, which would be manifested in stated pre-requisites and explicit relations between courses. Finally, EER2012 recommended, *as an urgent strategic priority, the additional recruitment of established international experts, previously unaffiliated to the Department, at the full professor level*.

Although many of the EER2012 recommendations have been tackled successfully, the important issues identified above still persist.

1.b   The PSDE/UoAegean is fully compliant to the European and the National Qualifications Framework for Higher Education in terms of learning outcomes and qualifications. It is commendable that the PSDE/UoAegean prioritizes the tracking of its alumni, whose career evolution constitutes one of the most important quality indicators.

1.c   The PSDE/UoAegean has taken important commendable initiatives in terms of quality and effectiveness of the teaching / learning process. Notable commendable examples are the studios and the compulsory practical training.

1.d   The academic staff is highly qualified, enthusiastic and motivated. It appears also that there is a very good and productive collaboration and team-work that ensures, despite the very low teaching staff / student ratio (1:50), a very good result in terms of quality of the PSDE/UoAegean alumni. It is very sad that the PSDE/UoAegean was not able, presumably because of the financial crisis, to recruit additional high-level staff, as had been recommended in EER2012.

1.e   Research output is adequate, especially considering the particular conditions of the PSDE/UoAegean (small number of staff, no parent/similar departments, nature of output often suitable for exhibitions rather than scientific publications). Most EER2012 recommendations on that matter have been implemented. The PSDE/UoAegean does not have its own Research Committee and relies on the services of the Research Committee of UoAegean.

1.f   The PSDE/UoAegean, rightly, has given more importance to linking teaching to practical applications rather than research as such. This has given commendable results in terms of visibility, collaborative projects and alumni placement.

1.g   The multi-discipline and adaptability injected to the PSDE/UoAegean students throughout their studies has led to excellent results in the placement of its alumni in the labour market, in Greece and abroad.

1.h   The quality of the support services is excellent despite the difficulties and limitations inherent to the PSDE/UoAegean size and location. This was made apparent to the EEAP also from the excellent support throughout the accreditation process.

1.i   The PSDE/UoAegean claims a continuous quality monitoring through the frequent update of the PSDE/UoAegean KPIs. However, there are no yearly or 4-year Internal Evaluation Reports (IER), at least at the PSDE/UoAegean level. Instead, there are yearly IERs at the level of the UoAegean . The EEAP agrees on that, since separate PSDE/UoAegean reports could indeed lead to excessive workload and bureaucracy.

Concluding, the PSDE/UoAegean QA policy is fully compliant with the HAHE policy and guidelines and also the EU QA standards on Higher Education. Its curriculum has many commendable and innovative features. However, the PSDE/UoAegean still has to implement fully some important recommendations from the EER2012. In part this is due to factors outside the PSDE/UoAegean (i.e., budgetary constraints due to the economic crisis etc.) but also to the inability to adapt its long-term vision and objectives and set up an appropriate strategic plan. As per EER2012, the strategic goal of the PSDE was the establishment of a *Design School* and its corresponding curricula in Greece, which was fully endorsed by EER2012. Today, the Department is one of the three of the UoAegean Engineering School departments and has yet to obtain the recognition of its alumni's professional rights by the Hellenic Technical Chamber (TEE).

Panel Judgement

Principle 1: Academic Policy for Quality Assurance	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Retrospective examination of the PSDE/UoAegean identity / branding, vision and goals, through an independent advisory board, ad-hoc expert panels and/or a dedicated international workshop.

R1.2 Consequently, develop a comprehensive strategic long-term plan, successively broken down in medium- and short-term plans monitored and adapted as necessary with the existing QA procedures.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR 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.

Academic units develop their programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

The goals and strategic objectives of the PSDE/UoAegean are rather generic, spreading, in terms of required competencies, across and beyond most 'classical' engineering fields, resulting in 'branding' difficulties, i.e., projecting to the external world the PSDE/UoAegean 'identity'. Inevitably, this is reflected also to the PSDE/UoAegean curriculum.

The focus of the programme is very broad. A *Design School* hosting 2-3 departments could indeed cover much better and in a much more articulated manner the current PSDE/UoAegean goals. In the absence of such a *Design School*, the Panel endorses all EER2012 recommendations on the necessity to substantially develop the PSDE/UoAegean with additional members of staff. Despite the commendable increase, since the EER2012, of the PSDE/UoAegean teaching staff from 13 to 19, the Panel is of the opinion that a further substantial increase is necessary for the implementation of a more structured and articulated curriculum.

The curriculum foresees a compulsory training/work experience and the PSDE/UoAegean has been very active in maintaining links with public or private entities that could be potential employers of its alumni. Furthermore, the studios, laboratories and theses are implemented in

a way as to provide in parallel to the learning process a stimulating experience / context, which, in some cases, is more valuable than the learning content itself.

However, despite the adequate procedures for revising and further developing the study programme and the many commendable and innovative features of the Curriculum, the PSDE/UoAegean has not as yet implemented some important recommendations of the EER2012. In part this is due to factors outside the PSDE/UoAegean (i.e., budgetary constraints due to the economic crisis etc.) but also to the inability to adapt its long-term vision and objectives and set up an appropriate strategic plan. As per EER2012, the strategic goal of the PSDE/UoAegean was the establishment of a *Design School* and its corresponding curricula in Greece, which was fully endorsed by EER2012. However, instead of evolving towards a *Design School*, the PSDE/UoAegean remained as such, now part of the UoAegean Engineering School. Despite the 15-year long negotiations and the consequent changes (not always positive) in the Study Programme, the PSDE/UoAegean is still without the recognition of its alumni professional rights by the Hellenic Technical Chamber (TEE).

Judged by the careers of its alumni to date, the PSDE/UoAegean has had excellent results. From the discussions that the Panel had both with alumni and alumni employers it emerged that the main factors for this success are to be found in their multi-discipline, flexibility, open-mind and adaptability. The EEAP is of the opinion that the PSDE/UoAegean should preserve and further develop all these features that resulted to such excellent results.

It is strongly advised that the PSDE takes all the necessary steps, including an international workshop like the one in the year 2000, in order to better focus and project a distinct brand/identity, building on the excellent enthusiasm, motivation and broad expertise of its staff and students without prejudice or misconceptions.

Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	**X**
Substantially compliant	
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

R2.1 Following R1.1, set-up the requirements for the PSDE/UoAegean future study programme and proceed with PSDE/UoAegean development/growth plan that will serve as guide for R2.2, preferably through a *Design School* hosting 2-3 Departments.

R2.2 In the absence of such a Design School, proceed, in line with the EER2012 recommendation, with the further substantial recruitment of new faculty, preferably at the full professor level, following the growth plan developed in R2.1 above.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE 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.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *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 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.*

  In addition :
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme Compliance

The programme curriculum consists of lecture courses, seminars, design studios and a Diploma Project (Διπλωματική). There are three scientific streams: *Design of Interactive Systems, Computer-Aided Design* and *Service Design.* These streams do not constitute vertical specializations but concentrate on specific scientific backgrounds offering students a more comprehensive and multifaceted scientific background which covers the whole spectrum of Design. Each of these streams comprises a number of compulsory modules, in conjunction with a number of Elective modules and a small number of modules from the other two streams of study, so that the students can acquire a more comprehensive knowledge.

During the five-year programme, students are required to complete a total of 84 modules, 10 of which are compulsory studios and one practical experience (internship). Students are only required to complete a total of 49 to 52 courses including the practical training (internship) and the diploma dissertation, which should correspond to an aggregate of 300 ECTS. The elective modules can be chosen from a list of subjects that are offered through the programme. The practical training experience does count in the total of the 300 ECTS courses, which is a very important part of the learning experience.

The design studios promote interdisciplinarity, enable creative use of knowledge and experimental learning paths, whereby students are able to interact with methods and tools in order to construct knowledge and products. Students are free to lead individual or group design research. They usually form a working group of students, which can be also a practical solution for the not positive ratio of 1 instructor per 50 students. The content, skills and methods of delivery and assessment are described in the course guide.

The final jury of the Diploma project (Διπλωματική) is composed of examiners from the PSDE/UoAegean. Diploma projects are digitized, archived and should be made available at the central library and the website of the PSDE/UoAegean. The current PSDE/UoAegean presence on the web does not fully display produced studio work or Diploma project, which is unfortunate, as the high quality of the work could reflect very positively on the PSDE/UoAegean and the UoAegean, although several featured projects representing work produced in Design Studios or Diploma dissertations can be found at

 https://www.syros.aegean.gr/el/exostrefeia/featured-projects.

The PSDE/UoAegean is considered a medium academic entity, where there are 1114 registered undergraduate students (of which only 871 are active in the programme), 47 postgraduate students, 31 doctoral candidates and 4 others in a post-doctorate engagement. Students have commented very positively on the availability, the direct and friendly approach and devotion of the staff, and how this created a strong sense of belonging to a community. Both the staff and the students think of this close interpersonal relationship as a strong part of the identity of their programme and the ideal platform to enhance the processes of gaining knowledge and skills. This community structure engages also the inclusion of the PSDE/UoAegean alumni, opening thus more thematic choices and opportunities for all the students and staff. It is commendable how the diverse areas of the current research of the alumni impacts the interests and research of both the staff and students.

The PSDE/UoAegean promotes international collaborations. A considerate number of students participate in *Erasmus+* exchange or for a practical training and a significant number of graduates go abroad either for postgraduate studies or to work in well-known offices and other industries.

EEAP observed that a percentage of students exceed seven years to graduation, instead of the 5 years' official length of studies. The effective length of studies at the PSDE/UoAegean is shorter than the average effective length of studies in all Greek Institutions. There is an instituted student academic advisor in order to provide assistance with the progress of the student through the programme or other issues. In case of problems, students can contact the curriculum committee.

EEAP appreciates the openness and flexibility of the programme but observes the absence of a comprehensive structure, which could put forward the identity of the school and facilitate the student orientation. Currently, the EEAP is concerned with the lack of equipment and technical personnel to keep up with technology and the new directions in design. The technical staff has been increased from 1 to 4, with three (3) among them responsible for the operation of the four research laboratories of PSDE/UoAegean as well as for offering specialized technical laboratory services.

The updating of the curriculum should be perceived as a continuous and dynamic process that involves a number of entities including staff, students, and external participants. The programme committee should include, in an advisory capacity all stakeholders, and should have a tight time schedule of meetings and consultations with the aim of a comprehensive proposal to be discussed and approved by the faculty. The central administration should facilitate such endeavours.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 The EEAP positively noticed the attempt, in various occasions, of linking Studio 7 to the final year Diploma project. PSDE/UoAegean is encouraged to further adopt this kind of mechanisms to generate more inclusion of students' ever-increasing project choices.

R3.2 The EEAP observed that the students' results indicate a rich body of work that can better describe a clearer identity of the programme. It is therefore imperative that the PSDE/UoAegean better communicates the student and faculty achievements and work by making them more visible through the appropriate media and other environments to the outside world. The current presence on the web should be enhanced.

R3.3 The EEAP encourages further mobility and collaborations, in order to create stronger links locally and internationally and so overcoming the feeling of the remoteness of the location of Syros.

Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

> *Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*
>
> *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*
>
> *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).*

Study Programme Compliance

PSDE/UoAegean supports incoming students with an informative web-based guide, and provides all necessary services such as email, e-class platforms, etc. Student progress is registered digitally and provides a clear picture to both students and staff. Scholarships are available to students partly financed by the ESF.

PSDE/UoAegean participates in Erasmus+ and has bilateral agreements with several European universities thus encourages and supports the international mobility of the students. The terms and conditions for the mobility of the students are fully compliant with the principle of equal treatment and in compliance with National and EU policies. Financial support is provided in accordance with existing regulations. The European Credit Transfer and Accumulation System (ECTS) is fully implemented.

Incoming students are introduced to Scientific Methodology in their first semester ensuring the understanding and proper use of research results. As students acquire more knowledge the requirements of the diploma dissertation cover both the functional analysis and the synthesis of the resulting architecture ensuring a deeper knowledge of the design process. The use of Studio projects, especially Studio 7, is vital in enhancing the synthesis skills of the students.

PSDE/UoAegean encourages students to participate in research projects and real-life projects. Early professional experience is achieved with the assistance of several collaborating companies. The quality of the professional experience is continuously monitored following predefined and structured rules by a supervising staff member.

PSDE/UoAegean promotes student participation in international exhibitions and competitions. The Red Dot Design and the European Design Award are among the distinctions that have been received by graduates of PSDE/UoAegean.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 The EEAP recommends the expanded use of contemporary educational tools that aim to increase student engagement, like problem- and project-based learning and flipped classroom strategies. Further development of e-learning (e-class) is highly recommended.

R4.2 The EEAP recommends the restarting of the office of *Liaison Office* (Γραφείο Διασύνδεσης) and the enhancement of the role of the alumni.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

> *The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, 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 recognize 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.*

Study Programme Compliance

PSDE/UoAegean follows current national legislation and the procedures of UoAegean for the selection of staff members. In the final step of the selection process of a new teaching staff member, a committee consisting of three appointed staff members evaluates the candidates and submits a proposal and ranking list.

PSDE/UoAegean has taken adequate precautionary measures to ensure the transparency and objectivity of the choice of the most suitable candidate. Procedures are established and applied for transparent and structured course evaluation. The international mobility of staff members is facilitated through the Erasmus+ programme and subsidised. Collaborations also exist with several Universities and research centers, within the framework of joint research projects and summer schools.

Publications (and corresponding citations) are continuously increasing, reaching 510 publication in 2020 and 7501 citations. PSDE/UoAegean encourages students to participate in research; a policy that has resulted to 33 publications with student contribution.

The special conditions of an island like Syros allow for closer ties between students and teaching staff. Nonetheless, both alumni and students have praised the commitment of the PSDE/UoAegean teaching staff.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 Use of a teaching portfolio for all teaching staff members as a quality assurance tool and the establishment of modes of excellence and advancement recognition.

R5.2 Establishment of courses in contemporary teaching methods for all teaching staff members at the UoAegean level.

R5.3 The active student - teaching staff ratio is approximately 1:50. EEAP recommends the drastic decrease of this important ratio towards the international standard of 1:15.

R5.4 Establishment of incentives for academic staff to join the Syros academic community.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER 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 funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organized in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*
>
> *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

Study Programme Compliance

The EEAP was not able to fully assess he infrastructure and learning resources of PSDE/UoAegean due to the nature of the "virtual" visit and the lack of physical presence at the facilities.

The teaching is carried out by 19 staff members and is supported by 3 members of special educational staff (E.E.P.), 1 member of laboratory teaching staff (E.D.I.P.), 4 members of special technical and laboratory staff (E.T.E.P.) and 11 administrative staff. Although the devotion of PSDE/UoAegean teaching staff to their teaching, covers basic needs, the level of learning and academic activity will be increased by further employment of teaching staff. An active student - teaching staff ratio of 15 should be set as a target for excellent teaching staff resources.

The infrastructure of PSDE/UoAegean is based on several historic buildings on the island of Syros. The use of this type of buildings, suitably preserved and customized for teaching purposes, must be considered an important asset. Unfortunately, the existing buildings and facilities do not cover all the needs of PSDE/UoAegean. Existing buildings must be complemented with new energy-efficient buildings, with low carbon footprint materials, built for the future to meet the needs of PSDE/UoAegean.

Although PSDE/UoAegean excels in several areas in teaching and research, increased laboratory facilities would improve teaching in areas like product prototyping. The realisation of a **Fab Lab,**

or similar facility, is a prerequisite for project-based learning in embodiment design, in order to move beyond conceptual design and achieve physical prototyping abilities.

Student housing is limited. Taking in consideration the location of PSDE/UoAegean student housing is considered as adequate. The EEAP is looking forward to the very important appropriation of the former military base facilities as part of the PSDE/UoAegean campus and its expansion there including student housing.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 The EEAP has identified an urgent need for facilities adapted to the educational requirements of PSDE/UoAegean and recommends therefore the further use and adaptation of the existing historical facilities enhanced with **new** contemporary and functional buildings

R6.2 Establishment of a prototyping facility in collaboration with the local community and the local industry.

Principle 7: Information Management

INSTITUTIONS 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.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.

Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.

The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme Compliance

PSDE/UoAegean established and operates an information system for the management and monitoring of data concerning students, academic staff, module structure and organization, teaching and provision of services to students as well as to the academic community.

The information system includes student related information like entry grades, applications, exam period statistics, information on numbers of active students, performance per subject and exam period, average time to graduation every year and graduates every year; online asynchronous education including notes, lectures, coursework, grades, absences, planning of online teamwork, discussion forum and statistical analysis of modules including users, visits and total time of visits; assessment of practical work for students, supervisors and employers; information on first year students; information on graduates; library related information including physical and online lending and order of articles; information on buildings, laboratories, offices and lecture theatre management; information on student output and research output; MODIP information related to QA (Quality Assessment).

There is reliability of data that is essential for accurate information and decision making, as well as for identifying areas of smooth operation and areas for improvement as it is evident by the information provided.

It appears that there are procedures for collecting and analyzing information on study programmes and other activities, feeding data into the internal system of QA, as evidenced by information that was also provided including aspects like KPIs, student population profile, student progression, success and drop-out rates, student satisfaction with their programme(s), availability of learning resources and student support and career paths of graduates. Some are working well, and some require a continuous improvement like for example tracking the career paths of graduates that requires a continuous effort and improvement and is currently work in progress officially centrally rather than at departmental level.

A number of methods are used for collecting information and it requires a continuous effort and improvements to ensure that both students and staff are involved in providing and analyzing information and planning the follow-up activities.

On-line information systems and other feedback forms are used for the collection of data, including direct approach via a telephone or email, questionnaire, automated statistical analysis. Always respecting the privacy of the individual and personal data and in harmony with GDPR requirements. The student and staff satisfaction surveys are conducted annually.

The information obtained from the satisfaction surveys is systematically analysed, as evidenced by the information provided and appropriately communicated to be used towards further improvement. The PSDE/UoAegean has conducted two large-scale surveys since 2015 in order to track the career paths of its alumni at the departmental level. Such surveys are conducted on the top of relevant surveys undertaken by the Quality Assurance Unit (ΜΟΔΙΠ) in institutional level.

The data provided were properly presented in graphs, demonstrating trends and allowing direct interpretation and comparisons.

Panel Judgement

Principle 7: Information Management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 Track the career paths of alumni at the departmental level rather than UoAegean level.

R7.2 Communicate to the students the aggregate evaluation results in a systematic way, like through meetings and through the PSDE/UoAegean website.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

PSDE/UoAegean has developed a rather comprehensive, clear, easy-to-follow and well-structured website design.

The website includes information on PSDE/UoAegean: (i) The department: Getting acquainted with the Department, Identity & Vision, What does a Design Engineer do, Map of Departmental Buildings, Streams of study, Interactive Systems Design, Computer-Aided Design, Service Design, Career, Professional Prospects, Internships, Graduate Absorption and Evaluation Reports; (ii) Studies: Undergraduate, Curriculum Structure, Courses, Diploma Thesis, Postgraduate Studies, Doctoral Studies, Summer Schools, International Mobility (Erasmus) and Theses Archive; (iii) Staff: Professors & Lecturers, Professors, Associate Professors, Assistant Professors, Lecturers, Emeriti Professors, Adjunct Lecturers, Administrative Staff, Teaching & Technical Staff, Research Staff, Postdoc Candidates and PhD Candidates; (iv) Research: Research Laboratories, Interactive Systems Design Laboratory, Complex Systems & Service Design Laboratory, Integrated Industrial Design Laboratory, Drawing and Colour Studio, Research & Development Projects; (v) Outreach: Distinctions – Awards and Students – Graduates; (vi) Contact Us. EEAP recommends that more effort should be made for better coherence between the Greek and English version of the website regarding the information displayed.

The PSDE/UoAegean website also includes links to the PSDE/UoAegean Facebook, news, interviews and links with schools and the wider community and activities.

There is also a clear structure on the maintenance, currency and updating of the PSDE/UoAegean website.

All information related to the academic process and the degree awarded (structure of the study programme, content of the courses, mode of attendance) are presented in detail in the Study Guide as well as on the website of PSDE/UoAegean. Detailed information regarding each course along with the respective assessment criteria of the students, are presented on the website of each course in the e-class platform. All academic staff CVs as well as their scientific activities are available on the website of PSDE/UoAegean.

All course outlines of the Programme are complete and available on-line through the information system of MODIP and they are also included in the Study Guide of PSDE/UoAegean. The relevant information of each course is also included in the course website. The QA policy of PSDE/UoAegean is available on-line on the website of the department.

PSDE/UoAegean website includes detailed information with respect to the department and the studies offered, but also with respect to the daily operation of PSDE/UoAegean so that all students are well-informed about the functions of the department and the recent developments.

The addition of PSDE/UoAegean social media pages, to the official website of PSDE/UoAegean, as well as constant updating, do assist the visibility and contribution to education and technology of PSDE/UoAegean.

EEAP applauds the Public Information campaign and efforts of PSDE/UoAegean.

Panel Judgement

Principle 8: Public Information	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R8.1 The EEAP proposes the enhanced use of the Public Information and social media to promote PSDE/UoAegean contribution and increase its visibility to potential students and society at large including alumni that work globally.

R8.2 More effort should be made for better coherence between the Greek and English version of the website regarding the information displayed.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR 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 study programmes aim to maintain the level of educational provision and to create 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. Revised programme specifications are published.

Study Programme Compliance

The PSDE/UoAegean develops and updates its programmes yearly and in 5-year cycles. The procedure is managed by a Departmental Programme Committee (DPC) appointed by the PSDE/UoAegean General Assembly. The President as well as representatives of the 3 streams of the PSDE/UoAegean are members of this Committee. The DPC gathers whatever comments or proposals by the Faculty and the students, organizing, where necessary, ad-hoc meetings. It also processes and interprets the results of the modules questionnaires. Finally, the DPC evaluates all inputs, considering the academic profile, orientation structure and required workload (ECTS) of the study programme, its objectives and subject areas as well as inputs from external stakeholders. It is assisted, in case of major reforms, by additional committees and staff. In any case, any proposed changes are discussed, endorsed or modified by the PSDE/UoAegean General Assembly. The whole procedure is adequately documented. The final decision for changes in the programme is taken by the UoAegean Rectorate on the proposal of the PSDE/UoAegean President.

The overall procedure is well-defined and in accordance both with the National and the European standards. It foresees the participation of all major stakeholders, internally and externally to the PSDE/UoAegean.

The PSDE/UoAegean is commendable for the care it has taken to track its alumni and liaise with their employers. Such activities must be further enhanced and structured through a dedicated *Liaison Office* (γραφείο διασύνδεσης) and/or regular dedicated workshops.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 Organize / structure the strong and commendable relations with the PSDE/UoAegean alumni and their employers through a dedicated *Liaison Office* and/or dedicate workshops.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. 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 committee of independent experts. HAHE grants accreditation of programmes, 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 template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

PSDE/UoAegean underwent an external evaluation in June 2012, and an extensive number (20) of recommendations were made. The purpose of such recommendations is dual. First, to alert the Department what measures need to be taken to improve based on what its members can control. Second, to bring to the attention of the UoAegean Administration and more important the State (via the Ministry of Education) real issues with very negative consequences that they can only resolve. A number of positive points mentioned including two main negative points relating to strategy and graduates' profile.

In summary, PSDE/UoAegean took very seriously the external evaluation report that included 15 recommendations relating to undergraduate studies and 5 relating to postgraduate studies. PSDE/UoAegean has managed to respond completely or to the greater extend to 13 out of 15 relevant to the undergraduate programme. PSDE/UoAegean provided the EEAP members the detail of how it responded to these recommendations.

The remaining 2 recommendations relate to the employments of new academic staff with international experience and great recognition at higher levels. These currently form part of the PSDE/UoAegean strategy plan and are directly influenced by government regulatory restrictions for new academic staff positions while at the same time PSDE/UoAegean is actively engaged to attract academic staff of the highest level. The EEAP members were impressed by the actions taken by PSDE/UoAegean.

EEAP appreciates the level of effort expended to achieve such progress, given the workload carried by both the administration and academic and other staff of PSDE/UoAegean, as well as the constraints placed by existing laws and regulations and by limited resources and funding. EEAP applauds the efforts and results in enhancing the curriculum that might be enhanced further with work on an explicit research strategy for the next 5 to 10 years which identifies a small number of coherent specific research themes which will act as PSDE/UoAegean research focus. The plan might include the actions to be taken to secure the necessary resources, a faculty appointment strategy to ensure that each theme has sufficient number of staff members and resilience when staff members leave.

Additional actions for further improving the quality of the undergraduate education could include consolidation of some of offered modules to reduce its number while at the same time reviewing emerging scientific and technological areas that PSDE/UoAegean should consider for its future and next steps. Last but not least, consider input from stakeholders of the programme regarding strengths and weaknesses in view of traditional and new areas. This connection could be further improved.

Panel Judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R10.1: Introduce modules in new complimentary and contextual areas.

R10.2: Consider potential consolidation on the number of offered modules.

R10.3: Increase the input to the programme by the external stakeholders and SA.

PART C: CONCLUSIONS

I.   Features of Good Practice

- High quality of educational process, following the best contemporary practices.
- Excellent collaboration between teaching staff and students.
- The preparation that the programme affords their alumni which manifest itself in excellent and remarkable professional careers.
- Good balance between academic research, exhibitions and field applications.
- Co-participation in practical projects together with industry, recognised at national and international level.
- Strong interaction with the local community and response to its needs.

II.   Areas of Weakness

- The broad academic goals of PSDE/UoAegean would be better covered through a 2-3 Department strong Design School.
- The number of teaching staff is low especially in relation to the broad academic goals of the PSDE/UoAegean.
- Infrastructure Facilities – Buildings and laboratories.
- Low Ratio of academic staff to students.
- Inability to attract higher grade level of incoming students.
- Isolation due to the fact that it is a single academic unit.

III.   Recommendations for Follow-up Actions

- Develop a comprehensive strategic long-term plan based on the re-examination of the PSDE's identity / branding, vision, goals and structure, possibly through the establishment of a *Design School*.
- Encourage further mobility and collaborations.
- Further expand the use of contemporary educational tools.
- Establish a local *Liaison Office* (Γραφείο Διασύνδεσης), enhance the role of the alumni and further improve their tracking.
- Establish courses in contemporary teaching methods for academic staff.
- Drastically improve the student - teaching staff ratio.
- Establish incentives for academic staff to join the Syros academic community.
- Improve existing facilities and establish new contemporary and functional buildings. Establish a prototyping facility, in collaboration with the local community and the local industry.
- Enhance use of the Public Information outlets and social media to promote PSDE/UoAegean contribution.
- Consider potential consolidation of the number of offered modules.

IV. Summary & Overall Assessment

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

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

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

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

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

The 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. **Professor Loukas Kalisperis, (Chair),**
   Pennsylvania State University,
   University Park, Pennsylvania, USA

2. **Dr. Fivos Andritsos**,
   European Commission-Joint Research Center,
   Ispra, Italy

3. **Professor George Aggidis**,
   Lancaster University,
   Lancaster, United Kingdom

4. **Associate Professor Giorgos Nikoleris**,
   Lund University,
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