EXTERNAL EVALUATION REPORT

TECHNOLOGICAL EDUCATIONAL INSTITUTE (TEI) OF CENTRAL GREECE
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1. EXTERNAL EVALUATION COMMITTEE

The Committee responsible for the External Evaluation of the Technological Educational Institute of Central Greece comprised the following five (5) expert evaluators drawn from the Registry kept by the HQA in accordance with Law 3374/2005 and the Law 4009/2011:

1. Professor Emeritus Dionyssis Kladis (Coordinator)
   International Expert, United Kingdom

2. Professor Emeritus Pandelis Ipsilandis
   TEI of Thessaly, Greece
   Former member of the HQA Council

3. Dr Dimitris Kabilafkas
   Expert, Greece

4. Professor Emeritus Maria Lazaridou
   Aristotle University of Thessaloniki, Greece
   Former member of the HQA Council

5. Mr Manolis Stratakis
   Founder, Innobatics, Greece
2. INTRODUCTION

2.1 The External Evaluation Procedure

- Dates and brief account of the site visit
- Whom did the Committee meet?
- List of Reports, documents, other data examined by the EEC
- Groups of teaching and administrative staff and students interviewed
- Facilities visited by the EEC

In accordance with the established procedures of Hellenic Assurance and Accreditation Agency (HQA), the External Evaluation Committee (EEC) visited the Technological Educational Institute of Central Greece (TEICG) from 13th to 17th of June 2016, in order to complete their obligation of an external evaluation process for the entire Institution.

The seat of the TEICG is in the city of Lamia, which is the Capital city of the Region of Central Greece. Further on, there are four branches of the Institution, located in the cities of Chalkida/Psachna (180kms distance from Lamia), Amfissa (70kms distance from Lamia), Karpenisi (77kms distance from Lamia) and Thiva (130kms distance from Lamia and 50kms distance from Chalkida/Psachna). The TEICG has emerged in 2013 from the merger of two earlier Institutions, namely, the TEI of Lamia (with its seat at the city of Lamia and with branches at the cities of Amfissa and Karpenisi) and the TEI of Chalkida (with its seat at the city of Chalkida/Psachna and with a branch at the city of Thiva).

On Monday 13th, upon arrival to the headquarters of the Institution at Lamia and after a welcome meeting with the President of the TEICG, the EEC members had an one-hour private briefing meeting in order to organise the details of the meetings to follow and to share tasks and responsibilities.

During Monday 14th, the EEC met with the President and the Deputy Presidents of the TEI, the Quality Assurance Unit (QAU/MODIP) of the Institution, the president and members of the Institution’s Administration Council and with the chief administration officers of the Institution. All meetings took place at the Assembly’s room of the headquarters of the Institution. Additionally, the EEC toured the campus of the TEI at Lamia and visited key representative facilities, like the Library, the Students’ Refectory, the Auditorium, and various laboratories of the Faculty of Health and Welfare Professions.

On Tuesday 15th, the members of the EEC were transferred to Chalkida/Psachna where they met with key actors of the Faculties and Departments located at Chalkida/Psachna and at Thiva and Amfissa, namely the Faculty of Technological Applications (with the Departments of a) Electrical Engineering, b) Mechanical Engineering, c) Automation Engineering Informatics and d) Aircraft Engineering Technology located at Chalkida/Psachna) and the Faculty of Management and Economics (with the Departments of a) Accounting and Finance and b) Business Administration located at Chalkida/Psachna, with the Department of Logistics Management located at Thiva and with the Departments of a) Administration, Finance and Communication of Cultural and Tourism Organisations and b) Marketing and Advertising located in Amfissa). More specifically, the EEC met with the following:
- the Deans of the respective Faculties and the Heads of the respective Departments;
- members of the Internal Evaluation Groups (IEGs/OMEAs) of the respective Departments;
- members of the academic staff of the respective Departments;
in all the above meetings, there were also videoconference communications with participants from

the departments of the faculty of technological applications which are located in Lamia. These

are the departments of a) electronic engineering, b) computer engineering and c) electrical

engineering (lamia campus – its operation ends in 2018). All meetings in Tuesday 14th took place

at the central building of the institution at psachna.

the EEC also met a small number of external stakeholders from two companies, namely from the

open source management ltd and the elemko SA.

Additionally, the EEC toured the Chalkida/psachna campus and visited key representative

facilities, like the students’ dormitory, the restaurant and the refectory, the auditorium, and

various teaching classes and laboratories of the faculty of technological applications. After the

end of the visit to Chalkida/psachna, the members of the EEC returned to Lamia.

On Wednesday 15th, the members of the EEC met with the key actors of the faculties located at

Lamia and at Karpenisi, namely the faculty of health and welfare professions (with the

departments of a) physiotherapy and b) nursing located both at Lamia) and the faculty of

agricultural technology, food technology and nutrition (with the department of Forestry and

Natural Environment located at Karpenisi). More specifically, the EEC met with the following:

- the Deans of the respective faculties and the Heads of the respective departments;
- members of the IEGs/OMeAs of the respective departments;
- members of the academic staff of the respective departments;
- undergraduate students of the respective departments;
- postgraduate students of the single Master programme operating in Lamia;
- alumni of the respective departments

In some of the above meetings, there was also videoconference communication with participants

from Karpenisi. All meetings took place at the headquarters of the institution in Lamia.

the EEC met also with external stakeholders, namely with representatives of the local and regional

authorities and with key actors from economy and business that have established close links and

relationships with the institution. The participants in this meeting were the following: a) the vice-

Governor of the region of central Greece, b) the Deputy Mayor of the municipality of the city of

Lamia, c) the Governor of the Regional Hospital, d) the President of the Fthiotida chamber, e) the

Vice-President of the Panhellenic Union of Physiotherapists and f) the CEO of the Agricultural

Cooperative “Stevia Hellas”. There was also videoconference communication with the Mayor of

the city of Karpenisi.

In the afternoon of Wednesday 15th the EEC started working on the external evaluation report

(EER), the first draft of which was finalised on Friday 17th and submitted to hQA on Sunday 19th.

An informal presentation of the key findings of the EEC to the institution took place on Friday 17th

in a meeting with the participation of the President and the Deputy Presidents of the institution,

members of the QAu/Modip and other members of the community of the institution.

In the process of the visit, the EEC members examined the institution’s self evaluation report

(SER) prepared by the QAu/Modip, while additional information was given by representatives of

the IEGs/OMeAs) and by individual members of staff.
Please decide in respect to the specific evaluation area (&2.1):

| Worthy of merit |  
| Positive evaluation | X  
| Partially positive evaluation |  
| Negative evaluation |  

Justify your rating:

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2.2 The Self-Evaluation Procedure

Please comment on:

- Appropriateness of sources and documentation used
- Quality and completeness of evidence provided and reviewed
- The extent to which the objectives of the internal evaluation procedure have been met by the Institution
- Description and Analysis of the Self-Evaluation Procedure in the Institution
- Analysis of the positive elements and difficulties which arose during the self-evaluation procedure
- Whether the self-evaluation procedure was comprehensive and interactive

The Self-Evaluation Report (SER) of the Institution was the main source of reference for the EEC. An updated version of the SER (June 2016) was sent electronically to the members of the EEC one week before the site visit. However, the members of the EEC were aware of an earlier version of the SER (March 2016) which was uploaded on the website of the Institution some weeks ago.

The SER was not comprehensive enough or sufficient. It provided information for the Institution (more than 500 pages) and addressed some of the issues and questions posed by the template for the Self-Evaluation Reports that has been prepared by HQA/ADIP. However, many other issues were not addressed in the SER, and this was attributed by the Institution to the fact that the TEICG is a new Institution that emerged only three years ago from the merger of two earlier TEIs (namely the TEI of Lamia and the TEI of Chalkida). This caused a lack of readiness concerning new institutional structures, processes and attitudes, especially with regards to quality assurance issues.

Apart from the SER, the members of the EEC also used the website of the Institution as a source of information, especially as regards issues related to the QAU/MODIP and the study programmes of the various Departments. A weakness of the website was augmented by the fact that the consolidation of the websites of the previous structures (before the merge) has not been completed yet. This resulted to the lack of homogeneity and consistency among the Departments’ websites.

Meetings with the Leadership of the Institution and the QAU/MODIP as well as the information provided in the SER revealed that the overall self-evaluation process a) was not centrally organised, b) it was not sufficiently inclusive and c) it was based on the partial input of the Faculties and Departments. The EEC has the impression that the TEICG did not seize the opportunity to establish an inclusive and bottom-up procedure for the self-evaluation which would offer valuable benefits to the community of the Institution. Furthermore, the EEC has the impression that the institutional attitude is not high enough throughout the Faculties and Departments of the TEICG. In this regard, the EEC believes and recommends that the TEICG should develop appropriate policies and take effective initiatives in order to improve the institutional attitude within the overall community of the Institution and to establish a sense of ownership, belonging and sharing. In the same sense, the TEICG should stress its efforts in order to accelerate the transfer from the previous era to the new...
one, overcoming any sentimental and psychological drawbacks with the past and reaching a real and genuine consolidation of the past to the present with a view to the future.

The limited involvement of students in the self-evaluation process is a serious weakness. The EEC is aware that this is a general dysfunction in Greece, although in the case of the TEICG, this phenomenon is concealed under the overall lack of inclusiveness at the Institution. Nevertheless and apart from the general difficulties, the EEC recommends that the TEICG should take the initiatives and measures to improve the involvement of students in the internal evaluation processes.

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<th>Please decide in respect to the specific evaluation area (&amp;2.2):</th>
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<tr>
<td>Worthy of merit</td>
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<td>Positive evaluation</td>
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<tr>
<td>Partially positive evaluation</td>
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<tr>
<td>Negative evaluation</td>
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</table>

Justify your rating:

The "negative evaluation" regards the lack of central organisation of the internal quality assurance system. However certain Departments (e.g. Physiotherapy and Automation Engineering) have good sheet records.
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

- What are the Institution’s mission and goals
- Priorities set by goals
- How are the goals achieved
- Procedures established by the Institution to monitor the achievement of goals
- What is your assessment of the Institution’s ability to improve

The TEICG is a dynamically developing higher education institution of Greece (Central Greece) after the merging of TEI of Lamia with TEI of Chalkida both in research and teaching. The Institution is dispersed in five prefectures of Central Greece: Fthiotida, Evia, Viotia, Fokida and Evritania, covering the administrative Region of Central Greece. The above spatial distribution, although it creates academic problems, management/coordination problems and poses high operating costs, complicating the coordination between the academic units, it gives, however, growth possibilities due to the research potential of its faculty staff and scale economy as to the administrative staff which may be merged in some cases.

The mission of the TEICG, according to the SER, is to provide high quality education, to produce innovative knowledge and expertise, and to transfer it towards the benefit of society at local, national and international level through its connection with production. Its main goals are:

- to provide higher education with modern teaching methods and new techniques for adult learning, including open distance learning and modelling techniques, based on scientific and technological research at the highest quality level in accordance to internationally recognised criteria;
- to respond to the market needs and professional fields, as well as the developmental needs of the country;
- to promote the diffusion of knowledge, the use of the results of research and innovation, with adherence to the principles of scientific ethics, sustainable development and social cohesion.

Regarding data collection for external institutional evaluation, the Institution advises the HQA/ADIP to give specific guidance on the information required and the manner of collection, not to request constant changes as to the procedure of the evaluation so that the Institutions will not have to continually update the tables. It also proposes HQA/ADIP to demand/draw relative data directly from the Ministry of Education and not from the Institutions.

There are not reliable data from the information quality assurance system, at least after 2013 when funding stopped as a result of the merging of the two TEIs. The information system of the TEI of Lamia could not anymore be effective for the two TEIs. The TEI of Chalkida had not even organised an information quality assurance system, although both TEIs received specific funding. Consequently, and due to the lack of data, the new Institution is not capable of monitoring its procedures and the achievement of its goals. The new QAU/MODIP has been in charge for only the last six months and the only thing they managed to organise was the SER. They did not have time to set priorities leading in the future to improvements as to the Institution’s teaching, research and internationalisation or funding.

The EEC states that there is no future without a formal information quality assurance system (record data of census educational fact sheets, research work of faculty members, bibliometric indicators of scientific work produced by researchers) in order to monitor the efficiency of educational/administrative work and infrastructure scoping to improvements.

A Career Office is also considered vital in order to promote the TEI’s scientific activities/innovations and connect students with stakeholders and the market.
Justify your rating:

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<td>Positive evaluation</td>
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<tr>
<td>Partially positive evaluation</td>
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<tr>
<td>Negative evaluation</td>
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3.1.2 Organizational Development Strategy

- Effectiveness of administrative officials
- Existence of effective operation regulations
- Specific goals and timetables
- Measures taken to reach goals

The permanent faculty staff of TEICG in the academic year 2014-15 amounted to 141 members, but at the end of December 2015, it consisted of 132 members (109 men and 23 women) and 2 Laboratory Teaching Personnel (EDIP). An important part of teaching at TEICG is provided by non-permanent staff employed each year (92). The total administrative staff at the end of the academic year 2014-15 amounted to 82 persons (Official and Private Law Indefinite Time personnel). In this category a reduction greater than the permanent teaching staff is observed. Administrative staff is capable, knowledgeable and motivated. Because its number is reduced the last two years rules must be followed strictly, e.g. protocol number for various service requests.

Goals and timetables as well as measures to reach the goals have not yet been formed because the present QAU/MODIP is in power only for 6 months; their operational regulations though exist. A draft regulation by a competent committee (No. 4178 / 02.07.2014) was sent to the Ministry for pre-authorization (4385 / 09.07.2014), but there is still no response. This is posted on the website of QAU/MODIP TEICG (http://modip.teiste.gr/?q=node/13). The Ministry has promised to draft a model organisation for the implementation of the TEIs. Consequently the TEICG operates without approved rules, thus problems arising are resolved by the Assembly of the Institution.

Hence, a number of regulations have been approved:

1. Funding Guide of ELKE TEI Central Greece
2. Managing adequacy Manual (ELKE TEI Central Greece for NSRF projects)
3. Regulatory Act Election and development of staff
4. Regulation for student representatives
5. Process Costs Implementation after the Approval from the Departments of Finance Service
6. Committees of TEI Central Greece
7. Regulations for Conferences’ Funding
8. Regulation of Postgraduate Studies
9. Rules of Operation for Student Housing (TEI Central Greece, Chalkida)

The EEC is deeply concerned with the dysfunctional relationships among faculty staff members, the President of the Institution, the QAU/MODIP and the Council. The EEC urges the leadership and
all key actors to work towards building team cohesion at an Institutional level. This will result in a friendlier, more productive and cooperative environment for the whole community.

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<th>Please decide in respect to the specific evaluation area (&amp;3.1.2):</th>
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<tr>
<td>Worthy of merit</td>
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<td>Positive evaluation</td>
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<td>Partially positive evaluation</td>
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<td>Negative evaluation</td>
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</table>

Justify your rating:

The “negative evaluation” regards the deep concern of the EEC with the dysfunctional relationships among faculty staff members, the President of the Institution, the QAU/MODIP and the Council.

### 3.1.3 Academic Development Strategy

- Response of the Institution to Faculties and Departments
- Goals and timetables
- Measures taken to reach goals

The TEI of Central Greece was formed on 05.06.2013 by the merging of the TEI of Lamia and the TEI of Chalkida. Headquarters are located in Lamia. It is composed of a) the FACULTY OF TECHNOLOGICAL APPLICATIONS, based in Psachna, Evia with six Departments, b) the FACULTY OF MANAGEMENT AND ECONOMICS, based in Psachna, with three Departments, one in Psachna, one in Thiva and one in Amfissa, c) the FACULTY OF HEALTH AND WELFARE PROFESSIONS, based in Lamia with two Departments, d) the FACULTY OF AGRICULTURAL TECHNOLOGY, FOOD TECHNOLOGY AND NUTRITION, based in Karpenisi, with one Department. The TEI of Central Greece has four postgraduate programmes, three of them belonging to the Faculty of Technological Applications and based in Psachna and one belonging to the Faculty of Health and Welfare Professions and based in Lamia.

All Departments have recently undergone internal and external evaluations. The EEC expected that the existing evaluation reports would have played a crucial role for the orientation of the TEI responses to the Faculties and Departments’ needs and requirements. However, although important recommendations of the Departments’ evaluation have been accepted in the developmental strategy of the TEI, the EEC feels that essential suggestions have not been fully adopted and implemented.

Until now, a clear, extensive and long-term strategic plan which includes all Faculties and Departments does not exist. Such a strategic vision can help the TEICG to plan and drive its organisation and development in the right direction. The EEC also suggests that the implementation of transparency and recognition tools (having to do mainly with space, equipment availability, etc.) must concern the administrative, educational, research excellence.

The analysis of student evaluation questionnaires must be distributed to the staff so that improvement retroaction may take place. The staff assessment committees must also be informed of these evaluation results.

The main goals in the academic development strategy of the TEI are: (1) Improvement, internationalisation and modernisation of teaching in both undergraduate and graduate (Master programmes. (2) Improvement, development and creation of research opportunities (research directions, laboratories) in the different Departments. (3) Improvement of the current infrastructure.
Interdisciplinary approach though within the education programmes and research is in deficit. The EEC hopes that the new elected President of the Institution will initiate a strategic planning process, which should consider all Faculties and Departments to complete their individual strategies improving the academic developmental vision of the Institution. The TEICG is a quite small academic unit and is therefore suitable for establishing clear and effective strategic visions. The EEC encourages the Institution to establish standards in terms of academic quality assurance. The EEC proposes that an interdisciplinary Ethics Committee be appointed by the Assembly for dealing with issues of compliance with the Code of Ethics and Rules of Conduct in Research as well as in other domains (e.g. conflict of interests, issues of discrimination, disabilities and learning deficiencies and gender).

Please decide in respect to the specific evaluation area (&3.1.3):

<table>
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<tr>
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<tr>
<td>Positive evaluation</td>
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<td>Partially positive evaluation</td>
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<td>Negative evaluation</td>
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Justify your rating:

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### 3.1.4 Research Strategy

- Key points in research strategy
- Research strategy objectives and timetables for achieving them
- Laboratory research support network
- Research excellence network
- Existence of research assistance mechanisms (for preparing proposals, capitalising on patents and innovations, finding partners for research programmes, etc.)

The Committee of Special Account for Research Funds (SARF/ELKE) has managed (and continues managing) more than 28 research projects and training programmes funded by the European Commission, international organisations, the General Secretariat for Research and Technology, ministries, banks, organisations of the broader public sector, and also by private entities. Indicatively, the budget for successful proposal applications in the last year was 3,409,429 euros (79% of the regular budget). However, research funding was relatively low when compared to international standards and it is coming from only few of the Departments. Within these Departments not all staff is involved in research. Only few members of staff encourage and promote research participation of undergraduate students. With the commencement of MSc courses, graduates participate in research projects for their dissertations. There is not enough interdisciplinary collaboration among the academic staff. Additionally not all the departments provide a great contribution to the visibility of the TEI with several activities in national as well as international research initiatives.

Important improvements are needed in the strategic plan for high-level quality of research and a clear vision and policy of a coordinated process aiming to increase the research quality and performance of the academic staff members and their cooperation.

Initiation entrepreneurship and involvement of undergraduate dissertations with social and development issues of the Region, proposed by the region stakeholders, may bring grants and help students to find a job after their graduation.
The Centre for Technological Research of Central Greece is described in the SER covering Technology Transfer Areas and Research (TOMTE) and TEICG staff members participate in it. Nevertheless, it is not evident to the EEC, even after the explanations given, what is the exact role of the Centre.

Scientific publication outputs need further improvement. During the last five years, the TEI’s active Departments in research, published on average from 0.35 to 1.2 publications/staff/year in refereed scientific journals and the citations varied from 3.4 to 39/staff/year (the average is from the departments that have given their inventory sheet filled up). This research performance is quite low even in the Electrical Engineering Department (which has the highest performance as to publications, citations and grants). The EEC believes that the most important reason for the insufficient research output is the teaching load of the staff (11581 students / 141 staff=82) and the deficiency of a strategic vision of an international competitive research culture in the TEI. The EEC believes that the basic requirements for improving the scientific outcome exist and should be stimulated by creating an appropriate scientific environment that will support strategically important research areas for the TEICG. In that regard, the EEC believes that the merging of the two pre-existing TEIs is anticipated to result under the appropriate circumstances to increasing the research potential of the TEICG. Research activities are currently based on individual initiatives without any coordination and planning, clear research direction and strategic vision. This approach cannot be effective and successful for high quality research in the long term.

Some research facilities of the TEI include good quality and up-to-date equipment (e.g. the labs of the Faculty of Technological Applications, Physiotherapy etc.). However, only a small number of the existing laboratories are being used for examining excellent research questions and for improving the research-oriented environment of the Institution. A lot of the existing laboratories have been used mainly for teaching an exceedingly large number of students. Introducing greater coherence research and interaction between the Departments would create effective synergies increasing the participation of the TEICG staff in networks of excellence at national or international level. Taking into account the economic conditions in the country, attracting research funding from competitive grants and institutions outside the TEI and public sector, seems to be the most effective and realistic opportunity for improving the research infrastructure and quality.

Standards in terms of research quality assurance and publication outputs must be established. They should also examine the scientific merit of the proposed research projects, take into consideration the critical feedback from the TEICG members and stakeholders in order to promote and develop a research culture. Award prizes to the staff members that develop collaborations with state of the art research and technology centres, and an award of an amount of money as incentive for fund research proposals must be set.

The EEC also recommends that the Institution, irrespectively of the encouragement and help to the graduates for establishing an association, should establish as soon as possible an Alumni Office for a long-lasting relationship with the alumni community which will help students to come easily in contact with relative stakeholders and the market.

Please decide in respect to the specific evaluation area (&3.1.4):

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Justify your rating:
3.1.5 Financial Strategy

- General financial strategy and management of national and international funds
- Regular budget management strategy
- Public investment management strategy
- Organisation and strategy of the Special Account for Research Funds (SARF)
- Organisation and strategy of the University Property Development and Management Company
- Existence of a Quality System for Financial Management (e.g. ISO), computerisation management and Budget monitoring (Regular Budget, Public Investments Programme, SARF Budget, etc.)

As stated in the SER, the TEICG is funded from the regular national budget and national and international research funds. The Special Account for Research Funds (ΕΛΚΕ) (which includes ΕΣΠΑ programs) manages the incoming funds. While the State funding via the regular budget has steadily declined since 2010, during the same period research funds of 3,409,429 euros (79% of the regular budget) come from 28 research projects. Some of the projects originate from the European Commission (1/6 of the projects), International organisations, the General Secretariat for Research and Technology, ministries, banks, organisations of the broader public sector, and also by private entities.

Erasmus exchanges yield only about 65,000 euros/year for 30 outgoing students (63% for studies and 37% for internship) and 8 teaching staff.

The President of the TEI, in cooperation with the financial department, establishes and reshapes the regular annual financial budget and final accounts of the Institution, as well as their respective public investment program, which submits for discussion and update to the Assembly of TEI.

The resource allocation of the regular budget is under the responsibility of the TEICG Assembly. Last year’s budget including public investments was 4,290,241, 13 euros plus 7,491,498,35 € for staff (permanent and temporary) payroll, students’ internships. The budget is approved by the Council of TEI. The approved budget is published on the website of the Institution and sent where the laws require, particularly to Clarity website.

The budget may change throughout the year with the approval of the Council and inform the Ministry of Education.

The financial statement of the Institution is formed in the beginning of the year and approved by the Council by the end of May, next year. It is published on its website https://diavgeia.gov.gr/teistereaselladas, submitted to the Minister of Education and Religious Affairs and must be available to monitoring mechanisms, and social fora.

The Economic Service has to monitor according to the rules of public accounting and apply the requirements imposed by Administrative Sufficiency.

For the execution of the supplies and services, the Assembly of TEI, by decision, determine the procedures for awarding supply contracts, services or executing works in accordance with the applicable provisions every time. The Assembly of TEI approves the operation regulation for the Economic Office no. Practical. 52 / 04.29.2015.

The coding of functional Public Investment Program expenditure of TEI Central Greece is under PD 205/98 "Sector Accounting Corporate Plan Public Law".

The above procedures are consistent. However, due to the austere economic situation in Greece, which implies that increases in state funding are unlikely to materialise in the foreseeable future, any financial strategy for the near future would hinge heavily on special account and hence on the ability of the Institution members to attract external funding. So grants and funding from MSc courses and LLL programmes and summer courses seem to be inevitable in medium-term for the Institution.
3.1.6 Building and Grounds Infrastructure Strategy

- Strategy key points
- Objectives and timetables
- Measures taken to reach goals
- Deviations from model 1 campus/HEI

The Institution has in general an adequate building infrastructure. However the needs for maintenance are not completely covered. There is an understandable concern with regard to the future needs, as there is uncertainty in the existence of schools or in the number of students that are both finally determined by the central government.

It clearly deviates from the “1 campus/HEI model” as the merged Institution spreads in five places. The EEC visited two of them (Lamia and Psachna), that are in extended campuses with special built constructions.

Lamia campus presents a more architecturally emphatic image, with noticeable buildings like the ‘Academic Library’. It is also worth mentioning the existence of open swimming pool (sometimes used for bigger events) and of an open theatre.

In Psachna, labs are spacious with high ceilings. The needs for maintenance are more apparent than in Lamia. In the interior environment there is noticeable graffiti which might be insulting for the visitor.

In two other places (Thiva, Amfissa) the Institution is hosted in self-owned, rented or granted (from public sector institutions) buildings that cover today's needs. The EEC recommends the pursuing of long-term signed agreements.

In Karpenisi, the situation seems to be marginally satisfactory. As it was mentioned, academic offices and laboratories often share the same space. However, the determination of this small academic community makes them tolerate the lack of space and the adverse climate conditions. The Institution abandoned a dormitory, granted by the Church, for 100 students because of security reasons and the lack of funds for renovation. A dormitory of 30 rooms is now provided by the Municipality.

The EEC mentions the limited availability of wireless internet coverage, discouraging students’ work and weakening the overall image of the Institution to visitors and potential external collaborators. Apart from the fact that the budget is not prohibited, especially for a school with in-house expertise, the situation could be tackled by sponsorships, e.g. major telecom providers (in the framework of their 'social responsibility' role, or simply in their marketing plans).

One building in Avlida (referred in the SER) and a building ground in Lampsakos, should not be included in the Institution's holdings because the period of their construction had expired and the grant is cancelled.
Due to inadequate budget for the foreseeable future there is no strategy for major expansion of the Institution’s building infrastructure. They intend to purchase the construction study for students’ welfare building in Lamia (worth 50KE) without a reference of future funding availability.

No special purpose company for the exploitation and management of the Institution’s property has been founded yet; nevertheless the close monitoring of the building infrastructure is needed. Within the funding constraints, more effort is needed for the maintenance of the buildings and the coverage of student housings needs.

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Justify your rating:

3.1.7 Environmental Strategy

- Recycling strategy and measures taken to reach goals
- Hazardous waste management and measures taken to reach goals
- Urban waste management and measures taken to reach goals
- Green energy strategy and measures taken to reach goals

The Institution states its willingness for the establishment of an environmental policy.

In Psachna there are biological purification facilities, as it is expected for such a building infrastructure out of the reach of a public sewage net, but, as it is admitted in the SER, it needs maintenance and renovation.

For recycling, the institution states the local authorities’ policy is followed. Irrespectively of the efficiency of the latter, the institution should demonstrate an in-premises recycling material collection policy, preparing itself to join a more effective municipality effort, seeking alternative recycling entities or even, just for promoting an environmental handling effort. No such interior policy (e.g. deployment of recycling bins) was noticed in the premises.

Although the Institution has a specific Department with the designation 'environment' in its title and a laboratory specialised in energy and environmental research and it has participated in some environment – related research programmes and environment awareness raising events, an active role in the promotion on environmental issues is not a regular and widespread policy.

The EEC considers that a synergy between the Department of Automation Engineering (with a relative MSc course similar to the one existing in Sheffield) and the Department of Forestry and Natural Environment could be investigated with the aim to strengthen the coherence of the Institution in the context of its environmental strategy.
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Justify your rating:

3.1.8 Social Strategy

- Exploitation and dissemination of the Institution’s Research Activities for the benefit of society and economy
- Promotion of interaction between the Institution and the Labour Market
- Sustained relationships with key local and regional bodies
- Contribution to the cultural development of society, the city and the region
- Reciprocal and long-lasting relationship with the alumni community

Municipality authorities in Lamia and Kapernisi, as well as the Regional authority and representatives of the private sector (a dynamic Stevia producers’ Co-Op) and the Chamber of Phiotida declared their good relationship with the Institution, as expected. They stressed the need for the creation of a Liaison office to facilitate interfacing of TEICG with the market. So far, links with social partners are developed on an ad-hoc basis and are based on personal links of individual academic staff.

Students of the University took part or assisted in several cultural or athletic events, like the half-marathon, the “Ephialtis run”, municipal theatre group, etc. The cooperation is not adequately promoted and any special role of the Institution (beyond the welcomed voluntarism) is not always advertised.

There is strong cooperation of the Institute with the regional hospital that provides places for graduate nurse practice, and cooperation in major athletic events (e.g. half-marathons). The Institution community fits the plans for blood-donors, and there are plans for cooperation with the Department of Logistics to study and organise the hospital's material storage facility.

Kapernisi organised the celebration of the 'environment day', as expected, but this is not a regular event in the calendar.

There is no systematic effort for networking with the alumni community and only sporadic activities were referred to (e.g. talks in the graduation community, connection through professional unions like for therapists and automation engineers).

The promotion of this participation through individuals’ social media (mainly from the ex Chalkida TEI) is helpful, but a more professional presentation through official Institution sites covering all the Departments are expected.

To that aim the EEC recommends that the TEICG exploits the strong interest of the social partners, expressed during the site-visit, to work jointly with the scientific community of the Institution and take a leading role in regional development projects.
**Please decide in respect to the specific evaluation area (\&3.1.8):**

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**Justify your rating:**

**3.1.9 Internationalisation Strategy**

- Integration of the international dimension in the curricula
- Integration of the international dimension in research
- Integration of the intercultural dimension within the campus
- Participation in international HEI networks
- Collaboration with HEIs in other countries (with a specific collaboration agreement) - measures taken to reach goals

The internationalisation strategy is expressed by the partial adherence of the curricula to ECTS which help the exchanges with Erasmus+ activities.

There is no systematic attempt for attracting international students in the limited post-grad courses of the Institution except in some Departments which have connections with European Institutions.

No multilingual-intercultural dimension is noticed in the campuses.

_The competence in English (or other foreign language) should be safeguarded at least for the Health/Aircraft related graduates._

**Please decide in respect to the specific evaluation area (\&3.1.9):**

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**Justify your rating:**

3.1.10 Student Welfare Strategy

- Student hostel operation and development strategy
- Student refectory development strategy
- Scholarships and prizes strategy
- Sports facilities operation and development strategy
- Cultural activities strategy
- Strategy for people with special needs

There is a dormitory for 400 students in Psachna campus. Major renovation work was conducted some years ago, however the building has started deteriorating and the whole Wi-Fi infrastructure needs to be rebuilt. *It is recommended to encourage students to play a more active role in the maintenance of student dormitories e.g. by appointed ‘wardens’ as coordinator points and exploited any offer for voluntary work, (as also declared in the meeting with the students).*

The students’ meal and coffee facilities in the main campuses are satisfactory.

In Karpenisi, 33 students, after the abolition of the greater residence hall, referred above, are hosted in the National Youth Foundation building, with a minimal rent obligation.

The Lamia campus has a swimming pool, but not for regular use. Also, some gym facilities, previously used for physiotherapy are available to students.

The Institute has a policy for people with special needs that was apparent in most cases in the places we visited (e.g. ramps, special toilets). The policy with respect to learning deficiencies is stated in the SER, and followed when requested. *A proactive policy for detecting such cases and encouraging its management by both sides (either directly via the tutors of by analysing statistical results – e.g. successive failures) in the institutions' policy would be desirable.*

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*Justify your rating:*

3.2 Strategy for Study Programmes

3.2.1 Programmes of Undergraduate Studies (first cycle)

*Please comment on:*

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

The portfolio of undergraduate programmes offered by the Technological Educational Institute of Central Greece (TEICG) was restructured after the merging of TEI of Lamia and TEI of Chalkida, in 2013, to form TEICG. The current portfolio includes eleven (11) undergraduate programmes which were offered before the merge and a newly established programme after the merge. At the same time, another three (3) existing programmes are being phased out – they will operate until 2018 but student admissions stopped since 2013.

The above programmes are offered by the same number of Departments divided into four Faculties as follows:

- Faculty of Health and Welfare Professions (with its administrative seat in Lamia): two Departments
  - Nursing, Physiotherapy (both located in Lamia)

- Faculty of Technological Applications (with its administrative seat in Chalkida): six Departments
  - Mechanical Engineering, Electrical Engineering, Aircraft Engineering, Automation Engineering Informatics (located at Chalkida), Electronics Engineering, Computer Engineering (located at Lamia),

- Faculty of Management and Economics (with its administrative seat in Chalkida): three Departments
  - Accounting and Finance (located in Chalkida), Logistics (located at Thiva), Management, Finance and Communication of Cultural and Tourism Organisations (located at Amfissa)

- Faculty of Agricultural Technology, Food Technology and Nutrition (with its administrative seat at Karpenisi): one Department
  - Forestry and Natural Environment (located at Karpenisi)

The embedded difficulties in smoothing out inherited disparities in policies, regulations and systems in Departments originally belonging to two different Institutions, the wide scattering of the Departments in two main campuses and four annexes, and the fact that even Departments of the same Faculty are not co-located, increase the level of difficulty in managing and standardising study regulations and processes.

A distinct feature of the undergraduate programme portfolio of the TEICG that renders an advantage to the Institution is that many of the programmes are either unique (e.g. Aircraft Engineering) or not offered by many other TEIs or Universities (e.g. Logistics, Management, Finance and Communication of Cultural and Tourism Organisations, Automation Engineering, Physiotherapy), and are related to professions that are still in relatively high demand and may take a leading role in regional development projects.

Another strong point of some study programmes is that the associated departments are located in close proximity to relative industry hubs (e.g. Aircraft, Logistics, and Automation) or to areas where natural environment facilitates the learning process (Forestry). Although certain links were developed in some aspects (e.g. industrial placement of students, informal contacts with industry) the institution has not fully exploited yet the potential of having the social partners more directly involved in programme development. The formation of advisory boards, at Faculty level, according to international practices, could be considered as a means to getting social partners more actively involved in programme development.

The curriculum of the study programmes has a strong technologically applied character and a direct connection to the job market. Well organized laboratories provide students the means to apply their knowledge and develop application skills by working in small teams under the supervision of the academic staff. The EEC received evidence of the results of several projects – some impressive ones – that students carried out in the framework of practical exercises in the labs.
The TEICG seeks to implement its research activities in the study process, especially in practical training and final thesis work. However, links between research and teaching must be improved.

Despite the existence of a wide mobility network student and staff mobility is very low and concentrated in a very small number of Departments. Serious effort is needed to enhance the internationalisation dimension of the programmes by increasing both student mobility and incoming staff mobility to provide lectures to students. Actions that can be taken include: the review of the portfolio of partner institutions so that all fields of study are covered, provide extra support in strengthening language skills to students who are willing to participate in mobility, provide a list of courses taught in English to facilitate incoming mobility, etc. Many faculty members have international teaching or professional experience and can contribute to the development of an internationally oriented learning environment.

Interviews with students in the undergraduate programs indicated excellent cooperation between students and teachers. The students feel that their teachers do their best to provide guidance and find them overall very supportive. They feel confident about having proper skills for employment after graduation. Graduates who pursued postgraduate and doctoral studies stated that their undergraduate studies at Departments of the TEICG provided them with the proper academic background for continuing studies at higher levels and in no case they felt substandard, compared to students coming from other institutions and/or countries. The same was reported by graduates who had work experience abroad. Although the group of the interviewed students was not perhaps a representative sample, the findings show that the study process at undergraduate studies achieves the intended learning outcomes.

The applied orientation of the studies at most of the programmes of TEICG demands large part of learning activities to take place in laboratories by splitting students in smaller groups. Thus, the large number of students in many Departments (the Ministry of Education ignores the numbers proposed by the Institution) is broken down to groups of 20 and sometimes less (in the case of clinical trainings), which leads to increased requirements of teaching staff. Due to restrictions imposed by the financial situation of the public sphere during recent years, the TEICG is not able to hire new staff even if only to replace retiring professors. Furthermore, within the next years a number of faculty members are going to retire which undoubtedly is a big challenge facing the Institution in maintaining the quality of its programmes. So far the TEICG managed to keep the quality at acceptable levels by a) increasing the staff teaching hours, b) using previous year’s budget surplus to hire lab teaching assistants, c) replacing part of the lab trainings with simulation exercises, d) increasing the size of the students’ groups and reducing their direct interaction with the lab environment. Although the situation has been managed so far with no serious problems in the study process (in a couple of cases, when the budget cuts were first applied the students couldn’t get a place in a lab class) the situation presents a real threat to the TEICG.

The infrastructure provided for undergraduate programmes at the two main locations was adequate to fully support learning activities but needs update.

- A spacious well-kept campus exists in Lamia including a modern library and conference facilities, providing a very pleasant learning environment and social services for students. According to interviewed students many improvements were made in upgrading buildings and laboratories in the last years.
- The Chalkida campus is also adequate with well-equipped laboratories but several aesthetic improvements are needed in buildings and common spaces.
- The EEC had not had a chance to visit the annexes in the other four locations but - as it was reported - the facilities are insufficient at least in Karpenisi.

Some of the basic inadequacies noted by the EEC related directly and adversely affect the study process include the poor Wi-Fi coverage and limited opening hours of the Chalkida library.

It appears that all Departments use the online “e-Class” platform to support learning activities. However, incidents like teaching staff moving material to another e-class platform (outside the TEI) because some students reported problems in accessing the TEICG platform or having various platforms still active in parallel (pre-merge and after-merge) shows that the service must be controlled centrally at Institutional level and used by all classes thoroughly.

Students’ opinion about the effectiveness of the orientation they received upon entry varied among departments. Students in certain Departments found the orientation process very effective as to being informed about their studies, while no such event took place in other Departments. Lack of systemisation and different approaches among Departments also exist regarding the
assignment and the role of students’ counsellors. Interviews with Department Heads and faculty members in Engineering Departments revealed the need to build support mechanisms for the first year students, since the curriculum is designed for students with specific backgrounds while a significant part of incoming students graduate from vocational schools and may have lower background in basic areas (i.e. math, physics) than expected. Ideally this could be organised at Faculty level.

There are several educational and organisational deficiencies, as well as political, social and personal reasons, that influence students’ attitudes and cause delays in their graduation. This endemic problem is escalated and highlighted by governmental rules that do not tackle it and, at the same time, allow students to delay the completion of their studies. The EEC believes that the full operation of the quality assurance system is imperative for tracking down the roots of the problem for its remedy, but also coming up against side effects of this endemic dysfunction of the Institute (e.g. ‘ghost students’). Moreover, some further proactive adjustments are needed, e.g. seminar/project work in the curricula, providing more support through comprehensive and updated e-class material, and other internet resources. Finally, the close monitoring by the academic tutors could help highly and improve this endemic dysfunction of higher education and eventually locate poor attitudes susceptible to disciplinary pressure.

Most of the undergraduate programmes at the TEICG have been assessed positively by the HQA/ADIP external evaluation committees during the corresponding Department evaluations. It is noticed that the response of the Departments to the recommendations of the EECs varies. In some Departments issues raised in the external reviews have been discussed at the Departments and relative action is taken (e.g. revision of the content, allocation of teaching hours, reduction in the number of courses, content overlaps, etc.) or forwarded to the Faculty level (i.e. enhancing math skills for engineering students coming from vocational lyceums). In other cases this process is taking place currently and in some cases it has been planned for the immediate future, as stated in the SER.

The QAU/MODIP should play a leading role in guiding the departmental OMEAs to follow up the recommendations of the external reviews, preparing an improvement plan to be discussed at Department level, and closely monitor the progress of this process. In general there is a lack of systematisation of the programme review process among Departments. For certain study programmes their last update was more than five years ago. The periodic review and update of the programmes should be monitored by QAU/MODIP and relevant action should be taken at Faculty or Institutional level.

With regard to the review process, Departments should seek input and exploit feedback from social partners, their alumni, and students. A major aspect of the programme review process is the restructure of the programme as a whole, including student assessment methods, based on the concept of learning outcomes so that programmes are compatible to ESG standards and HQA/ADIP accreditation process requirements. Consideration should also be given to enhance the international dimension of the programmes (e.g. provide some courses in English to strengthen the skills of students and also facilitate exchanges), the building of entrepreneurial skills (only few of the Departments include entrepreneurship as part of the curriculum).

Overall, the EEC is confident that there is a stable academic process regarding the delivery of the undergraduate programmes supported by very qualified academic staff and well organized laboratories with a potential for improvement. The EEC observed several very good innovative practices and initiatives by staff and students at different Departments, indicatively: Projects of students at lab work that lead to results to be used by other students, efforts to increase the participation of students in class work by having students present their assignment and be evaluated by their colleagues, organising information days with the participation of industry representatives, efforts to introduce departmental research themes, analysing practical training surveys to assure that programme learning outcomes are met, students volunteering to get involved in TEICG maintenance projects to acquire more practical experiences, etc.

The EEC would like to see those good practices being shared and institutionalised across the Institution. As a first step, the EEC strongly suggests that the Faculties assume a leading role in a systematic dissemination and promotion of good practices among their Departments to increase synergy so that a continuous quality enhancement effect is achieved.

Regarding the specific conditions at the TEICG as a result of the merge, the EEC notes the lack of a detailed plan for the phasing out of the three programmes of studies (Electrical Engineering in Lamia, Business Administration in Chalkida, Marketing and Advertising in Amfissa) which will cease in 2018. Areas of concern include:
• Giving students registered at Electrical Engineering in Lamia the opportunity to take similar courses in the same programme offered in Chalkida, where they will be transferred in 2018
• Detailed plan for the remaining of their studies for all students in the three Departments who will not manage to graduate before 2018
• A plan for transfers of academic staff so that they will start functioning and supporting the operations of the new Departments
• Exploitation of Electrical Engineering infrastructure in Lamia (i.e. move to Chalkida, support the establishment of postgraduate studies in Lamia, etc.)

Please decide in respect to the specific evaluation area (&3.2.1):

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Justify your rating:

3.2.2 Programmes of Postgraduate Studies (second cycle)

Please comment on:

• the main strengths and weaknesses of the Programmes
• the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
• the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units

The TEICG has recently (2014-15) started offering Master Programmes. Currently four such Programmes are offered. Three of them focus on areas of specialisation, while the other one aims in advanced studies in the Departments’ main field. Analytically:

i. Intelligent Management of Renewable Energy Systems, Department of Electrical Engineering, Chalkida.
ii. Advanced Control Systems and Robotics, Department of Automation Engineering Informatics, Chalkida.
iii. Design and Manufacturing of Sports Vehicle Systems, Department of Mechanical Engineering, Chalkida. (started in 2015-16)
iv. Advanced Physiotherapy, Department of Physiotherapy, Lamia.

The goal of the curriculum of the postgraduate programmes is to provide students with highly specialised skills in the various degree subjects. The curriculum is consistent with these objectives and well-structured and designed to develop the necessary student skills in the respective areas of specialisation. It appears that the programmes of study are designed and developed based on the market needs identified by the faculty and feedback process of the alumni and the corporate partners.

However, this approach does not seem to be a formalised and institutionalised procedure at the TEI or Faculty level. It is based more on ad-hoc, individual faculty member/Department initiatives as
with several other aspects pointed out in previous sections (e.g., alumni networking, faculty mentorship, etc.) An effort should be made to formalise the process at the institutional level.

The delivery of the programmes accommodates the needs of working professionals who are the majority of the students enrolled. Some programmes give students the option of enrolling in full-time or part-time mode, while in some cases classes are offered in blocks of three days twice a month.

As the programmes are new there is not yet graduate feedback. According to students interviewed, it seems that they are very much satisfied. They feel that the programme meets their expectations and believe strongly that it will help them in further professional development. Some students who had previous experience in postgraduate studies in other Universities in Greece or abroad stated that they find no difference in the quality of teaching and the level of knowledge.

Although no results are available yet to provide evidence regarding the link between research and the programmes, interviews with students and staff showed that most of the taught subjects require students to be involved in research and so are the requirements for the master thesis.

A postgraduate studies regulation document exists at institutional level, while study programme regulations, diploma thesis regulations are in place for all programmes.

The programmes are delivered almost exclusively by the full-time staff of the corresponding Department. Invited professionals or academics are involved in delivering lectures. There was only one instance of a subject taught by a non-faculty member. This presents a limitation for the further development of the postgraduate studies, since the human resources are limited and already overloaded. Consideration should be given to exploit funding from master’s fees in order to get additional resources so that full time staff can better balance their time between teaching, research and managerial duties.

The EEC suggests that a formal programme review should take place after the completion of the first cohort of students, with the active involvement of graduates. Among other things the issue of ECTS allocation should be addressed, since based on the information provided there are some inconsistencies between workload and ECTS (e.g. all subjects have the same contact hours but the amount of ECTS varies by more than 50%, without any explanation about the differences in students’ workload).

Please decide in respect to the specific evaluation area (& 3.2.2):

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Justify your rating:

3.2.3 Programmes of Doctoral Studies (third cycle)

Please comment on:

- the main strengths and weaknesses of the Programmes
- the basic obligations of students, e.g. attendance of lectures, course requirements, etc.
- the way the Central Administration of the Institution deals with any remarks and recommendations that the external experts pointed out in the External Evaluation of Academic Units
Doctoral studies do not exist in TEIs.

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Please decide in respect to the specific evaluation area (& 3.2.3): Tick

Justify your rating:
3.3 Profile of the Institution under evaluation - Conclusions and recommendations

Please complete the following sections regarding the overall profile of the Institution under evaluation:

- Underline specific positive points:

- Municipality authorities in Lamia and Kapernisi, as well as the Regional authority and representatives of the private sector (Stevia) and the Chamber of Fthiotida declared their good relationship with the Institution, as expected.

- There is strong cooperation of the Institute with the regional hospital that provides places for graduate nurse practice, and cooperation in major athletic events (e.g. half-marathons). The Institution community fits the plans for blood-donors, and there are plans for cooperation with the Department of Logistics to study and organise the hospital's materiel storage facility.

- The students’ meal and coffee facilities in the main campuses are satisfactory.

- The Institute has a policy for people with special needs that was apparent in most cases in the places we visited (e.g. ramps, special toilets). The policy with respect to learning deficiencies is stated in the SER, and followed when requested.

- A distinct feature of the undergraduate programme portfolio of the TEICG that renders an advantage to the institution is that many of the programmes are either unique (e.g. Aircraft Engineering) or not offered by many other TEIs or Universities (e.g. Logistics, Management, Finance and Communication of Cultural and Tourism Organisations, Automation Engineering, Physiotherapy), and are related to professions that are still in relatively high demand and may take a leading role in regional development projects.

- Another strong point of some study programmes is that the associated departments are located in close proximity to relative industry hubs (e.g. Aircraft, Logistics, and Automation) or to areas where natural environment facilitates the learning process (Forestry).

- The goal of the curriculum of the postgraduate programmes is to provide students with highly specialised skills in the various degree subjects. The curriculum is consistent with these objectives, well-structured and designed to develop the necessary student skills in the respective areas of specialisation. It appears that the programmes of study are designed and developed based on the market needs identified by the faculty and feedback process of the alumni and the corporate partners.

- The interviews of the EEC during the site-visit indicated excellent cooperation between students and teachers. The students feel that their teachers do their best to provide guidance and find them overall very supportive.

- The students feel confident about having proper skills for employment after graduation. Graduates who pursued postgraduate and doctoral studies stated that their undergraduate studies at the Departments of TEICG provided them with the proper academic background for continuing studies at higher levels and in no case they felt substandard, compared to students coming from other Institutions and/or countries.

- Overall, the EEC is confident that there is a stable academic process regarding the delivery of the undergraduate programmes supported by very qualified academic staff and well organized laboratories with a potential for improvement. The EEC observed several very good innovative practices and initiatives by staff and students at different Departments.

- So far the TEICG managed to handle the understaffing problem and to keep the quality of education at acceptable levels. However, the persistence of the situation presents a real threat to the TEICG.
- The delivery of the postgraduate programmes accommodates the needs of working professionals who are the majority of the students enrolled. Some programmes provide students with the option of enrolling in full-time or part-time mode, while in some cases classes are offered in blocks of three days twice a month.

- According to interviewed postgraduate students, it seems that they are very much satisfied. They feel that the programme meets their expectations and strongly believe that it will help them in further professional development.

- A postgraduate studies regulation document exists at institutional level, while study programme regulations, diploma thesis regulations are in place for all programmes.

- **Underline specific negative points**

- There is no reliable data from the information quality assurance system, at least after 2013 when funding stopped as a result of the merging of the two TEIs. Consequently, and due to the lack of data, the new Institution is not capable of monitoring its procedures and the achievement of its goals.

- The embedded difficulties in smoothing out inherited disparities in policies, regulations and systems in Departments originally belonging to two different Institutions, the wide scattering of the Departments in two main campuses and four annexes, and the fact that even Departments of the same Faculty are not co-located, increase the level of difficulty in managing and standardising study regulations and processes.

- Until now, a clear, extensive and long-term strategic plan which includes all Faculties and Departments does not exist.

- Students in certain Departments found the orientation process very effective as to being informed about their studies, while no such event took place in other Departments. Lack of systematisation and different approaches among Departments also exist regarding the assignment and the role of students’ counsellors.

- Interdisciplinary approach within the education programmes and research is in deficit.

- Scientific publication output needs further improvement. The research performance is quite low even in the Electrical Engineering Department (which has the highest performance as to publications, citations and grants) compared to similar international as well as national Institutions.

- Erasmus exchanges yield only about 65,000 euros/year for 30 outgoing students (63% for studies and 37% for internship) and 8 teaching staff. Student and staff mobility is very low and concentrated in very small number of Departments.

- Although links were developed in some aspects (e.g. industrial placement of students, informal contacts with industry) the institution has not fully exploited yet the potential of having the social partners more directly involved in programme development. Only few of the Departments include entrepreneurship as part of the curriculum.

- There is no systematic effort for connection with the alumni community and only sporadic activities were referred to.

- There is no systematic attempt for attracting international students in the limited post-grad courses of the Institution except in some Departments which have connections with European Institutions.

- No multilingual-intercultural dimension is noticed in the campuses.

- The EEC notes the lack of a detailed plan for the phasing out of the three study programmes (Electrical Construction – Ηλεκτρολογία at Lamia, Business Administration at Chalkida, Marketing and Advertising at Amfissa) which will cease their operation in 2018.
- Make your suggestions for further development of the positive points:

- Make your suggestions on needed steps for improvement:

- The EEC states that there is no future without a formal information quality assurance system (record data of census educational fact sheets, research work of faculty members, bibliometric indicators of scientific work produced by researchers) in order to monitor the efficiency of educational and administrative work and infrastructure scoping to improvements.

- A Career Office is also considered vital in order to promote the TEI’s scientific activities and innovations and connect students with stakeholders and the market.

- The EEC is deeply concerned with the dysfunctional relationships among faculty staff members, the President of the Institution, the QAU/MODIP and the Council. The EEC urges the leadership and all key actors to work towards building team cohesion at an Institutional level. This will result in a friendlier, more productive and cooperative environment for the whole community.

- A strategic vision can help the TEICG to plan and drive its organisation and development in the right direction. The EEC also suggests that the implementation of transparency and recognition tools (having to do mainly with space, equipment availability, etc.) must concern the administrative, educational, research excellence.

- The EEC recommends that the new Leadership of the Institution initiates a strategic planning process, which should consider all Faculties and Departments to complete their individual strategies improving the academic developmental vision of the Institution. The EEC also encourages the Institution to establish standards in terms of academic quality assurance.

- The EEC proposes that an interdisciplinary Ethics Committee be appointed by the Assembly for dealing with issues of compliance with the Code of Ethics and Rules of Conduct in Research as well as in other domains (e.g. conflict of interests, issues of discrimination, disabilities and learning deficiencies and gender).

- The EEC is of the view that initiation entrepreneurship and involvement of undergraduate dissertations with social and development issues of the Region, as proposed by the region stakeholders, may bring grants and help students to find a job after their graduation.

- The EEC considers necessary that the Institution handles the issue of limited availability of wireless internet coverage, which discourages students’ work and weakens the overall image of the Institution to visitors and potential external collaborators. Apart from the fact that the budget is not prohibitive, especially for a school with in-house expertise, the situation could be tackled by sponsorships, e.g. major telecom providers (in the framework of their ‘social responsibility’ role, or simply in their marketing plans).

- Important improvements are needed in the strategic plan for high-level quality of research and a clear vision and policy of a coordinated process aiming to increase the research quality and performance of the academic staff members and their cooperation.

- A lot of the existing laboratories have been used mainly for teaching an exceptionally large number of students. The EEC is of the view that introducing greater coherence research and interaction between the Departments would create effective synergies increasing the participation of the TEICG staff in networks of excellence at national or international level.

- The EEC recommends that the TEICG should consider awarding prizes to the staff members that develop collaborations with state of the art research and technology centres, and also awarding an amount of money as incentive for funded research proposals.

- The EEC recommends that the Institution, irrespectively of the encouragement and help to the graduates for establishing an association, should establish as soon as possible an Alumni office for a long-lasting relationship with the alumni community which will help students to come easily in contact with relative stakeholders and the market.

- The financial management procedures in the TEICG are consistent. However, due to the austere economic situation in Greece, which implies that increases in state funding are unlikely to materialise in the foreseeable future, any financial strategy for the near future would hinge heavily
on special account and hence on the ability of the Institution members to attract external funding. So grants and funding from MSc courses and LLL programmes and summer courses seem to be inevitable in medium-term for the Institution.

- The EEC recommends that the TEICG pursues long-term signed agreements for its premises.

- The EEC considers that a synergy between the Department of Automation Engineering (with a relative MSc course similar to the one existing in Sheffield) and the Department of Forestry and Natural Environment could be investigated with the aim to strengthen the coherence of the Institution in the context of its environmental strategy.

- The EEC considers necessary that the TEICG improves its visibility to the public and its communication links through official means (e.g. official Institution’s websites) in addition to the social media.

- The EEC recommends that the TEICG should create a Liaison Office in order to facilitate interfacing of the Institution with the market. This necessity was raised also by the external stakeholders.

- The EEC recommends that the TEICG exploits the strong interest of the social partners, expressed during the site-visit, to work jointly with the scientific community of the Institution and takes a leading role in regional development projects.

- The EEC is of the view that the formation of advisory boards, at Faculty level, according to international practices, could be considered as a means to getting social partners more actively involved in programme development.

- The TEICG seeks to implement its research activities in the study process, especially in practical training and final thesis work. However, the EEC considers necessary that the links between research and teaching must be improved.

- The EEC considers necessary that serious effort is needed to enhance the internationalisation dimension of the programmes by increasing both student mobility and incoming mobility of staff to provide lectures to students. Actions that can be taken include: the review of the portfolio of partner institutions so that all fields of study are covered, provide extra support in strengthening language skills to students who are willing to participate in mobility, provide a list of courses taught in English so that to facilitate incoming mobility, etc. Many faculty members have international teaching or professional experience and can contribute to the development of an internationally oriented learning environment.

- The competence in English (or other foreign language) should be safeguarded at least for the Health/Aircraft related graduates.

- The EEC recommends that the TEICG should develop an overall proactive policy for detecting cases related to people with special needs and for encouraging its management by both sides (either directly via the tutors or by analysing statistical results – e.g. successive failures).

- The EEC recommends that the TEICG encourages students to play a more active role in the maintenance of student dormitories e.g. by appointed 'wardens' as coordinator points and exploit any offer for voluntary work, (as also declared in the meeting with the students).

- The EEC is of the view that the QAU/MODIP should play a leading role in guiding the departmental IEGs/OMEAs to follow up the recommendations of the external reviews, preparing an improvement plan to be discussed at Department level, and closely monitor the progress of this process. In other words, the periodic review and update of the programmes should be monitored by QAU/MODIP, while the relevant action should be taken at Faculty or Institutional level.

- The EEC realises the need to build support mechanisms for the first-year students, since the curriculum is designed for students with specific backgrounds while a significant part of incoming students graduate from vocational schools and may have lower background in basic areas (i.e. math, physics) than expected. Ideally this could be organised at Faculty level.

- The EEC considers necessary that the TEICG copes with the problem of students delaying the completion of their studies. The EEC believes that the full operation of the quality assurance system is imperative for tracking down the roots of the problem for its remedy but also coming up against side effects of this endemic dysfunction of the Institute (e.g. ‘ghost students’). Moreover, some further proactive adjustments are needed, e.g. seminar/project work in the curricula, providing more support through comprehensive and updated e-class material, and other internet resources. Finally, the close monitoring by the academic tutors could help highly and improve this...
endemic dysfunction of higher education and eventually locate poor attitudes susceptible to disciplinary pressure.

- The EEC recommends that the e-learning service should be controlled centrally at Institutional level and used by all classes systematically.

- With regard to the review process of the study programmes, the EEC is of the view that Departments should seek input and exploit feedback from social partners, their alumni, and students. A major aspect of the programme review process is the restructure of the programme as a whole, including student assessment methods, based on the concept of learning outcomes so that programmes are compatible to ESG standards and HQA/ADIP accreditation process requirements. Consideration should also be given to enhance the international dimension of the programmes (e.g. provide some courses in English to strengthen the skills of students and also facilitate exchanges, the building of entrepreneurial skills).

- The EEC considers necessary that all existing good practices related to study programmes be shared and institutionalised across the Institution. As a first step, the EEC strongly suggests that the Faculties assume a leading role in a systematic dissemination and promotion of good practices among their Departments to increase synergy so that a continuous quality enhancement effect is achieved.

- The EEC is of the view that the relevance of postgraduate programmes to the needs of the market should be ensured through a formalised and institutionalised procedure at the Institution or Faculty level so that it is not based on ad-hoc, individual faculty member/Department.

- The EEC recommends that a formal postgraduate programme review should take place after the graduation of the first cohort of students, with the active involvement of graduates. Among other things the issue of ECTS allocation should be addressed since based on the information provided there are some inconsistencies concerning the relationship between workload and ECTS.

- Consideration should be given to exploit funding from masters fees in order to get additional resources so that full-time staff can better balance their time between teaching, research and managerial duties.

- Taking into account the economic conditions in the country, attracting funding from MSc courses, LLL programmes, summer courses, research from competitive grants and institutions outside the TEI and public sector seems to be the most effective and realistic opportunity for improving the research infrastructure and quality.
4. INTERNAL SYSTEM OF QUALITY ASSURANCE

4.1 Quality Assurance (QA) Policy and Strategy

Please comment on:

- the Institution’s policy and goals regarding QA and Improvement
- whether the Institution has developed a specific system of QA
- how the Institution’s internal QA system has been organized
- how the students and staff of the Institution are protected from biased interventions and discriminations
- whether a detailed implementation guide has been put together, containing an analysis of the QA system’s operating procedures
- the involvement of students in QA
- how the Institution evaluates the effectiveness of its QA system regarding the achievement of its goals

As it is clearly stated in the SER, the TEICG does not have any policy for quality assurance apart from what is stipulated in the Greek legislation and apart from the regulations and guidelines provided by the HQA/ADIP. The EEC understands that this should be attributed to the fact that the Institution is officially a new one that emerged from the merger of two older TEIs, namely the TEI of Lamia and the TEI of Chalkida, and it is in a transitional phase. This means that the TEICG, being still in a transitional phase, has not yet developed its own institutional policies and strategies in general and in quality issues more specifically. The EEC is aware that the QAU/MODIP of the TEICG has been established in June 2015 and started operating in September 2015. On the other hand, the respective structures of the previous Institutions had not reached a satisfactory level of developing their internal QA procedures at the time of the merge.

For the same reasons, the TEICG has not developed so far any structured internal QA system. Its internal QA procedures are simply based on a typical operation of the Quality Assurance Unit (QAU/MODIP) at institutional level and the Internal Evaluation Groups (IEGs/OMEAs) at departmental level. This operation focused primarily on the evaluation of teaching and courses by the students through the typical questionnaires prepared according to the indicative template given by the HQA. However, even in this simplified situation, the EEC identified strong diversities among the various Departments with respect to these procedures. Similarly, the TEICG has not yet developed the Information System of the QAU/MODIP which is a crucial element of the internal QA system.

The EEC considers necessary that the Leadership of the TEICG, together with the QAU/MODIP, develops as soon as possible its own QA policy and also makes this policy clear, visible and easily understood by all the members of the academic community but also by the external stakeholders and the community at large.

Similarly, the QAU/MODIP should develop without any delay an effective structured internal QA system that would apply consistently within the Institution. This system should be based on the guidelines of the Hellenic Quality Assurance and Accreditation Agency (HQA) and on the stipulations of the Greek legislative framework for Quality Assurance and the European Standards and Guidelines (ESG) for Quality Assurance in Higher Education. This system should be based on a detailed and structured Quality Management System (QMS) and on its own Information System within the Institution. The QMS is expected to include guidelines for internal QA and analytical description of operating procedures and documents, aiming also at the standardisation of the quality management procedures.

Eventually, the development of the Information System of the QAU/MODIP should go in parallel with the development of the internal QA system. This Information System should be linked with all the existing information systems within the Institution.

According to the Greek legislation and the regulations and guidelines of the HQA, the QAU/MODIP of the TEICG is responsible for the effective operation of the overall QA system, the
coordination of all evaluation processes within the Institution, and the support of the external evaluation and accreditation procedure of the study programmes. However, this role of the QAU/MODIP can be assured only through the effective operation of the internal QA systems. This means that currently, this role of the QAU/MODIP is undertaken only on the basis of sporadic and non-systematic operations and procedures, which are outlined and uploaded on the website of the QAU/MODIP.

Another consequence of the transitional phase of the TEICG is the fact that there are no concrete and official structures and procedures in the context of the internal QA procedures to deal with appeals and complaints posed by students or staff for any kind of biased interventions or discriminations.

Students participate in the overall QA procedures of the Institution through providing formative feedback on the courses, the study programmes and the teaching performance of the academic staff by filling the related questionnaires. However, they do not participate in the QAU/MODIP of the Institution and the IEGs/OMEAs of the Departments. According to the Leadership of the TEISG and the SER, this is a general phenomenon in Greece and it is attributed to the lack of trust of students for the QA procedures. An additional problem for the case of the TEICG is the lack of a student organisation/union for the new Institution. Nevertheless and apart from these difficulties, the EEC recommends that the TEICG should find the appropriate ways in order to motivate and ensure students’ active involvement also in the internal QA structures at both institutional and departmental levels.

The achievement of the objectives and the overall effectiveness of the QA system are ensured on one hand, through monitoring from the QAU/MODIP and, on the other hand, through the periodic external evaluations. The current one is the first external institutional evaluation for the new Institution (TEICG). The previous Institutions (TEI of Lamia and TEI of Chalkida) were not subject to institutional evaluations, because the HQA/ADIP initiated the institutional evaluations in 2015 (i.e. after the merger of the two Institutions). On the other hand, all Departments have been subject to external evaluation from the HQA/ADIP, except from the Departments that have been created after the merger of the two previous institutions through the so-called Athena Plan and the Departments that are scheduled to close after 2018 according to the Athena Plan.

The EEC ticks the “partially positive evaluation” (and not the “negative evaluation”) because the new QAU/MODIP stated that is aware of the problems/weaknesses so far and it intends to undertake the proper initiatives and steps towards the development of the quality policy and the establishment of the internal quality assurance system.
4.2 Design, approval, monitoring and evaluation of the study programmes and degrees awarded

Please comment on:

- whether the learning outcomes have been clearly formulated and whether they have been published
- whether the programmes are designed in such a way as to involve students and other stakeholders in the work
- how the achievement of learning outcomes is monitored
- whether there is a published Guide regarding the organization of programmes of study
- whether the ECTS system is taken into consideration and implemented
- whether there is a periodic evaluation of the programmes according to set procedures and criteria aimed at safeguarding their consistency and regular updating
- the student participation in the QA procedure of the study programmes
- whether the programmes include well-structured international mobility and -where appropriate- placement opportunities

The analytical information of the study programmes is outlined in the websites of the various Departments. This information in general includes the basic elements that are requested in the templates of the HQA for the various courses (e.g. purpose, learning outcomes/objectives, content, teaching, learning and assessment methods, student workload/ECTS, level of qualification, and suggested literature). However, the EEC identified significant diversities among the various Departments with regards to the structure and the comprehensiveness of the study programmes. This is also a consequence of the transitional phase and of the lack of a structured internal QA system. The EEC believes that these diversities can be softened even before the full development of the internal QA system of the Institution. To that aim, the QAU/MODIP should take the appropriate initiatives in order to identify the related good practices and address them to all Departments.

The ECTS-system needs to be revised according to the laws, the guidelines of the HQA/ADIP and the ECTS guide 2013 concerning the web pages, the ECTS, the description of the courses, the Supplement Diploma, the recognition of the courses attended abroad etc.

The study programmes are designed by the General Assemblies of the respective Departments and are approved by the Assembly and the President of the Institution after consultation with the Dean of the respective Faculty in accordance with the stipulations of Greek legislation. Students’ involvement is ensured only through the questionnaires they fill with regards to the quality and the content of the study programmes. As for the involvement of external stakeholders (e.g. future potential employers) it seems that it is only indirectly practiced through their participation in informal consultation and information procedures. The EEC has the view, and recommends to that aim, that the Leadership of the TEICG should take the appropriate initiatives to ensure on one hand the more active involvement of students and on the other the involvement of external stakeholders in a more direct and formal way. Furthermore, the practical training of students can offer important feedback and input with regards to the relevance of the study programmes and the curricula.

The study programmes are expected to be reviewed and reassessed on a regular and periodical basis, while in parallel, according to the Greek law, all study programmes will undergo an accreditation procedure in the coming academic year by the HQA. The involvement of students in the QA procedures of the study programmes is not direct and is ensured only through the questionnaires that they fill with regards to the quality of the programmes.

The EEC has realised that the international mobility of students and staff (either outgoing or incoming) is rather low (27 students). The majority of students going abroad (mainly to Germany, Portugal and Cyprus) for studies come from electrical engineering, computer engineering, and physiotherapy Departments. The EEC would like to see that this number is increased and all departments try to persuade their students to acquire an Erasmus scholarship. The EEC also recommends that the Leadership of the Institution and the Heads of the Departments should establish a strategy aiming to the improvement of international mobility. Regarding the study
programmes, they should contain provisions that encourage and reinforce international mobility and, where appropriate, placement opportunities.

Please decide in respect to the specific evaluation area (4.2):

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<tbody>
<tr>
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</tr>
<tr>
<td>Positive evaluation</td>
<td>X</td>
</tr>
<tr>
<td>Partially positive evaluation</td>
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<td>Negative evaluation</td>
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Justify your rating:

4.3 Teaching and learning - Assessment by students

Please comment on:

- whether multiple and coherent learning paths are provided according to the needs of students in the Institution’s Departments / Faculties
- how proper guidance and support is offered to students by the Departments / Faculties’ teaching staff
- whether students are informed clearly and in detail regarding the strategy of evaluation that is implemented for their programme of study, the exams or other methods of assessment they will be subjected to, what is expected of them and which criteria will be applied for the evaluation of their performance
- whether there is a formal procedure for addressing complaints and objections by students in the Departments / Faculties of the Institution

A variety of teaching methods are used especially in the practically oriented study areas. However, the EEC recommends that the teaching staff in all Departments, irrespective of the study areas and in cooperation with the students, should further explore the development of modern teaching methods on the basis of the paradigm of “student-centred learning”, taking also advantage of the e-class facilities and other online resources.

There are no multiple learning paths provided by the institution at the undergraduate cycle to accommodate special needs of students (e.g. part-time students, evening courses, summer courses etc.). Such alternative learning paths exist only for part-time students at the postgraduate level.

The EEC has been informed that study counselling support is offered to students in various Departments, but again with widespread diversities (either by academic staff on individual basis or in the context of the operation of the study counsellor). However, the lack of systematic procedures is apparent. The EEC considers necessary for the TEICG to establish systematic procedures to support students with regards to progress in their studies, career information and study counselling. The Information System of the Institution and other related structures (like DASTA) are expected to be significant means to that aim. In this regard, the Institution should find ways to ensure the operation of DASTA even if it is not funded through European resources anymore.

It is not a common practice for the various Departments of the TEICG to include clear and detailed information in their Study Guides about their strategy for the assessment of students. More specifically, which exams or other methods of assessment they will be subjected to, what is expected of them and what criteria will be applied for the evaluation of their performance. The EEC has identified only one Study Guide (Department of Physiotherapy) that fulfils these criteria.
and standards. In this respect, the EEC recommends that the QAU/MODIP should ensure that this Study Guide be also used by the other Departments as an example of good practice.

As mentioned earlier, another consequence of the transitional phase of the TEICG is the fact that there are no concrete and official structure and procedures in the context of the internal QA procedures to deal with appeals and complaints posed by students. The EEC was assured, however, that there was no need up to now for an official handling of such problems outside the limited scope of the specific Department and that the close cooperative relations that have been established between students and staff in each Department allow for handling effectively any problem arising related to students’ complaints.

Please decide in respect to the specific evaluation area (&4.3):

| Worthy of merit |   |
| Positive evaluation |   |
| Partially positive evaluation | X |
| Negative evaluation |   |

Justify your rating:

4.4 Admission of students, progression and recognition of studies

Please comment on:

- whether the procedures and criteria for admission to the second and third cycle of studies are implemented with consistency and transparency
- whether there are clear and distinct procedures within the Departments/Faculties, as regards recognition of higher education degrees, periods of study and knowledge acquired at an earlier stage
- whether there are clear and distinct procedures of recognition of study periods and prior learning (including the recognition of non-formal and informal learning)
- whether there are clear procedures in place regarding the cooperation of other Institutions with national ENIC/NARIC centres for ensuring coherent recognition and mobility among programmes within / among Institution(s)
- whether students are provided with detailed information (e.g. Diploma Supplement) regarding the degrees conferred to them, the achieved learning outcomes as well as the framework, the level and the content of studies they successfully completed
- whether the Institution has in place processes and tools to collect, monitor and use information regarding student progression

Admission of students to undergraduate studies is determined uniformly for all Greek HEIs by national entrance examination process administered by the Ministry of Education. As for the postgraduate studies, the admission requirements and criteria are described in the respective Study Guides which are uploaded on the webpage of each Department.

The recognition of qualifications obtained in foreign HEIs falls under the responsibility of the National Academic Recognition Information Centre (DOATAP - the Hellenic NARIC). Furthermore, each individual Department has the authority for the recognition of periods of study abroad in the context of Erasmus mobility. The EEC suggests that the Learning Agreement must address all the recognition issues in advance; in case the programme includes free elective courses, exchange courses can be considered as such.
There are no provisions in Greek legislation allowing for the recognition of former knowledge gained through prior learning (including non-formal and informal learning).

The Diploma Supplement is not implemented in the TEICG in a systematic way. The EEC was informed that the Diploma Supplemented is delivered only upon request. In this regard, the EEC recommends that the Institution should proceed to the full implementation of the Diploma Supplement according to the provisions of the Greek legislation without any further delay, with the aim to improve both the employability of graduates and the visibility of the study programmes.

The Institution has not yet implemented any systematic procedure for monitoring the progress of students during their studies. Again, there are individual initiatives in some Departments, which are taken on a random basis and which cannot be used even as good practices. These data are expected to be collected (and analysed) through the Information System of the QAU/MODIP, when it comes to full operation. At present, this information can be collected through a separate information system of student records that operates in the Secretariat of each Department. The EEC recommends that the TEICG fully develops the Information System to that aim, so that the collection and analysis of data are conducted in a systematic way, and so that the Institution acts and be in position to take the necessary steps towards improving the progress of students.

Please decide in respect to the specific evaluation area (&4.4):  

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<thead>
<tr>
<th>Worthy of merit</th>
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<tbody>
<tr>
<td>Positive evaluation</td>
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<tr>
<td>Partially positive evaluation</td>
<td>X</td>
</tr>
<tr>
<td>Negative evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Justify your rating:

4.5 Quality Assurance as regards the teaching staff

Please comment on:

- how it is guaranteed that the vacancy notices and recruitment of teaching staff include procedures which provide assurance that all new teaching staff members have at least the basic teaching skills
- opportunities offered to the teaching staff for their professional/scientific advancement
- how potential weaknesses of the teaching staff are identified as regards the delivery of their teaching courses
- the Institution’s procedures for the support of new teaching staff as regards the teaching and evaluation methods
- how scientific activity is assessed and encouraged among the teaching staff in order to strengthen the connection between education and research
- the procedures in place so that the teaching staff members receive the necessary feedback on their personal performance as well as on the opinion of students
- whether a regulatory framework is in place for the investigation of disciplinary and academic misconduct of the teaching staff

According to the Greek legislation, the teaching skills are included among the qualifications required for the election of a member of academic staff. The procedure for the demonstration and assessment of the teaching skills is expected to be defined in the statute and/or the internal regulation of each Higher Education Institution. The EEC has been informed that the statutes and
the internal regulations of all Greek Higher Education Institutions have not yet been approved by the Ministry of Education. In this regard, such a procedure is not yet in place at the TEICG.

According to the Greek legislation, the opportunities of the teaching staff of HEIs in order to pursue further professional/scientific development can be offered through participation in international conferences, seminars etc. and in international mobility programmes. The Greek legislation also provides for paid leaves of absence for educational purposes. However, the small number of teaching staff of the TEICG and its increased workload in teaching and management tasks do not leave enough room for them to take full advantage of these opportunities.

Furthermore, there are no concrete actions or measures taken by the Institution in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills. The development of such actions and measures is something that the EEC recommends to the Institution.

The teaching performance of academic staff is evaluated by the students by filling the relevant questionnaires. The overall procedure appears to have significant weaknesses and discrepancies. The questionnaires are filled mostly in paper. In some of the Departments the questionnaires are filled electronically. After the questionnaires are collected, in some departments they are analysed by the respective IEGs/OMEAs but the outcomes are rarely communicated to the respective Heads of the Departments and to the academic staff. So the necessary feedback on personal performance does not take place systematically. The EEC received controversial information from the students regarding their awareness on the outcomes of the questionnaires and regarding the real impact that the results of the questionnaires have on the quality of teaching performance of the various professors. In one department (Physiotherapy) the students are involved in the analysis of the questionnaires. The EEC recommends that the Leadership of the Institution works, together with the internal QA structures (QAU/MODIP and IEGs/OMEA) for the homogenisation and rationalisation and transparency of the procedures and find proper ways in order for the students to realise the importance, the purpose and the impact of the evaluation procedure, meeting also the related concerns of the students.

The scientific activity and the research performance of the academic staff are considered also in their assessment for election and/or promotion. In this regard, the balance between teaching and research tasks of the academic staff is crucial for the overall operation of a HEI. It is under the responsibility of the Departments’ Heads to safeguard the balanced performance of the staff between teaching and research. In this regard, the EEC recommends that the Heads of the Departments ensure the effective balance between teaching and research tasks, while at the same time the Leadership of the Institution should supervise the implementation of such a policy.

Finally, violations of rules of conduct from the academic staff may be regarded as a cause for disciplinary action according to the provisions of Greek legislation and the Statute and Regulation of the Institution. Nevertheless, within the framework of Internal QA System it is absolutely necessary that an Ethics Committee be appointed and a Code of Ethics and Rules of Conduct in Research, are issued (e.g. conflict of interests, issues of discrimination, disabilities and learning deficiencies and gender).

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Justify your rating:
### 4.6 Learning resources and student support

**Please comment on:**

- whether there are procedures for the systematic monitoring, evaluation, review and improvement of the appropriateness and effectiveness of supporting services available to students
- the available support services in regard to Libraries, Information systems and infrastructure
- the procedure in place for offering individual assistance (counselling and tutoring) to students

The services that support students (Library, Information Systems, DASTA, students’ welfare services) as well as the administration service in each Department (Secretariat of Department) are subject to the systematic evaluation in the context of the internal QA system of the Institution under the overall responsibility of the QAU/MODIP. Since the internal QA system of the TEICG is not in place up to now and the QAU/MODIP is not yet in full operation, the above services are not subject to any internal evaluation at the TEICG. However, the EEC had the opportunity to recognize the good quality of the library at the campus of Lamia, the information systems and infrastructure, as well as of welfare services (especially student dormitory at the campus of Psachna and student restaurants and refectories at both campuses – Lamia and Psachna). Additionally, the EEC has been informed that the information systems regarding students’ records at the secretaries of all Departments operate properly. However, the wireless coverage of all areas at all campuses needs significant improvement. Finally, the EEC has the view that the QAU/MODIP should consider the extension of the content of the questionnaires filled by the students in order to include also the evaluation of all services offered to the students by the Institution.

The EEC considers of high priority that the TEICG ensures the actual and effective operation of all supportive procedures that were operating in the context of the structure of DASTA (practical training, liaison office and entrepreneurship) as well as guidance and counselling. To that aim, and irrespective of the availability of external funding for DASTA, the Institution has to find ways to make DASTA operational. In parallel, the Institution has to ensure that guidance and counselling operations will be in place in all Departments.

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*Justify your rating:*
### 4.7 Information Systems for Recording and Analysing Data and Indicators

**Please comment on:**

- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information in respect to key performance indicators, the profile of the student population and student progression, success and drop-out rates
- whether the Institution possesses reliable means for collecting, analysing and utilizing valid information regarding its other functions and activities
- whether the Institution collects information about student satisfaction with their programmes of study and the career paths offered to graduates
- whether the Institution seeks comparison with other similar establishments within and beyond the European Higher Education Area, with a view to developing self-awareness and finding ways to improve its operation

As mentioned earlier, the TEICG has not developed so far an Information System in the context of the QAU/MODIP. Even the students’ questionnaires are filled in paper, with the exception of two departments. This means that collection, analysis and utilisation of data and information on key operations and functions of the Institution cannot be performed on a systematic basis and with a reliable means. *In this regard, the EEC considers important for the Institution to put emphasis on the operation of the Information System of the QAU/MODIP and to link it with the other information systems in place at the Institution and primarily with the information system managing the student records and performance.*

The student experience and satisfaction is measured through formal feedback (questionnaires filled and submitted on a semester-basis, which however are not processed through the Information System of the QAU/MODIP). Apart from initiatives taken on an individual basis, there are no processes for tracking systematically the path of graduates in employment or further studies. *To that aim, the EEC recommends that the Institution should develop a formal system to monitor the paths of all graduates. The activation or re-activation of DASTA should be a first step to that direction.*

*Furthermore, the full development of the Information System of the QAU/MODIP will enable the Institution to monitor the overall progress of students in their studies (progress rates, success rates in the examinations, drop-out rates, graduation rates, time to graduation etc.)*

*Finally, the Institution should utilise the Information System (when set in full operation) in order to seek comparisons with other higher education institutions within and beyond the European Higher Education Area, with the aim of strengthening self-awareness and finding potential ways to continuously and increasingly enhance its operation at institutional and individual levels, also in terms of research.*

For other functions and activities of the TEICG, the administration collects and analyses information from several sources; however, since there is no central design, these systems do not always interconnect and are not interoperable. *Achieving total system integration is quite necessary in order to offer the top management a systematic means for monitoring the success of the strategic goals, or for drawing helpful conclusions for future planning and strategy. In this context the development of interfaces with other information systems like student registry, financial management, teaching and learning platforms, DASTA, ELKE etc. is absolutely necessary.*

*The Institution needs not only to document the most important administrative procedures, but also ensure that all relevant documentation is effectively communicated to students, together with regular reminders of all administrative procedures. In this regard, the EEC suggests that the timely operation of the information systems regarding students’ records and classes' programme should be further improved, provided that the regulation and academic environment will be stabilised.*

The EEC understands that it is not easy to accomplish a total quality information system taking into account the fragmented approach that has been followed for many years in the past. The near future vision should be to attain full interconnectivity with HQA’s Information System when this will be operating. Considerable fund savings could be achieved on a long-term basis if the Ministry of Education addresses the above issues with concrete, stable and durable plans.
### 4.8 Dissemination of information to stakeholders

**Please comment on:**

- how the Institution sees to the publicization of information on the programmes offered, the expected learning outcomes, the degrees awarded, the teaching, learning and assessment procedures it uses and the learning opportunities it offers to students
- whether the information regarding the Institution’s offered programmes of study is available in English or in other languages
- whether the teaching staff’s CVs are included in the publicized information, both in Greek and in English

As mentioned earlier, detailed information on the degree programmes is available on the website of each Department and the online Study Guides. However, the availability of this information is not homogeneous and does not cover all issues requested by HQA/ADIP. There are significant diversities among the various Departments. This data refer also to teaching staff curriculum vitae but they are not extended in general. One more weakness in this respect is the fact that not all information is available in English. *The EEC recommends that the Institution should improve the information offered electronically both in terms of width and in terms of depth.*

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**Justify your rating:**

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**Justify your rating:**
4.9 Continuous monitoring and periodic review of the study programmes

Please comment on:

- the procedure followed with regard to assessment and periodic review of the contents of study programmes
- whether this procedure takes into account the changing needs of society
- whether this procedure takes into consideration the findings emanating from monitoring the graduates’ career paths
- the procedure with which the reviews take into account the students’ work load, the progress rate and completion of studies
- whether this procedure takes into account the cutting edge research activities in that particular discipline
- whether the involvement of students and other stakeholders is secured in the revision of the programmes

The EEC is aware that the continuous monitoring of the study programmes of TEICG is conducted through the procedures provided by the Greek law for yearly reconsidering and revising the study programmes (specific committees and General Assemblies of Departments) and the typical internal QA procedures under the responsibility of the QAU/MODIP, taking also into consideration the results of the questionnaires filled by the students. Additionally, the recommendations of the periodic external evaluations are also taken into consideration. As a result of the transitional phase of the TEICG, affecting also the operation of the QAU/MODIP, these procedures are not homogeneous and have diversities among the various Departments.

In this regard, the EEC recommends that the TEICG should aim to make the above procedures as systematic and as homogeneous as possible in order to improve their effectiveness, their consistency and their reliability. The periodic review and revision of the study programmes should take into consideration the recent international trends and developments in the respective scientific field through the involvement of the academic staff in the overall procedure. The active involvement of students and stakeholders in the procedures are essential means towards that improvement.

The issues related to the students’ work load and the students’ progress in studies should be taken into consideration through the respective questionnaires filled by the students, but also through their overall involvement in the process of programme review. The changing needs of the society (in its wider sense) should affect the review and revision of the study programmes through the input acquired from the practical training of students regarding the relevance of the curricula. Finally, monitoring of graduates’ paths both in employment and in further studies is another important factor that should be taken into account for curriculum development.

Please decide in respect to the specific evaluation area (&4.9):

| Worthy of merit | Tick |
| Positive evaluation | |
| Partially positive evaluation | X |
| Negative evaluation | |

Justify your rating:
### 4.10 Periodic external evaluation

**Please comment on:**

- the procedure already planned by the Institution in order to deal with the observations of the Institutional External evaluation
- how the anticipated implementation of plans by Departments / Faculties is monitored in response to any comments included in their external evaluation and in the accreditation of their programmes

The current external evaluation is the first one for the TEICG. External evaluations have been conducted in all Departments except in those that have been created after the merger of the two previous institutions through the so-called Athena Plan and the Departments that are scheduled to close after 2018 according to this Plan.

The implementation of the recommendations of the departmental evaluations is expected to be monitored by the QAU/MODIP of the Institution. However, as a result of the transitional phase of the Institution, this monitoring is undertaken by the management and the IEGs/OMEAs of each Department. The EEC considers necessary that this monitoring should be done under the supervision and the coordination of the QAU/MODIP ensuring in this way the sharing of information throughout the whole Institution.

As for the periodicity of the external evaluations, it follows the provisions of Greek legislation and does not depend on the will or the plans of each Institution and each Department.

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*Justify your rating:*
### 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:**

  - Alternative learning paths exist only at the postgraduate level and refer to part-time students.
  - The EEC had the opportunity to recognise the good quality of the Library at the campus of Lamia, information systems and infrastructure, as well as of welfare services (especially student dormitory at the campus of Psachna and student restaurants and refectories at both campuses – Lamia and Psachna).
  - The EEC has been informed that the information systems regarding students’ records at the secretaries of all Departments operate properly.
  - In many cases, the EEC identified issues of good practices in various Departments. Even though they do not reflect a general attitude within the Institution, the EEC considers them as effective drivers for the other Departments and for the Institution as a whole.

- **Underline specific negative points:**

  - The TEICG does not have any policy for quality assurance.
  - The TEICG has not developed so far any structured internal QA system.
  - The TEICG has not yet developed the Information System of the QAU/MODIP which is a crucial element of the internal QA system.
  - Regarding the current self-evaluation process, the EEC notes that a) it was not centrally organised, b) it was not sufficiently inclusive and c) it was based on the partial input of the Faculties and Departments. The limited involvement of students in the self-evaluation process was another serious weakness.
  - The students do not participate in the QAU/MODIP of the Institution and the IEGs/OMEAs of the Departments.
  - The EEC identified significant diversities among the various Departments with regards to the structure and the comprehensiveness of the study programmes.
  - The EEC has realised that the international mobility of students and staff (either outgoing or incoming) is rather low.
  - There is no concrete and official structure and procedures in the context of the internal QA procedures to deal with appeals and complaints posed by students.
  - The Diploma Supplement is not implemented in the TEICG on a systematic basis. The EEC was informed that the Diploma Supplement is delivered only upon request.
  - The Institution has not yet implemented any systematic procedure for monitoring the progress of students during their studies.
  - There are no concrete actions or measures taken by the Institution in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills.
  - Significant weaknesses and discrepancies have been identified with regards to the evaluation procedures of teaching performance or academic staff by the students through filling the relevant questionnaires.
- Since the internal QA system of the TEICG is not in place up to now and the QAU/MODIP is not yet in full operation, the student welfare services are not subject to any internal evaluation at the TEICG.
- Apart from initiatives taken on individual basis, there are no processes for tracking systematically the path of graduates in employment or further studies.

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

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

- The EEC considers necessary that the Leadership of the TEICG, together with the QAU/MODIP, develops its own QA policy as soon as possible and makes this policy clear, visible and easily understood by all members of the academic community, but also by the external stakeholders and the community at large.

- The QAU/MODIP should develop without any delay an effective structured internal QA system that would apply consistently within the Institution. This system should be based on a detailed and structured Quality Management System (QMS) and on its own Information System within the Institution. The QMS is expected to include guidelines for internal QA and analytical description of operating procedures and documents, aiming also at the standardisation of the quality management procedures.

- The development of the Information System of the QAU/MODIP should go in parallel with the development of the internal QA system. This Information System should be linked with all the existing information systems within the Institution.

- The EEC recommends that the TEICG should find the appropriate ways in order to motivate and ensure students’ active involvement in the internal QA structures at both institutional and departmental levels.

- The QAU/MODIP should take the appropriate initiatives in order to identify good practices regarding the study programmes and address them to all Departments.

- The ECTS-system needs to be revised according to the laws, the guidelines of the HQA/ADIP and the ECTS guide 2013 concerning the web pages, the ECTS, the description of the courses, the Diploma Supplement, the recognition of the courses attended abroad etc.

- The EEC recommends that the Leadership of the TEICG takes the appropriate initiatives to ensure the more active involvement of students and the involvement of external stakeholders in a more direct and formal way in the procedure for design and evaluation of the study programmes. Furthermore, the practical training of students can offer important feedback and input with regards to the relevance of the study programmes and the curricula.

- The EEC recommends that the Leadership of the Institution and the Heads of the Departments should establish a strategy aiming to the improvement of international mobility. Especially regarding the study programmes, they should contain provisions that encourage and reinforce international mobility and, where appropriate, placement opportunities. To that aim, Departments should try to persuade their students to acquire an Erasmus scholarship.

- The EEC was informed that a variety of teaching methods is used especially in the practically oriented study areas. However, the EEC recommends that the teaching staff in all Departments, irrespective of the study areas and in cooperation with the students, should further explore the development of modern teaching methods on the basis of the paradigm of “student-centred learning”, taking also advantage of the e-class facilities and other online resources.

- The EEC considers necessary for the TEICG to establish systematic procedures to support students with regards to progress in their studies, career information and study counselling. The Information System of the Institution and other related structures (like DASTA) are expected to be significant means to that aim. In this regard, the Institution should find ways to ensure the operation of DASTA even if it is not funded through European resources anymore.
The EEC recommends that the QAU/MODIP should ensure that all Departments include in their Study Guides clear and detailed information with regards to their strategy for the assessment of students. To that aim, the Study Guide of the Department of Physiotherapy should be used as an example of good practice.

With regards to outgoing mobility of students the EEC suggests that the Learning Agreement must address all the recognition issues in advance; in case the programme includes free elective courses, exchange courses can be considered as such.

The EEC recommends that the Institution should proceed to the full implementation of the Diploma Supplement according to the provisions of the Greek legislation without any further delay, with the aim to improve both the employability of graduates and the visibility of the study programmes.

The EEC considers necessary that the TEICG be in position to take the necessary steps towards monitoring and improving the progress of students by collecting and analysing all the related data in a systematic way through the Information System.

The EEC recommends that the Institution takes concrete actions or measures in order to improve the capacity of academic staff with regards to innovative teaching and assessment methods, and in order to raise their teaching and pedagogic skills.

The EEC recommends that the Leadership of the Institution works, together with the internal QA structures (QAU/MODIP and IEGs/OMEAs) for the homogenisation, rationalisation and transparency of the evaluation procedures of teaching performance by the students and find proper ways in order for the students to realise the importance, the purpose and the impact of the evaluation procedure, meeting also the related concerns of the students.

The EEC recommends that the Heads of the Departments ensure the effective balance between teaching and research tasks of the academic staff, while at the same time the Leadership of the Institution should supervise the implementation of such a policy.

The EEC recommends that, within the framework of Internal QA System of the Institution, an Ethics Committee is appointed and a Code of Ethics and Rules of Conduct in Research are issued (e.g. conflict of interests, issues of discrimination, disabilities and learning deficiencies and gender).

The EEC has the view that the wireless coverage of all areas at all campuses needs significant improvement.

The EEC has the view that the QAU/MODIP should consider the extension of the content of the questionnaires filled by the students in order to include the evaluation of all services offered to the students by the Institution.

The EEC considers of high priority that the TEICG ensures the actual and effective operation of all supportive procedures that were operating in the context of the structure of DASTA (practical training, liaison office and entrepreneurship) as well as guidance and counselling. To that aim, and irrespective of the availability of external funding for DASTA, the Institution has to find ways to make DASTA operational. In parallel, the Institution has to ensure that guidance and counselling operations will be in place in all Departments.

The EEC recommends that the Institution develops a formal system to monitor the paths of all graduates. The activation or re-activation of DASTA should be a first step to that direction.

The Institution should utilise the Information System (when put in full operation) in order to seek comparisons with other higher education institutions within and beyond the European Higher Education Area, with the aim of strengthening self-awareness and finding possible ways to continuously and increasingly enhance its operation at institutional and individual levels, also in terms of research.

Achieving total information system integration is quite necessary in order to offer the top management a systematic means for monitoring the success of the strategic goals, or for drawing helpful conclusions for future planning and strategy. In this context the development of interfaces with other information systems like student registry, financial management, teaching and learning platforms, DASTA, ELKE etc. is absolutely necessary.

The Institution needs not only to document the most important administrative procedures, but also ensure that all relevant documentation is effectively communicated to students, together with regular reminders of all administrative procedures. In this regard, the EEC suggests that the timely
operation of the information systems regarding students’ records and classes' programme should be further improved, provided that the regulation and academic environment will be stabilised.

- The Institution should improve the information offered electronically (website) both in terms of width (horizontally) and in terms of depth (vertically).

- The EEC recommends that the TEICG should aim to make the procedures for continuous monitoring and periodic review of the study programmes as systematic and as homogeneous as possible, in order to improve their effectiveness, consistency and reliability. The periodic review and revision of the study programmes should take into consideration the recent international trends and developments in the respective scientific field through the involvement of the academic staff in the overall procedure. The active involvement of students and stakeholders in the procedures should be among the essential means to that improvement. The issues related to the students’ work load and the students’ progress in studies should be taken into consideration through the respective questionnaires filled by the students and through their overall involvement in the process of programme review. The changing needs of the society (in its wider sense) should affect the review and revision of the study programmes through the input acquired from the practical training of students regarding the relevance of the curricula. Finally, monitoring of graduates’ paths both in employment and in further studies is another important factor that should be taken into account for curriculum development.

- The EEC considers necessary the monitoring of the implementation of the recommendations of the previous external evaluations within the Institution that should be performed under the supervision and the coordination of the QAU/MODIP ensuring in this way the sharing of information throughout the whole Institution.
5. OPERATION OF THE CENTRAL ADMINISTRATION OF THE INSTITUTION

5.1 Central Administration Services of the Institution

Please comment on:

- The operation of the central administration services of the Institution in regard to the:
  - Special Account for Research Funds (SARF)
  - Financial services
  - Supplies department
  - Technical services
  - IT services
  - Student support services
  - Employment and Career Centre (ECC)
  - Public/International relations department
  - Foreign language services
  - Social and cultural activities
  - Halls of residence and refectory services
  - Institution’s library

The TEICG is distributed over six different cities in the Region of Central Greece. The EEC had the opportunity to visit the Lamia campus and the buildings in Chalkida/Psachna.

The main library located in Lamia is architecturally appealing and functional. It houses a large auditorium and the IT services. However, a quick inspection revealed that the library has limited sitting capacity and lacks modern equipment. Also, a large part of books and journals on display are old, out-of-date and of not much practical use to students or staff. The library should encourage the students to participate in learning activities. A good opportunity for that would be through the training it provides to students at the start of and during every semester, as it is mentioned in the SER. These activities must be upgraded and library’s content (books and journals) renewed promptly.

The SARF is significantly understaffed with two people in Lamia and one in Chalkida. As the number of projects in progress currently is not very high, the situation seems to be manageable by the existing experienced staff. However, although SARF may seem adequate for the moment, it would become a bottleneck as soon as more research projects are secured and start to be implemented. It also works the other way round, i.e. the fact that SARF has limited resources may hinder the acquisition of new projects and hence the attraction of funds. It is a usual practice in SARF of other Institutions that administration staff assists research staff in preparing the budget forms and eventually assist in identifying suitable proposal calls.

IT services were found to be adequate despite the severe understaffing of the IT department (a single person in Lamia assisted by occasional student placements). Good use of tele-presence services was observed, that accounts satisfactorily for the increased communication needs due to dispersion. Students are encouraged to use available online learning resources and student interviews showed they are satisfied with the quality they receive. However there seems to be a lack of computer and technical support to the academic and administrative staff for various technical issues. A potential solution to this could be the short-term employment of students from the relevant Departments of the Institution (Electrical, Electronic and Computer Engineering) which will at the same time provide the students with valuable experience.

A computer support team should be established within the IT services department with the aim to support all academic and administrative staff, as the requirements in the Institution are increased due to its dispersion in several cities and the travel budget restrictions.

Although e-class services are provided to and used by the students extensively, a unified e-class service must be deployed. Interviews with the academic staff revealed the absence of training of the staff to use all the features of the e-class (e.g. group email for every course). The web site needs drastic improvement, especially the translation in other languages (automatic translation is not considered adequate or even appropriate). The website is not in sync with the current state of affairs in the Institution. Important information is missing and some sections are completely irrelevant.
This job is addressed to the central administration that needs to provide homogenised content to the IT department.

The supplies department is located in Lamia and technical services are located in both Lamia and Chalkida.

Not enough areas were observed in campus where students can gather, relax, socialise, study and have a break between lectures. As the Institution’s premises happen to provide plenty of space, it would not be very difficult to setup some student friendly hot-spots other than the cafeterias and restaurants. The total absence of benches throughout the campus was noteworthy.

The Public and International Relations department as well as the Career Office have ceased their operation after the merger of the two Institutions and when corresponding external funding was terminated. The effects of this were noticeable since the Institution’s visibility and outreach seem to be critically compromised. Although the individual members of staff do their best to network with local SMEs and organizations, it is necessary that a more organised and aggressive approach be adopted especially in the years to come, as it is expected that student placements and employment will get tougher. The Institution does not seem to have tight relations with their alumni in a systematic way, through e.g. a Career Office, so that they could provide the Institution with significant opportunities such as know-how, collaboration and partnerships. The Institution, in collaboration with the Municipality of Lamia, the Region of Central Greece and other organisations participates in various social and cultural local activities.

Erasmus activity was not very notable. At the moment there are only a few outgoing Erasmus students and even fewer incoming. Interviews with students and staff depicted that it is not in the priorities of the Institution to promote extroversion and Internationalisation.

The re-establishment of a PR/Liaison department would definitely advance considerably the outward-looking strategy of the Institution.

Foreign language services under-function as there is only one member of staff to serve the whole Institution, so many Departments are excluded from foreign language teaching. The EEC believes that at least the English language terminology lectures should be conducted regularly in all Departments.

The halls of residence visited in Chalkida were very basic. All the refectory services visited (in Chalkida and Lamia) were of quite good quality, new, clean and very inviting. Students seemed to be quite satisfied with the quality of food offered. Complaint boxes were installed in some refectories exhibiting a sense of respect to students.

The EEC is fully aware of the general negative economic climate nationwide and the horizontal budget cuts that have created a challenging situation in most Greek academic establishments. It is important for the central administration to set cost saving targets and exploit hidden opportunities for attracting new funds. The Institution dominates in the academic landscape of the Region of Central Greece, taking into account the absence of a competing University. This means that the Institution with most of its Departments can play a critical role in Regional Development, can propose new initiatives and must have a crucial participation in clusters formed under the framework of Smart Specialisation Strategy and related programmes. The EEC noted the attempts for co-operation and encourages a firm embracing approach with the Region of Central Greece and the local industry.

There also seems to be plenty of potential for international collaboration, therefore strengthening the international office could turn out to be a wise investment.

Finally, rewarding dedicated staff and focusing attention into achievement and success is essential in staff motivation uplift and needs to be embedded in the organisational culture of TEICG.

Most of the above recommendations as to internationalisation, career and liaison services, PR could be organised at an Institution level by the existing PR office.
Please decide in respect to the specific evaluation area (5.1):

| Worthy of merit | Tick |
| Positive evaluation | |
| Partially positive evaluation | X |
| Negative evaluation | |

Justify your rating:

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:
  - IT services were found to be adequate despite the severe understaffing of the IT department.
  - All the refectory services visited (in Chalkida and Lamia) were of quite good quality, new, clean and very inviting. Students seemed to be quite satisfied with the quality of food offered. Complaint boxes were installed in some refectories exhibiting a sense of respect to students.

- Underline specific negative points:
  - A large part of books and journals on display in the Library are old, out-of-date and of not much practical use to students or staff.
  - There seems to be a lack of computer and technical support to the academic and administrative staff for various technical issues.
  - The website is not in sync with the current situation of the Institution.
  - The Public and International Relations department as well as the Career Office have ceased their operation after the merger of the two Institutions and after the corresponding external funding was terminated. The effects of this were noticeable since the Institution’s visibility and outreach seem to be critically compromised.
  - The Institution does not seem to have tight relations with their alumni in a systematic way, through e.g. a Career Office, so that they could provide the Institution with significant opportunities such as know-how, collaboration and partnerships.

- Make your suggestions for further development of the positive points:
- Make your suggestions on needed steps for improvement:

- The Library should encourage the students to participate in learning activities. A good opportunity for that would be through the training it provides to students at the start of and during every semester, as it is mentioned in the SER. These activities must be upgraded and library’s content (books and journals) renewed promptly.

- As the Institution’s premises happen to provide plenty of space, the EEC recommends that the Institution should consider setting up some student friendly hot-spots, other than the cafeterias and restaurants, where students can gather, relax, socialise, study and have a break between lectures.

- The EEC recommends that the Institution should employ students in short-term from relevant Departments (Electrical, Electronic and Computer Engineering) for the computer and technical support of the academic and administrative staff where required. This practice would at the same time provide the students with valuable experience. In this regard, a computer-support team could be established in the IT service department of the Institution.

- The EEC recommends that the academic staff should be adequately trained in order to take full advantage of all features of the e-class (e.g. group email for every course).

- The EEC is of the view that the re-establishment of a PR/Liaison department would definitely advance considerably the outward-looking strategy of the Institution.

- The EEC believes that the Institution with most of its Departments can play a critical role in Regional Development, can propose new initiatives and must have an active participation in clusters formed under the framework of Smart Specialization Strategy and related programmes. The EEC noted the efforts for co-operation and encourages a firm embracing approach with the Region of Central Greece and the local industry.

- Since it seems to exist plenty of potential for international collaboration, the EEC is of the view that strengthening the International Office could turn out to be a wise investment.

- The EEC believes that at least the English language terminology lectures should be conducted regularly in all Departments.

- The EEC recommends that the Institution should consider a policy for rewarding dedicated staff and focusing attention into achievement and success. This is essential in staff motivation uplift and needs to be embedded in the organisational culture of TEICG.
6. CONCLUSION AND RECOMMENDATIONS

In connection with the

- general operation of the Institution
- development of the Institution to this date and its present situation
- Institution’s readiness and capability to change/improve
- Internal system of Quality Assurance of the Institution

please complete the following sections:

- **Underline specific positive points:**

  - The TEICG is the only higher education institution in the administrative Region of Central Greece.
  - The TEICG has some study programmes which are either unique or not offered by many other HEIs in Greece. Furthermore, many of the study programmes are located in close proximity to relative industry hubs or to areas where natural environment facilitates the learning process.

- **Underline specific negative points:**

  - The TEICG emerged from the merge of the two pre-existing HEIs in the Region of Central Greece, namely the TEI of Lamia and the TEI of Chalkida, which was imposed by the Ministry of Education in the context of the so-called “Athena Plan” without any previous consultation with the two Institutions and without any regard for the appropriate conditions required for the success of the merge. The two pre-existing Institutions had many different characteristics, including dispersion to different locations, which are difficult to be consolidated in the new Institution. This is a weakness that hinders the overall efforts of the leadership to manage the new situation. However, the EEC has realised that, three years after the merge, there are no signs of serious efforts to develop a coherent plan for effective and efficient management under the new conditions and for the integration of the Institution across all Faculties and Departments and Administrative services.

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

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

  - The EEC believes and recommends that the TEICG should develop appropriate policies and take effective initiatives in order to improve the institutional attitude within the overall community of the Institution and to establish a sense of ownership, belonging and sharing. In the same regard, the TEICG should stress its efforts in order to accelerate the transfer from the previous era - that should no longer be pled as an excuse for everything - to the new integrated one, overcoming any sentimental and psychological drawbacks with the past and reaching a real and genuine consolidation of the past to the present with a view to the future.
  - The EEC recommends that the TEICG develops an efficient and realistic strategic plan to cope with its new reality and meet the challenges of the future. This strategic plan should be built in a bottom-up (and top-down where appropriate), interactive and participatory approach, ensuring its
ownership by the whole institutional community, by each and every unit in it for its own part. Furthermore, it should contain concrete priorities and milestones, while its goals should be articulated on the basis of the SMART approach (being specific, measurable, achievable, realistic and time-bound). Finally, the strategic plan should respond effectively to the needs of the society and the economy at regional and local levels in consistency with the general mission of the TEIs, and more specifically with the mission of the TEICG as the only HEI at the Region of Central Greece.

- The EEC identified many good practices on various issues in the TEICG. The EEC considers necessary that all existing good practices be shared and institutionalised across the Institution in order to serve as effective drivers for further improvement for the Institution as a whole.

- The EEC recommends that the TEICG should find the appropriate ways in order to encourage, motivate and ensure students’ active involvement in the overall decision-making procedures within the Institution at all levels including also the procedures of quality assurance.

- The EEC recommends that the TEICG should establish an effective policy and take appropriate measures in order to improve the attractiveness of the Institution among the candidates graduating from secondary education.

### 6.1 Final decision of the EEC

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<th>Please decide in respect to the overall Institutional evaluation:</th>
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<td>Worthy of merit</td>
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<tr>
<td>Positive evaluation</td>
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<tr>
<td>Partially positive evaluation</td>
<td>X</td>
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<tr>
<td>Negative evaluation</td>
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*Justify your rating:*

The final decision of the EEC for “partially positive evaluation” results from the synthesis of the analytical evaluations of all specific sections above.
The Members of the Committee

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<tr>
<th>Name and Surname</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Prof. Emer. Dionyssis Kladis (Coordinator)</td>
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<tr>
<td>International Expert, U.K</td>
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<tr>
<td>Prof. Emer. Pantelis Ipsilantis</td>
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<td>TEI of Thessaly</td>
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<td>Dr. Dimitris Kabilafkas</td>
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<td>Expert, Greece</td>
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<td>Prof. Emer. Maria Lazaridou</td>
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<td>Aristotle University of Thessaloniki, Greece</td>
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<tr>
<td>Mr. Manolis Stratakis</td>
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<td>CEO, Innobatics, Greece</td>
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