



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the New Postgraduate Study Programme of:

**Chemical and Biochemical Engineering:
Health & Food**

**Chemical Engineering
Aristotle University of Thessaloniki
12/10/2024**



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Chemical and Biochemical Engineering: Health & Food** of the Aristotle University of Thessaloniki for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **Chemical and Biochemical Engineering: Health & Food** of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Emeritus Spyros Pavlostathis, (Chair)**
Georgia Institute of Technology, United State of America
- 2. Prof. Christos Takoudis,**
University of Illinois Chicago, United State of America
- 3. Prof. Emeritus Ioannis Vlahos,**
Hellenic Mediterranean University, Greece
- 4. Prof. Constantinos Varotsis,**
Cyprus University of Technology, Cyprus
- 5. Ms Vasiliki Bakali,**
Postgraduate Student, Department of Medicine, University of Patras

II. Review Procedure and Documentation

In preparation for the review and assessment of the new PSP Chemical and Biochemical Engineering: Health & Food of the Aristotle University of Thessaloniki, the External Evaluation & Accreditation Panel (EEA Panel) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, as well as detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices provided by the new PSP through the HAHE.

The programme review was conducted via teleconference, organized, and coordinated by HAHE and the Aristotle University of Thessaloniki (AUTH). The schedule and agenda of the review were as stated below.

Monday 07/10/2024:

Preliminary private meeting of the EEA Panel. Discussion of the programme under review; assignment of writing parts of the draft accreditation report to the members of the EEA Panel.

Tuesday 08/10/2024:

a) Welcome meeting and brief overview of the PSP with the Vice Rector and President of MODIP Prof. G. Tzetzis, the Head of the Department Prof. S. Yiantsios, and the PSP Director Prof. A. Assimopoulou. Brief presentation of the Department history and accomplishments; presentation of the structure, quality assurance, and other futures of the PSP.

b) Meeting with PSP teaching staff members, Profs. V. Zaspalis, D. Christofilos, A. Assimopoulou, I. Tzivintzelis, G. Karapetsas, Ch. Chatzidoukas, X. Chatzistavrou, P. Vareltsis, and A. Kiparissides: Discussion of teaching involvement, learning resources and other futures of the new PSP.

c) Online tour of facilities and discussion of facilities and learning resources by PSP administrative, technical laboratory, and teaching staff members.

d) Meeting and discussion with employers and PSP social partners: Prof. P. Barmpalexis, Department of Pharmacy, AUTH; Dr. N. Tsochatzidis, Senior Manager DESFA; Ms. E. Kechri, Wineries; Ms. E. Nikolaidou, Hydromanagement Ltd.; Dr. K. Plakas, Associate Researcher CPERI/CERTH; Mr. Ch. Chasanis, Head of Production Epeiros Dairy Industries; Mr. A. Gkorogias, President of the Panhellenic Association of Chemical Engineers; Ms. V. Katsaouni, Regulatory Affairs/R&D Consulting, Garden Cosmetics; and Mr. I. Vatopoulos, Pharmathen Pharmaceutical Co.

e) Private debriefing meeting (EEA Panel members only): Discussion of the outcomes and findings of the PSP virtual visit; preparation of oral report.

f) Closure meeting with the Vice Rector and President of MODIP, the Department Head and

PSP Director, and MODIP committee member, secretary, and staff: Informal, oral presentation of the EEA Panel PSP key findings and clarifications.

Wednesday 09/10/2024 to Sunday 13/10/2024:

Draft report writing. EEA Panel virtual meetings. Review and finalization of draft report.

Throughout the review and evaluation process, the EEA Panel was in close communication with the Department and PSP administration, which were very accommodating in providing additional information requested by the EEA Panel. The EEA Panel found that the Department and the PSP administration, as well as the faculty, staff, and employers interviewed were eager and helpful in our discussions, providing valuable additional information.

III. Postgraduate Study Programme Profile

The creation of the new postgraduate study programme (PSP) Chemical and Biochemical Engineering: Health & Food was approved by the Aristotle University of Thessaloniki Senate (meeting number 3142/29-11-2023) based on the provisions of Public Law 4957/2022, as well as other pertinent laws and regulations. The proposed new PSP evolved from the previous PSP Chemical and Biomolecular Engineering, offered by the Department of Chemical Engineering for five academic years, which had two tracks: Health-Food and Energy-Environment. The new PSP is organized and will be offered by the Department of Chemical Engineering of the Aristotle University of Thessaloniki. The Department of Chemical Engineering participates in four inter-departmental postgraduate study programmes and supports doctoral studies.

The goals of the new PSP are training of high-level specialized scientists, able to staff any research, production, or administrative organization, as well as encouragement of research in interdisciplinary, critical areas for the country, such as health and food. The subject matter of the new PSP concerns the application of the basic Chemical and Biochemical Engineering principles to the design and analysis of drug, biomaterials, and food production processes.

The programme has set at twenty (20) the maximum number of admitted students per academic year, while ten (10) admitted students per academic year is the minimum for the financial viability of the PSP. Admitted students are those with an undergraduate degree in chemical engineering, biotechnology, as well as life and natural sciences. The admission criteria and selection process are specified in the proposed PSP Internal Regulation posted on the PSP website (<https://websites.auth.gr/mscbiochemeng/>). Tuition fees are set at €4000 for EU citizens and €8000 for non-EU citizens.

The PSP consists of four (4) academic semesters study resulting in level 7 Diploma of Postgraduate Studies. To graduate, the student must have successfully completed a total of 120 European Credit Transfer System (ECTS) credits (75 ECTS for coursework and 45 ECTS for the preparation and successful completion of the mandatory postgraduate thesis). Lectures are given exclusively in-person and lecture attendance is mandatory. There are no elective courses offered. The EEA Panel found that the courses cover new topics and technologies with particular emphasis on drug, biomaterials, and food production.

Teaching in the PSP is supported by nineteen (19) faculty and teaching staff of the Department of Chemical Engineering, as well as by two (2) faculty members of the Department of Mechanical Engineering and two (2) faculty members of the Department of Law (all at AUTH). Specialized technical staff and administrative staff assist the PSP.

The PSP prepares graduates trained in drug, biomaterials, and food production processes for careers in both the private and public sector of the economy, such as Pharmaceutical and Food Industry, consulting companies, as well as public bodies related to drug, biomaterials, and food quality and safety.

There are strong links to society, which is key priority of the PSP Chemical and Biochemical Engineering: Health & Food, the Department of Chemical Engineering, and the Institution.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY. INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The PSP “Chemical and Biochemical Engineering: Health and Food” of the School of Chemical Engineering, Aristotle University of Thessaloniki (AUTH) is a new postgraduate study programme that will replace the previous three-semester programme “Chemical and Biomolecular Engineering” which has completed five successful cycles. Following a series of internal evaluations where the weak points were discussed, it was decided to develop a new PSP that will cover new advances in the science of Chemical Engineering and achieve a substantial connection with the industry in the fields of both health and food.

The proposal of the present PSP under accreditation has been formulated after a series of carefully taken decisions based on a number of factors such as the constructive discussions with alumni and stakeholders during annual meetings, the expressed interest of graduates in the Department and their opinions on the existing opportunities in the job market.

The final decision for the direction of the PSP was also based on the fact that there is no similar PSP offered by the AUTH or in the greater Thessaloniki area and the country, whereas similar programmes are being offered by a number of foreign universities worldwide. Furthermore, recommendations regarding postgraduate programmes were made in the external evaluation of the Department undertaken by a HAHE appointed panel in 2021 and further decisions made by the OMEA

following these recommendations.

The quality assurance policy of the PSP follows the principles and guidelines for quality assurance in the European higher education area and is testified by the AUTH MODIP complying with the standards set by the Hellenic Authority for Higher Education (HAHE). The content of the PSP regarding courses, learning outcomes, duration of studies and ECTS allocation were discussed throughout the year 2023 and were finalized after a series of interdepartmental discussions, in accordance with Law N.4957/2022 and the strategic goals of AUTH.

The PSP “Chemical and Biochemical Engineering: Health and Food” is established in the framework of the University and the Department’s policy aiming at creating post graduate programmes that will attract foreign students by offering courses in English. The new PSP is planned to be offered in English as well if foreign students are enrolled. The programme’s strategic goals include the optimization of services and infrastructure offered, the continuous monitoring of the educational process, the achievement of hands-on experience of students in the industry and research. The Department has stated its commitment to improving the quality in education and research as well as the quality of the working conditions creating a favorable environment for its students and staff.

The PSP in collaboration with the quality assurance unit (MODIP) of the University has harmonized the quality policy of the PSP with the quality policy of the AUTH. More specifically, the PSP aims at the following three objectives: Academic excellence, integrity in the educational processes and improvement of the programme by continuous internal evaluations. The Quality policy of the PSP focuses mainly on the continuous optimization of education and research, services and infrastructure, transparency in all areas, and connection with the society, national and international scientific community. The fulfillment of these strategic targets is being monitored through defined procedures that monitor the improvement and quality in the mentioned areas.

Academic excellence of the PSP will be achieved by focusing on the design and analysis of processes in the production of food and pharmaceuticals thus covering the needs of such industries. The aim of the PSP is to train high level specialized scientists that can staff production and research organizations at a national or international level.

The teaching staff that has been selected and appointed to teach in the PSP is committed to implement the quality assurance policy by achieving its objectives as set by the Department and the PSP. They are dedicated to teaching and training the students to research and specific knowledge in the fields of food, pharmaceuticals and related areas. The curriculum is comprised of courses that aim to provide students with the necessary skills for processes related to food, pharmaceuticals, and biomaterials.

An academic advisor is appointed to each student of the PSP and students have access to all students' provisions, facilities and services offered by the Department.

The PSP complies with the European Credit Transfer System (ECTS) and the awarded Diploma is obtained by completing four (4) semesters of study totaling 120 ECTS (30 in each semester). A Diploma Supplement is also awarded at the end of the study in both Greek and English. The website of the PSP provides all relevant information. Tuition fees are set at €4000 for EU citizens and €8000 for non-EU citizens.

The Quality Assurance policy of the PSP is posted on the following website <http://websites.auth.gr/msbiochemeng/politiki-poiotitas-tmimatos-gia-pms/>

II. Analysis

The proposed quality assurance policy of the PSP is in line with the quality assurance policy of the AUTH, is clearly formulated in the form of a public statement and complies with the standards of HAHE. The implementation of the quality assurance policy is well documented in the proposal for accreditation submitted to HAHE. The EEA Panel was satisfied with the clarity and completeness of the proposal. There is well-documented evidence of plans for the continuous improvement of the PSP during its lifecycle and a quality assurance policy that aims to achieve the programme's goals; it sets clear means and ways for attaining them. There is also evidence of continuous annual monitoring and audit of the PSP quality assurance system through the cooperation with the internal evaluation unit (OMEA) and the AUTH quality assurance unit (MODIP), by collecting and analyzing data related to quality assurance.

The PSP has set specific, measurable, achievable, relevant and timely goals regarding the postgraduate programme. However, the following targets (KPIs) are not set and thus not monitored: annual percentage of graduates to all registered students; dropout rate; grade point average of graduates; participation of postgraduate students in research such as number of projects in which postgraduate students participate, number of publications with postgraduate students as co-authors, number of conferences in which postgraduate students participate, percentage of postgraduate students who continued for doctoral studies, etc.

The PSP is designed to provide students with sufficient resources, specialized teaching staff along with teaching and laboratory facilities and to be self-sustainable for the foreseeable future. The laboratory space and equipment used for the needs of the PSP are also made available for use by other units of the Department. The planned tuition fees of the programme may be sufficient to support students with scholarships, contribute to expenses for laboratory consumables and maintenance of infrastructure. However, the double amount of tuition required for non-EU citizens is deemed rather high and could act as a deterring factor for prospective PSP students.

In general, promotion of quality and effectiveness of teaching at this PSP would require continuous efforts to achieve teaching excellence and development of processes for a well-organized PSP.

III. Conclusions

The PSP “Chemical and Biochemical Engineering: Health and Food” is fully compliant with the commitments and requirements for the implementation of an adequate quality assurance policy in accordance with HAHE and AUTH regulations. The metrics established by the PSP and the Institution are adequate for tracking and documenting the quality of the programme. However, the number of targets (KPIs) set and monitored by the PSP should be increased. The Department and the PSP administration should adhere to the proposed principles of quality assurance policy and manage to materialize the set objectives.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Increase the number of targets (KPIs) set for the PSP, as well as the degree of achievement.

R1.2 Establish a PSP formal external Advisory Board which will guide the continuous review, revision, and further development of the PSP curriculum.

Principle 2: Design and Approval of New Postgraduate Study Programmes

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. In particular, for each expected learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The proposed new postgraduate study programme (PSP) Chemical and Biochemical Engineering: Health & Food evolved from the previous PSP Chemical and Biomolecular Engineering, offered by the Department of Chemical Engineering for five academic years (till 2022-2023 academic year), which had two tracks: Health-Food and Energy-Environment. A series of internal evaluations of the previous PSP and faculty discussions throughout the year 2023 relative to the structure of the new PSP, such as duration, courses, allocation of ECTS, learning outcomes, etc., as well as feedback from graduates and external stakeholders were considered in the design of the new PSP.

The international trends in the science of Chemical Engineering, which has been expanding, as well as the status and significance of the pharmaceutical and food industries in Greece, were considered for the design of the new PSP. The final decision for the direction of the PSP was also based on the fact that there is no similar PSP offered by the AUTH or in the greater Thessaloniki area and the country, whereas similar programmes are being offered by a number of foreign Universities. Furthermore, recommendations regarding the creation of new postgraduate programmes made during the external evaluation of the Department by a panel appointed by HAHE in 2021 were considered.

The establishment of the new PSP was approved by the AUTH Senate (meeting number 3142/29-11-2023) based on the provisions of Public Law 4957/2022, as well as other pertinent laws and regulations. The orientation and learning objectives of the new PSP are in line with the Institutional strategy relative to the development of new PSPs. The academic profile and orientation of the programme are clearly presented.

The programme has set at twenty (20) the maximum number of admitted students per academic year, while ten (10) admitted students per academic year is the minimum for the financial viability of the PSP. Admitted students are those with an undergraduate degree in chemical engineering, biotechnology, as well as life and natural sciences. The admission criteria and selection process are specified in the proposed PSP Internal Regulation posted on the PSP website (<https://websites.auth.gr/mscbiochemeng/>). Tuition fees are set at €4000 for EU citizens and €8000 for non-EU citizens.

The PSP consists of four (4) academic semesters study resulting in level 7 Diploma

of Postgraduate Studies. To graduate, the student must have successfully completed a total of 120 European Credit Transfer System (ECTS) credits (75 ECTS for coursework and 45 ECTS for the preparation and successful completion of the mandatory postgraduate thesis). A Diploma Supplement is also provided at the end of the study in both Greek and English.

The PSP curriculum includes ten (10) mandatory courses. There are no elective courses offered. Lectures are given exclusively in-person and attendance is mandatory. The teaching modes, learning outcomes, and assessment are well presented. The EEA Panel found that the courses cover new topics and technologies with particular emphasis on drug, biomaterials, and food production processes. Students' practical training through internships are not considered.

Teaching in the PSP is supported by nineteen (19) faculty and teaching staff of the Department of Chemical Engineering, as well as by two (2) faculty members of the Department of Mechanical Engineering and two (2) faculty members of the Department of Law (all at AUTH). The teaching staff are knowledgeable, well-suited to the goals and orientation of the proposed PSP. Specialized technical staff and administrative staff assist the PSP.

There is a strong link between teaching and research, thanks to well-equipped laboratories established by the Department of Chemical Engineering, as well as the research projects undertaken by the faculty in areas related to the new PSP.

II. Analysis

It is commendable that the new PSP is a four semesters study, 120 ECTS, with in-person instruction, and provides significant students' hands-on experience through laboratory exercises in several courses.

Although the experience of external stakeholders and graduates was considered in the design of the new PSP, actual documentation about this procedure was not provided. A more structured approach to involve external stakeholders, such as through an advisory board, would improve the alignment between the PSP and labor market needs. Increasing the involvement of external stakeholders and industry in the programme's further development, execution, and improvement will also ensure its relevance to the labor market.

The proposed PSP should enhance its focus on health and food by offering more advanced courses that reflect the complexity and interdisciplinarity of these two fields. The inclusion of at least two elective courses will add flexibility, which is expected for a postgraduate programme with such broad breath. In order to keep the programme at 120 ECTS, the inclusion of elective courses can be accommodated by the re-allocation of ECTS for courses and/or the PSP thesis.

Discussions with the PSP teaching staff as part of the present evaluation revealed that the courses provide the desired specialization for a Level 7 PSP, but this is not reflected in the terminology used to state the expected course learning outcomes. The wording of the learning outcomes for the new PSP and its specific courses should be aligned with Level 7 terminology as defined by the European and National Qualifications Framework (EQF, NQF) and the Dublin Descriptors.

The integration of internships for practical training will enhance the students' real-world experience, skills, and networking.

III. Conclusions

The PSP has strong, interdisciplinary research, linked to teaching, and provides hands-on training to the students. However, the EEA Panel believes that implementation of the suggestions discussed above, as well as those presented below, will result in an even more effective PSP.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 Reconsider the PSP title to more accurately represent the programme curriculum, especially in terms of "health".

R2.2 Improve the proposed PSP curriculum by offering more advanced courses on health and food.

R2.3 Consider the inclusion of elective courses along with re-allocation of ECTS for courses and/or the PSP thesis.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' admission procedures and the required supporting documents*
- *Student rights and obligations, and monitoring of student progression*
- *Internship issues, if applicable, and granting of scholarships*
- *The procedures and terms for the drafting of assignments and the thesis*
- *The procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *The terms and conditions for enhancing student mobility*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

All the above must be made public within the context of the Student Guide.

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The PSP “Chemical and Biochemical Engineering: Health & Food” of the Department of Chemical Engineering at the Aristotle University of Thessaloniki (AUTH) admits between 10 to 20 students each academic year. Students with an undergraduate degree in related fields like chemical engineering, biotechnology, or life and natural sciences are considered eligible to apply for the PSP. The selection process is carried out by the Student Selection Committee and is initiated by the secretariat of the PSP. It includes the evaluation of academic qualifications, knowledge of English, relevant research or professional experience, recommendation letters, and an interview. Specific criteria, such as the relevance of previous coursework and the grade point average (GPA) from undergraduate studies, are used to rank applicants, ensuring a fair and transparent process.

This PSP includes tuition fees amounting to €4000 for European Union (EU) citizens and €8000 for non-EU citizens. Graduate students who meet the criterion of excellence during the first cycle of studies, equivalent to possessing a degree or diploma with a grade of at least seven and a half out of ten (7.5/10), have the right for a tuition fees waiver based on financial or social criteria. The specific terms and conditions for the tuition fee waiver are outlined in current legislation of the Ministry of Education and Religious Affairs. Exempted students cannot exceed thirty percent (30%) of the total number of registered students in the programme, and this pertains to participation in a single PSP.

The teaching staff of the programme currently consists of 19 members of the Department of Chemical Engineering (AUTH), 2 members of the Law School (AUTH) and 2 members of the Department of Mechanical Engineering (AUTH). The programme is delivered through in-person courses, including lectures, seminars, and laboratory work. The limit of absences to which each postgraduate student is entitled is 10% of the total hours per course. A graduate student who fails an exam in a course is assigned a "Repeat" grade ("E"). The student with an "E" grade is eligible for re-examination only once during the repeat examination period in July. If the student fails again in any course during the re-examination, it is considered that he/she has not successfully completed the programme and is expelled from the programme by decision of the School's Assembly. The programme is structured in four (4) semesters. Upon successfully completing examinations for all courses in the 1st and 2nd semester of the Programme, postgraduate students are eligible to commence the preparation of their postgraduate thesis research in the 3rd semester. To initiate this process, the student formally requests permission to begin the postgraduate thesis research, submitting the proposed title, suggested supervisor, and a summary of the planned work along with the application. At the

end of the third semester, the student presents to the three-member Advisory/Examination Committee the theoretical part and a plan of experiments or simulations. During the fourth semester, students continue working on their thesis. The presentation of the PSP diploma thesis takes place only after successfully completing all coursework and approval by the three-member Committee.

During the first semester, the programme organizes an informational seminar, including a poster session where the research interests of each laboratory are presented. Additionally, there is a seminar where PhD candidates present the ongoing topics and research themes of their respective laboratories.

Each student is assigned an Academic Advisor who guides throughout the studies. Additionally, anonymous evaluations of both courses and teaching staff are conducted at the end of each semester, which provide insights into areas of improvement such as teaching methods and course delivery.

II. Analysis

The PSP “Chemical and Biochemical Engineering: Health & Food” is designed to be student-centred, with a strong focus on both theoretical and practical aspects. The admission process is well-organized, with clear criteria that are effectively communicated to applicants, ensuring transparency and fairness. The fact that the PSP admits between 10 to 20 students annually, ensures a balanced class size, facilitating personalized attention and maintaining a favourable student-to-faculty ratio close to or lower than 1:1.

The student-centred nature of the programme is further demonstrated through flexible learning paths and varied teaching methods, including in-person lectures, research projects, and workshops. This variety caters to different learning styles, fostering independent learning and allowing students to actively participate in their educational journey. The inclusion of seminars and poster sessions early in the programme encourages students to engage in the research activities of various laboratories, fostering early exposure to potential thesis topics. The requirement for 90% class attendance and involvement in hands-on activities ensures that students are engaged. Course/instructor satisfaction surveys help the programme adapt based on student feedback. The programme's examination structure, although strict allowing only one re-examination opportunity per course, maintains academic rigor and emphasizes the importance of consistent performance.

The programme provides detailed documentation regarding student rights and obligations, scholarship opportunities, guidelines for thesis preparation, and monitoring mechanisms for academic progress. These elements, along with regulations covering research ethics, study procedures, and mobility, are outlined in accessible supporting materials.

Additionally, a transparent process is in place for selecting and preparing research topics. Supervisors post brief project descriptions on the PSP website, allowing students to express interest and discuss potential projects. This approach ensures that students can pursue research aligned with their interests while balancing the supervision load among the PSP faculty members. However, the addition of a thesis handbook detailing the structure and expectations of the thesis could further support students in this process.

Although the PSP has built a solid relationship with industry stakeholders, opportunities for practical training and research could be further enhanced through structured internships, collaborative projects, or career days. In particular, involvement in organizing seminars and lectures by invited experts could strengthen ties with the industry and provide students with valuable exposure to real-world challenges.

While the role of the Academic Advisor offers significant support, there is an opportunity to improve communication about the specific guidance and assistance available. Ensuring that students fully understand how to leverage this resource would enhance their academic experience and support their success in the programme.

III. Conclusions

The PSP “Chemical and Biochemical Engineering: Health & Food” at AUTh offers a student-centred learning experience through varied teaching methods and a fair, transparent admission process. Support from academic advisors and opportunities for active student engagement are evident, though there is room to enhance communication regarding advisory roles and to strengthen practical training opportunities. Overall, the programme meets the core requirements for student-centred learning and assessment.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 The thesis handbook should be further enhanced specifying the structure and expectations of the postgraduate diploma thesis to guide students effectively through their research and writing process.

R3.2 Annually upload to the PSP website a list of potential thesis projects enabling students to match their research interests with available projects.

R3.3 Involve external lecturers, from other universities and/or industry, in the delivery of specialized course modules within currently mandatory courses to provide students with broader perspectives and industry-relevant insights.

R3.4 Consider including practical training of students through structured internships and/or collaborative projects to enhance students' industry-relevant experience.

R3.5 Enhance exposure and networking opportunities of the PSP students by having career days and/or industry-directed seminars tailored exclusively to the PSP themes and focused on the PSP students.

R3.6 Ensure that PSP students understand, and how to better utilize, the resource of the Academic Advisor.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING, AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The PSP teaching staff includes nineteen (19) faculty and teaching staff of the Department of Chemical Engineering, as well as two (2) faculty members of the Department of Mechanical Engineering and two (2) faculty members of the Department of Law (all at AUTh). Specialized technical staff and administrative staff assist the PSP.

The accreditation proposal of the new PSP includes important documentation, such as documents outlining the roles of the teaching staff, responsibilities, and performance. It also contains information about the teaching staff for each course and their research interests. The new PSP has established meritocratic criteria and procedures for recruiting teaching staff.

There is a strong connection between teaching and research. Faculty members integrate their research activities with teaching, enriching the educational process and providing students with opportunities to engage in research projects. Course content is linked to the latest technological and research developments. The PSP

Diploma Thesis addresses current research topics, leading to scientific publications and collaborations with other research groups.

Students evaluate the courses and teaching staff through anonymous electronic questionnaires at the end of each semester, though completion is optional. MODIP collects these questionnaires to produce statistical results for each instructor and course, which are used to improve the educational process and plan future courses.

II. Analysis

The EEA Panel found that the faculty of the PSP are well qualified to teach the proposed courses of the programme. They are dedicated to teaching and training students to research in the fields of pharmaceuticals, biomaterials, and food production processes.

Professional development opportunities for the teaching staff, especially junior staff, were not presented and documented. There are no reports whether faculty attend specialized training courses. The possibility of such training of the teaching staff through the AUTH Center for Education and Lifelong Learning (<https://www.auth.gr/en/diaviou-en/>) is not clear. Furthermore, there is no evidence that faculty and teaching staff participate in initiatives that promote mobility and collaboration with other Universities.

The increased workload of the faculty participating in the new PSP may limit research engagement, although the staff remain committed to their research responsibilities. There is a strong integration between teaching and research as faculty incorporate their research into courses offered, as well as providing students with opportunities to engage in research projects. PSP students' participation rate in the course/instructor evaluations should not be lower than 80%.

III. Conclusions

The faculty are highly qualified to teach the PSP courses. However, several aspects related to teaching staff training and professional development, as well as evaluation through the course/instructor assessment need to be enhanced.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Programmes	Study
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Procedures and a mechanism for the professional development and training of PSP teaching staff should be developed and implemented.

R4.2 A research strategy focusing on the PSP's specific scientific areas should be developed.

R4.3 Faculty mobility and collaboration with other Universities should be enhanced.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND- ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support, and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the Institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications, and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

I. Findings

The PSP "Chemical and Biochemical Engineering: Health & Food" benefits from the robust infrastructure of the Department of Chemical Engineering at AUTH. The teaching and research needs of the programme are supported by modern facilities, including a 50-person lecture hall equipped with advanced technological equipment for in-person teaching. For hands-on training, students have access to a variety of specialized laboratory instruments, including advanced chromatography and mass spectrometry units, NMR, and X-ray diffraction equipment. Access to these facilities is managed by trained operators, with operating costs covered by the research laboratories.

The programme utilizes the administrative services of the Department and a contract administrative staff specifically for this PSP. There is dedicated budget allocation to ensure effective administrative support, including student registration, provision of certificates, and communication with students regarding administrative matters. Additionally, the electronic learning platform (e-learning) is actively used to distribute course materials, ensuring that students have access to supporting resources.

Students have access to a range of broader University services, including the Student Information System (SIS), (<https://sis.auth.gr>) for managing course enrolment and grades, access to digital library and repository (<http://ikee.lib.auth.gr>), and comprehensive wireless network coverage across campus (<https://it.auth.gr/el/netAccess/Wifi>). Additional support services, such as scholarships, accommodation, and psychological counselling, are provided through AUTH's central services.

The financial model of the PSP "Chemical and Biochemical Engineering: Health & Food" relies on tuition fees, set at €4,000 for EU citizens and €8,000 for non-EU citizens. These fees ensure the financial sustainability of the programme, covering various expenses. A significant portion (30%) of the tuition fees is allocated to the University's Special Account for Research Funds (ELKE). The remaining 70% is directed towards programme-specific needs, including teaching personnel compensation (21.43%), administrative support (14.29%), consumables for research projects (17.86%), and other expenses such as equipment maintenance, software updates, and promotional activities (8.93%).

II. Analysis

The infrastructure and student support services provided by the PSP "Chemical and Biochemical Engineering: Health & Food" are well-aligned with the programme's goals, offering a conducive environment for both teaching and learning. The availability of specialized laboratory equipment and modern lecture spaces supports the high standard of education expected in a postgraduate programme. The integration of advanced technological tools facilitates effective course delivery and provides students with practical, hands-on experience.

The current allocation of resources for administrative support is effective, particularly with the well-maintained website that facilitates smooth communication and access to information for students. However, a larger portion of the tuition fees could be allocated directly to programme needs, such as supporting student research projects and training, rather than to teaching personnel compensation. This shift would help cover the high operational costs associated with using specialized research equipment, thereby enhancing the integration of research into the educational experience.

III. Conclusions

The PSP fully complies with Principle 5, providing modern facilities, advanced laboratory equipment, and comprehensive support services. The programme's well-maintained digital resources and effective administrative support contribute to a seamless student experience. Shifting more funds toward student research and training could further enhance hands-on learning. Overall, the programme meets high standards for supporting student needs.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 A larger portion of the tuition fees could be directed towards supporting student thesis expenses and organizing activities that contribute to PSP students' growth, career readiness, and industry engagement.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The proposed PSP is new and as such there has not been a previous external evaluation. However, an external evaluation of the Department of Chemical Engineering by a HAHE appointed panel took place in 2021. Thus, the evaluation of Principle 6 is based on the procedures and practices followed for the old PSP "Chemical and Biomolecular Engineering" and other PSPs in which the Department has been participating.

As noted in Principle 2, above, the design of the new PSP "Chemical and Biochemical Engineering: Health & Food" was based on recommendations regarding the creation of new postgraduate programmes made during the external evaluation of the Department in 2021, faculty discussions relative to the positive and negative aspects of the old PSP, as well as feedback from graduates and external stakeholders.

The PSP self-assessment procedure will take place annually organized by the Department OMEA with the support of the University MODIP per HAHE procedures. The findings of the PSP self-assessment will be shared within the academic unit.

II. Analysis

The PSP will collect data which will be used to improve the programme. The evaluation of graduates' and stakeholders' responses to surveys specifically done for the new PSP should serve as an additional, indirect assessment of the PSP. Lack of satisfaction surveys from the students and external stakeholders will hamper programme assessment. The EEA Panel did not find any documentation with the responses of students and external stakeholders to surveys related to the old PSP.

III. Conclusions

The PSP will be internally assessed through student surveys and other well-established Department and Institution procedures and practices. Systematic, external feedback from stakeholders and graduates should also be put in place.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 The PSP should develop a mechanism for feedback from its external stakeholders, the participation of its graduates in surveys, and the engagement of students, graduates, and external stakeholders in its annual internal assessment, as well as in the PSP's further development and continuous improvement.

PART C: CONCLUSIONS

I. Features of Good Practice

- The PSP has the necessary procedures for monitoring quality assurance and aligns with the strategic objectives of the Department and the University.
- Infrastructure and other resources are adequate for the successful operation of the new PSP.
- The faculty and staff are knowledgeable, enthusiastic, and dedicated to their mission.
- Employment potential of the new PSP graduates in public and/or private positions is high.
- The PSP and the Department of Chemical Engineering have developed a large network of potential employers and stakeholders.
- Employers and social partners praised the PSP and believe there is a clear need for such graduates.
- The programme is addressing an area of need in the Greek economy, both in local and national level.

II. Areas of Weakness

- The PSP title does not accurately represent its curriculum relative to health applications.
- There is no well-defined research strategy corresponding to the specific PSP themes.
- Procedures and a mechanism for the professional development and training of PSP teaching staff were not documented.
- Students' practical training through internship is not considered.
- PSP students' mobility beyond Erasmus is not considered.
- There is no provision for a formal and organized feedback mechanism from stakeholders and alumni assessing the overall effectiveness of the PSP.

III. Recommendations for Follow-up Actions

- Reconsider the PSP title so that accurately represents the programme curriculum, especially in terms of "health".
- Consider offering elective courses to add flexibility to the proposed PSP curriculum.
- Consider the re-allocation of ECTS for courses and/or the PSP thesis.
- Reduce the ECTS allocated to thesis work to accommodate offering elective courses.
- Consider PSP Diploma Thesis projects focused also on specific Industry issues in coordination with key PSP stakeholders.
- Develop and implement procedures and a mechanism for the professional development and training of PSP teaching staff, especially junior staff.

- Develop a research strategy focusing on the PSP's specific scientific areas.
- Increase the number and values of targets (KPIs) set for the PSP.
- Consider students' participation in practical training, possibly connected to postgraduate thesis research.
- Encourage mobility of PSP students and teaching staff.
- Update the PSP website with current teaching and research staff CVs, as well as research output indicators (e.g., Google Scholar, Web of Science, ORCID, and/or Scopus ID).
- Consider establishing a PSP formal external Advisory Board comprised of external faculty, graduates, and social partners to actively assist and guide the continuous review, revision, and further development of the PSP curriculum, as well as enhance the entire programme.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 5, 6**

The Principles where substantial compliance has been achieved are: **2, 3, 4**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. Emeritus Spyros Pavlostathis,**
2. **Prof. Christos Takoudis,**
3. **Prof. Emeritus Ioannis Vlahos,**
4. **Prof. Constantinos Varotsis,**
5. **Ms Vasiliki Bakali,**