



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**
Hellenic Authority
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Accreditation Report for the Undergraduate Study Programme (Integrated Master) of:

Agriculture

Institution: Aristotle University of Thessaloniki

Date: 6 February 2021

Report of the Panel appointed by the HAHE to undertake the review of the
Undergraduate Study Programme (Integrated Master) of
Agriculture 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 Undergraduate Study Programme (Integrated Master) of **Agriculture** of the **Aristotle University of Thessaloniki** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Ioannis Tzanetakis, (Chair)**
University of Arkansas, Arkansas, USA
- 2. Prof. Andronikos Mauromoustakos**
University of Arkansas, Arkansas, USA
- 3. Associate Prof. Vasileios Fotopoulos**
Cyprus University of Technology, Lemesos, Cyprus
- 4. Associate Prof. George Manganaris**
Cyprus University of Technology, Lemesos, Cyprus

II. Review Procedure and Documentation

Because of the COVID-19 pandemic, the **Hellenic Authority for Higher Education (HAHE)**, implemented an online process for the accreditation review of the **undergraduate study programme (UP)** of the **Department of Agriculture (AGRI)** of the **Aristotle University of Thessaloniki (AUTH)**. Meetings and briefings were conducted efficiently and always within the allocated time frame using Zoom®. An online accreditation can never replace on-site visits as the lack of face-to-face communications and physical presence at the premises of AGRI did not allow the **External Evaluation & Accreditation Panel (EEAP)** comprised of Ioannis Tzanetakis (Chair), Andronikos Mauromoustakos, Vasileios Fotopoulos and George Manganaris to establish a full understanding of the departmental infrastructure and evaluate the academic environment.

Before the online meetings, the EEAP received the review timeframe with Zoom links, the AGRI Accreditation Proposal, the External Evaluation Report of 2011 and other relevant material. EEAP members discussed strategy and items to be considered during the review and the Chair allocated tasks for each Panel member. Additional documentation and presentations were requested by EEAP and provided promptly by the AGRI staff during and after the completion of the online meetings.

The review was initiated in the afternoon of Monday, February 1st 2021 with the inaugural meeting between EEAP and the vice-Rector and president of the **Quality Assurance Unit (QAU/MODIP)** of AUTH Professor Dimitrios Koveos and the AGRI Head Professor Christos Dordas. Prof. Koveos gave a comprehensive presentation of the history and academic profile of AUTH. Professor Dordas presented the profile of AGRI, its quality assurance policies, and information related to the UP including curriculum structure and learning outcomes.

Meetings continued with eight (8) members of the **Internal Evaluation Group (IEG/OMEA)** and three (3) members of MODIP. A variety of issues were discussed, focusing on the compliance of the UP to the accreditation standards, curriculum revisions, student progression and assignments. The OMEA members expressed their support and commitment to the quality assurance policy to further promote the academics and outputs of the UP including the role of the academic advisor, student internships, thesis, student, and **teaching/research personnel (DEP)** mobility, flexibility and modernization of the Curriculum, secretarial support, accommodations for individuals with needs (health and otherwise) and other infrastructure items. At the end of the day and during debriefing EEAP discussed their impressions of the two meetings and identified the need for supplemental material which was requested from the Chair of OMEA, Dr. Menexes.

Meetings continued in the afternoon of February 2nd, the first being with nine (9) members of the teaching staff. EEAP and the 9 DEP thoroughly discussed the UP regarding the Curriculum, internship, infrastructure, connectivity between teaching and research activities, the faculty teaching workload, projects and research activities and student questionnaire evaluations.

All EEAP members had watched and studied the videos provided by HAHE before the meetings and thus during the meeting with nine (9) administrative & teaching staff members the group moved to a questions and answers session focusing on infrastructure and the future move of AGRI to the AUTH farm.

The meeting with ten (10) programme graduates was fruitful. EEAP expressed its satisfaction that many individuals have secured academic positions in Greek and foreign universities whereas others have admirable careers in the private sector. The graduates' views of AGRI were positive; especially when it

comes to their relationships with DEP and the overall, in-depth, and quality knowledge they received during their studies.

Eight (8) social partners/stakeholders attended the next meeting. Discussions focused their contacts and links to AUTH and AGRI in particular, and their experiences with graduates and DEP. All were satisfied with graduates and pointed out the strength of the UP which allows individuals to expand to new areas of knowledge. On the other hand, they pointed out that internships could be improved either by extension (>2 months) or being performed off-cycle and not during July and August which are the primary vacation months for many individuals.

At the end of the day and during debriefing, EEAP discussed their impressions of the meetings and identified key findings of the review.

Meetings continued in the afternoon of February 3rd, the first being with nine (9) students, the majority of which were in their 4th and 5th year of studies and representing all Divisions except for Hydraulics, Soil Science and Agricultural Engineering. Two students were working abroad under the Erasmus+ scheme and expressed their satisfaction and overall support by AGRI. EEAP and the group discussed issues related to their studies, facilities and student life. The group was satisfied with their education and pointed, similarly to the stakeholders, to the strengths of the curriculum and the good support from the secretariat.

During debriefing, EEAP formulated the major points of the findings which were communicated to the eight (8) OMEA and three (3) MODIP members. The group acknowledged the findings and thanked EEAP for their input. The review's official agenda concluded with a combined meeting of the OMEA/MODIP group, the AUTH vice-Rector as president of MODIP and the AGRI Head. EEAP acknowledged the collaborative spirit of all participating parties and the openness in the feedback received. Vice-Rector and AGRI Head thanked EEAP for the review process, indicating that they are available for any further questions if those arise during the preparation of the report. During debriefing, EEAP continued working on key findings of the review.

The EEAP acknowledges the spirit of cooperation shown by the AGRI staff; their willingness to collaborate and support the AUTH Quality Assurance policy and the quality standards of AGRI. The online accreditation review deemed sufficient and efficient, yet as noted before, all members of the EEAP look forward to face-to-face future reviews post-COVID-19. All individuals who participated in writing this report had the opportunity to voice their views.

From the end of day February 3rd to February 7th, EEAP worked both independently and as a team on their assigned tasks on the Accreditation Report. The teamwork was accomplished via online meetings.

III. Study Programme Profile

The Aristotle University of Thessaloniki (AUTH) was established by law in 1925. AUTH is the largest University in Greece and provides both undergraduate and postgraduate education. AUTH has eleven (11) Faculties comprised of forty-one (41) Departments, one of which is AGRI.

AGRI was founded in 1927 and is one of the oldest agricultural entities at the University level in Greece. After several changes throughout the years, AGRI is -since 2013- part of the Faculty of Agriculture, Forestry and Natural Environment. The AGRI mission is to provide high-quality University level education, performing internationally acknowledged research while contributing to sustainable agricultural, industrial, and economic growth and addressing environmental and social problems and issues.

The number of incoming students is determined yearly by the Ministry of Education and Religious Affairs. The total number of registered undergraduate students during the current academic year exceeds 3400, with 234 graduate students and 146 PhD candidates.

The programme offers an Integrated MSc degree (National and European Qualifications Framework 7) within 10 semesters (5 years), requiring a total of 300 ECTS. The Curriculum is organized into General/Basic (34 courses/150 ECTS) and Specialization (22 courses on average/110 ECTS). Integral parts of the Curriculum are the Diploma Thesis (30 ECTS) and Internship (10 ECTS).

Today, AGRI has sixty-one (61) DEP, thirty-one (31) Laboratory Teaching Staff (EDIP), four (4) Special Technical Laboratory personnel (ETEP), seven (7) Administrative Staff, and contract teaching personnel. AGRI has 33 research laboratories under the following five (5) Divisions:

- *Crop Production (Field Crops and Ecology, Horticulture and Viticulture and Plant Protection)*
- *Animal Production*
- *Food Science and Technology*
- *Agricultural Economics*
- *Hydraulics, Soil Science and Agricultural Engineering*

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a) the suitability of the structure and organization of the Curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study programme Compliance

- AGRI has established an appropriate OMEA with DEP from all Divisions. AGRI has set specific and measurable goals for the UP, based on the HAHE templates.
- MODIP enforced the Quality Assurance Policy (QAP), paired with suitable KPIs in most cases, exception made for some cases (i.e., A2.1, A3, B2.2, Δ.2.3).
- EEAP acknowledges the commitment of OMEA towards establishment of QAP and its continuous monitoring on the yearly basis through reviews and audits.

- EEAP is not aware of any official procedure for QAP communication to students, graduates, stakeholders, and other social partners.

Panel Judgement

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

Panel Recommendations

- QAP should be further amended to reflect the quality procedures and aims and a clearly defined research strategy of both the Department as a whole and its Division independently, where applicable in a measurable and attainable manner.
- Activate the relevant link of the English version of QAP (<https://www.agro.auth.gr/school/quality-policy-of-school-of-agriculture>) that appears to have no content.
- EEAP recommends that OMEA ensures the annual report's completeness, and the relevant reports and audits to be publicly available on the Departmental website.
- AGRI should explore comprehensive ways and communication channels to disseminate its QAP to students, graduates, stakeholders and social partners, policymakers and governmental bodies, international students who wish to attend AGRI and the general public.
- EEAP recommends enhancing student participation and involvement in OMEA.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

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

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

Study Programme compliance

- It is a highly impactful study programme that is ranked in the top three among Departments of Agricultural origin regarding the entry grades.
- The AGRI UP curriculum is based on the application of modern methods of teaching, training, and assessment. It is designed for students to attain learning outcomes in a friendly and creative environment. Online tools (e-Class platform etc.) facilitate and streamline learning processes.
- AGRI partially responded to the 2011 External Evaluation and also updated the Curriculum during 2019-2020. This was done by reducing the number of required courses offered, adding some courses following recommendations (although further needs were identified), ultimately lowering the average number of years for graduating with the degree by one year (from seven to six).
- The Curriculum is now structured in five (5) semesters with core courses and five (5) semesters with electives leading to an integrative master. A total of 34 core courses (150 ECTS) and 22 electives (110 ECTS) are required, in addition to summer practice/internship (10 ECTS) and a thesis (30 ECTS). The workload appears to be excessive, totalling around 28-30 hours per week and 6-7 courses per semester (~30 ECTS units/semester) that combine

lectures and laboratory exercises. The latter accounted for >60% of offered courses, thus providing significant hands-on experience. Teaching takes place primarily at the main Campus, although some is carried out at the University Farm (e.g., the entire UP of the Food Science Division). Learning outcomes are compatible with the National Higher Education Qualifications Framework.

- Students can evaluate courses (lectures and laboratory exercises) anonymously through electronic questionnaires. The evaluation includes major aspects of the educational process, including instructor's competence, supervisory means, educational material, etc. Statistics on course evaluation are available in the MODIP Portal to all teaching staff (DEP, EDIP and other instructors; Presidential Decree 407/80). Questionnaires are examined by the course instructors and the AGRI OMEA Chair and Head. However, a shortcoming was identified in rather low student participation in the evaluation process (~25% of the total enrolled students during the past five years).
- Faculty members are accessible and available for personal communication with their students.
- The extended acquired knowledge and professional rights of graduates as Agronomists enlisting in GEOTEE lead to positive views by relevant stakeholders regarding their knowledge and skills. However, stakeholders did not appear to have any input in the revision of the UP; EEAP is not aware of any current curriculum revision procedure that involve input from external experts, students, and graduates.
- DEP link research and teaching in the UP, mainly through the research orientation of the thesis, and by using examples of their research in courses. Furthermore, a significant amount of state-of-the-art equipment has been purchased through competitive grants and is claimed to be employed in teaching demonstrations as well.
- The research orientation of the undergraduate thesis is obligatory. Some undergraduate theses (17) were published in refereed journals in the past 5 years. Teaching load appears to be relatively high due to the declining number of DEP and the increasing number of students. In some cases (mainly core courses) the teaching staff has to divide students into several subgroups to accommodate laboratory exercises.
- Both students and stakeholders expressed concerns about the small duration (2 months) of the internship, as well as the sub-optimal timing which is limited to July-August of the penultimate year; coinciding with summer vacations. Interest to increase internships to 6 months were voiced.
- EEAP is not aware of any mitigation measures taken towards a more balanced ratio of student/Faculty per Division. Based on supplementary material that was provided upon request the ratio is spanning from 7 up to higher than 50.

Panel judgement

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

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

Panel Recommendations

- The curricula of the Divisions of Hydraulics, Soil Science and Agricultural Engineering and Animal Production need to be amended through: (a) elimination of elective courses with low selection by the undergraduates (that leads to low attendance) and/or poor evaluations by the students, (b) incorporation of modules that are currently on demand, (c) merge modules where overlapping exists. Such mitigation measures should lead to the increment of the very low student/Faculty ratio compared with the other Divisions.
- The curriculum of the Division of Agricultural Economics needs to be revised and implement the still relevant recommendations from the 2011 external review that were not put into place during the previous curriculum revisions.
- The curriculum of the individual Divisions of Crop Production and Food Science needs to incorporate modules that are on demand (i.e., plant molecular biology and biotechnology; Nutritional Genomics etc.) and eliminate elective courses overlapping with other courses and poor attendance towards a more flexible curriculum considering additionally the heavy teaching load of some DEP.
- Develop an Action Plan towards a more balanced student/Faculty ration per Division.
- Develop an Action plan for offering at least one mandatory and one elective course per Division in English to increase international student mobility and enhance the standing of the Department within an international context.
- Each Division to develop a feasibility study regarding its potential future positioning within the Department and/or as an independent unit and the number of DEP is needing to be fully operated.
- Student teaching evaluations need revamping and incentivization. A significant obstacle is that attendance is not required in lectures. Hence, the student evaluation could be promoted by not reporting grades until an evaluation is submitted. In case of no attendance, the student should leave the questionnaire blank and justify a reason for no attendance.
- Invest in modern technology infrastructure to promote remote education and reduce teaching load.
- Corrective actions by the AGRI Head and DEP should be taken when poor teaching performance is noted based on the student evaluations.
- A structured procedure for evaluation and revision of the UP should involve GEOTEE, stakeholders, external experts, graduates, and industry.

- AGRI could consider amending the internship duration in cooperation with the Ministry of Educations & Religious Affairs. The internship could be prolonged to 4-6 months to meet demands from both stakeholders and students, potentially breaking into two 2-3-month periods during the summer of the 3rd and 4th year or the 10th semester, free from course modules.
- Featured research thesis [graded with distinction (10,0)] should be uploaded in a dedicated area on the AGRI website to serve as examples of best practices. Thesis written in English should be encouraged.
- EEAP strongly encourages the AGRI transfer as a whole to the University Farm as it will enhance teaching and research activities.

Principle 3: Student-centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

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

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

In addition :

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

Study Programme Compliance

- The AGRI curriculum largely reflects a student-centered learning/teaching process. It respects students' diversity and their individual needs and, given the availability of electives and a variety of pedagogical means, it is possible to pursue flexible learning paths.
- The majority of courses are linked with a laboratory/experimental component giving sufficient hands-on experience, although the median value (~60%) is lower than other Agronomy Departments.
- Evaluation is carried out regularly, aiming at the improvement of these practices. The AGRI DEP are familiar with the existing examination system and develop their skills in offering a fair assessment of the students' learning outcomes. More than one examiner may evaluate students' performance. The assessment criteria and methods are published in advance and

included in the course outlines. Instructors make an effort to give feedback to the students and, if necessary, offer advice on the learning process.

- OMEA indicated that all teaching material (.ppt presentations) are available through E-class. Furthermore, students are entitled to receive a book/course. Special commendation should be made primarily to the Division of Agricultural Economics which created an e-learning platform using competitive grant-originated funding.
- Student surveys are used to evaluate the quality and effectiveness of teaching. However, participation is low (~25%)
- AGRI identifies the importance of mutual respect in the student-teacher relationship. It also ensures that appropriate measures are taken through formal or informal procedures to resolve student problems. Notwithstanding, EEAP is not aware of any official procedures in place for student appeal.
- DEP are accessible and readily available to students and play a significant role in the internship process.
- The Academic Advisor role does not appear to be well communicated to students or utilized to its full potential. Nevertheless, DEP were praised by students as generally being available and willing to assist with various issues of concern.
- Student Representatives participate in the AGRI General Assembly and communicate their concerns, positions, or complaints.
- The Counselling and Psychological Support Office provides specialized counselling support for students with physical or learning disabilities. The Disability Accessibility Office with the help of the AGRI representative provides the aforementioned students the opportunity for individual appointments and workshops. The teaching staff is also obliged to offer alternative oral or combined oral/written and/or supplementary oral examination for such cases as the above offices deem necessary.
- International students with difficulties in the Greek are supported by the provision of courses in English by DEP. However, this is done voluntarily and the need to further expand the supported courses and provide further assistance was voiced.
- A list of prerequisites for some advanced classes appears to exist following a relevant recommendation by the 2011 evaluation committee, although this list was not communicated to EEAP. The compliance with the prerequisites must be monitored by the Administration office to ensure a proper progress of the UP (flow of courses) for each student and thus effectively meet the teaching outcomes.
- Current students and alumni commended on a right balance between basic and translational courses. However, concerns were expressed about the lack of modern courses such as ones linked with molecular biology, biotechnology, bioinformatics, and data analysis.
- Current students and graduates were very optimistic about their overall training and their professional development and careers. However, students and graduates did not appear to be representative given their grades and their graduation timeframe.
- A research-oriented thesis is an integral part of the integrated Master. The Thesis accounts for 10% of the ECTS towards the degree (30/300), highlighting its significance. Furthermore, a small number earn authorship in journal articles, validating the student-centered character of the programme.
- The EEAP was informed about the handling of complaints but is not aware of any formal appeal procedure.

Panel judgement

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

Panel Recommendations

- The currently limited role of the Academic Advisor should be further exploited in accordance with international standard practices and be clearly communicated to students, preferably during the first weeks of their studies. Accordingly, students should be advised to seek relevant guidance by their appointed advisors, to ensure an evenly distributed workload among DEP. A new academic advisor, closely aligned to the student's interests, should be assigned per student once they enter Specialization.
- The completion of the questionnaire, preferably by electronic means, should be a prerequisite for participation to exams. When students do not attend lectures, grading should remain null and provide a reason for poor or no attendance. (The relevant KPI (A2.1) regarding completion of questionnaires should be amended accordingly.)
- Courses with high failure rates or electives with poor attendance should be re-evaluated and revamped as needed and DEP should consider multiple tools for student assessment.
- Eliminate overlapping information between courses and/or combine courses that significantly overlap towards reduction of the pool of elective courses. This approach is additionally recommended as a mitigation measure to reduce excessive teaching load of some academic staff.
- Regarding core courses with big audiences, to consider a hybrid format that meet sometimes online and others in person so as to increase class attendance and student performance.
- Encourage the research orientation of thesis in accordance with the amendments in relevant ECTSs.
- Provide courses in English to enhance mobility of international students (e.g., Erasmus+ programme) while promoting outreach and internationalization. This could potentially be further assisted through a collaboration with the University Foreign Language Centre.
- The EEAP recommend the Department to consider promoting online courses leading to relevant certification and contribute to the development of general skills, enhancing the curriculum. Such certifications will be incorporated in the Diploma Supplement. Indicative online offerings can be related to computer skills, Lab safety, Scientific writing, Ethics.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme Compliance

- Students are admitted to AGRI via the National Exams system. The Ministry of Education and Religious Affairs determines the number of students admitted. Every year, there are 300-330 students admitted. Yet, there is a significant number of additional admissions from special categories (~150/year).
- During the 1st academic year, AGRI organizes special welcoming and orientation sessions for incoming students, informing them about facilities, Curriculum, areas of Specialization, training internships, provisions for student care (room and board, exercise, leisure), and mobility avenues (Erasmus+), among other topics. However, this orientation session does not take place during the entry to the Division.
- Students can participate in study abroad programmes such as Erasmus+ and all positions for outgoing mobility are being filled.
- AGRI has an Academic Coordinator of the Erasmus Programme, who provides students with detailed information on the procedures, partner institutions, etc. About 27-30 students participate annually.
- Students do a mandatory internship that lasts two months and takes place in the summer months in the last two years of the study. Successful completion is a prerequisite for obtaining a degree.
- The internship can occur in private or public sectors and is financially supported in cases.
- The Diploma Supplement is issued automatically upon graduation both in Greek and English.
- At the end of the internship, students submit to AGRI a certificate of completion (issued by the entity where the training took place) and their evaluation sheet during the internship (to be completed by the institution's supervisor) while preparing a relevant evaluation report.
- AGRI operates a farm close to the Thessaloniki airport where students have access to extra training and facilities that do not exist on the main Campus. The farm facilities currently host almost half of the AGRI personnel and introduce students to agricultural settings, enhancing their education.

Panel Judgement

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

Panel Recommendations

- The planned move of AGRI to the Farm will ameliorate student problems and save time on transportation and parking between classes. It should increase student participation and bring the student population closer to the entire staff of AGRI.
- AGRI needs to establish annual awards of excellence for outstanding students and seek sponsorships from stakeholders to support this initiative.
- It must be ensured that students have adequate support during their practical training. This could be achieved by expanding it to split in two years or as a full semester by combining it with a study abroad programme in one of the 37 collaborating Institutions.
- The incoming student mobility (Erasmus+) need to be substantially enhanced and the relevant KPI to be considerably amended ($\Delta 2.4$). The action plan that was reported (incorporation of courses offered in the English per division) should be promptly put into place.
- A dedicated area in the AGRI website about Erasmus+ agreements should be developed, providing additional information about existing bilateral agreements, regulations, and procedures and/or redirect to relevant Institutional website links.
- The role of the academic advisor needs to be significantly enhanced and mitigation measures to be taken when poor student performance is observed. A new academic advisor should be allocated during the entry of the student in the Division.
- The total workload for receiving the degree must be exactly 300 ECTS units, equally distributed in all 10 semesters, as in all Integrated Master's programmes. If a student chooses to take more courses and accumulates more than 300 ECTS units, the additional courses could be documented in the Diploma Supplement.
- Organize welcoming and orientation sessions for incoming students per Division at the 6th semester.
- Faculty staff members may additionally offer career orientation services, counselling and guidance about studentship issues and offer supportive role to the DEP in charge of the Internships at Departmental level.

Principle 5: Teaching Staff

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

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

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

Study Programme Compliance

- Students expressed their satisfaction that most of the courses (~ 60%) include laboratory exercises with hands-on experience.
- Instructors use a variety of teaching tools and pedagogical methods. According to OMEA, all course teaching material (.ppt presentations) are available online through the e-class platform. Also, some courses are publicly available.
- DEP average teaching load is well above the threshold of 6 h per semester that is set by law.
- The research carried out by DEP is being funded by both national and international entities. Modern equipment, purchased through such funding channels, are used for the hands-on experience of students.
- Several DEP have impactful research activity and recognition (reflected in the number of publications in refereed journals, citations, the h-index, attracting funding and through the HAHE templates). However, there are DEP that underperform.
- AGRI recruitment and promotion policies are consistent with the practices and the rules and regulations of both AUTH and the Ministry of Education. The EEAP is not aware of any specific Departmental strategy/policy to attract highly qualified academic staff.
- The Accreditation proposal provides a strategy to enhance mobility opportunities for the academic staff through Erasmus+, yet those opportunities are underutilized. Sabbatical leaves for professional enhancement are also limited, mainly due to the reduced number of DEP available to teach courses.
- EEAP is not aware of a plan for teaching staff professional development opportunities, namely junior DEP and supportive academic personnel, with a PhD degree (i.e., start-up grant, mentoring). Yet, this is understandable considering the limited departmental budget.
- EAAP is not aware of any sabbaticals taken place at AGRI from other Universities/Research Units.
- EEAP is not aware of any apparent mechanisms for rewarding excellence in teaching.
- EEAP is not aware of a clearly defined strategic research agenda of the whole Department.

Panel Judgement

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

Panel Recommendations

- Considering the unacceptably high student to DEP ratio, particularly in high-performing Divisions, the new positions should be filled strategically and in disciplines that maximize the potential for growth in research and teaching.
- Considering the constraints in recruiting new DEP, AGRI must recruit individuals who can serve in more than one research/teaching areas, where this is applicable.
- Hiring staff members with diversified educational backgrounds (graduates from other academic/research institutions) and research expertise will further enhance the research activities and promote new research directions in AGRI.
- The Ministry of Education & Religious Affairs sets the promotion rules. It is at the description of the AGRI to consider establishing transparent internal quality standards criteria for promotion with appropriate adjustments for the unique needs of each Specialization/Division and wet bench vs. field research productivity.
- Develop an Action Plan to encourage the professional development of DEP with particular attention to Assistant Professors and Special Scientific Personnel (EDIP) with PhD degrees and significant scientific outputs.
- Adopt a policy of promoting and rewarding excellence in teaching across all personnel ("Teacher of the Year"), based on the student questionnaires and other related achievements and activities of the teaching staff.
- Academic staff that is off campus for scientific purposes (i.e., conference attendance) should teach lectures online, which has widely been adopted by the students after the COVID pandemic.
- AGRI should adopt and incorporate a clearly defined research strategy focusing on specific scientific areas and research activities per Division and as a whole. This should also be reflected in the QAP.
- AGRI should develop strategies for attracting international lecturers/researchers for short, medium, and long-term visits (i.e., sabbaticals) and lecturing in AGRI.

Principle 6: Learning Resources and Student Support

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

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

- AGRI provided a highly professional and comprehensive 20-min virtual tour. EEAP congratulates the individual(s) in charge. This should be used as a prototype by HAHE for other institutions that undergo the Accreditation process in a virtual format.
- AGRI is housed in a building complex, mainly on the main Campus of AUTH and secondarily in buildings at the premises of the University Farm (Αγρόκτημα). The latter is the case for the Divisions of Food and Animal Sciences as a whole, and some Laboratories/research groups from the Division of Plant Sciences have their headquarters in buildings in the Farm.
- According to the Dean, a central building in the University Farm is expected to be fully operational within 2023. Our understanding that part of the AGRI strategic plan is to be transferred as a whole to that location. Considering the delays, also reported in the Evaluation report of 2011, this Action plan should be fully implemented with the aid of AUTH.
- AGRI teaching facilities include of a large number of lecture rooms, research laboratories and analytical equipment. There are several large yet outdated amphitheatres and some that are explicitly assigned a laboratory unit. Also, for some Divisions (most promptly Plant Sciences), the experimental fields in the University farm are being used for the course's laboratory component.
- EEAP is acknowledging the digital organization of the Administration office.
- AGRI has state-of-the-art equipment, obtained either through state aid, National research funding programmes or through other funded projects. Every laboratory has well-equipped rooms-offices and research facilities to cover both the academic and technical staff's needs and the research students. Each laboratory, depending on the research field, has its

greenhouses and experimental fields. Facilities and equipment adequately- with some exceptions- cover each laboratory's teaching needs.

- Constrains arise regarding the number of students that each laboratory can support and the unacceptably high student/DEP ratio, as elsewhere described.
- Exercise facilities, student clubs and amenities for extracurricular activities and other support services are located on the AUTH campus and easily accessible. EEAP did not have time to discuss the Action plan regarding accommodation of low-income students to AUTH.

Panel Judgement

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

Panel Recommendations

- Transfer AGRI to the University Farm to its entirety. Under the business plan this transfer is to be complete within 2023.
- The University Farm should be used further to achieve a more dedicated hands-on experience for undergraduate students.
- University Farm facilities should be staffed with personnel that will facilitate the teaching activities that offer hands-on experience.

Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

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

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

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

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

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

Study Programme Compliance

- AGRI has established and operates a detailed information system for managing and monitoring data. These data include key performance indicators, student population profile, student progression, success and drop-out rates and student satisfaction with their programme(s) were used to prepare a detailed accreditation proposal.
- Data presentation has been good and assisted the EEAP in understanding trends and allowing direct comparisons.
- AGRI has a career day for 1st year students where they give presentations on the different aspects of Agronomy and the graduates' work rights.
- AGRI has recently established satisfaction surveys (exit interviews) for graduates through online questionnaires. Due to lack of time, the EEAP is not aware about the content of such surveys.
- AGRI has not established an Alumni Association, although the EEAP understands that there are informal communications with the graduates. There is an online presence aiming to connect graduates with AGRI and among themselves.

Panel Judgement

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

Panel Recommendations

- Establish a formal Alumni Association and track the employability and career paths of graduates.
- Enhance career days and encourage students to attend just before they start their specialization education. Such a move may assist with a more balanced split among the different Divisions and have students choose their career path based on job requirements and availability.
- The completion of satisfaction survey by the graduates should be compulsory prior receiving the Diploma and accordingly to be amended the relative KPI (A3.1) that has indicated as target the completion by the 10% of the graduates.
- The findings of the exit interviews should be used as inputs to revise the UP.
- Student progression, success, and drop-out rates to be monitored on annual basis by the Academic Advisor with the aid of Secretary and where poor performance is monitored, mitigation measures to be taken.
- AGRI should develop anonymous online satisfaction surveys for all its academic and administrative staff.
- Make all information provided to EEAP readily available on the AGRI website for use by prospective students, industry, and stakeholders at-large.

Principle 8: Public Information

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

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

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

Study Programme Compliance

- AGRI communicates its teaching and academic activities mainly through its website. Announcements and press releases are available on the Home page with a distinct separation mode. The website is updated weekly or as needed.
- The website provides details about the structure, human resources, laboratories, teaching courses and infrastructure. EEAP acknowledges the willingness and dedication of the assigned DEP personnel to populate the AGRI website, however several amendments should be put into place and several sub links need to be amended.
- The English website covers many topics but should be further updated and improved to match the Greek version (i.e., Divisions and not Departments).
- The students' professional prospects and relevant stakeholders' chambers and associations are not available online. Furthermore, the rich mesh of activities (meetings, conferences, and connectivity to various stakeholders) is not provided on the website.
- The tab referring to mobility opportunities provides contact information of the person in charge and redirects to the University's main page for the given topic and thus undermining the time effort of the person in charge.
- The tab dealing with practical exercise is advised to incorporate information regarding the rules and the evaluation process with the students' online questionnaires. The indication of a database for internships (<http://www-praktiki.agro.auth.gr/>) is a good approach that can be further amended in terms of both content and outline.
- The presence of AGRI on social media focusing on academics is not evident. Facebook, a widely adopted social media platform, is not the better means to communicate the AGRI research outputs.

Panel Judgement

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

Panel Recommendations

- The website could be further enhanced to become more user friendly and appealing. Data need updating and presented in an integrated and easily accessible manner as stated above.
- Amendments needed to several sub-links dealing with (1) upload of internal audits and reviews (2) mobility opportunities of both students and staff, (3) internship, (4) professional prospects of graduates to be further elaborated, documenting the existence of the Representative professional Chamber that assures their professional rights, (5) infrastructure, (6) outreach activities.
- The outline of each course should be provided in a downloadable pdf format in Greek and English and not as a single file for all courses.
- Considering the heavy administrative load, AGRI should allocate a budget to hire an individual for website restructuring and maintenance. Furthermore, each Division should have a DEP or EDIP liaison to transfer information to the AGRI website.
- AGRI is encouraged to take advantage of social media presence with academic orientation to increase the visibility of its research and teaching activities, namely LinkedIn. This instrument will also allow AGRI to track alumni's career paths, as stated in Principle #7.

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

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society;*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students;*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme Compliance

- AGRI has developed a programme monitoring on an annual basis, according to HAHE templates and guidance and support by MODIP.
- All participating groups (students, alumni, stakeholders) felt that the undergraduate programme offers knowledge, skills, and competencies to secure a rewarding career in many agronomical fields in Greece. Several stakeholders mentioned they prefer graduates from AGRI when compared to graduates from sister Institutions.
- In collaboration with OMEA/MODIP, AGRI has established an annual self-assessment following the Quality Assurance Requirements. The UP's student needs and satisfaction are monitored through course questionnaires and exit interviews.
- The EEAP is not aware to what extent the exit interviews are being implemented and is not familiar about its content. During discussion with OMEA, it was indicated that exit interviews resulted in 70% satisfaction rate of the graduates. However, the relevant documents provided to EEAP indicates that the participation of graduates in such surveys is 0% and 10% has been set as target.

Panel judgement

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

Panel Recommendations

- Graduates, especially those serving in top research and teaching positions abroad alongside upper-level students and external stakeholders, should be formally consulted, and engaged in future UP revisions that is currently not the case.
- Individual course learning objectives must be fully discussed on each syllabus and they must be measurable.
- Enhance exit interviews to gather actionable data that will complement the limited participation in course, faculty, and staff evaluations. To clarify to what extent the exit interviews was implemented in the previous years to avoid any misinterpretations.
- The study programme's annual self-assessment reports (based on HAHE templates) should be accompanied by executive summaries with main findings and the relevant audits.
- The above-mentioned reports should publicly be available through the Departmental website and via other dissemination and communication tools.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

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

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

Study Programme Compliance

- AGRI has implemented several of the recommendations from the previous external evaluation regarding the amendments in curriculum as analytically stated in other Principles. The EEAP realized the willingness of AGRI staff to further work on study programme compliance following the rules set by the HAHE.
- One key recommendation, the relocation of AGRI in newer facilities in the University Farm (planned to be implemented for 2014 according to report of 2011) is underway and expected to be completed before the end of 2023.
- EEAP is not aware of the prerequisites that were incorporated into the programme per Division.
- EEAP is not aware of any recent external review of the AGRI study programme by an Agency other than HAHE.

Panel judgement

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

Panel Recommendations

- A detailed action plan and aggressive implementation would be a prerequisite to maintain the quality of AGRI's programme and mission to maintain and secure successful future accreditation/evaluation.
- AGRI should implement and/or carefully redress the relevant to the UP recommendations of the previous External Evaluation Report.
- AGRI should develop a strategic plan with detailed action plans and implementation timelines, providing a roadmap of future accreditations/evaluations. Annual self-evaluation through faculty retreats and reflection by each division could be used to produce reports/audits.

PART C: CONCLUSIONS

I. Features of Good Practice

- A highly impactful UP
- Teaching material (.ppt presentations) are available through *e-class* for all modules; some courses are also publicly available
- Student-centred teaching methods bridging in-class knowledge with research
- Well-equipped labs that at certain cases include modern facilities
- Significant student hands-on experience
- Ample space to develop experimental fields (University Farm: 'Αγρόκτημα')
- Significant research outputs by several DEP
- Staff commitment to assess and ensure the quality of the degree
- Graduate satisfaction of the professional opportunities offered by the programme
- Number of activities/events linking students to stakeholders
- Higher graduation rates to sister Greek Institutions
- Digital organization of the Administration office
- The AGRI virtual tour to be widely adopted by HAHE as best practice for future distant accreditation processes

II. Areas of Weakness

- Unbalanced student to teacher ratio among Divisions
- Modest research outputs by some DEP
- The academic staff is dispersed in University main campus and different buildings within the University farm
- Low mobility of incoming students and outgoing mobility of staff
- Lack of an Alumni Association that track the employability and career paths of graduates
- Some laboratories needed to reduce the number of exercises to accommodate the excessive number of students

III. Recommendations for Follow-up Actions

- AGRI should be transferred as a whole to the University Farm. This will enhance teaching and research activities
- Enhance the student/Faculty ratio at the Divisions of Hydraulics, Soil Science and Agricultural Engineering and Animal Production
- Implement the still relevant recommendations of the 2011 external review regarding the Curriculum; particularly for the Division of Agricultural Economics and the introduction of more courses related to molecular biology, biotechnology, bioinformatics, and data analysis.
- Consider merging the three Sections that represent Plant Sciences into a single entity as is the case for the rest of Divisions.
- Perform a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to restructure AGRI and correct recruitment weaknesses. Each Division to develop a feasibility study regarding its potential future positioning.

- Develop a clearly defined plan towards a balanced student to teacher ratio among Divisions.
- Prioritize the recruitment of new personnel in Divisions that are characterized by significant research outputs, heavy teaching load and unacceptably high student/DEP, namely Food and Plant Sciences
- Attract DEP that can serve multiple areas of research/teaching given the constraints in recruiting academic personnel.
- University farm to be recruited with personnel that will facilitate the teaching activities that offer hands-on experience
- Define research agenda with areas of prioritization; hires should have stakeholder input
- Amend the quality assurance policy, adjusted to the character and special requirements of the current UP that incorporates distinct Divisions, and apply comprehensive tools for its dissemination
- Annual evaluation audits: Review outputs should be disseminated through the website and mailing lists to students, alumni and stakeholders
- Enhance the role of Academic Advisor
- Reduce the percentage of teaching personnel with low evaluation reports
- Assess and implement approaches to recognize excellence in teaching and research
- Reward outperforming students through awards, funded by key stakeholders
- Enhance incoming mobilities and develop a dedicated webpage listing bilateral agreements, regulations, and procedures and/or redirect to relevant Institutional links
- Amend website: focus on improvements and uniformity and incorporate all relevant material regarding the QAP
- Track career paths of graduates through the development of an official AGRI alumni association
- Enhance the research orientation of the thesis and encourage writing in English
- Provide courses in English to enhance mobility of international students (Erasmus+ programme)
- Further strengthen networking opportunities with academics and other stakeholders
- Attract academic personnel from abroad through short-, mid and long-term (i.e., sabbaticals) appointments
- Establish a strong presence in social media with an academic profile, using tools that appeal to prospective students
- Develop a procedure to involve the GEOTEE, alumni and stakeholders in revisions of the study programme – highlight professional rights
- Amend internship: Flexibility in timing and possible expansion
- Provide results of feedback back to the students and stakeholders

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **3, 4, 6, 10.**

The Principles where substantial compliance has been achieved are: **1, 2, 5, 7, 8, 9.**

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

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. Ioannis Tzanetakis, (Chair)**
University of Arkansas, Arkansas, USA
2. **Prof. Andronikos Mauromoustakos**
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