



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



Εθνική Αρχή  
Ανώτατης Εκπαίδευσης  
Hellenic Authority  
for Higher Education

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Αθήνα, 08-01-2025

Αρ. πρωτ.: 48639

## ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

### Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α'/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.
2. Την υπ' αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ), την υπ' αριθμ. 16384/Ζ1/15.02.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 137/τ. ΥΟΔΔ/19-02-2024), περί παράτασης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της ΕΘΑΑΕ, καθώς και την υπ' αριθμ. 88986/Ζ1/1.08.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 846/Υ.Ο.Δ.Δ/7.8.2024) περί της ανανέωσης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
3. Την υπ' αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ. ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)», όπως ισχύει.
4. Την υπ' αριθμ. 43843/02-07-2024 Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΜΣ Βιοεπιχειρείν του Τμήματος Βιοχημείας και Βιοτεχνολογίας του Πανεπιστημίου Θεσσαλίας.
5. Την 46η/20-12-2024 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2 «Έγκριση εκθέσεων πιστοποίησης – Χορήγηση πιστοποίησης».

### ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Μεταπτυχιακών Σπουδών

Βιοεπιχειρείν

του Τμήματος Βιοχημείας και Βιοτεχνολογίας  
του Πανεπιστημίου Θεσσαλίας

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Προγραμμάτων Μεταπτυχιακών Σπουδών της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 7 του Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 20-12-2024 έως 19-12-2029.

Ο Πρόεδρος της ΕΘΑΑΕ



Καθηγητής Περικλής Α. Μήτκας



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή





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**Accreditation Report**  
**for the Postgraduate Study Programme of:**  
**Bioentrepreneurship**  
**Department: Biochemistry and Biotechnology**  
**Institution: University of Thessaly**  
**Date: 20 May 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 Postgraduate Study Programme of **Bioentrepreneurship** of the  
**University of Thessaly** 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 postgraduate study programme of **Bioentrepreneurship** of the **University of Thessaly** comprised the following five (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Nikolaos Venizelos, (Chair)**  
Örebro University, Örebro, Sweden
- 2. Prof. Evangelos Dedousis**  
American University in Dubai, Dubai, United Arab Emirates
- 3. Prof. Panagiotis Soultanas**  
University of Nottingham, Nottingham, United Kingdom
- 4. Ms. Zoi-Lina Koutsogianni, PhD Candidate**  
Aristotle University of Thessaloniki, Thessaloniki, Greece

## II. Review Procedure and Documentation

In accordance with the requirements of Quality Assurance in Higher Education (laws 4009/2011 & 4653/2020), the Authority of Higher Education (HAHE), by individual invitation and after formal acceptance dated 10/5/2024, establishes an independent External Accreditation Panel (EEAP), with the mission to assessing the compliance of the Postgraduate Studies Program (PSP) in Bioentrepreneurship of the Department of Biochemistry and Biotechnology (DBB) of the School of Health Sciences of the University of Thessaly, scheduled 20–25/05/2024. The established EEAP consists of four experts (4), three from universities abroad and one from Greek University.

The evaluation was carried out through reviews of documents, as well as online interviews with Directors of PSP, the Head of the Department, MODIP members, Steering Committees, OMEA members, teaching staff, students, graduates, and external stakeholders. The method used was focusing on the sampling of the activities of the Department and aimed at assessing the fulfilment of the requirements according to the protocol of HAHE, regarding the Quality of the PSP and compliance, its effectiveness, and implementation within the scope of the requirements. All information and documents provided by the Department was considered by the EEAP to be factually correct.

On May 12, 2024, the EEAP Got access to all supporting documents via HAHE web-based Panel-Accreditations System.

### Materials provided by the Department

- A0. Contents
- A1. Proposal of Academic Accreditation
- A2. Quality Policy of Postgraduate Study Programme
- A3. Quality Objectives of the Academic Unit for the Postgraduate programmes
- A4. Senate Decision on the Establishment of PSP
- A5. Study Guide
- A6. Course Outline
- A7. List of names of teaching staff
- A8. Report of the internal evaluation
- A9. Evaluation from students
- A10. Regulation on complaints handling
- A11. Operating rules of the academic adviser institution
- A12. Internal rules of procedure of PSP
- A13. Research ethics regulations
- A14. Study Regulations
- A15. Diploma Annex
- A16. Summary report on teaching staff allowances
- A17. Indicators, Quality Data Management System - Institution Report 2017-2022
- A18. External evaluation of the postgraduate programme

## A19. Other documentation material

### Materials provided by HAHE

Acronyms, PSP-Guidelines for the EEAP, European Qualifications Framework, Standards PSP En., M12 PSP Mapping Grid, Accreditation Management System - expert manual, M13 PSP Accreditation Report Template, Guidelines of Accreditation-En., MN6 NEW PSP Guidelines for the EEAP, MN1 Standards NEW PSP EN, MN12 NEW PSP MAPPING GRID

The whole evaluation and accreditation process was carried out solely remotely using the Zoom platform. All the accreditation reviews were scheduled and performed at Greek time zone.

### Monday, 20/05/2024, 15:00 - 16:00 hrs.

The EEAP members met remotely in view of getting know each other and to establishing a modus operandi regarding the accreditation mission, to schedule and discuss the content and structure of the Report Template, allocation of tasks, for to be prepared ahead of the site visit that would be performed via online using Zoom platform.

Same day, at 16:00 - 17:00 hrs., the EEAP started formally the evaluation reviews of the PSP program in Bioentrepreneurship. In the first part of this virtual meeting, the EEAP met the Head of the Department Prof. Dimitrios Karpouzas and the Director of the PSP programme Prof. Dimitrios Leonidas. The head of the Department Prof. Dimitrios Karpouzas was briefly presented the establish of the department, physiognomy, teaching and administrative staff, facilities and course and milestones of the Department of Biochemistry and Biotechnology (DBB).

Then the Director of the programme Prof. Dimitrios Leonidas was briefly presented the programme's origins, current status, strengths, possible areas of concern and different aspects of compliance with the accreditation principles.

Present during this meeting, were Prof. Ioannis Anagnostopoulos, Vice-Rector of Administrative and Academic Affairs, Prof. Dimosthenis A. Sarigiannis, NHRF Director and Chairman of the Board. The Steering Committee of PSP Bioentrepreneurship: Assoc. Prof. Balatsos Nikolaos, Assist. Prof. Skamniki Vassiliki, Researchers Papadimitriou Vassiliki, and Pletsa Vassiliki, Research Director Zografos Spyridon and Assoc. Prof. Zoumpoulakis Panagiotis. Representant's of the PSP Toxicology were the Director Prof. Dimitrios Karpouzas, Prof. Konstantinos Mathiopoulos, Assoc. Prof. Dimitrios Stagos. Prof. Dimitrios Karpouza was briefly presented the PSP Toxicology programme's origins, status, strengths, possible areas of concern and aspects of compliance with the accreditation principles.

Present at the whole meeting were also the MODIP staff/members, Prof. Theodoros Metaxas MODIP member, Ms Eleni Tsironi MODIP Coordinator, Ms Dimitra Manou MODIP staff and Ms Konstantina Founta MODIP staff.

Same day, at 17:00 to 17:30 hrs., was scheduled a tour of facilities by a video produced to access the classrooms, lecture halls, libraries, research laboratories, and other facilities related to the PSPs.

Next after the EEAP members finished the first day sessions by a debrief meeting, to reflect on the first day impressions and to prepare the next day on-line reviews.

Tuesday, 21/05/2024, 15:00 - 15:45 hrs., the EEAP met with the teaching staff of the PSP in Bioentrepreneurship, and discussed the opportunities of professional development, mobility, teaching methods, evaluation by students, and possible areas of weakness.

Presenters at the meeting with the teaching staff were:

1. Chountalas Panagiotis, Assist. Prof.
2. Giannouli Persefoni, Assoc. Prof.
3. Kontopidis Georgios, Prof.
4. Kostas Ioannis, Research Director
5. Marras Sotirios, Special Teaching Staff
6. Mitsiou Dimitra, Researcher B
7. Sinanoglou Vassileia, Prof.
8. Stefanitsis Marinos, PhD
9. Tsotsolas Nikolaos, Assoc. Prof.
10. Zervou Maria, Researcher B

At 16:00 hrs., the EEAP met with 6 students 2<sup>nd</sup> and 4<sup>th</sup> semester of the PSP, where the students' satisfaction of their study experience, the Department and Institution facilities, the students input in quality assurance of PSP and student life and welfare was discussed.

At 17:30 hrs., the EEAP met with 7 PSP graduates; Barkas Thomas, Hatzikonstantinou Eva, Psychaki Semina, Siliarli Aristeia, Sotiriou Natalia, Stamati Evgenia, Theohari Ioanna and Zarpala Apostolia. Their experience and the importance of PSP concerning their career path were discussed.

At 18:30 hrs., the EEAP met with employers and external stakeholders from the private sector to discuss external relations of the PSP. Present at the meeting were:

1. Gardikis Konstantinos, Apivita SA.
2. Matsoukas Minos, Cloudpharm PC3.
3. Tragoudas Konstantinos, Kri-Kri SA
4. Troulis Yiannis, TTMI Consulting Ltd.
5. Kapetanstratakis Ioannis, QACS Lab.

Next after the EEAP members had a debriefing in private, to discuss the outcomes of the daily meetings and prepare a preliminary oral report to the closure meeting.

At 20:00 -20:30 hrs., the EEAP in a short closure meeting was finalised the scheduled PSP reviews in Bioentrepreneurship by a short informal oral report of the initial impressions/key findings, to the Director of the PSP Prof. Dimitrios Leonidas, the head of the Department Prof. Dimitrios Karpouzas, the Steering Committee members of PSP Bioentrepreneurship:



Assoc. Prof. Balatsos Nikolaos, Assist. Prof. Skamnaki Vassiliki, Researchers Papadimitriou Vassiliki, and Pletsa Vassiliki, Research Director Zografos Spyridon and Assoc. Prof. Zoumpoulakis Panagiotis.

Present at the closure meeting were also the MODIP staff/members, Prof. Theodoros Metaxas MODIP member, Ms Eleni Tsironi MODIP Coordinator, Ms Dimitra Manou MODIP staff and Ms Konstantina Founta MODIP staff.

During the period 23 to 25 of May 2024, the EEAP members were getting familiar to all material send by HAHE and MODIP and worked on the completion of a draft of Accreditation Report (AR) of PSP programme.

### III. Postgraduate Study Programme Profile

The University of Thessaly (UTH) was founded in 1984 with the Presidential Decree 83/1984, which was modified in 1985 with the P.D. 302/1985 and P.D. 107/86. Volos was designated the central location of the University of Thessaly.

The UTh consists with 37 Departments, 8 schools and 14 institutes, is the third biggest University in Greece, with its own identity. University of Thessaly provides 110 undergraduate and postgraduate programs, and extra-curricular modules in specific research and business fields. It has more than 43.000 undergraduate students, about 4300 postgraduate students and about 1500 PhD students. It also has 1000 members of teaching and research staff and 450 members of administrative personnel. It is known for its excellent research performance and outstanding scientific achievements, in accordance with the international standards. Has excellent equipped Laboratories of the different Departments, and the Research Units have several well-trained researchers to support them.

According to its founding decree, the University of Thessaly today comprised of 8 Schools inclusive School of Health Sciences located in Larisa. By the provisions of Act 4589/2019, Article 22 (Government Gazette 13/A'), was established the Larissa General Department, addressed the educational needs of the University of Thessaly Departments, which also operates all the Postgraduate Study Programmes (PSPs) formerly delivered by the TEI of Thessaly (former T.E.I. of Larissa), to students that we admitted until the academic year 2019-20. The University of Thessaly's, School of Health Sciences Library Building, is also in BIOPOLIS, Larissa.

The School of Health Sciences in Larissa, comprised of six departments, and operates 27 PSPs. The department of Biochemistry and Biotechnology is in Larissa and comprised 5 PSPs inclusive the Bioentrepreneurship, an Interinstitutional Postgraduate Study Programme (IPSP) with the National Hellenic Research foundation (NHRF) in Athens.

The interinstitutional PSP in Bioentrepreneurship, was established 2015 and reestablished in 2018 by a Senate's decision. The Bioentrepreneurship is a modern, innovative, and pioneering program in Biotechnology. It links academic education with business, framing training in business applications in biotechnology (pharmaceutical and health, food and nutrition, environment, biochemical and molecular diagnostics) with the management of business unit organization and management processes.

The IPSP-Bioentrepreneurship, is fully differentiated from academic stereotypes, its design and implementation involve a network of renowned companies that conveys to students the necessary elements of the real bioeconomy and market.

The IPSP is made up of 90 ECTS, including eight required courses, worth 60 ECTS in total, plus a 30 ECTS dissertation. It takes a minimum of three academic semesters to complete.

The IPSP-Bioentrepreneurship, register a maximum of twenty (20) students each year. According to Article 86 para. 2 of Law 4957/2022 the maximum number of admissions with the right to free attendance is six (6). The PSPs tuition fees amount is total 4,500 euros and are paid in the first three semesters.

The graduates of IPSP of which are awarded an MSc degree, is to equip students with the scientific knowledge and specialization in the broader field of bio-entrepreneurship so that they can pursue a successful career in biotech companies and turn innovation into products and services thus becoming valuable human assets in industry.

The PSP is unique among universities in Greece while, as mentioned by faculty during discussions with the EEAP, only two other similar programs can be found in European universities.

The interdisciplinary nature of the PSP and its goals in terms of entrepreneurship seem to be the main poles of attraction and market needs, attracting graduates from a wide range of specialties and academic institutions.

The curriculum is improved every year in response to the new challenges in life sciences, the job market in biotechnology, and student evaluation. Percentage of graduates working is 94%. A large proportion (53.8%) of graduates are attracted to bio business-related jobs in the private sector.

Study guide for the current academic year (2022-2023) of the postgraduate program M.Sc. In Bioentrepreneurship, is described in detail in Annex A5 and in the [http://bioepixirin.bio.uth.gr/images/pdfdocfiles/ODIGOS\\_SPOYDON\\_2023.pdf](http://bioepixirin.bio.uth.gr/images/pdfdocfiles/ODIGOS_SPOYDON_2023.pdf).

## PART B: COMPLIANCE WITH THE PRINCIPLES

### PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

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 THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution 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 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 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 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 the 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 review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

#### **Study Programme Compliance**

##### **I. Findings**

#### **Quality Assurance Policy of the Department and the PSP Bioentrepreneurship.**

The PSP Bioentrepreneurship is co-organized and implemented by the Department of Biochemistry and Biotechnology (DBB) of the University of Thessaly and the Institute of Chemistry Biology of the National Hellenic Research Foundation (NHRF). It is the first attempt

at Greece to cover basic knowledge and needs at postgraduate level related to Business in Biotechnology. The Department of Biochemistry and Biotechnology (DBB) is based in Larissa and belongs to the School of Health Sciences along with the Departments of Medicine, Veterinary Medicine, Nursing, Public and Integrative Health, and Physiotherapy of the University of Thessaly.

The DBB of the University of Thessaly is committed to implementing a quality assurance policy that supports its academic profile as a department that offers comprehensive training of Biochemists-Biotechnologists and other Bioscientists through high-level first, second and third cycle study programs, with emphasis on modern computational skills and laboratory methods. Further the DBB ensures the orientation of all the programmes of study it offers and promotes the training of Biochemists-Biotechnologists and other Life Scientists so that they can cope with the demands and challenges of the Greek, European and International labour market as well as research and development.

The quality assurance policy of the DBB is in line with the quality assurance policy of the University of Thessaly, which aims to develop a culture of quality within the academic community so that it can fulfil its objectives through education, excellence, promotion of knowledge and innovation in research. It follows the principles and guidelines for Quality Assurance in the European Higher Education Area, in accordance with the European Union Declaration on Quality Assurance in Higher Education Helsinki (ENQUA 2009).

### **Implementation of Quality Policy (QP)**

For the implementation of the quality assurance policy of the IPSP in Bioentrepreneurship, the DBB is committed to implement quality procedures that will demonstrate:

- (a) the appropriateness of the structure and organization of first, second and third cycle study programmes.
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education Level 6, 7 and 8 respectively.
- c) the promotion of the quality and effectiveness of teaching work in the curricula of all cycles
- (d) the suitability of teaching staff's qualifications.
- e) the preparation, implementation, and review of specific annual quality objectives for the improvement of curricula of all cycles.
- (f) the level of demand for graduates' acquired qualifications in the labour market.
- g) the quality of support services, such as administrative services, libraries, and student welfare services for all programmes of study.
- h) ensuring the completeness and integrity of student evaluation procedures.
- i) promoting the quality and quantity of the research work of TBB members.
- j) linking teaching with research.
- (k) the efficient use of financial resources that may come from tuition fees.
- (l) conducting the annual internal evaluation and review of the quality assurance system for the programmes of study in collaboration with the Internal Evaluation Team (EGT) and the Quality Assurance Unit (MODIP) of the University of Thessaly.

## **Strategy of the University and the Departments**

The design strategy of the IPSP curriculum is inextricably linked to the strategy and updated objectives of the University of Thessaly (Decision of the Rector's Council, meeting 168/12-10-2021). The DBB promotes its purpose and implements its strategic objectives within the framework of the Strategic Planning of the University of Thessaly, determines the means and ways of achieving them and applies appropriate quality procedures to ensure its continuous improvement.

### **Quality goal setting of the PSP**

The Interinstitutional Postgraduate Study Program (IPSP) of the Department of Biochemistry and Biotechnology of the School of Health Sciences of the University of Thessaly (UTh), entitled "Bioentrepreneurship " was founded in the academic year 2015 (Government Gazette 441/24-03-2015, B'), and reestablished in 2018 (Government Gazette 3267/08-08-2018).

The IPSP Bioentrepreneurship aims at the scientific training and specialization of scientists in Research, innovation, and entrepreneurship issues in the fields of pharmaceuticals and health, nutrition, biochemical and molecular diagnostics, and environmental Biotechnology. At the same time, it emphasizes the utilization of research results, the interconnection with the business sector, its development entrepreneurial spirit of students, as well as in teaching and learning innovation.

IPSP applies the European Credit System (ECTS) and to obtain a degree the candidate must complete 90 ECTS. The total number of ECTS is distributed as follows: 60 ECTS courses and 30 ECTS diploma thesis. IPSP Entrepreneurship has a duration of three academic semesters and as shown by the detailed descriptions of the courses, complies with the guidelines of the National Qualifications Framework (NQF) for level 7 of the thematic areas of Entrepreneurship (ISCED: 0413), Biotechnology (ISCED: 0512) and Biology (ISCED: 0511).

The minimum duration for the completion of the programme is 3 semesters. The program includes 8 courses, practical training, and a dissertation. To obtain the Postgraduate Diploma (M.Sc. in Bioentrepreneurship), the students are required to:

- Compulsorily attend and be successfully examined in all courses (lectures and workshops) of totally 60 ECTS and complete a postgraduate thesis of 30 ECTS. The language of the dissertation is Greek or English.

The graduates of IPSP are awarded an MSc degree in Bioentrepreneurship and are equipped the scientific knowledge and specialization in the broader field of bio-entrepreneurship so that they can pursue a successful career in biotech companies and turn innovation into products and services thus becoming valuable human assets in the industry.

The IPSP is unique among universities in Greece while, as mentioned by faculty during discussions with the EEAP, only two other similar programs can be found in European universities, and the interdisciplinary nature of the PSP and its goals in terms of entrepreneurship seem to be the main poles of attraction and market needs, attracting graduates from a wide range of specialties and academic institutions.

The curriculum is improved every year in response to the new challenges in life sciences, the job market in biotechnology, and student evaluation. Percentage of graduates working is 94%. A large proportion (53.8%) of graduates are attracted to bio business-related jobs in the private sector.

Study guide for the current academic year (2022-2023) of the postgraduate program M.Sc. In Bioentrepreneurship, is described in detail in Annex A5 and in the [http://bioepixirin.bio.uth.gr/images/pdfdocfiles/ODIGOS\\_SPOYDON\\_2023.pdf](http://bioepixirin.bio.uth.gr/images/pdfdocfiles/ODIGOS_SPOYDON_2023.pdf)

### **Teaching facilities**

The IPSP-Bioentrepreneurship in 2022-2023 accommodated a maximum twenty (20) students. The PSPs tuition fees are 4,500 euros and are paid in the first three semesters.

Total 50 teacher's inclusive researcher from NHRF that are actively involved in teaching at IPSP.

The lectures take place in lecture halls/rooms of the Department of Biochemistry and Biotechnology (DBB) of the School of Health Sciences of the University of Thessaly and at the National Hellenic Research Foundation (NHRF) in Athens. For the academic year 2022-2023 the way courses and examinations were conducted was in person, at NHRF in Athens and at the DBB of the University of Thessaly in Larissa, with modern internet transmission of lectures in Larissa and Athens, respectively.

The Institution and the Department provide support or counselling services to students.

The IPSP Bioentrepreneurship, offers an information program to students about "Guides and Regulations 2023", clearly stated on the website in Greek. [http://bioepixirin.bio.uth.gr/images/pdfdocfiles/ODIGOS\\_SPOYDON\\_2023.pdf](http://bioepixirin.bio.uth.gr/images/pdfdocfiles/ODIGOS_SPOYDON_2023.pdf).

Synergies with external stakeholder and businesses companies

The Institution and the Department, exhibit having established several research collaborations with external academic stakeholders linked to the PSP level. Unique of the IPSP in Bioentrepreneurship is its collaboration with the well-known NHRF in Athens and top Greek and foreign companies in the students dissertation work, cooperation is developed in specialized projects, which often support and lead students directly after to entering the labour market (<http://bioepixirin.bio.uth.gr/index.php/synergies>).

## **I. Analysis**

The Quality assurance policy of the academic unit seems to be in line with the quality assurance policy of the Institution and the Department and is formulated in the form of a public statement. The QAP of IPSP Entrepreneurship is published and implemented with the participation of faculty members and administrative employees as well as students. It is made public and discussed in the IPSP Curriculum Committee and communicated to Uth's MODIP. IPSP's quality assurance policy commitment is made public on its website.

The QAP statement of the Department includes commitments that implement a quality policy in order to promote the academic profile, the orientation of the IPSP Bioentrepreneurship, and the purpose and field of study.

The PSP is unique among universities in Greece while, as mentioned by faculty during discussions with the EEAP, only two other similar programs can be found in European universities.

The interdisciplinary nature of the PSP and its goals in terms of entrepreneurship seem to be poles of attraction and market needs. The IPSP is attracting graduates from a wide range of specialties and academic institutions of Greece.

The curriculum is improved every year in response to the new challenges in life sciences, the job market in biotechnology, and student evaluation. Percentage of graduates working is 94%. A large proportion (53.8%) of graduates are attracted to bio business-related jobs in the private sector.

The IPSP provides clearly stated also on the PSP website in Greek the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education for level 7 of the thematic areas of Entrepreneurship (ISCED: 0413) <https://www.med.uth.gr/msc.rbb-obg/en/>

## II. Conclusions

The panel considers that the academic unit (in cooperation with NHRF) fulfil the requirements and commitments required for the implementation of the adequate education quality policy in accordance with HAHEs regulation and is fully in line with the department's and institutions quality assurance policy and the quality objectives for to run the IPSP in Bioentrepreneurship.

### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The panel encourages all staff involved - academic and administrative - in the co-departments to continue to do their utmost to ensure the continued quality education provided in this IPSP and to disseminate also to other similar PSPs of the institution.

Make an English IPSP website version, so that all the PSP information can be easily accessible to all foreign interested partners and companies as well.

Supply to the curriculum a visible short introducing course in Bio-business ethics, often expected for a Master of Science degree.



## **PRINCIPLE 2: DESIGN AND APPROVAL OF 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 POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE 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, and specialisations 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. For each 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 of 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 EQF, 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 (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

Following the Senate's decision in 2018, the inter-institutional PSP in Bio-Entrepreneurship was re-established. The PSP is made up of 90 ECTS, including eight required courses, worth 60 ECTS in total, plus a 30 ECTS dissertation, and it takes a minimum of three academic semesters to complete. The objective of the PSP, the graduates of which are awarded an MSc degree, is to equip students with the scientific knowledge and specialization in the broader field of bio-entrepreneurship so that they can pursue a successful career in biotech companies and turn innovation into products and services thus becoming valuable human assets in the industry. The PSP is unique among universities in Greece while, as mentioned by faculty during discussions with the EEAP, only two other similar programs can be found in European universities.

The PSP has been developed in a dynamic fashion taking into consideration advances in the disciplines taught and market trends through close interaction with entrepreneurs and executives in the field. The learning process includes the study of international literature, laboratory assignments, lectures by faculty and guest executives, visits to companies and a dissertation thesis thus providing students with a solid theoretical background, practical knowledge, networking opportunities, and skills required to advance their career in the industry. A survey among graduates shows that 88,7% of them are employed while 88% consider that the PSP has contributed to securing employment. Based on feedback received from graduates and employers there are cases of graduate mobility between different employers in Greece though student participation in Erasmus programs is nil.

The structure of the PSP is rational and clearly articulated and in accordance with the ECTS system. The combination of coursework and dissertation, counting for 67% and 33% of the PSP respectively, aims at imparting up-to-dated and highly specialized knowledge and developing a range of skills to graduates at level-7. Detailed information regarding admission and graduation requirements, course contents, lecture outlines, teaching/learning methods, expected learning outcomes and skills, student evaluation, assessment items, required and recommended bibliography, infrastructure, and other relevant material, that students need to know about, is available in the study guide and individual course outlines. Drawing on the last two documents and the full list of teaching faculty by name, affiliation, academic specialization, and employment relationship, the close relationship between the faculty's academic specialization and courses taught can be established.

### **II. Analysis**

The PSP in Bio-Entrepreneurship is a unique and robust program offering a high value-added education and specialization in the respective areas. There is strong demand for the program evidenced by the high employment rate for graduates. One comment may be made regarding bibliography included in course syllabi. That is, the recommended bibliography in several courses dates back to 15-20 years.

### III. Conclusions

The PSP prepares much-sought after highly qualified graduates in the cognate areas who are employed in the private and public sectors. The EEAP has found the PSP to be fully compliant with Principle 2.

#### Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

Up-to-date bibliography as appropriate.

### PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation 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 by adopting 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*
- *strengthens 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 the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*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.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

### **Study Programme Compliance**

#### **I. Findings**

The PSP Entrepreneurship is a three academic semesters program and is primarily addressed to graduates from a wide range of different fields such as chemistry, agriculture, food technology, engineering and related departments. To be awarded the diploma, students must

successfully complete eight courses and a thesis project during the last semester. Students are given the opportunity to conduct their thesis project in industry or research institutes.

The PSP adopts a student-centred approach that creates a culture of mutual respect. It effectively supports incoming students, creating a warm and engaging learning environment. Current students and graduates have stated their satisfaction about the high-quality education they receive. The EEAP Panel has noted a dynamic and mutually beneficial relationship between students and faculty members.

The PSP offers students two methods of evaluation, one through MODIP's Portal and another during the lessons that is filled by students anonymously. This evaluation takes the form of a questionnaire in which students can assess the courses, instructors, lecture content. Moreover, each year there is an evaluation procedure by social partners and employers.

## **II. Analysis**

The curriculum of this PSP includes a wide range of courses in the field of Bioentrepreneurship. The students and graduates receive high quality education from a diverse body of accomplished teaching staff that consists of DEP members of University of Thessaly, Researchers from NHRF and business executives. The extroversion and interaction with industry and stakeholders, is highlighted and is of outmost importance especially due to the nature and topic of this PSP.

The participation of students' to MODIP survey for evaluation of the courses is 0%, whereas to internal evaluation 100%. However, it is worth noting that academic staff was aware of the progress of the whole PSP, and this was also communicated to the EEA Panel members during the meetings with students and recent graduates. Academic staff takes into consideration all comments and requests made by students and stakeholders, in the framework of the PSP's internal evaluation, with respect to the curriculum and proceeds to adjustments when needed.

During the meeting with the employers and social partners of the PSP, they expressed their satisfaction and enthusiasm about the scientific knowledge and practical experience that students earn through their studies. It is remarkable that many students were employed after completion of their studies by partners of this PSP or other companies in the fields covered by PSP's curriculum (88%) indicating a mutual beneficial relationship between social partners and students.

## **III. Conclusions**

The curriculum of this PSP is in line with the standards of the HAHE, as it is of high quality. Graduates are provided with strong knowledge and experience in both professional and research fields. The EEA Panel finds that the PSP is fully compliant with Principle 3.

### Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

To further enhance adherence to Principle 3, the panel recommends the following:

It would be beneficial for involved parties to develop a better relationship and communication with the MODIP concerning the evaluation of PSP's courses by students.

## **PRINCIPLE 4: 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).**

*All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:*

- *the student 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*

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

### **Documentation**

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

## **Study Programme Compliance**

### **I. Findings**

Student admission for the PSP is restricted to 20 per year and eligible for admission are graduates of Chemistry, Agriculture, etc. Students' number is restricted upon a selection procedure based on the studies scores, scientific activity, knowledge of foreign languages, work experience, followed by candidates' interviews by an already established academic committee. The duration of the PSP is three academic semesters, and the maximum duration of studies is six semesters.

All procedures for student selection are clearly described in the required supporting documents. Documents also contain information for the student rights and obligations. Research ethics regulation, regulation of studies, mobility and student assignments are also provided.

The meeting of the EEA Panel with students and graduates of the PSP left a very positive impression of the utility of this PSP. All of them were very enthusiastic and positive concerning their experience and knowledge received. Student mobility by means of the Erasmus+ Program is available and communicated to the students. The procedures and terms for the drafting of assignments and the thesis are communicated in advance and well described to students.

## II. Analysis

Teaching staff of the PSP show understanding and flexibility for students that are working or having specific needs (e.g., military service, health problems). The PSP diploma successfully allows to the students to get a job with specific requirements mostly in the private domain or to further develop by pursuing a PhD degree.

Student mobility by means of the Erasmus+ is available and communicated to the students, however there are only very few cases (two students during all years of tie PSP) that applied and benefited from this.

The communication between the students and the faculty members of the PSP is excellent. Faculty is constantly available in helping the students and provide all necessary information. Progress of the PSP students and of PSP graduate's professional career is followed closely by the teaching staff of the PSP. The teaching staff has successfully developed a network of social partners coming from different business sectors such as cosmetology, pharmaceuticals food and other.

It is very important and should be noted that the PSP offers opportunities for students to be admitted with fully funded scholarship either by PSP or by companies (pharmaceutical and other).

## III. Conclusions

The EEA Panel finds that the PSP is fully compliant with Principle 4.

### Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Teaching staff and social partners should try to reduce the average duration of studies to 3 semesters.
- Teaching staff and social partners should try to enhance and support student's mobility (i.e. Erasmus+)



## PRINCIPLE 5: TEACHING STAFF OF 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 of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, 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*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

## **Study Programme Compliance**

### **I. Findings**

The PSP benefits from a diverse and extensive pool of teaching staff drawn from the University of Thessaly staff and the National Research Institute researchers, the two Institutes that collaboratively run this PSP. External teaching contributors include a consultant from the European Union Intellectual Property Office (EUIPO) and several companies specialising in pharmaceuticals, cosmetics, agrochemicals, management, behaviour, entrepreneurship, banking, business analysis, risk management, systems management, and management of business processes. Academic and research staff from other Universities and research institutes like the University of Western Athens, the University of the Aegean, the Agricultural University of Athens, the University of Piraeus, the International University of Greece, the Pasteur Institute, the Alexander Fleming Biomedical Sciences Research Centre also make significant direct contributions to teaching and research. The total number of staff contributing to this PSP amounts to 49. Staff are highly trained and specialised in their respective teaching areas, aligning with the PSP's specialization.

The selection process for teaching staff appears to be based on meritocratic and transparent criteria, emphasizing excellence and scientific adequacy, with specialization in the relevant subject area being a primary criterion. Professional contacts, especially with industry, may function to catalyse teaching staff recruitment to this PSP but do not appear to affect fair and transparent selection. The PSP appears to be committed to excellence in recruitment, training, and development and this ensures a certain level of quality assurance.

The PSP supports continuous personal training and development of staff mainly through the newly established Teaching and Learning Support Centre (KEDIMA). The PSP appears to encourage scholarly activity, as well as innovation in teaching methods, and the use of new technologies, although these were not made explicit and clear, enhancing the link between education and research. Specific policies regarding staff development, mobility schemes, and educational leaves could be further elaborated for clarity. Furthermore, it is not clear whether external teaching contributors possess the necessary teaching/educational qualifications appropriate for the teaching needs of this PSP.

Staff are assessed by students for every course they teach primarily through a questionnaire that students fill in at the end of the course and by an official electronic course assessment form provided by MODIP. There is no formalized peer review of teaching mechanism

## **I. Analysis**

The PSP benefits from a diverse pool of teaching staff drawn from industry, academia and research ensuring a diverse range of expertise and perspectives. In the PSP presentation (slide 25) the logos of contributing Institutions included some Institutes such the International University of Athens, the Pasteur Institute, the Alexander Fleming Biomedical Sciences Research Centre but teaching staff from these Institutes were not listed in the list of staff supplied in the documentation. This was clarified as some teaching staff had moved to different institutions from the ones referred to in the teaching staff list provided to the assessment panel. This has been rectified and an updated staff list was sent to the assessment panel.

Staff appear to be highly experienced, trained and equipped with specialist knowledge to serve the teaching/research needs of this PSP. This is evident from an impressive number of publications and patents, rewarded with many references in the national and international scientific literature, and from a generally favourable assessment of teaching staff by the students past and present during our interviews.

With a total of 49 teaching staff, the PSP appears to have enough staff members to meet the needs of its student population. Outside contributors from industry, academia and research make significant contributions to the preparation of the final diploma theses beyond their direct contributions to teaching in various relevant topics. The selection process for teaching staff appears to be based on meritocratic and transparent criteria, emphasizing scientific excellence in their relevant subject areas, which is the primary criterion. This ensures that qualified and competent staff are recruited to teach in the PSP.

The PSP supports continuous personal training and development of staff mainly through the newly established Teaching and Learning Support Centre (KEDIMA). However, this is restricted to staff from the University of Thessaly and does not seem to cover contributing staff from the National Research Institute and other external contributors from industry. Furthermore, participation of staff in courses delivered by the KEDIMA appeared to be *ad hoc* rather than structured. Despite the considerable teaching experience of staff, it is important to ensure continuous personal development in the pursue of excellence through learning and applying modern effective tools, resources and methods in teaching. This can be done through a structured annual program of staff personal development plan rather than relying on an *ad hoc* system without monitoring by management. Staff mobility schemes and educational staff leaves, albeit voluntary, should also be structured rather than *ad hoc*.

Teaching staff are assessed by students annually for every course they teach mainly through a questionnaire that students complete at the end of each course. There appears to be good questionnaire completion uptake by students and feedback is positive. Staff will benefit from a formal peer review of teaching scheme. This can be in the form of a “teaching buddy” pairing staff to observe one lecture from each other’s lectures and provide confidential feedback to each other through face-to-face discussions. Teaching buddies may not be the same each year but should change for transparency and quality assurance. This will be particularly useful in the case of external teaching contributors from industry who may not have appropriate teaching qualifications and/or experience and are not able to benefit from personal development opportunities offered by the University of Thessaly. Disappointingly, the electronic course assessment by MODIP is unsuccessful as no students.

## **I. Conclusions**

The PSP teaching staff demonstrate strengths in diversity, expertise, and commitment to professional development, although there is room for improvement in formalizing/clarifying continuous staff development policies to further enhance quality assurance in the pursue of continuous excellence. Developing structured personal plans for individual staff supported by feedback mechanisms can provide valuable insights to management for staff evaluation and improvement.

It is not clear how quality assurance of teaching is achieved in the case of external teaching contributions who might not have the appropriate teaching qualifications and/or experience.

The current student evaluation of teaching mechanisms through questionnaires for each course ensures consistent teaching quality and continuous improvement, but the MODIP teaching assessment of the PSP is disappointing and needs careful consideration.

Staff will benefit from a formal peer review of teaching scheme in the form of a “teaching buddy”.

The PSP seems to encourage scholarly activity, innovation in teaching methods, and the use of new tools, resources and technologies in teaching, but specific policies regarding this could be further elaborated for clarity. Clear guidelines on this issue can enhance teaching quality and in the pursue of continuous improvement and excellence.

The PSP should be congratulated for its extrovert nature in involving substantial external partners from industry, regulatory, finance and banking sectors. This is a great strength and a unique point for the PSP.

### Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Introduce a formal annual personal development plan for each staff, offering a variety of structured opportunities for staff development, including participation in conferences, workshops, and training programs relevant to their areas of expertise.
- Introduce a formal peer review of teaching scheme in the form of a “teaching buddy”.
- Encourage and formally monitor scholarly activity and innovation in teaching methods to foster a culture of continuous learning and improvement.
- Ensure that external teaching contributors have appropriate teaching qualifications and/or experience and provide relevant training if necessary.
- Conduct regular reviews of staff development procedures to ensure alignment with evolving educational trends, institutional goals, and regulatory requirements.

## **PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. 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, 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 students, students with disabilities), in addition to 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 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 physical infrastructure, at the Larissa campus and at the National Hellenic Research Foundation in Athens, available for the delivery of the PSP, is modern and comprehensive providing students with many well-appointed laboratories, classrooms, libraries, conference rooms, study rooms, a range of electronic resources, exhibition halls, and several recreational and sport facilities. At the Larissa campus there are also student dormitories and a restaurant/cafeteria. The location of the Larissa campus and that of the National Hellenic Research Foundation in Athens are both convenient and easily accessible by public transport

Services available to students include student welfare and advising, and academic counselling. Integral to the student experience are the academic counselling and career guidance services, tailored to cater to the diverse student body. Fifty individuals, in different academic capacities,

teach in the PSP while there are ten administrative staff in the Department of Biochemistry and Biotechnology, one of who serves the PSP.

The forecasted revenue from tuition fees, as per the 2018 Senate decision regarding the re-establishment of the PSP, is 63.000 euros. No document could be found detailing how this sum would be used.

## **II. Analysis**

The PSP's approach to learning resources and student support is thorough.

The emphasis on diversity and equality ensures that all students, regardless of their circumstances, have an equal opportunity to succeed.

## **III. Conclusions**

The PSP showcases full alignment with Principle 6, boasting excellent infrastructure and comprehensive student support services. Its commitment to creating a supportive academic environment is evident and noteworthy.

### **Panel Judgement**

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

None

## PRINCIPLE 7: INFORMATION MANAGEMENT

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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.*

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

*The information collected 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 programmes*
- *availability of learning resources and student support*

*A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.*

### **Documentation**

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

## **Study Programme Compliance**

### **I. Findings**

The PSP has developed a good information management system for current and past students. Suitable key performance indicators (KPIs) have been established and there is good application of learning resources and availability of student support, both formally and informally. Student progression, success, dropout rates and student satisfaction rates are monitored, and relevant detailed data were provided to the assessment panel.

The department maintains a centralized information system to manage the Quality Assurance process. Course evaluation surveys are conducted and there is a process for analysing and acting upon the evaluation results. The evaluation of the courses is performed at the end of each semester for all courses and faculty. Poor completion rate for the MODIP teaching evaluation electronic form.

The Internal Evaluation Unit (OMEA) is mainly responsible for the operation of the QA associated systems. Information and data on faculty performance analysis, administrative support, funding, etc. is also under regular monitoring.

## **II. Analysis**

Some suggestions/follow-ups from student surveys are taken by teaching staff to the PSP committee for approval. Once approved, they are then actioned for the following academic year, but it is not clear whether this is communicated clearly to the students. Student evaluations of courses take place in a clear way using questionnaires with well-formulated questions. The completion % for the questionnaires provided by the PSP is very good but disappointingly the electronic assessment form provided by MODIP had 0% completion.

The professional career paths and development of the PSP graduates are being monitored to some extent. Some data were provided in the form of a bar chart showing % of graduating students continuing with PhD studies, being employed in the state or private sectors or unknown.

## **III Conclusions**

The PSP has an adequate Information Management System. The panel finds that, overall, the program fully complies with Principle 7. However, the PSP should pay more attention in collecting and analysing more detailed up-to-date data related to Quality Assurance.



## Panel Judgement

Principle 7: Information management	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The PSP needs to enhance student participation in course evaluations by reminding students to submit questionnaires, highlighting positive changes resulting from the process and emphasizing the importance of the evaluation process to students. Greater attention is required for student evaluations of staff to increase awareness among students about the significance of the evaluation process in improving program quality and delivery.

A clear strategy related to the flow of information must be developed and implemented. It was unclear to the panel whether all the analyses were communicated or indeed utilized by all faculty to the benefit of the PSP.

A dedicated alumni portal could be developed to promote post-graduation interactions that can facilitate important networking activities among graduates and further collaborations within the department and the PSP. The establishment of an external advisory committee would help in this direction.

## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

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

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

### **Documentation**

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

## **Study Programme Compliance**

### **I. Findings**

The Greek language dedicated website of the PSP in Bio-Entrepreneurship includes several webpages where details regarding the objectives and the structure of the program, admission criteria, application forms, cost of studies, opportunities for scholarships and other relevant information that a prospective or current student or another party may be interested in can be found. Further, documents including the study guide, course outlines, procedures for student complaints, code of ethics, internal rules and procedures, and the quality assurance policy of the Department are uploaded in the PSP's dedicated website. All the above information is clearly stated and current and available at: <http://www.bioepixirin.bio.uth.gr/>

A bit of navigation is required to locate information about the PSP in English. The information is scattered in different webpages, for instance at:

<https://masters.minedu.gov.gr/Masters/viewMaster/en/872>,  
<http://bioepixirin.bio.uth.gr/en/index.php/ct-menu-item-5>,  
<http://bioepixirin.bio.uth.gr/en/index.php/ct-menu-item-3>

It is noted that the combined information available in webpages such as the above is far less complete than that provided in Greek.

### **II. Analysis**

While the information available in the Greek website is up-to-date, relevant, and complete and can help provide answers to a host of queries potential candidates or current students usually have, what can be found in English is very basic and indeed of little help to an English-speaking person considering the possibility of enrolling in the PSP. On the other hand, though, as offering the PSP in English does not appear to be in the immediate plans of the Department, committing resources towards developing a complete website in English may not be viewed as a priority. However, the EEAP believes that a complete website in English can, at the very

least, increase the visibility of the PSP in the business world and even help “market” it among Greek candidates thus ensuring a longer-term payoff.

### **III. Conclusions**

The PSP has a well-developed, current, and informative website in the Greek language.

#### **Panel Judgement**

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### **Panel Recommendations**

None

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## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

*Postgraduate study 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.*

### **Documentation**

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

## **Study Programme Compliance**

### **I. Findings**

Bioentrepreneurship is a relatively new, unique PSP organized and delivered by an academic institution (University of Thessaly) and a research institute (National Research Institute), aiming to address societal and economic needs for training future scientists and entrepreneurs to obtain business acumen and specialized knowledge enabling them to develop research and innovation in the fields of food technology, biomedical, health, agrochemicals, diagnostics, devices cosmetics and any other field relevant to biology and its applications. It attracts students from institutes across Greece and a very small number of international students (3%). Incoming students are from an extremely diverse background including electrical engineers, food technologists, biologists, chemists, biochemists, biotechnologists, physics, materials scientists, political scientists, medical lab technologists, environmental scientists, IT and medicine.

The PSP includes all procedures required by the institution for internal and external systematic evaluations and improvement of all educational and research work carried out within the PSP, as well as implementation of the required certification procedures.

Evaluations appear to be systematic and on an ongoing basis, including internal evaluations by MODIP as well as within the PSP through questionnaires for each course on an annual basis. There appears to be *ad hoc* revisions of the content of the PSP curriculum and courses, and more systematic evaluation of the relative staff workloads and the degree of satisfaction of students. The PSP is committed to monitoring and adjusting the PSP content to reflect societal, economic, and labour market needs mainly through the significant participation of external teaching and consulting staff from the business, regulatory, finance and banking sectors.

The internal evaluation process by MODIP aims to identify strong and weak elements of the PSP, establish new goals, and match them with the desired quality levels. The results of the last internal evaluation in 2022 were recorded in a special report drawn up by MODIP, which described in detail its findings. There were no explicit recommendations for improvement in this report beyond descriptions of the procedures and processes implemented by the PSP in all aspects of its function.

There has not been an external evaluation of this PSP before, this is the first external evaluation being undertaken. There was an external departmental evaluation in 2022 and a document was provided to the panel appearing to imply that there was a PSP external evaluation then, but this misunderstanding was clarified and rectified during our meetings/discussions.

Feedback from students is mainly through formal questionnaires completed at the end of each course and informally through discussions with staff members. There appears to be good participation of students evident by the high percentage of students that complete the questionnaires. However, the electronic course assessment by MODIP is failing as no students appear to complete it. It is not clear that the assessment data gathered by the PSP is communicated back to MODIP. Some of the questions in the sample questionnaire from MODIP provided to the panel, especially the last three questions numbers 17, 18 and 19, seem to be outside the control of teaching staff and any potential negative feedback specifically related to these questions does not seem to be fair for the staff. For example, the staff may not have control of the quality and adequacy of the laboratory infrastructure, although one could argue that they need to adapt laboratory classes to the infrastructure available (this is relevant to question 17 in the questionnaire). This issue is more relevant with regards to the institute's financial support for the department. Furthermore, questions 18, 19 are outside the direct control of staff and entirely the responsibility of the student. It is the responsibility of the student to attend lectures/seminars/labs and to respond timely and systematically to his/her obligations related to specific courses. It is not clear to the panel whether this form is legally enforced or drawn up at the institute's discretion and can be modified.

Mentoring to each student is provided by dedicated personal tutors and by the diploma thesis supervisors. Students also have access to a range of supporting resources within the institute including a newly appointed institutional student advocate, if needed.

The panel noted that all students (current and past) and stakeholders were enthusiastic and supportive of this PSP.

## **I. Analysis**

PSP courses address current issues in the field of Bioentrepreneurship in its wider context, so that students obtain good knowledge and expert training to contribute to future research, innovation and commercialization of emerging technologies. The collaborative and extrovert nature of this PSP between the University of Thessaly and the National Institute of Research together with the defining contributions from industry and banking sectors provides quality and relevance for this PSP. PSP students are provided with a good level of knowledge and experience enabling them to become future innovators and leaders.

There are appropriate evaluation processes that ensure substantial feedback to the organizing committee and the faculty involved. The organization of internal evaluation by the MODIP aims to ensure and improve quality. In particular, the monitoring of the structure and organization of the curriculum, student satisfaction with the courses and their teachers, as well as the evaluation of the level of demand of graduates, the use of financial resources and the qualifications of teaching staff contributes to the continuous improvement of quality. However, the 2022 MODIP report provided in the documentation was rather descriptive of procedures and processes within the PSP with no significant recommendations made for improvement. More worryingly, the MODIP electronic course assessment form is not completed by students and MODIP appears to have no direct student feedback data at its disposal. The department should liaise with MODIP to provide to them student feedback data back to MODIP to ensure quality assurance and continuous improvement in the pursue of excellence. From our discussions with current students, it was clear that they were satisfied with their engagements with academic tutors and felt that their feedback was considered.

Student workload, progression and completion are satisfactory with most students completing their studies within 4-6 six-monthly terms. Assessments are a combination of small written assessments combined with traditional exams and appear to be effective, evidenced by a reasonable average mark of 7.94/10 between 2015-2023.

The PSP will benefit by creating an external evaluating committee that reviews all aspects of the program in an unbiased way and offer potential improvements. Recent graduates and external to the PSP faculty could participate in this external advisory-evaluating committee. This evaluation could happen every two years and submitted independently for quality assurance purposes. However, it was reassuring to hear during our meetings that present stakeholders and participating business partners to this PSP have been asked via questionnaires to suggest potential inclusions and/or improvements for the teaching content of the PSP. This extroversion of the PSP is impressive and ensures continuous improvement in the pursue of excellence.

## I. Conclusions

This is a relatively new PSP, very well managed, organized and run. The curriculum includes courses on current topics in the extremely diverse area of Bioentrepreneurship, and final diploma practical training, often in close collaboration with external businesses. This ensures high quality education and research/practical Bioentrepreneurship experience. The structure and organization of the internal evaluation is satisfactory and aims at a multi-faceted evaluation of the PSP with external business partners evidently contributing to its continuous update and relevance.

However, there needs to be better communication between the PSP and MODIP, especially with regards to student feedback data. Future MODIP assessments need to include actionable suggestions for improvements or highlighted good practice, as appropriate, rather than a mere description of the PSP processes and procedures.

### Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Update the MODIP student questionnaire for teaching assessment, if legally permissible, by removing questions 18, 19, and clarifying question 17 by asking whether the laboratory infrastructure is sufficient to meet the aims of the experimental work, or something along these lines, rather than asking simply whether the lab infrastructure is sufficient.

Organise an external advisory committee in which stakeholders and past graduates can participate and offer potential improvements annually.

Coordinate student feedback data between the PSP and MODIP better. The PSP can provide its own student feedback data to MODIP since MODIP cannot engage the PSP students to complete its own electronic feedback form.

## PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS 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 PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### Documentation

- Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes

## Study Programme Compliance

### I. Findings

An undated document refers to the external evaluation of the University that took place in 2011. (blob:<https://accreditation.ethaee.gr/a4171d44-fe65-46cf-a96c-327ff3a803a3>). The PSP has been evaluated internally by IQAS in 2022 but it has not been the subject of an external evaluation before.

### II. Analysis

This is the first time that an external evaluation of the PSP is taking place.

### III. Conclusions

The PSP is being externally evaluated by the EEAP.

## Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

None.



## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

The PSP should be congratulated for its extrovert nature in involving substantial external partners from industry, regulatory, finance and banking sectors. This is a great strength and a unique point for the PSP.

High employment of graduates, especially in the private sector.

The PSP has a good track-record of success in enabling graduates to develop their future careers.

Well-designed PSP with clearly defined aims and objectives. It is structured clearly and developed over the years to accommodate complex topics bridging the gap between science and business thus linking teaching/research to actual societal and economic needs.

There is clear evidence of continuous improvement of the PSP and a quality policy that supports the academic profile and orientation of the PSP, the students, and the participating teaching and administrative staff.

Current students, postgraduates, faculty, and stakeholders have positive experience with the PSP.

Learning resources and student support are successfully implemented in this PSP.

Multiple lectures and research topics on exercise in Bioentrepreneurship are implemented.

There is an informative web page in Greek.

Excellent mechanisms to follow up on the students' progression.

Invitation for lecturing of several business leaders in the field.

Enthusiastic and proficient faculty and cooperate partners for to run the IPSP.

An excellent Business Operators Questionnaire.

72% of the graduates have done their degree project in business companies, an excellent achievement.

### **II. Areas of Weakness**

Staff development opportunities are not structured and monitored by management.

There is no peer-review of teaching.

No assurance that external teaching contributors have appropriate teaching qualifications and/or experience.

Does not exist an English IPSP website version.

### **III. Recommendations for Follow-up Actions**

Introduce a formal annual personal development plan for each staff, offering a variety of structured opportunities for staff development, including participation in conferences, workshops, and training programs relevant to their areas of expertise.

Make an English IPSP website version, so that all the PSP information can be easily accessible to all foreign interested partners and companies as well.

A dedicated alumni portal could be developed to promote post-graduation interactions that can facilitate important networking activities among graduates and further collaborations within the department and the PSP. The establishment of an external advisory committee would help in this direction.

Organise an external advisory committee in which stakeholders and past graduates can participate and offer potential improvements annually.

Increasing mobility and participation through Erasmus.

Supply to the curriculum a visible short introducing course in Bio-business ethics, often expected for a Master of Science degree.

Coordinate student feedback data between the PSP and MODIP better.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.**

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

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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