



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

HELLENIC REPUBLIC

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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ & ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

Department of Aesthetics & Cosmetology (A&C TEI ATH)

T.E.I. of Athens



European Union
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MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS, CULTURE & SPORTS
MANAGING AUTHORITY

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External Evaluation Committee

The Committee responsible for the External Evaluation of the T.E.I. of Athens, Department of Aesthetics & Cosmetology (A&C TEI ATH) consisted of the following four (4) expert evaluators drawn from the Registry constituted by the HQA in accordance with Law 3374/2005:

1. Dr John Tsibouklis, Reader, School of Pharmacy, University of Portsmouth, U.K. (Coordinator)
2. Prof Athanassios Giannis, Institute of Organic Chemistry, University of Leipzig, Germany
3. Dr Nikoletta Fotaki, Assoc. Professor, Department of Pharmacy & Pharmacology, University of Bath, U.K.
4. Dr Kalliopi Dodou, Senior Lecturer in Pharmaceutics, Department of Pharmacy, Health & Well-being, University of Sunderland, U.K.

***N.B.** The structure of the “Template” proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.*

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction
<p><u>I. The External Evaluation Procedure</u></p> <ul style="list-style-type: none"> • Dates and brief account of the site visit. <p>The External Evaluation Committee (EEC) visited the department under evaluation over the period 28/4/2014 to 30/4/2014.</p> <ul style="list-style-type: none"> • Whom did the Committee meet? <p>Day 1, Monday, 28 April, 2014, 9.30 am</p> <p>All members of the EEC met at the offices of ADIP, where Prof Kleomenis Oikonomou explained the rationale and detailed the protocol of the evaluation process.</p> <p>Day 1, Monday, 28 April, 2014, 11.00</p> <p>All members of the EEC were greeted by Prof. M. Bratakos (President, TEI of Athens) who provided an overview of the governance and structure of the institution (TEI ATH)</p>

and of the mechanisms of interaction with the student population. This meeting was followed by a presentation by Prof. B. Kefala, Head of the Department (A&C TEI ATH), who provided an overview of the department and outlined its history, identity and plans for the future. This presentation was complemented by inputs from Prof E. Kintziou and Prof. E. Protopapa, who also presented the postgraduate studies program.

Day 2- Tuesday, 29 April, 2014

The EEC met with section leaders of A&C TEI ATH, visited laboratories and met with students, scientific and laboratory staff, members of the administrative staff and with former students who now hold a diverse range of jobs that are directly related to their studies.

At the laboratory of hair growth disorders (Assist. Prof. I. Grech) the EEC had the opportunity to observe a practical class on permanent depilation. This was followed by visits to the laboratory for Body Aesthetics and Electrotherapy (Ms. E. Mikelatou), the laboratory of Face Aesthetics (Ms. Raikou), the laboratory of Make-up (Ms. E. Mikelatou, Ms. Andreou) and finally the laboratory of Cosmetology (Dr. Varvaresou, Mr. S. Papageorgiou).

The EEC witnessed an impressive practical demonstration, by Ms. E. Mikelatou, of the process for mimicking skin-burn injuries for cinematographic purposes. Also, the EEC utilized an opportunity to attend, in part, a lecture on aspects of emulsification by Dr Varvaresou. This was followed by visits to the Laboratory of Maquillage and to the laboratory of Dermatology and Laser Aesthetics.

The EEC met separately with representatives of the undergraduate population, with graduate students and with students who had completed their postgraduate studies. A brief group discussion with hourly and temporary teaching and laboratory staff was followed by a meeting with Dr. Aivaliotis, who has been offering his services as a teacher practitioner in dermatology since the position of Professor of Dermatology became vacant. The day was concluded with a visit to the library where the EEC was presented with a selection of Diploma and Masters theses and was given the opportunity to view the books and other teaching material available to students.

Recommendation 1. The EEC considers that the study of dermatology is integral to the curriculum and consequently demands the services of a full-time academic who must assume full responsibility for the design, delivery and evolution of the curriculum, and also become involved in associated research activities. Therefore the EEC recommends that appropriate action is taken for the near-term appointment of a full-time Professor in Dermatology – the EEC also recommends that, in accord with common practice amongst top European institutions, the position is advertised internationally and that the person appointed has an established track record in research.

Day 3- Wednesday April, 30 2014

The EEC visited laboratories that offer teaching services to A&C TEI ATH. Dr. Aravantinos provided a detailed description of his approach to teaching Physics to A&C TEI ATH students. This was followed by visits to the Chemistry laboratory and to the Informatics suite, where the EEC had the opportunity to gain some appreciation of the Open Courses of the TEI and to be introduced to the password-protected e-class system that has been adopted

by the TEI for its e-learning activities. The fact-finding tour was concluded after sequential visits to the laboratory of Dietology, the fitness studio, the counseling service, the medical center and IT services. The visit was concluded by a colourful theatre performance in which students, under the guidance of Ms. E. Mikelatou displayed some of the skills that had been cultivated in the course of their studies. The site visit was concluded after a brief meeting with Prof C Likeridou (Associate President, TEI OF Athens; President MODIP).

All presentations were detailed and informative. Where appropriate, members of the EEC were furnished with copies of presentations. Ample opportunity was afforded to EEC members to ask questions. To help unmask problem areas, the EEC on occasion deployed a strategy of sequential probe questioning – to their credit, all those questioned responded readily.

Summary: A&C TEI ATH embraced the evaluation process and welcomed the EEC. The program of events was well organized, allowing time for meetings and discussions with all members of the department. The EEC had the opportunity to speak to all teaching and laboratory staff and to attend teaching activities, both in the laboratory and in the lecture theatre. The EEC held frank discussions with student representatives (undergraduate, masters; a total of approx. 40 students). Amongst other auxiliary and support departments-, the EEC visited the library, the fitness studio, the counseling service of the TEI and the medical center.

II. The Internal Evaluation Procedure

- **Appropriateness of sources and documentation used**

The self-evaluation report and associated Student Guide were received (as PDF) by members of the external evaluation committee in good time and well ahead of the scheduled visit. Presentations, dissertations, laboratory reports and learning material were made available to EEC members on request; the EEC acknowledges the appropriateness and ready availability of documentation.

- **Quality and completeness of evidence reviewed and provided**

The internal report provides sufficient data to allow an appreciation of the profile of the department (structure, organisation, student cohort numbers, entry requirements, staff-student ratio, rates of graduation, data from student satisfaction surveys and employability data) with a medium to high level of confidence. The documentation gave a detailed description of the departmental systems that are in place for monitoring, reviewing and evaluating the quality of undergraduate and postgraduate education. Monitoring is undertaken at all levels down to the individual units (modules) that make up both programmes of study. The department's approach to the management of academic standards and quality is set out such that it emphasises the link between the quality of learning opportunities afforded to students and the standards that they achieve. This framework is supported by the Student Guide, which is attached to the documentation. Under this standard, the documentation also describes the entry requirements, the appraisal and feedback mechanisms for students and the quality assurance mechanisms for placements.

- **To what extent have the objectives of the internal evaluation process been met**

by the Department?

The internal report and associated documents address all questions integral to the evaluation process and are hence judged to have met its objectives. However, the descriptions of the Internal Evaluation Report are in certain areas repetitive (e.g. report on the department, research activities of faculty members) and in other areas provides diffuse and/or non-quantifiable responses to specific questions (e.g., Internal Evaluation Report, pages 24-26, 29, 34, 53, 97, 99, 110, 121).

A1. Undergraduate Curriculum

To be filled separately for each undergraduate, graduate and doctoral programme.

APPROACH

- **What are the goals and objectives of the Curriculum? What is the plan for achieving them?**

The stated goal of the Curriculum is the provision of high quality Bachelors-level education and the application of scientific and technological knowledge to the areas of Aesthetics and Cosmetology. Integral to this goal is the prevention and/or management of dermatological and endocrine conditions with the ultimate aim of optimising the appearance of the face and body of an individual, increasing confidence and boosting the feel-well factor. The intention is that the curriculum is constantly updated such that it incorporates the latest advances in the field. The stated plan for achieving this goal incorporates the following elements: Keeping up to date with scientific and educational developments in the area of Aesthetics and Cosmetology; Developing collaborations with Higher Education institutions in Greece and abroad; Seeking collaborative interactions with appropriate organisations and communities in the public and private sector; Adopting advances in educational technologies; Conducting laboratory-based research; Cultivating student skills to render them professionally effective and competitive both nationally and internationally; Promoting a culture of receptiveness to changes; Seeking constant improvements to the quality assurance process used for the monitoring of the study programmes; Augmenting and diversifying post-graduate programmes of study through synergistic collaborations with academic partners with an established footprint on the national and international arenas.

- **How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders?**

Aimed towards maintaining the standards of Bachelors-level education, the curriculum has evolved over several decades, and has been running in its current form since the second semester of the academic year 2009/10. It is divided into units (modules) that are taught over a programme spanning 4-years (8 semesters). During the final semester, students complete (i) their work experience placements, and (ii) their undergraduate project work.

Recommendation 2: To facilitate the interlinking and higher-level appreciation of the practice and theory components of areas of specialisation, where possible, the project title

must be linked to the work-experience placement.

- **Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?**

The Department offers 43 modules, consisting of 37 core and 6 optional modules. The successful completion of 40 modules is pre-requisite to graduation. During the first 4 semesters there are no optional modules. The 40 core modules are subdivided to general core, specialisation core and management core. Some of the 40 core elements of the course are subdivided into modules that are taught over several semesters, as is exemplified by the teaching of methods in depilation, which is spread over several semesters. The ratio of general to specialisation core modules is 30/70. The EEC judges the curriculum to be consistent with its objectives and to offer sufficient optional modules to allow specialisation, such that relevant societal requirements are met.

- **How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?**

The curriculum is considered sufficiently adaptable to be capable of accommodating current advances in the field and to adjust to the needs of the marketplace. For example, the Cosmetology element of the curriculum reflects the need for trained scientists in cosmetics manufacturing.

Recommendation 3: The means by which stakeholders, especially employers and end users, can influence the curriculum needs to be presented clearly in the Student Guide.

- **Has the unit set a procedure for the revision of the curriculum?**

The procedure for the revision of the curriculum is not clear.

Recommendation 4: The EEC recommends that module leaders are requested to review, and justify, the syllabus content of each module annually and that the Curriculum is revised at specified time intervals (perhaps every 4 to 6 years) such that the process of updating and modernisation becomes inbuilt into departmental procedures, as is common practice amongst many European academic institutions that operate at the forefront of pedagogic developments.

IMPLEMENTATION

- **How effectively is the Department's goal implemented by the curriculum?**

Skewed towards the Aesthetics part of the course, the Curriculum has served the department well over several years, but in accord with current plans there is a need to adjust the balance between Aesthetics and Cosmetology if it is to retain its unique status as a Bachelors-level qualification.

- **How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?**

The programme is unique and hence there are no universally accepted standards against which the curriculum may be calibrated. However, EEC members agree unanimously that the undergraduate programme of work is at Bachelors standard.

- **Is the structure of the curriculum rational and clearly articulated? Is the curriculum coherent and functional?**

Modules run in a coherent manner where underlying principles and theoretical concepts are presented in the first few semesters followed by a progressive move towards the applied and practice-related aspects of the course of study. The curriculum is coherent, functional and fit for purpose but requires clear articulation.

Recommendation 5: The format of presentation of the module descriptors needs to include: A list of learning outcomes (at least 3 or 4 learning outcomes per module), including a brief explanation of each learning outcome; An outline of the assessment strategy for each module, stating clearly the percent contribution of each assessment component to the overall mark of the module.

- **Is material for each course appropriate and the time offered sufficient?**

At 15:4, the module ratio of the two main elements of the course (Aesthetics to Cosmetology) is deemed unsatisfactory. The EEC appreciates that this ratio is consequent to historical amalgamation strategies, and that the department is fully aware of the need to increase the relative significance of Cosmetology to the degree structure.

Recommendation 6: The EEC endorses current plans to expand the input of Cosmetology to the undergraduate programme. Considering that the cosmetology section deals with the manufacture and quality control of cosmetic products, thus providing the major scientific element of the programme that renders the programme worthy of Bachelor status, it is recommended that a 60/40 (Aesthetics/ Cosmetology) module target ratio is attained within 5 years.

Recommendation 7: Integral to the previous recommendation is the development of at least one state-of-the-art teaching laboratory, which meets European Health and Safety standards and is equipped with appropriate storage facilities for solvents and chemicals.

Recommendation 8: Consistent with the proposed expansion of the Cosmetology section is the development of Health and Safety mechanisms that exceed that of National standards. It is recommended that a system of Risk Phrases is used by all students to evaluate the risks associated with varying quantities of each chemicals handled during practical classes. Compounds that are associated with risks to health that may be classed as medium or high (e.g. those of Pb) must be eliminated from practical classes.

- **Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?**

The Department requires financial investment and additional staff appointments as detailed above.

Recommendation 9: To support the sustainable expansion of the Cosmetology section, the department is urged to initiate moves to recruit at least one new member of academic staff at the shortest time possible and to develop plans for the recruitment of a further Cosmetology academic as part of the 5-year rebalancing-of-activities plan. The EEC also recommends that – in accord with common practice amongst top European institutions and towards the establishment of autonomous postgraduate courses -- the positions are

<p>advertised internationally and that the new appointees have an established track record in cosmetology research.</p>
<p>RESULTS</p> <ul style="list-style-type: none"> • How well is the implementation achieving the Department's predefined goals and objectives? <p>There is evidence of implementation of the Department's goals and objectives. Teaching staff are appropriately qualified and sufficiently experienced to carry out their duties. The department has the resource and flexibility to recruit expert contract staff (e.g. a clinical dermatologist) to cover peripheral teaching activities.</p> <ul style="list-style-type: none"> • If not, why is it so? How is this problem dealt with? <p>Not applicable.</p> <ul style="list-style-type: none"> • Does the Department understand why and how it achieved or failed to achieve these results? <p>Yes</p>
<p>IMPROVEMENT</p> <ul style="list-style-type: none"> • Does the Department know how the Curriculum should be improved? <p>The EEC recommends that the Curriculum is improved in accord with the suggested expansion of the Cosmetology section.</p> <ul style="list-style-type: none"> • Which improvements does the Department plan to introduce? <p>The department is aware of the need to expand the input of Cosmetology to the curriculum, and is in the process of refining the plan of action.</p>
<p><i>A2. Postgraduate Curriculum</i></p>
<p>APPROACH</p> <ul style="list-style-type: none"> • What are the goals and objectives of the Curriculum? What is the plan for achieving them? <p>The department has a postgraduate programme (Environment and Health. Capacity building for decision making) that is run in collaboration with the Department of Medicine at the University of Athens. The goal of this programme is to raise awareness of environmental issues and to provide skills in the management and decision-making process for the benefit of public health.</p> <ul style="list-style-type: none"> • How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders? <p>This programme operates with full consideration of relevant European and international regulations (e.g. REACH, EU Common Strategy Environment-Health-Research 10/7/2003). The curriculum consists of 4 semesters. There are 8 core modules (40% of all</p>

taught modules) and 12 from a choice of 15 (60%) taught electives.

- **Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?**

The curriculum is consistent with stated objectives and meets society's requirements for highly qualified personnel in aesthetics and cosmetology.

- **How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?**

The curriculum is sufficiently flexible to accommodate the need to keep up with current advances in the field whilst addressing the needs of the marketplace. Commendably, the programme has been self-funded since 2008.

- **Has the unit set a procedure for the revision of the curriculum?**

The EEC has not been made aware of the existence of any procedure for the revision of the curriculum.

IMPLEMENTATION

- **How effectively is the Department's goal implemented by the curriculum?**

The postgraduate curriculum matches the ethos and overall objectives of the Department.

- **How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?**

This is a competitive programme that requires constant updating to keep up with current developments in the field.

- **Is the structure of the curriculum rational and clearly articulated? Is the curriculum coherent and functional?**

The EEC has not been supplied with module descriptions.

- **Is the material for each course appropriate and the time offered sufficient?**

In view of the collaborative nature of the postgraduate programme of study, the EEC reserves comment.

- **Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?**

The postgraduate curriculum is implemented in collaboration with the Department of Medicine in Athens. The EEC reserves comment, since it is outside its remit to request data from the partner Department.

RESULTS

- **How well is the implementation achieving the Department's predefined goals and objectives?**

There is evidence of a significant effort to implement the programme, which is in accord with the long term ambition of the Department to initiate independent programmes of postgraduate education.

- **If not, why is it so? How is this problem dealt with?**

Not applicable

- **Does the Department understand why and how it achieved or failed to achieve these results?**

The Department is aware of the mechanisms that govern its postgraduate teaching activities.

IMPROVEMENT

- **Does the Department know how the Curriculum should be improved?**

The EEC is confident that the department works collaboratively with the partner institution to improve the curriculum.

- **Which improvements does the Department plan to introduce?**

Apart from the existing postgraduate programme, the Department contemplates the introduction of an additional postgraduate course in collaboration with the School of Pharmacy at the University of Athens, namely: Cosmetology. Considerable financial investment (laboratory space, staff) is essential if this plan is to materialize.

Also, the department plans to seek permission to develop autonomous postgraduate courses. While the EEC's assessment is that the department has not reached a sufficient state of maturity to be capable of offering such courses, the appointment of new academic personnel with an established track record in internationally competitive research activities will help realise this ambition (see **Recommendations 1 and 9**).

B. Teaching

APPROACH:

- **Does the Department have a defined pedagogic policy with regard to teaching approach and methodology?**

The underlying principle that governs the teaching philosophy of the department is to furnish students with the fundamentals of Aesthetics and Cosmetology through core and optional modules, which it then embeds through Diploma presentations and practical experience. The Department offers a Masters-level program for those wishing to develop specialist skills.

- **Teaching methods used**

The teachings methods used include lectures and practical classes. Power point presentations are used for the delivery of the material and laptops and projection facilities are available in the lecture theatres. The EEC had the opportunity to attend part of a lecture and to observe practical classes. For a small number of the modules (6), some teaching material is available through e-class.

The high number of undergraduate students imposes additional difficulties to the faculty (space in classrooms and laboratories, teaching process and the student/teaching ratio, and administration management).

Recommendation 10: The EEC recommends that as from the start of the next academic year lecture notes for all modules are posted on e-class before each lecture.

Recommendation 11: To keep up with developments at leading European institutions the EEC recommends that the Department evolves strategies towards the development of on-line assessment methods, both formative and summative, which it implements with a two year horizon.

Recommendation 12: The EEC recommends that the TEI develops an action plan to provide lecturing and laboratory space that is concomitant with student numbers.

- **Teaching staff/ student ratio**

Irrespective of the method used for its calculation, the Teaching staff/ student ratio is low. The lack of teaching space imposes extra teaching burden for the staff. The number of technical/support staff is unsatisfactory. Recommendations regarding staffing levels and the shortage of space have been detailed elsewhere.

- **Teacher/student collaboration**

Based on the interview with the students, the interaction with students is highly constructive, The level of pastoral care is highly commendable. The entire sample of students interviewed acknowledged the congeniality and support provided by all members of staff. We applaud the Department for this achievement.

- **Adequacy of means and resources**

The A&C Department is in the campus of the TEI ATH. Other than the issues highlighted in previous sections the means and resources are considered adequate.

- **Use of information technologies**

The Department website presents adequate information. The on-line learning system, e-class, appears to be sufficiently powerful to accommodate teaching material and to meet the demands of future developments on-line assessments, as recommended elsewhere.

- **Examination system**

The methods of assessment include written examinations – the EEC was not presented with examples of written papers and model answers. Despite several attempts to extract marking criteria, it did not become clear to the EEC how practical work is assessed.

Recommendation 13: The EEC recommends that specimen and/or past examination papers, including model answers, are made available to students through e-class.

Recommendation 14: The EEC recommends that transparent marking criteria for the assessment of practical work are made available to students.

IMPLEMENTATION

- **Quality of teaching procedures**

The EEC members are satisfied with the overall quality of teaching and impressed with the dedication of the teaching staff.

- **Quality and adequacy of teaching materials and resources.**

The teaching material and resources are deemed adequate.

- **Quality of course material. Is it brought up to date?**

The quality of the course material is deemed adequate.

- **Linking of research with teaching**

Research is limited. There is no evidence for the adoption of research-informed teaching methods.

- **Mobility of academic staff and students**

There is little evidence to indicate significant mobility amongst academic staff or amongst the student population.

- **Evaluation by the students of (a) the teaching and (b) the course content and study material/resources**

Interviewed students expressed high levels of satisfaction with the teaching methods, course content and study resources.

RESULTS

- **Efficacy of teaching.**

Teaching is efficient as revealed by the positive feedback of the students and the relatively small number (by Greek standards) of students who have exceeded the (n+2) years-of-study measure.

- **Discrepancies in the success/failure percentage between courses and how they are justified.**

On the basis of the information seen by the EEC, no major discrepancies could be identified.

- **Differences between students in (a) the time to graduation, and (b) final degree grades.**

Apparent differences did not appear to be of notable significance, but this may be a consequence of the regulations that govern the marking of student scripts (*e.g.* the non-capping of repeat attempt marks). To assess fairness in marking, it is suggested that the department analyses available data using statistical methods to simulate student performance over a range of assumed marking regimes.

- **Whether the Department understands the reasons of such positive or negative results?**

Faculty members are highly supportive of students who need to work to fund their academic studies and of those whose personal circumstances limit their availability to attend lectures. The needs of individuals are addressed effectively through a flexible personal timetabling system.

IMPROVEMENT

- **Does the Department propose methods and ways for improvement?**

Methods for the improvement and updating of teaching practices are integral to the pending reconstruction of the curriculum and to the introduction of new modules in cosmetology.

- **What initiatives does it take in this direction?**

Plans for improvement do not as yet appear to have crystallised. In line with changes on the international scene, the EEC is encouraging the adoption of e-learning methods, as detailed elsewhere in this report.

C. Research

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

- **What is the Department's policy and main objective in research?**

Research at the department is in its infancy, and is limited to one Masters-level programme and 2 PhD students. Postgraduate activities are co-supervised with academics from other departments with an established track record of research supervision. The department has ambitions to establish independent programmes of scientific research, but these are inhibited by current legislation.

- **Has the Department set internal standards for assessing research?**

The standards for assessing research are those of the institution involved in the co-supervision of research projects. The vast majority of dissertations assigned to Masters-level students are concerned with reviews of the literature. These on occasion meet the standard for publication in refereed journals.

Recommendation 15: To allow appropriately qualified TEI academics to act as directors of studies (first supervisors) in PhD projects, the Department should consider forming a pressure group to lobby parliament for changes in existing legislation.

IMPLEMENTATION

- **How does the Department promote and support research?**

The department makes efforts to extend its research activities through collaborations with research-active departments at other institutions.

- **Quality and adequacy of research infrastructure and support.**

There is no research-specific infrastructure, but support is provided to PhD students at research meetings through the sharing of scientific expertise.

- **Scientific publications.**

While the number of books/monographs commendable, the number of prestigious scientific publications in international refereed journals is very limited but nonetheless commendable considering the restraints imposed upon the evolution of research activities.

- **Research projects.**

Research projects are consistent with the core interests and future ambitions of the department and of the appropriate academic standard.

- **Research collaborations.**

Formal research collaborations at PhD level are limited to interactions with academics from two departments from another institution. Wider research collaborations exist but, due to their largely informal nature, their impact is not quantifiable.

Recommendation 16: The Department should consider developing means for extending its range of research collaborations, with particular emphasis on those involving interaction with established international groups.

RESULTS

- **How successfully were the Department's research objectives implemented?**

Research objectives are limited to a future ambition to establish an independent programme of research.

- **Scientific publications.**

Considering the size of research activities, the publications record of staff members is commendable.

- **Research projects.**

The two research projects are relevant to the department, topical and of an internationally competitive standard.

- **Research collaborations.**

Formal research collaborations are consistent with core activities and provide a means for the calibration of other postgraduate activities within the department.

- **Efficacy of research work. Applied results. Patents etc.**

In view of the absence of an established track record of scientific research, the efficacy of research activities cannot be assessed at this stage.

- **Is the Department's research acknowledged and visible outside the Department? Rewards and awards.**

The department has unique and acknowledged expertise in a method of depilation.

IMPROVEMENT

- **Improvements in research proposed by the Department, if necessary.**

The department needs to extend the range and scope of collaborative research activities such that the foundations are laid for the establishment of an independent and sustainable program of doctoral-level research.

- **Initiatives in this direction undertaken by the Department.**

Members of the department make efforts to extend the range of their research collaborations as evidenced by the submission of research proposals, as co-investigators, to national research-funding bodies.

Recommendation 17: The Department should establish a system of reward (such as reduced

teaching commitments and/or administrative tasks) that encourages all staff members to participate in research grant applications.

D. All Other Services

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH

- **How does the Department view the various services provided to the members of the academic community (teaching staff, students).**

The effectiveness of administrative and technical services is good to excellent. The interviewing process revealed that as compared to other institutions known to the EEC, A&C TEI ATH appears to have a large proportion of happy students and also harmonious staff relationships.

The library is accessible and well equipped with study material (books and electronic documents).

Members of the EEC noted the understaffing of some technical service departments.

Computing facilities, which are important infrastructural components for theory and / or learning, appear adequate.

The enthusiasm and helpfulness of technical staff is notable and praiseworthy.

- **Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?**

A policy of administrative-procedure simplification appears to be in place, and the move towards the electronic processing of procedures is gaining momentum. It is evident that the administrative procedures work well – office staff must be commended for their efficiency and hard work.

- **Does the Department have a policy to increase student presence on Campus?**

The EEC has not been provided with information to indicate the existence of such a policy.

IMPLEMENTATION

- **Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).**

The organization of TEIs administrative staff is of the standard expected to be found in a leading national institution. Undergraduate, post-graduate and financial matters are pursued by a very friendly and efficient group of two people who support each other, work synergistically and share tasks fairly. Considering the volume of work, the administration office can only be described as grossly understaffed.

- **Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic- cultural activity etc.).**

The student secretariats are efficient; the library is well organized; there is ready access to catering services; sports facilities are good, and there is access to a fitness studio.

Free internet/wireless access is available (online access to journals from home is possible), throughout the campus.

RESULTS

- **Are administrative and other services adequate and functional?**

Despite the highlighted staffing issues, administrative and other services are adequate and functional.

- **How does the Department view the particular results?**

The Department has voiced concern over the shortage of administrative staff – the EEC concurs.

IMPROVEMENTS

- **Has the Department identified ways and methods to improve the services provided?**

The department has not provided to the EEC an indication of its position

- **Initiatives undertaken in this direction**

None that the EEC has noted.

Collaboration with social, cultural and production organizations

Convincing evidence has been presented to the EEC of active collaborations with social, cultural and production organisations. The EEC applauds these collaborations, and suggests that they are extended to outreach activities that are aimed towards the public understanding of the scientific basis of aesthetics and cosmetology.

E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

- **Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them**

The EEC members have noted that the department may evolve the capability to initiate independent research activities, conditional upon changes in current state-imposed regulation. Similarly, there are apparent discrepancies between student numbers and the available infrastructure and personnel. The EEC cannot comment on the application and interpretation of the law but wishes to underline its affects upon the educational experience of the undergraduate and postgraduate population, as is exemplified by the significant over-recruitment of undergraduates relative to the size of the largest available lecture theatre. Another issue of some significance is the inability to plan staff recruitment issues flexibly, such that the teaching and administrative tasks of the department can be completed efficiently at all times. It has also been noted that some key staff members are on short-term

contracts, which on occasion are not renewed in a timely fashion due to the inflexibility of the contract-renewal protocol (one highly valuable member of staff with unique teaching expertise, Ms. E. Mikelatou, has been on such contracts for *ca.* 15 years; the administrative staff are overworked due to severe understaffing).

The micromanagement of TEI by the Ministry detracts the attention of the Department from its primary mission and stifles innovation. Examples of this are: (i) the anecdotally alarming influence of the Ministry in faculty appointments, (ii) the imposed recruitment of first-year students at numbers that are considerably higher than the departmental facilities and resources (faculty, administrative, classroom and laboratory size) allow.

The inability of the TEI to develop mechanisms to stop the defacing (graffiti, unauthorised banners) of its physical infrastructure by some members of the student population is unacceptable, as is smoking in enclosed TEI spaces (offices, corridors).

Recommendation 18: subject to stringent admissions criteria and conditional upon the academic profile of the supervisory team, the state should consider bestowing to the institution powers to award PhD-level qualifications.

Recommendation 19: the state must develop mechanisms that empower the institution to take disciplinary action against students who deface TEI property.

Recommendation 20: the state should consider altering the employment status of short-term contract workers who have served the TEI well over a specified period of time.

Recommendation 21: the institution must increase the available laboratory space and provide higher capacity lecture theatres with sitting capacity for every student within each cohort.

Recommendation 22: the institution must increase the number of administrative staff from two to four.

Recommendation 23: the department must evolve procedures designed to help the career development of long-serving and valuable members of staff – the career profile of Ms. Mikelatou is a case in point.

Recommendation 24: the department must evolve disciplinary procedures for students, and staff members, who smoke in enclosed public spaces.

• **Short-, medium- and long-term goals.**

In the short-term the department must increase its space allocation. In the medium term, the cosmetology section must be moved to a much larger, purpose build laboratory with preparatory room and modern storage cabinets.

• **Plan of action for improvement by the department / Academic Unit**

The department is in the process of updating the curriculum. Amongst the considerations is a planned rebalancing of the relative contributions of aesthetics and cosmetology to the undergraduate programme, with a significant increase in the cosmetology component of the course. Amongst the proposed changes are the introduction of methods in quality control, phyto-cosmetology and the application of controlled delivery methods to cosmetology.

Recommendation 25: the EEC endorses the proposed changes to the curriculum and recommends that corresponding increases are implemented in laboratory spaces and staffing levels.

- **Long-term actions proposed by the department**

The department proposes the development of a joint masters-level programme in Cosmetology with the Department of Pharmacy, University of Athens.

Members of the department have expressed their long-term intention to use in-house expertise to form a spin-out company that provides quality control services to small manufacturing companies.

Recommendation 26: the EEC considers that the complementarity of scientific skills offered by the proposed partnering institution is highly appropriate for the task.

Recommendation 27: the EEC recommends that all possible support is provided, including seed funding, to facilitate the establishment of the spin-out company.

F. Final Conclusions and recommendations of the EEC

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

- **The development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement**

The department maintains a good educational program, as witnessed by the high employability of graduates. The department has a promising future, and the potential to establish programmes of research that are unique within the European scientific arena. It is now time that the department is afforded the opportunity to develop independent programmes of research, such that it can evolve subject-specific and research-informed teaching methods. In accord with current intentions, the department needs to strengthen its cosmetology section, which will augment its laboratory-based research footprint and in turn result in an increase in research output.

Amongst the minor weaknesses of the Department most notable is the unimodal distribution of the age profile of senior academics. The issue of limited teaching space is of significance, but again one which can little be influenced by the department. Courses for undergraduate students are in need of some upgrading and modernization, but this is a task in hand. It is of importance that the department develops safety protocols as a prerequisite to all laboratory based activities, and that unit descriptions are updated to provide clarity regarding learning outcomes and assessment protocols.

The department's entry requirements to its educational programmes should be clear and readily available to the general public. The use of e-class by some members of staff is applauded.

In summary, the following general observations are made:

1. Faculty members provide to students exceptional pastoral care, which in turn adds

significant value to their learning experience.

2. Despite inhibiting legislation, some faculty members are active in research.
3. There is a notable absence of early career staff members of faculty.
2. The employability of graduates is very high, especially when considered within the Greek context.
4. The existing building facilities, laboratories, spaces for teaching and research, and office spaces are inadequate for housing the needs of the department.
5. While the existing equipment appears generally satisfactory in most areas, it needs to be upgraded and expanded in other areas, especially in the cosmetology laboratory.
6. The department needs to make a concerted effort towards e-learning and to adopt online methods of assessment.

The Department's readiness and capability to change/improve

The readiness and capability to welcome and accept change have been demonstrated by the Chairman of the Department and by faculty through their willingness to provide requested information and through their declared amenability to constructive criticism.

- **The department's quality assurance**

The department's quality assurance depends on the continued excellence of senior faculty members. However, due to the unimodal age profile of senior academic staff, future quality assurance procedures may become vulnerable to sudden staff changes. The hiring of vibrant younger researchers/teachers is crucial to addressing this issue, and to improving the research output of the department in preparation towards its next stage of development. It is suggested that an internal committee is formed to propose, manage and evaluate changes intended to modernize current course modules. To increase the morale of employees, the Department should consider the implementation of a reward system for staff members who excel at their job, irrespective of rank.

The Members of the Committee

Name and Surname	Signature
1. _____	
2. _____	
3. _____	
4. _____	