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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ  
ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
H.Q.A.  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

## EXTERNAL EVALUATION REPORT

Department of Aesthetics & Cosmetology (A&C ATEITh)

**A.T.E.I. of Thessaloniki**



**European Union**  
European Social Fund



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

Co-financed by Greece and the European Union



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### External Evaluation Committee

The Committee responsible for the External Evaluation of the A.T.E.I. of Thessaloniki, Department of Aesthetics & Cosmetology (**A&C ATEITH**) 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 Nikolaos Venizelos, School of Health and Medical Sciences, Dept. of Clinical Medicine, Örebro University, Sweden
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.*

<b>Introduction</b>
<p><u>I. The External Evaluation Procedure</u></p> <ul style="list-style-type: none"> <li>• Dates and brief account of the site visit.</li> </ul> <p>The External Evaluation Committee (EEC) visited the department under evaluation over the period 23/6/2014 to 25/6/2014.</p> <ul style="list-style-type: none"> <li>• Whom did the Committee meet?</li> </ul> <p><i>Day 1: Monday, 23 June 2014</i></p> <p>All members of the EEC were greeted by Prof. Leontaridou (Head of Department, A&amp;C ATEITH), Ms Giannakoudaki and Prof. Tzionas (President, ΜΟΔΙΠ) who provided a brief overview of the governance and structure of the institution (ATEITH). The EEC then met the members of the OM.E.A (Prof Leontaridou, Prof Doukas and Ms Giannakoudaki) and the Dean of ΣΕΥΠ, Prof Skepastianos. This meeting was followed by a presentation by Prof. Leontaridou, Head of the Department (A&amp;C ATEITH), who provided a detailed overview of the department and outlined its history, identity and plans for the future.</p>

The EEC was afforded the opportunity to hold meetings with members of support staff, representatives of the student population and two incoming members of academic staff (Drs Minos and Skoufas).

Following these meetings the EEC was shown the physical infrastructure of the Department which consists of several offices, lecture theatres, and the laboratories of Face Aesthetics, Maquillage, Cosmetology, Body Aesthetics and Depilation.

*Day 2: Tuesday, 24 June 2014*

The day started with visits of four Aesthetics Institutes that had been established by former graduates of the A&C ATEITH. The EEC had the opportunity to interview current students undertaking their work-experience placement. This was followed by a visit at the Chamber of Commerce of Thessaloniki where the EEC was presented with an independent and quantifiable overview of the employment statistics of A&C ATEITH as compared with those of Thessaloniki in general.

*Day 3: Wednesday, 25 June 2014*

The day included visits to the: Central Library, Laboratory of Physics, ΣΕΥΠ Medical Centre, Amphitheatre, ΣΕΥΠ library, ERASMUS Office, Laboratories and lecture theatres of Anatomy, careers-advice office, and Administrative Office of the A&C ATEITH; during these visits the EEC met with affiliated personnel. The EEC was furnished with copies of final year projects. In addition the EEC met with alumni of the A&C ATEITH who presented their career path. The day was concluded by an overview meeting with Prof. Tzionas (President, ΜΟΔΠΠ).

Following a request by the EEC, an unscheduled meeting was held with the two academic members of the Cosmetology Section (Prof Doukas and Ms Giannakoudaki).

### Summary

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.

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 several members of the teaching and laboratory staff. The EEC held frank discussions with student representatives (*circa* 20 students).

## II. The Internal Evaluation Procedure

### • **Appropriateness of sources and documentation used**

The self-evaluation report and associated Student Guide were received by members of the ECC 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 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, rate of graduation, data from student satisfaction surveys and employability data), with 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 education. The department's approach to the management of academic standards and quality is set out in the Student Guide, and shows the link between the quality of learning opportunities afforded to students and the standards that they achieve. 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.

#### ***A. 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 other 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 Department is currently in the process of formulating the next upgrade.

**Recommendation 1.** The EEC recommends that the plan for upgrading the curriculum incorporates the following elements: up to date scientific and educational developments in the area of Aesthetics and Cosmetology; collaborations with Higher Education institutions in Greece and abroad; collaborative interactions with appropriate organisations and communities in the public and private sectors; advances in educational technologies; laboratory-based research; professional skills that render students effective and competitive both nationally and internationally; receptiveness to change; and, continuous improvements to the quality assurance process used for the monitoring of the study programmes.

- **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 a combination 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 cosmetology, which is spread over several semesters. The EEC does not consider the curriculum to be consistent with its objectives in that it does not offer sufficient modules to allow specialisation in cosmetology, such that relevant societal requirements are met.

**Recommendation 3:** The EEC recommends that the Cosmetology-to-Aesthetics ratio of modules taught over the entire curriculum is adjusted to 1:3. The delivery of at least two new cosmetology modules should be implemented by the start of the academic year 2015/16. The remainder of these modules should be available for implementation by the academic year 2018/19.

- **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. However, the cosmetology element of the curriculum does not reflect the end-user need for trained scientists in cosmetics manufacturing.

**Recommendation 4:** The means by which stakeholders, especially employers and end users, can influence the curriculum needs to be developed and presented clearly in the Student Guide.

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

While the EEC has been informed that the curriculum is currently under revision, the revision procedure is not clear.

**Recommendation 5:** In accord with common practice amongst European academic institutions that operate at the forefront of pedagogic developments, 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 such that the process of updating and modernisation becomes inbuilt into departmental procedures.

#### IMPLEMENTATION

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

Heavily skewed towards the Aesthetics part of the course, the curriculum has served the department well over several years, but 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?**

Since only one other Greek higher education institution offers a similar programme of studies, there are no universally accepted standards against which the curriculum may be calibrated. Owing to the absence of any research activities, the EEC members deem that the undergraduate programme is in danger of falling below Bachelors-level standard in the long term.

- **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.

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

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 developments but the department needs to be made fully aware of the need to increase the relative significance of cosmetology to the degree structure.

**Recommendation 6:** Integral to the proposed expansion of the cosmetology section is the development of at least one state-of-the-art teaching laboratory, which meets European Health and Safety standards.

**Recommendation 7:** 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. Chemicals stored in the laboratory must be labelled clearly.

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

The Department requires substantial financial investment in terms of additional highly qualified staff. The three permanent members of academic staff are not sufficient to meet the teaching and administrative needs of the Department.

**Recommendation 8:** To support the sustainable running of the Department, it is necessary that at least two new members of academic staff are recruited at the shortest time possible, and certainly within the next academic year. Similarly, the terms of employment of all members of support staff must be renewed with due consideration of all qualifications of each staff member. Also, any new members of support staff must be employed under terms that are commensurate with their qualifications.

The EEC recommends that in accord with common practice amongst top European institutions that all new positions are advertised internationally and that the appointees have a track record in research.

## RESULTS

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

The department's goals and objectives are implemented in that graduates are highly employable. Considering the high number of undergraduate admissions relative to the number of permanent academic staff, at the present time the Department is at the stage of managed decline.

**Recommendation 9:** The EEC recommends that undergraduate admissions, at least in the short term, are kept at levels that are manageable both in terms of the available resources, both human and infrastructural.

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

In view of the high employability of its graduates it is recommended that immediate action is taken to reverse that decline such that Greek society will continue to receive the benefits of the graduate population both in terms of financial activity and social impact.

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

It has become clear to the EEC that the Department is aware of the issues that have the potential to undermine past achievements. These issues (*i.e.* number of permanent academic staff; physical infrastructure) are outlined in the internal evaluation report. Symptomatic of the crisis level of staffing is the EEC's observation that the interactions between the EEC and the Department were those between the EEC and the Head of Department. The EEC is of the opinion that the Head of Department is the only permanent member of staff who is proactive in the attempt to reverse the decline of the Department. The EEC also acknowledges the efforts of members of the support staff, many of whom work under highly unfavourable terms of employment contract (for example one support staff member has been employed on short-term contracts for 19 years, and another for 14; see **Recommendation 8**).

## IMPROVEMENT

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

The EEC recommends that the Curriculum is improved in accord with the suggested

expansion of the Cosmetology section.

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

The department has no plans to introduce improvements.

### ***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.

- **Teaching methods used**

The teachings methods used include lectures and practical classes. Projection facilities are available in the lecture theatres and in the laboratories. Due to the timing of the evaluation visit, the EEC did not have the opportunity to attend lectures or to observe practical classes. For several modules (27), lecture notes are available through Moodle.

**Recommendation 10:** To keep up with developments at leading European institutions, the EEC recommends that as from the start of the next academic year teaching material for all modules is posted on Moodle.

**Recommendation 11:** The Department must evolve strategies towards the development of on-line assessment methods, both formative and summative, which it implements with a three year horizon.

The available space in the cosmetology laboratory is not utilised fully. The distribution between seating areas and the space available to students for bench work is approximately even. Up to 45 students often work in an area designed to accommodate *circa* 15 students, as assessed by members of the EEC.

**Recommendation 12:** The EEC recommends that an action plan is developed towards the physical restructuring of the available space in the cosmetology laboratory, such that students can be accommodated safely.

- **Teaching staff/ student ratio**

Irrespective of the method used for its calculation, the teaching staff-to-student ratio is extremely low (the EEC estimates that the ratio of student to permanent staff member is in the range 150:1 to 250:1). The number of technical (3) and support (10) staff is unsatisfactory. Recommendations regarding staffing levels and the distribution of space have been detailed elsewhere (**Recommendations 8 and 12**).

- **Teacher/student collaboration**

The entire sample of students interviewed acknowledged the constructive nature of interactions with members of staff, including feedback from assessed work, and were particularly complimentary of support staff.

Of particular note was the establishment of a course-specific Facebook forum, which the student population uses widely to interact with other students and members of staff.

- **Adequacy of means and resources**

The A&C Department is in the campus of the ATEITH. The campus does not have wifi coverage in all areas, as would be expected of a European Higher Education establishment.

The overall buildings infrastructure is in a poor state of repair. The EEC noted leaking roofs (in the corridors, in the ΣΕΥΠ library, and anecdotally in the IT suite), possible unsafe electrical sockets, loose taps, evidence of smells, broken tiles, non-functioning blinds, leaking radiators, broken chairs, and flood-damaged cupboards. The area housing the Physics laboratory is akin to a medieval prison.

While touring the buildings of ATEITH, the EEC was disappointed to note the posting of a suggestive advertisement directed specifically to “young and attractive females”. Although not directed to students of A&C ATEITH, the EEC considers that such advertisements have no place in the corridors of a Higher Education Institution. Similarly the EEC noted the defacing (graffiti, unauthorised banners) of the physical infrastructure of ATEITH and the smell of cigarette smoke in several enclosed spaces.

**Recommendation 13:** the State must develop mechanisms that empower the institution to take disciplinary action against those who deface ATEITH property and for those who smoke in enclosed public spaces.

- **Use of information technologies**

The Department website presents adequate information. The on-line learning system, Moodle, is sufficiently powerful to accommodate teaching material and to meet the demands of 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. Student interviews revealed that marking criteria are available for some assessed work. Despite several attempts to extract exact marking criteria for cosmetology practical work, it did not become clear to the EEC how this work is assessed.

**Recommendation 14:** The EEC recommends that specimen and/or past examination papers, including model answers, are made available to students through Moodle.

**Recommendation 15:** The EEC recommends that transparent marking criteria are made available to students for all assessed work.

## IMPLEMENTATION

- **Quality of teaching procedures**

The EEC members are satisfied with the overall quality of teaching.

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

The teaching material is 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**

The EEC did not uncover any evidence of research-informed teaching practices.

- **Mobility of academic staff and students**

The Department has a total of 7 bilateral agreements with institutes outside Greece. For both academic staff and for the student population, mobility is primarily through the ERASMUS programme, as is exemplified by recent visits to Poland, Finland and Lithuania. The EEC also became aware of student work-experience placements in Italy.

- **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 and course content.

## RESULTS

- **Efficacy of teaching.**

The positive feedback received from students is accepted by the EEC as sufficient evidence of efficacious teaching practices.

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

The EEC concurs with the internal evaluation report in that no major discrepancies are apparent between courses.

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

The available data does not allow the statistical evaluation of differences between time of graduation and final degree grade. To assess these differences, it is suggested that the department collects data that is amenable to such statistical analysis.

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

Not applicable.

## 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.

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

Plans for improvement do not as yet appear to have crystallised. In line with changes in the international scene, the EEC is encouraging the wider 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?**

There is no research policy or coordinated research activity.

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

Not applicable.

## IMPLEMENTATION

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

Not applicable.

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

There is no research-specific infrastructure.

- **Scientific publications.**

While the number of books/monographs is commendable, the number of prestigious scientific publications in international refereed journals is very limited.

- **Research projects.**

The assessment of the EEC is that laboratory-based project work cannot be classified as of research standard.

- **Research collaborations.**

Research collaborations may exist but, due to their largely informal nature, their impact is not quantifiable.

**Recommendation 16:** The Department should consider exploring means for initiating research activities through collaborations with established groups at other institutions.

## RESULTS

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

Not applicable.

- **Scientific publications.**

In accord with the absence of formal research activities, the publications record of staff members is limited. The EEC applauds the research efforts of certain members of staff.

- **Research projects.**

Not applicable.

- **Research collaborations.**

Formal research collaborations do not exist.

- **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.**

Not applicable.

## IMPROVEMENT

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

Towards its long-term development, the Department needs to initiate research activities in at least one area of endeavor.

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

There is anecdotal evidence that some members of the Department make efforts to initiate informal research collaborations.

**Recommendation 17:** It is suggested that the Department makes efforts to input to the activities of an established research group.

***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 viewed as satisfactory. This was confirmed by the interviewing process, which revealed that as compared with other institutions known to the EEC, A&C ATEITH appears to have a large proportion of happy students. The Department appears to have harmonious relationships with members of staff

offering support services.

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

In accord with the message conveyed in the internal evaluation report, the EEC noted the understaffing of some technical service departments.

Due to time constraints, the EEC was not able to inspect computing facilities. However, it received the verbal message that these are inadequate for the demands of modern-day learning.

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?**

The EEC was not able to assess policies for the simplification of administrative procedures. It is evident that current administrative procedures work well and that they are part of an ongoing program of improvement – 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 A&C ATEITH administrative staff is of the standard expected to be found in a leading national institution. Matters are pursued by a very friendly and efficient team of two people who support each other, work synergistically and share tasks fairly. Considering the volume of work, the administration office would benefit from the services of an additional member of staff, be it on a part-time basis.

- **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; sports facilities are excellent.

Free internet/wireless access is available (remote online access to departmental services is possible). The wifi system does not cover the entire campus.

#### RESULTS

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

Administrative and other services are adequate and functional.

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

The Department has indicated satisfaction with the effectiveness of administrative staff.

#### 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**

Evidence has been presented to the EEC of collaborations with social and cultural groups. The EEC 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 outputs of the department are beneficial to the national economy and to the wellbeing of many people. This was confirmed during the visit at the Chambers of Commerce and also by the many successful alumni who communicated the significance of their educational background to their professional development – many busy professionals took time out from their work for the sole purpose of meeting the EEC to sing the praises of their former department.

The representative of the Chamber of Commerce of Thessaloniki conveyed the clear message that the survival of the Department is integral to the future success of the city.

Despite the notable past successes, the EEC considers the Department to be in a relatively low point in its development, primarily because of staff shortages (caused by the combined effects of budgetary cuts and staff retirements). The EEC urges the Institution and the State to activate procedures for the replacement of staff and for the improvement of the available physical infrastructure.

**Recommendation 18:** the Institution and the State must take immediate action to reverse the decline of the Department by providing the appropriate financial support to improve infrastructure and more importantly by expediting the process for the recruitment of new staff members.

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

In the short-term the Department must recruit support staff members such that all its teaching needs are met in time for the start of the new academic year. In the medium term, at least two new members of academic staff must be recruited and a plan must be available to allow rapid recruitment should any unexpected staff losses occur. In the longer term the Department must

evolve strategies for the development of programmes of research.

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

The department is in the process of updating the curriculum. The EEC urges that amongst the considerations is a rebalancing of the relative contributions of aesthetics and cosmetology to the undergraduate programme, as indicated earlier (**Recommendation 3**).

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

The internal evaluation report states the intended development of knowledge-transfer activities, which the EEC endorses.

### ***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 is at a low point but has a promising future, and the potential to be a significant player in European education in the field of Aesthetics and to contribute significantly in the field of Cosmetology. It is important that the department is afforded the opportunity to not only survive but also to prosper.

The main weakness of the Department is its gross understaffing. This matter can be remedied readily with appropriate investment in academic personnel.

In summary, the following general observations are made:

1. The student learning experience is good.
2. The employability of graduates is very high.
3. There is a notable absence of staff members of faculty.
4. The existing building facilities, laboratories, spaces for teaching and research, and office spaces are adequate for housing the needs of the department but need to be renewed.

#### **The Department's readiness and capability to change/improve**

The readiness to improve by welcoming change have been demonstrated by both the Head of the Department, Prof. Leontaridou, and by the President of MOΔIII. However the EEC noted that the capability to implement change may be impeded by the anachronistic attitude of some faculty members. For example, the most senior member of the cosmetology section greeted the evaluation process with disdain.

**Recommendation 19:** It is recommended that a committee is formed to propose, manage, implement and evaluate changes intended to modernize the Department. The EEC considers

that such a committee is constituted primarily of independent members, at least one of whom is drawn from the international arena.

- **The department's quality assurance**

The EEC deems that the department's quality assurance procedures have served the department well.

### The Members of the Committee

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