



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the New Undergraduate Study Programme in operation
of:

Speech and Language Therapy

Institution: University of Ioannina

Date: 17 December 2022



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Speech and Language Therapy** of the **University of Ioannina** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Speech and Language Therapy** of the **University of Ioannina** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Dr. Mary Andrianopoulos (Chair)

Professor, University of Massachusetts Amherst, Amherst, Massachusetts, United States of America

2. Dr. Margaritis Fourakis

Professor, University of Maryland, Baltimore, Maryland, United States of America

3. Dr. Maria Kapantzoglou

Associate Professor, University of Oregon, Portland, Oregon, United States of America

4. Mrs. Garyfalia Micha

Student, Department of Speech Language Therapy, University of the Peloponnese, Piraeus, Greece

II. Review Procedure and Documentation

The Hellenic Authority of Higher Education (HAHE) provided the EEAP panel the procedures and criteria for the evaluation of the new Speech Language Therapy undergraduate programme at the University of Ioannina in advance of the site visit. The materials consisted of approximately 13 different documents (e.g., Code of Ethics, P1B standards, P12a guidelines, P13B mapping grid guidelines for accreditation, P14B template, etc.). In addition, Dr. Christina Besta, General Manager of the National Authority of Higher Education (EΘAAE), delivered an orientation remotely on December 10, 2022. The evaluation of the Speech Language Therapy undergraduate programme at the University of Ioannina occurred on December 11-27, 2022. Two of the five panel members (Andrianopoulos, Kapantzoglou) attended on site and two participated remotely (Fourakis, Micha). The meetings with the Head of the Department, three OMEA members, faculty, teaching staff, students, and off-campus employers and stakeholders occurred on site. However, meetings with the Vice Rector and six members, staff and the secretary of MODIP attended remotely using a videoconferencing platform. The audio signal of the videoconferencing platform was compromised due to significant distortion and feedback during the meetings with the two EEAP members (Fourakis, Micha) and other participants attending remotely. The panel met with seven (7) students comprised four (4) males and three (3) females who were currently enrolled in the new Speech Language Therapy (SLT) programme at the University of Ioannina. The students ranged from a relatively equal number of first, third-, and fourth-year undergraduates. One student was in their fifth year and enrolled in the transitional framework of the new SLT programme since they transferred from the former programme at the Technical Educational Institution (TEI) of Epirus. In addition, the panel met with the following individuals:

Vice-Rector, President of MODIP, Department Head

- Professor Stavros Nikolopoulos, Vice-Rector, President of MODIP (remote)
- Professor Nasik Zivara, Head of the Department

OMEA, MODIP Representatives and Staff

- Associate Professor Grigorios Nasios (OMEA member)
- Associate Vassiliki Siafaka Professor (OMEA member)
- Associate Professor Eugenia Toki (OMEA member)
- Professor Simeon Agathopoulos (MODIP member)
- Professor Anastasios Tsinas (MODIP Member)
- Paraskevi Alexoudi (MODIP staff)
- Evaggelia Tagkareli (MODIP staff)
- Lamprini Zisi (MODIP staff)
- Efrosini Zarkali (MODIP staff)

Tour of Classrooms, Lecture Halls, Laboratories, Secretariate Offices, Cafeteria, Library

- Associate Professor EugeniaToki
- Mr. Konstantinos Plachouras, Specialised Technical-Laboratory Staff)
- Ms. Efrosini Gountava (Librarian)

Teaching Staff Members

- Associate Professor Victoria Zakopoulou
- Assistant Professor Alexandros Gryparis
- Assistant Professor Vasiliki Zarokanellou
- Assistant Professor Soultana Papadopoulou
- Assistant Professor Efterpi Pavlidou

- Assistant Professor Dionysios Tafiadis
- Lecturer Melpomeni Nissioti

Employers, Clinical - Social Partners, Stakeholders

- Mrs. Fotini Thanou, Organisation of Social Protection-Solidarity and Preschool Education (OKPAPA), Municipality of Ioannina (attended on behalf of Mr. Dimitrios Panou, President)
- Dr. Kostantinos Kotsis, Child Psychiatrist, Assistant Professor, Head of Community Mental Health Centre for Children and Adolescents of the Psychiatric Clinic, University General Hospital, Ioannina
- Dr. Ioannis Stavrou, Head, Centre for Diagnosis, Assessment, Counselling, and Support (KEDASY), Ioannina
- Mr. Dimitrios Paraskevakis, Head, Psychosocial Support at the Student Accessibility and Social Support Unit, University of Ioannina.
- Ms. Polyxeni Fakitsa, Speech Language Therapist, University Hospital, Ioannina
- Ms. Ntina Koudoumaki, Speech Language Therapist, Private Practice
- Ms. Maria Karala, Speech Language Therapist, Dementia Day Centre, Ioannina

Documentation

The panel reviewed approximately sixty different documents that were submitted by the SLT Department, which were extremely well-organised chronologically. An English version of the *Proposal for Academic Certification of the New Undergraduate Study Program in Operation of the Speech and Language Therapy Department* was also provided to the panel for their behalf. During the site visit the panel requested copies of the two Power Presentations that were presented during the site visit on the first day. One member of the Department also shared hardcopy samples of students' practicum lessons plans, assignments, and letter correspondences to off-campus supervisors or stakeholders for placement of students for practicum. The EEAP members who were onsite took photographs of the laboratories, classrooms, library, and facilities, and uploaded them to a cloud for the two EEAP members (who participated remotely) to view. A video tour of the campus, facilities and the Department was made available to EEAP at <https://new.slt.uoi.gr/to-tmima/ypodomes/>.

III. New Undergraduate Study Programme in operation Profile

The University of Ioannina was founded approximately 43 years ago. As of 2018, the University consists of eleven schools and 27 academic departments that are spread across the Igoumenitsa, Preveza and Arta regions of Ioannina. The School of Health Sciences at the University of Ioannina was founded in June 2013 as a means of restructuring the University as a Higher Education Institution (HEI) with the inclusion of the Departments of Medicine and Biological Applications and Technologies. The Departments of Speech Language Therapy (SLT) and Nursing joined the School of Health Sciences during the 2018-2019 academic year to educate and train pre-professional undergraduate students to better serve patients using modern technologies and scientific approaches in relation to prevention, diagnosis, treatment, and rehabilitation. The Department is one of the three departments in SLT in the country (University of Patras, University of Peloponnese-Kalamata) with a four-year curriculum cycle that are now housed in HEIs. The staff and students from the former SLT Department of the Technical Educational Institution (TEI) Epirus joined with the new Department at the University of Ioannina on January 10, 2018.

The new Department of SLT is in complete harmony with the updated Quality Assurances Policy of the University of Ioannina to ensure that the Department collaborates with OMEA and MODIP for the implementation of the internal and external evaluation and certification procedures of the study program. According to documentation provided to the EEAP, the Department's learning outcomes and mastery of skills are in accordance with the National and European Qualifications Framework as a Level 6 undergraduate Bachelor's degree program. The curriculum includes a broad variety of appropriate theoretical and clinical practicum coursework and experiences to educate and train the next generation of SLTs in the country. For example, the curriculum includes infrastructure courses from related disciplines, such as Otorhinolaryngology, Neurology, Paediatrics, Paediatric Neurology, and Developmental Science, Linguistics, Psychology, and specialty courses in Voice Science and Voice Disorders, Motor Speech, Feeding, Swallowing, and Hearing disorders. All courses cover topics related to both children and adults. Specialty experiences include required practicum coursework so that students earn mandatory clinical contact hours under the direct supervision of professional SLTs and Speech Language Pathologists at a variety of settings, such as schools, specialty programs within school districts, hospitals, institutions, rehabilitation clinics, and hands on experiences in one of the specialty clinics housed within the Department.

The Department of SLT at the University of Ioannina currently has an enrolment of approximately 1,069 students in the new curriculum at the University of Ioannina. The total duration of the undergraduate programme is four (4) years comprised of eight (8) semesters. Students must earn a total of 240 ECTS credits (European Credit Transfer System) to obtain a Bachelor's degree in SLT. The SLT curriculum introduces students to clinical practice in their third year of study once they have successfully completed a set of prerequisite courses. The structure of the clinical practicum coursework is spread across three semesters (5th, 6th, and 7th). Students have the option of completing a thesis research project during their last semester (8th) or can opt to complete two elective courses in lieu of the thesis. Undergraduates also complete the mandatory internship as a compulsory course during their 4th year of study spring semester.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

a. Academic profile and mission of the academic unit

The mission of the Department of SLT at the University of Ioannina is to provide a Bachelor's degree education at an HEI in accordance with the European Higher Education Qualifications Framework and the European Qualifications Framework (EQF). The mission of the Department is to train the next generation of SLT specialists by exposing them to a new curriculum developed and aligned with standards and benchmarks related to scientific and professional bodies in HEIs, professional associations, and other SLT programmes in the country (University of Patras and University of the Peloponnese-Kalamata) and abroad. During the 2018-2019 academic year, the new curriculum in SLT was implemented at the University of Ioannina, which is in compliance with the ECTS credit hours system. Moreover, the new Department aims to provide students with a high-quality undergraduate education in both theoretical and clinical knowledge and skills through a multi-thematically and structured curriculum. It is believed that graduates of the Department of SLT at the University of Ioannina will be better prepared to apply theoretical and clinical knowledge and skills to secure professional careers and international collaborations with HEIs and professional agencies within the country and Europe. Undergraduate students in the Department are exposed to a variety of modern technologies through coursework, practicum experiences, and internships to facilitate their learning and professional training that aligns with current educational, economic and social demands on regional, national and international fronts. In addition, the new and upgraded curriculum and thesis option provides undergraduate students the opportunity to conduct innovative empirical research that enables them to link research to clinical practice and pursue post-graduate studies and careers in research.

b. The strategy of the Institution for its academic development

The SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is based on a list of internal and external threats that affect the operation of the Department at its fullest potential. Strengths and weaknesses were identified and enumerated across four axes: Leveraging the Department's strengths (e.g. human potential and resources), Limitations or weaknesses (e.g. small number of faculty, staff, and large faculty-student ratio), Exploitation of opportunities (e.g. capitalising on faculty research productivity, prospective students' preference to attend the SLT Department at the University of Ioannina, following the national entrance examination), and internal and external threats (e.g. faculty student ratio, competitiveness of comparable programmes in the country and abroad).

The SWOT analysis serves as the basis with which the Department organised coherent and comprehensive strategic plans to continually improve and modify the new programme. In addition, the Department developed an "intervention" or action plan to address some of its limitations or weaknesses while building on its strengths and opportunities. Some of the action plans include: reducing the number of student admissions, designing and creating an autonomous postgraduate programme and integrated master's degree programme, continuing to strengthen research funding opportunities and fundraising efforts, disseminating educational, research, and social accomplishments in public venues, strengthening current and

new international partnerships and collaborations, and increasing the number of new faculty, laboratory teaching staff, and special laboratory technical staff, to name some.

c. The documentation of the feasibility of the operation of the department and the study programme

The Department's feasibility, its curriculum, and mission to better educate future generations of SLT specialists in the country was justified based on a number of empirical studies, surveys and data obtained from a variety of national and international published studies and documents. Graphs and tables, a cost benefit analysis to illustrate the prevalence of speech, language, and hearing problems across the life span, the benefits of early childhood interventions were also provided to validate the need to better train and educate specialists in SLT and Speech Language Pathology. The supply and demand of audiologists as cited by the European Federation of Audiology Societies and projected salaries for SLTs, and Speech Language Pathologists were also provided based on published incidence and workforce survey studies conducted in Europe and abroad. The positive prospects of the labour market and the opportunities for SLTs are primarily based on the labour market trends abroad (<https://www.asha.org/siteassets/surveys/2019-slp-hc-survey-annual-salaries.pdf>).

Graduates of the programme will have the opportunity to work in a wide variety of settings both nationally and internationally, such as HEIs, public and private agencies, acute care and rehabilitation hospitals and clinics, in the public schools, and private agencies, individual's private practices.

d. The documentation of the sustainability of the new department

The operation of the Department of SLT at the University of Ioannina is considered sustainable due to the national funding awards obtained by some faculty and the University's and School of Health Sciences' budgets that are earmarked for the Department. The Department currently has the infrastructure, logistical equipment, educational and institutional research laboratories for conducting research and engaging undergraduate students in clinical practical experiences in some laboratories, and high-quality human resources, such as faculty, staff, and dedicated secretariate. In addition, the Department intends to make use of all the financial opportunities available to them not only through the mechanisms currently available through the University, such as donations, bequests, research programmes, public and private sponsorships), but through other additional funding sources.

In general, the functional viability of the Department is based on both the already existing infrastructure and human resources currently available as well as on the possibility of absorbing resources from research or operational programs, such as ESPA (Corporate Agreement for the Development Framework) and other regional resources, thus making the Department an important academic and research resource to the University and country.

The Department of SLT's budget was developed and organised based on predictive cost analyses, actual costs and resources that will be needed for the smooth its operation for the entire four-year period (2022-2026). The Department's budget includes the costs and the resources that will be needed for its operation. The Department's budget is detailed across categories by year over the four-year period and is presented in the Sustainability Study.

e. The structure of studies

As previously stated, the undergraduate curriculum and coursework in the SLT programme are structured and organised based on the ECTS credit system and the course requirement expectations for theoretical, clinical practical and laboratory coursework. The duration of the new undergraduate programme in SLT is eight (8) semesters and it is comprised of a total of 56 courses. The breakdown among the total 56 courses are as follows: 29% General Background, 50% Special Background, 18% General Knowledge Specialisation, and 4% Skill-related courses. Among the 4% that are Skill-related courses, one is offered by Department and two are offered in another undergraduate programmed in different Department on campus. The organisation of the studies, the learning processes, objectives, and the learning outcomes are described in detail.

f. The number of admitted students

The number of students admitted annually is contingent upon the country's national examination system and the Ministry of Education. During both the 2019 and 2020-2021 academic years, 145 students were admitted annually and approximately 90-91 were transfer students per year. During the 2021-2022 academic year, another 145 were admitted and approximately 80-90 were transfer students. For the next four (4) academic years (2022-2023, 2023-2024, 2024-2025, 2025-2026), the Department has requested that admissions be limited to only 100 students annually for the following reasons: 1) the average weekly teaching load of the members of the academic staff in the Department is distributed over approximately six to nine hours of teaching weekly; 2) despite the addition of new Δ.Ε.Π teaching members in the department, the number of teaching staff members is disproportionately small given the large number of students currently enrolled (1,069), which cannot be adequately sustained given the large student-teacher ratio; 3) the current number of two administrative staff is not adequate to manage the operations of such as large student body; 4) off-campus practica sites for students to complete mandatory practicum experiences and coursework are not adequate to handle the current large student body; 4) current infrastructure, laboratories, and classrooms are not adequate for the number of students and transfer students admitted annually (90-145 or so).

g. Postgraduate studies and research

According to documentation provided, the Department of SLT at the former TEI-Epirus previously had a three-cycle two-year Master's programme during the 2015-2018 in Interdisciplinary Approaches to Developmental and Acquired Communication Disorders. However, a masters postgraduate programme is no longer offered in the Department of SLT at the University of Ioannina. During the 2019-2020 academic year, the Department implemented a postgraduate Doctoral Studies programme that operates in accordance with governmental regulations under the provision of Law 4485/2017 (Official Gazette 114, 4-8-2017). The objective of the Doctoral Studies programme is to promote original scientific research consistent with international standards that lead to the acquisition of a doctoral diploma. The Department's Doctoral Studies programme requires that students conduct empirical research and complete a doctoral thesis. Doctoral students are awarded a doctoral diploma from the Department of SLT within the School of Health Sciences at the University of Ioannina. Prospective doctoral students are advised and mentored by faculty with active research agendas.

II. Analysis

The new undergraduate curriculum and required coursework in the SLT programme are in accordance with the ECTS credit system and the European Qualifications Framework for a Level 6 Bachelor's degree. Theoretical, laboratory and practicum requirements are consistent with curricular and training requirements for SLTs in the country. The new curriculum was also developed based on academic and training requirements of a subset of other model programmes in SLT internationally. The duration of the new SLT programme in SLT is eight (8) semesters and comprised of a total of 56 courses.

The Department's feasibility study, strategic plans, and SWOT analysis provide a justification for the new curriculum for the SLT programme at the University of Ioannina. The strategic and four-year business plans include goals or benchmarks that the Department aims to achieve for continual growth, improvement, and financial resources needed to successfully support its operations. The Department has organised an "intervention" or action plan to address some of its limitations or weaknesses as noted in the SWOT analysis while leveraging on its strengths and current successes. Some of the action plans enumerated appear to be achievable based on the Department's successful historical track record, such as strengthening research funding opportunities and fundraising efforts, disseminating educational and research accomplishments, and strengthening current and new international partnerships and research collaborations, especially through the ERASMUS programme and European funding sources.

The average weekly teaching load of faculty and academic staff, the number of teaching staff members is disproportionately small given the large number of students currently enrolled and admitted annually. Two administrative staff are not adequate to manage the Department's operations given the size of the student body. Off-campus practica sites for students to complete mandatory practicum experiences and coursework are not adequate to handle the current number of students.

Although the Department of SLT at the former TEI-Epirus previously offered a two-year Master's programme over the course of three years (2015-2018), a Master's postgraduate programme is not offered in the new programme in the Department of SLT due to current policies at the University of Ioannina. A post-graduate doctoral degree programme was successfully implemented during the 2019-2020 academic year that operates in accordance with governmental regulations.

III. Conclusions

Work force and labour market trends, and cost benefit analyses to illustrate the prevalence of speech, language, and hearing problems, the beneficial effects of early childhood interventions, including Speech Language Therapist's projected salaries, are based on data and market trends involving Speech Language Pathology professionals in other countries (e.g., United States). Workforce or labour market data, with the exception of audiologists, were not provided regarding the supply and demands of Speech Language Therapists in the country. Empirical data regarding the prevalence of speech, language and communication disabilities were not based on demographic data or populations in the country. It is important to note that published empirical studies are available in the literature to support the prevalence of autism, social attitudes towards autistic people, specific learning disabilities, and the prevalence of dyslexia and other literacy disabilities, etc., in the country.

The feasibility study, Department's strategic plans and SWOT analysis provide a justification for the new curriculum in SLT. However, the four-year business plan does not align one-on-one with the SWOT analysis and strategic plans. Quantifiable outcomes to be achieved over the next four years by specific timelines and responsible parties accountable per goal are not clearly outlined. Nonetheless, the new SLT programme at the University of Ioannina has strategic plans outlined to sustain its operations thanks to current resources, such as national funding awards awarded to some faculty in the Department, and financial resources currently earmarked in their budget through the School of Health Sciences and the University. Other financial sources will be explored as well such as donations, bequests, public-private sponsorships, etc.

Although the current infrastructure, laboratories, and classrooms, number of faculty, lecturers, and staff are not adequate for the number of students and transfer students admitted annually, the administrators, faculty and staff are very dedicated and committed to their students and University to offer an outstanding academic and training program in SLT.

Proposed action plans are outlined to address some of the SLT programme's limitations or weakness are not under the Department's control, such as increasing capacity of the number of new faculty, laboratory teaching and special laboratory technical staff. Moreover, the number of students admitted annually is determined by the Ministry of Education and is not under the Department's control. Infrastructure is currently inadequate to accommodate a total student body of 1,069, 145 students admitted annually, and approximately 90-91 transfer students. The significantly large number of students admitted annually has a significant impact on the operation and quality of the new programme. Specifically, the large student-teacher ratio and not being able to offer courses due to lack of faculty and staffing, and the inadequate number of practicum training placements off-campus, negatively impacts the SLT programme and its operations.

The new SLT programme in the Department within the School of Health Sciences at the University of Ioannina currently does not have a postgraduate Master's programme. It was the opinion among members of the EEAP that this is a significant disadvantage for Department housed within a HEI. During the onsite meeting with off-campus clinical stakeholders and supervisors, the same sentiment was expressed by some of the stakeholders, especially among a SLTs who pursued post-graduate studies and a Master's degree at the former SLT programme at TEI-Epirus.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that current force and labour market trends in Greece be determined to support the number of students to be admitted annually based on supply and demand empirical data.
- It is recommended that prevalence studies regarding the percentage of children and adults with speech, language, literacy, and specific learning disabilities be based on demographic empirical data in the country and not abroad. Similarly, it is recommended that cost benefit analyses and the beneficial effects of early intervention be based on regional and national data. Projected salaries of SLTs should also be based on regional and national market trends in Greece.
- It is recommended that the Department's feasibility study, strategic plan, SWOT analysis, and Key Performance Indicators (KPIs) be better aligned with each other, including the four-year business plan.
- It is recommended that the new SLT programme at the University of Ioannina implement as post-graduate Master's programme in SLT. Not having a post-graduate Master's programme now that the new Programme has merged with a HEI is a significant disadvantage. A doctoral programme in SLT is currently in place in the Department, but not having a post-graduate Master's program in the same discipline or related discipline(s) creates a gap in the current post-graduate programme in the School of Health Sciences.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

I. Findings

According to the Department, quality assurance and improvement of the SLT programme is a continuous process and includes internal and external evaluation procedures. Internal and external evaluations are conducted regularly to ensure that the Department is fulfilling its mission and objectives. The Department forms an internal evaluation team (OMEA) which works in close collaboration with the quality assurance unit (MODIP) and periodically collects and assesses outcome data which are discussed in the faculty assemblies. MODIP provides an inventory of the research work of each lecturer, results from the student evaluations of their courses based on questionnaires and a variety of other statistical analyses. Some data and reports from the internal and external evaluations are posted on the Department's website.

There is also a student representative that is invited to the faculty assembly meetings and can communicate student issues.

The assembly recommends minor and major changes regarding the program based on the results of the internal and external evaluation processes. The Department's assembly is responsible for the curriculum, which includes theoretical courses, clinical courses, seminars and clinical practica. The Department's assembly also monitors students' performance for coursework and exams.

II. Analysis

Methods for assessing and measuring outcomes, the quality of the institution and the academic unit are evident in a number of documents provided to the EEAP for their review. The decisions of the regulatory bodies are recorded in the respective minutes of the assemblies. The SLT programme is monitored by various institutional and internal committees for quality assurances and compliance with legislative bodies. MODIP representatives with whom the panel met indicated that it is their responsibility to collect and analyse outcome data and provide continual feedback to the Department. Current clinical stakeholders and partners at hospitals, rehabilitation centres and schools are not surveyed to provide continuous assessment and constructive feedback regarding their collaboration with the Department, based on our meeting with representatives. Such data are important given the strong clinical component of the program (400 clinical hours / student are required before students move on to complete their internships in their last semester). The Department has set specific goals for improvement, but currently the goals are not systematically aligned with the KPIs and there are not specific procedures for establishing goals based on the data obtained, nor steps, timelines, and responsible parties for achieving the established goals.

III. Conclusion

It is evident that the Department has several mechanisms to assess its mission, goals, objectives, and annual benchmarks for the Department's continual assessment and improvement. Based on the review of the documentation that were provided to the panel and information stated during the site visit, it is evident the collaboration between MODIP and the Department. Specifying procedures for establishing goals based on the data obtained, as well as steps and timelines for achieving the established goals are still needed.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that the Department develop specific procedures for establishing goals based on the data from the internal and external programme evaluations, and systematically align the goals with the KPIs.
- It is recommended that the Department develop specific steps, timelines and identify the responsible individuals for achieving its established goals to support planning and implementation. Individual and administrative parties accountable for monitoring whether the Department is meeting its mission, objectives, and strategic plans need to be aligned with the strategic, four-year business plan and budget. This will ensure that monitoring and continual improvement of the SLT programme are well- aligned with KPIs to ensure quality assurance.
- It is recommended that the Department systematically survey the community partners to evaluate the quality of the collaborations for the students' clinical practica.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The new undergraduate programme in SLT was necessitated by the elevation of the Department to University level through an act of the government, which necessitated appropriate action by the University Senate. The Department used this opportunity to: 1) update the new undergraduate SLT programme to now address all deficiencies in the training and preparation of their students; 2) seek and achieve a significant (but not sufficient) increase in the number of tenure-track personnel (two (2) in 2019-20, one (1) in 2020-21, and two (2) in 2021-2022).

The primary objectives in the planning and implementation of the new SLT programme are: 1) updating of the content (i.e., the number of courses, the topics covered by the courses, etc.), and 2) ensuring that the academic preparation of the students qualifies them for exercising the profession in Speech Language Therapy or Speech Language Pathology in Greece.

The undergraduate programme in SLT involves three types of student preparation. First, there are foundational courses to be taken in the first three to four semesters, covering basic aspects of anatomy, physiology, and psychology that are relevant to the field. Second, there are specialisation courses, covering communication disorders of different types. Thirdly, there is clinical training involving observation of therapy sessions (standard procedure) and active participation (also standard procedure). This type of structure and engagement of students is typical for similar departments in the United States and Europe.

The fact that the Greek government funds all higher education in the country guarantees that the Department will have funding for as long as it exists. However, that also makes the Department susceptible to not being able to cover its curriculum, laboratories, practical clinical training coursework, and other operations if their budget is compromised year-to-year due to economic changes in the country that compromises financial support to Higher Education Institutions (HEIs). As a result, sustaining and building capacity of faculty is not determined on the basis of the Department's need, but rather by decisions made by the Ministry of Education and their advisors. These uncertainties due to inadequate and lack of funding and resources compromises the SLT programme's ability to run an effective academic and clinical training programme to educate and train generations of students in the SLT profession. The Department has been successful in securing funding from internal and external research programmes that has allowed them to purchase some essential and state-of-the-art equipment for their laboratories that is used for clinical training and research purposes.

Revisions to the new SLT programme have taken into consideration some student and external stakeholder feedback. According to information provided to the EEAP, the student input or feedback was ascertained through the anonymous course evaluations at the end of each semester. It is not clear whether students were formally surveyed regarding their input and recommendations for the development of the new SLT curriculum.

The Student Handbook is well organised and covers all subjects. For example, the Student Handbook includes sections that pertain to the city of Ioannina and historical landmarks, the faculty, study requirements, the structure and logic of the curriculum, etc. The outline of the course syllabi and course descriptions includes both English and Greek versions in one document. The English version of each course follows the Greek version in the same document.

It is not clear to the EEAP how external stakeholders, especially off-campus clinical practicum supervisors, contribute to the continual monitoring, improvement, and evolution of the programme. During the EEAP’s interview onsite, off-campus stakeholders and clinical supervisors expressed satisfaction with the preparation of the undergraduate students in the SLT programme. However, the stakeholders and off-campus clinical supervisors were not aware of a mechanism or system currently in place for providing feedback and input to the Department for its continual improvement.

Since the Department is in the process of transitioning to the new SLT programme in the School of Health Sciences, faculty and staff indicated that they will rely on student questionnaires and external stakeholder evaluations for continual monitoring and revisions to the curriculum and clinical training programme.

II. Analysis

Overall, the Department has done a very good job transitioning the old curriculum in SLT from the former TEI-Epirus to the School of Health Sciences at the University of Ioannina. The new SLT programme has been updated and supplemented with appropriate courses. In addition, there has been an increase in the number of full-time faculty in the Programme, and the new study guide reflects all changes to the new curriculum and training programme. The new SLT Programme requires clinical training of all of its students. These changes ensure that the undergraduate students will be better prepared for practicing as speech language therapist and speech language pathologists. Labour market data were not provided regarding employment and unemployment rates of Speech Language Therapists in the country, and the job forecast of Speech Language Therapists in Greece.

III. Conclusions

The EEAP considers the new SLT programme fully compliant with Principle 3.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that two separate versions of the course outlines and course descriptions be made available to students and other interested parties in two separate documents: one in Greek and one in English. The English version of each course and syllabus is not evident at first glance in the current document. Two separate documents, one in Greek and one in English, may benefit students abroad who want to study in the SLT programme through the ERASMUS programme or other student exchange programmes.
- It is suggested that the Department standardise an evaluation process for soliciting feedback and recommendations from off-campus stakeholders and clinical supervisors.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

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

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

According to information provided to the EEAP, PowerPoint presentations, transparencies, and oral presentations are used as teaching methods, including students' completion of homework assignments and oral presentations in some courses. Online platforms such as Moodle and the internet are incorporated into coursework and there are mechanisms in place for faculty to update the literature assigned in their courses. The learning objectives of each course and the expected results are communicated to the students during the initial session of each course. The study guide is available to students on the Department's website. The Department reports that the allocation of ECTS and course workload are in accordance with the principles of the Bologna Process and the European Higher Education Area Framework. Student performance is evaluated using a variety of methods of assessment, such as exams, group and individual projects, literature reviews, and laboratory work. Students provide feedback about the courses using electronic questionnaires and a summary of the most recent course evaluations is posted on the Departments' website. The faculty assembly discusses any issues that arise and incorporates changes as needed. Statistical analyses are also conducted to track students' performance in the program.

The Department reports that course exams are conducted in two (2) exam periods per semester on predetermined dates established at the beginning of the semester. Students

inform faculty and instructors of their courses whether they require alternative methods of evaluation. Students have electronic access to search engines and research journals through two (2) libraries: a central library and an on-site library in the Department's building. Students also have access to the Hellenic data base, which is available to all students in HEIs in the country. The librarians in both the central library and the smaller on-site library are highly skilled and fluent in both Greek and English. The librarians are very knowledgeable of how to navigate the internet, computer applications, and the use of commercially prepared software available in the libraries. The librarians are eager to meet and serve students and users of the library from the community. The librarian in the central library also participates in the exchange of librarians through the ERASMUS programme.

There are two secretaries that serve students' needs in the Department. The university provides support via central services, such as the Accessibility Unit for Students with Disabilities (PfmeA), the Student Counselling Support Centre (SKEPI), the University Gym Centre, and the Student Restaurant and Cafeteria. There is an established procedure for students to file complaints, which are addressed by the faculty assembly.

II. Analysis

A variety of teaching and assessment methods are used based on information noted on syllabi. Courses are well-organised by semester and year and the programme expectations are clear. The language used to communicate student learning objectives, teaching methods and assessments on the syllabi is consistent across courses, and in most cases reflect the guidelines of the European Qualifications Framework and Bloom's taxonomy. Teaching methods used in the Department vary depending on the type of course (practical versus theory-based). Students choose four (4) out of eight (8) elective courses and the internship experiences during the last semester. Students have the option to participate in the ERASMUS exchange programme.

Many of the administrators and core faculty in the SLT programme have earned doctorate degrees and many have a strong track record of publishing in peer-reviewed journals and securing external/internal funding to conduct research and equip their labs with state-of-the-art instrumentation and software. Several of the undergraduate students participate in research projects if they choose to collaborate with the faculty. Nevertheless, the number of undergraduate students participating in research varies across labs in the SLT programme.

Class attendance is variable during each semester and across courses in that several theoretical courses start with approximately 100% attendance, then significant drop to 40% attendance or lower. Students reported preference for courses that include more interactive components. Based on an analysis of course syllabi, out of the total of 51 classes listed, six (6) include "discussion" as a method of instruction and three (3) include "interactive teaching", whereas 10 of the courses listed include "analysis of the literature" and another 22 include some type of "teamwork research project".

At the start of each academic year, an orientation session for the incoming students is held in the Department to share relevant information with students regarding the SLT programme and university services. Individual faculty also disseminate related information during their courses. All students are appointed to an academic advisor in the beginning of the programme.

The responsibilities of the academic advisor are not specified, but students can consult their academic advisor as needed until they complete the programme and graduate.

As previously noted, faculty provide testing accommodations for students who request it. However, there is not currently any established system to identify students with academic, emotional-behavioural, or other learning difficulties. There does not appear to be any provisions in place for shaping, supplementing, or accommodating the learning experience for students with special needs, learning difficulties and other constraints, or a system in place for specifying the type of testing accommodations needed for students who require special accommodations. Accessibility of facilities to students with mobility disabilities is also limited and the restrooms are not functional. Based on statistical reports, only 3.26% of students have used the office of disabilities. Although students from culturally and linguistically diverse backgrounds attend the programme, currently there is no diversity statement to describe the Department's position and processes to advance excellence in diversity, inclusion, and equity in courses, research, and clinical practice. Exclusionary criteria for the programme are specified by law and are not justified.

There is a formal procedure in place in the Department for filing complaints. The process is not anonymous nor objective by default. A student representative can also share student issues in the faculty assembly meetings. Students have access to other university services as needed.

Course and teaching assessments are completed on a regular basis to assess student satisfaction with the course content, mode of delivery, including instructor strengths and shortcomings. This process accumulates a plethora of information and student feedback. The average course evaluations for courses in the Department are posted on the Department's website. It is not clear whether the data posted on the Department's website from the course evaluations serve as comparative data for the individual courses. OMEA and the faculty assembly provide individual faculty feedback based on outcomes from the student course evaluations and if special issues arise. Based on documentation and information available to the EEAP, the specific procedures that are currently in place for providing individual faculty feedback regarding their teaching effectiveness is not outlined and clear.

III. Conclusions

The Department makes serious efforts towards student-centred approaches in learning, teaching, and student assessment. These efforts appear to have a positive effect on student learning. However, there are several factors that impact the consistency and effectiveness of students' learning and clinical practical training, such as the large student/staff ratio, inadequate facilities, limited off-campus clinical practicum placement sites and relationships with off-campus stakeholders and supervisors, hospitals, clinics, and networking with alumni, including the inconsistencies regarding the level of interaction with students have in theoretical and laboratory coursework.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that the new facilities be made accessible to students with mobility disabilities as well as functional restrooms, and on-site ticket vending machines for public transportation, to name some.
- It is recommended that the Department develop a system for formally identifying and evaluating students that have learning challenges or require accommodations to facilitate their learning and successful completion of the programme. It is suggested that all faculty and staff be acquainted with the systems to better serve students who require accommodations, such as classroom access, testing accommodations, or other accommodations as needed.
- It is recommended that interactive components in individual courses be increased across theoretical courses during class sessions to foster student-centred learning opportunities, including group activities during classes for which students earn a grade. These curricular changes to individual courses that traditionally have low attendance rates or attrition of students attending classes, may increase attendance rates throughout the semester.
- Given the everchanging demographics in the country and student body, it is recommended that the Department create a diversity statement. The diversity statement should be available online for all students to access in Greek and English. It is also suggested that the diversity statement include specific language regarding the Department's mission, vision, and procedures to advance excellence in diversity, inclusion, and equity in all courses, research and clinical practical training.
- It is strongly suggested that the Department re-evaluate their exclusion criteria for admission of new students. The EEAP encourages the administration and faculty in the SLT programme to advocate for related changes in the law (FEK).
- It is recommended that the Department specify steps for evaluating and addressing student feedback from course evaluations, including formal complaints using an unbiased and more objective system.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

According to the Department, at the start of each academic year there is an orientation session for the incoming students and the Department shares with students relevant information about the programme and university services at that time. Related information is also provided by individual faculty during their courses. Student progress is monitored through the institution's electronic system, visualisation and stratification of their performances, and the

students' interim progress is monitored through tasks, workshops, and clinics. There are neither merit scholarships for students (except from the IKY scholarships) nor any form of financial aid for low-income students.

Regarding mobility of undergraduate students in the Department, students participate in the student exchange programme in accordance with the regulations of the ERASMUS + programme for internships and ERASMUS for their academic education. All students are informed during the new student orientation and at a later date by lecturers in the Department, including continuous updates provided by the Department's ERASMUS manager. Students are encouraged to participate in the ERASMUS programme and assistance is provided for those who are interested in taking advantage of the exchange programme. The credit transfer system (ECTS) is used to match the teaching units for the courses taught in the two institutions. There is an automated system for issuing the "Diploma Supplement" from the Department in both Greek and English through the Information Technology (IT) and Networks Department.

Regarding the compulsory thesis requirement, there are one of the two options for the completion of the thesis requirement in the study programme. Alternatively, in lieu of completing a thesis, students can complete two additional electives. This Thesis handbook is used for completion of all theses completed at the University of Ioannina. The Department provides information and guidelines for completion of the Thesis in collaboration with the Institution's Department of Studies. The Thesis handbook is posted on the Department's website, the Central Library, and Information Centre. A three-member thesis committee is formed, and the thesis supervisor guides and mentors the student for meeting the quality standards required of theses. Courses such as "Research Methodology in the Behavioural Sciences" and "Statistics" provide additional support for students' thesis work.

Based on documentation provided to the EEAP regarding the clinical practical training requirements, there are inconsistencies and lack of clarity regarding the type and number of clinical contact hours that are provided and/or students are required to complete. On follow-up, the EEAP requested clarification via email. Please see Analysis section that follows for more details. According to the follow up email received by EEAP committee members, there are 400 hours of clinical practica that students must complete in Ioannina during their academic program. In addition, students need to complete 600 hours during a three-month internship during the last semester of the program.

According to the Department, there is a supervisor of the employment agency and an academic-supervisor member in the Department, who are responsible for monitoring each student's progress during the last semester of the programme. Both the supervisor of the employment agency and the academic supervisor draw up an interim and final progress reports, as well as an evaluation of the student's practical training.

II. Analysis

Students informed the EEAP during the site visit that they were aware of the programme structure and services available to them. Regarding student progress monitoring, information is outlined on each syllabus and a variety of activities are listed that students must complete in courses. It is evident that the primary method of assessment is one final exam on average for approximately 70% to 80% of the courses in the programme on which the final grade is

assigned. Student mobility through the ERASMUS programme is encouraged and specific information is provided by the Department to students during the new student orientation and in classes. Detailed information is posted on the Department's website as well. During the last academic year, five (5) students from the programme at the University of Ioannina participated in the ERASMUS program and three (3) students from abroad were hosted.

Practical training is deemed to be a valuable part of the programme for acquiring clinical and job-specific skills. According to information provided to the EEAP by students during the site visit, the three (3) month internship seemed insufficient to them. Students expressed that they preferred to return back to the old SLT programme at TEI-Epirus' requirement regarding the former six (6) month internship. Students also expressed that there was discrepancy in the type of clinical experiences students gain at clinical practica. Specifically, it is not clear how many of the 400 hours during the clinical practica experiences are observation hours, and how many involve directly working with clients in need of speech language therapy services. It is also not clear to the EEAP the type of clinical work or clinical experiences that counted toward the direct clinical contact hours. For example, are clinical hours obtained from direct contact with clients and patients who are in need of services, or can they be obtained by participating in preparation of sessions and writing up reports? According to the information provided by the Department and to the EEAP's follow up email requesting clarification, the international guidelines are followed in that 25 out of the 400 of clinical practica are "Observation hours" of clients receiving SLT services. In addition, the Department reported that the "Observation hours" are split in 10 hours (40%) of typically developing children in school classrooms, and 15 hours (60%) of children with communication disorders. During the site visit, students described that the work completed during clinical practica was with mostly typically developing children whom they observed in regular classrooms in the schools. Students also reported that this type of work counted toward their 400 clinical hours in the same manner that clinical contact hours counted while working directly with clinical populations. There was also a discrepancy in the feedback provided by the SLT supervisors and stakeholders from the off-campus facilities. All SLT supervisors and stakeholders reported that they did not provide any continual feedback regarding student performance during clinical practica, with the exception of when an issue arose involving the student, in which case they would talk with the supervisor-academic member in the Department.

Based on student and clinical supervisor reports, there is a need for a greater number and diversity of clinical placements for fulfilment of the clinical practicum experience, which is one of the main and significant components in the SLT clinical programme. The Department provided evidence of their efforts to recruit additional stakeholders to sponsor and mentor students for their clinical practicum experiences. Some students reported to the EEAP that they experienced a hardship and difficulty finding clinical placements, particularly if they came from cities other than Ioannina, because the Department did not post available practica positions available to students in a central location. As such, some students had to find their own clinical practica placements. It is evident that the number of students admitted annually and currently enrolled in the programme is large considering the clinical practical aspects of the programme and current resources available to the Department and students. There is a need to decrease the admission rate, increase resources to the Department, and/or implement some organisational restructuring to better serve students' clinical practical training.

III. Conclusion

The Department has developed regulations that address many aspects and phases of the admission, progression, recognition and degree award procedures and students are aware of the regulations. However, the clinical practicum training component of the programme seems compromised particularly with respect to total number of direct clinical contact hours with clients and patients with speech, language, and communication problems. The large student to faculty and staff ratio (~100:1) significantly impacts the current organisational structure and allocation of resources.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that the number of incoming students admitted into the programme be decreased annually.
- It is recommended that resources be allocated for establishing various types of on-site clinics in line with faculty areas of expertise, with the goal to maximise the use of state-of-art equipment for use of students in the laboratories.
- It is suggested that the Department expand the number and diversity of clinical opportunities for the students.
- It is suggested that the Department enhance its efforts for extroversion by expanding their partnerships with community stakeholders for off-campus clinical practica.
- It is recommended that the Department consider other programme modifications to comply with the 400 clinical practical hours required of students working with clients requiring SLT services. For example, can meaningful practical experiences be incorporated into some theoretical courses to better link theory to clinical practice?
- It is recommended that the Department develop systematic procedures to receive solicit feedback from off-site supervisors and stakeholders regarding students' clinical practica.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

The process of selecting new faculty members is set by law and is followed by the Department. The General Departmental Assembly initiates the hiring process after defining a specific area of expertise for prospective candidates. Internal and external evaluators are assembled, and approval is obtained by the University administration followed by advertising the position. The final committee is composed using the national APELLA system of electors. The main criteria for appointment of the advertised position requires that candidate's area of expertise match the job description, including proof of previous research achievements.

There are currently 11 regular (tenured or tenure track) faculty members, comprised of one (1) full professor, four (4) associate professors, and six (6) assistant professors. The current number of faculty in comparison to the total number of students body results in a very high student to faculty ratio of about 100 to one. The high student faculty ratio has profound consequences on the faculty's teaching load, student to academic advisor ratio, time available for research activities, and on the ability of faculty to exploit available opportunities for

educational and/or sabbatical leaves. The cumulative effects of the high student to faculty ratio lies in the fact that even if one faculty member is absent or on leave for a semester, the teaching load, which is already high, increases proportionally for every other member.

Teaching effectiveness is evaluated through course evaluation questionnaires supplied, which students complete for each course at the end of the semester. The questionnaire is made up of 32 questions that are answered on various scales, such as Likert scales ranging from fully agree to fully disagree, or very little to very much, etc. In addition, the students are given space for written overall comments on any aspect of the course on the questionnaire. The student questionnaires provide feedback and information for the Department to adjust methods and content when appropriate.

Based on information in the reports (PI D2019-2020 and PI D2020-2021) it is evident there was a remarkable increase in faculty' research output. The average number of publications in peer reviewed journals increased from 2.13 per faculty member in 2019-2020 to 6.10 in 2020-2021. The ratio of faculty members trained in SLT to all faculty is approximately 50% and, assuming new hires, should be increased.

II. Analysis

The Department has made a valiant effort to hire and help develop capable faculty. Their record of successful research funding and productivity is remarkable.

III. Conclusions

The Panel considers the Department fully compliant with this principle.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The main issue that the EEAP perceives as having cascading repercussions on the quality of instruction is the large student - faculty ratio. Research productivity and opportunities for further professional development are directly impacted by the large student – faculty ratio.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

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

Study Programme Compliance

I. Findings

As previously mentioned, the Department has 11 full-time scientific teaching faculty, two (2) administrative staff and one (1) technical and laboratory staff to support the laboratories. The SLT programme operates in the building on Campus B and houses the offices of the Department's secretariat, the classrooms, laboratories and clinical practice rooms, and faculty offices. A breakdown of the Department's infrastructure includes a variety of spaces used for teaching, such as one (1) classroom that seats 150, another two (2) other rooms on the ground floor with a capacity of 20 to 90 people, one (1) auditorium seats 80 people, and the one (1) theatre seats 150-180 people. There are two classrooms and an auditorium for the SLT programme exclusive use. The Department coordinates use of the theatre with the Departments of Early Care and Preschool Education.

The Department has two (2) institutionalised research laboratories (Laboratory of Audiology, Neurotology and Neurosciences and Laboratory of New Approaches in Communication Disorders) and three (3) educational laboratories (Acoustic Laboratory, Laboratory of Anatomy-Physiology of Auditory Organs, Learning Disabilities Laboratory and a Computer Laboratory/Computer Speech Pathology Laboratory).

Students in the SLT programme benefit from a number of services available to them, such as the Department's secretariat staff, the central and departmental libraries, university gym, and a foreign language centre. Students also benefit from free meals and health care services based on established criteria, free textbooks and aids, and a variety of discounts to purchase tickets for public transportation, museums, access to archaeological sites, cultural events held in the theatre and cinema. Furthermore, students can benefit from the support services provided by the University to assist with their educational and psycho-emotional needs or personal interests. The following services are available to students regarding internships, ERASMUS programme, mediation office, counselling centre, student accessibility and social support unit, Department of Student Welfare, and student liaison office, and academic student advisors.

With respect to students who require accommodations, students can work with an academic advisor faculty member through the office of disabilities for submitting supporting documents and accommodations needed for examinations, etc. Support is also available to students through the office for Vulnerable Social Groups (VSL) at the University of Ioannina. The Internship Office also takes special care in organising the Internship of students with special needs, including students from VSL groups.

II. Analysis

There are an insufficient number of faculty, laboratory and specialised teaching staff, staff and administrative employees (secretariate) to support the teaching, the general operations of the Department, and students. Laboratory spaces are too small to accommodate the current size of the student body or students enrolled in each course. The supply of equipment and resources for teaching that are available in the some of the laboratories have been made possible through monies available through the Department's annual budget and the foundation's central procurement office. However, internal and external grants are the primary resources that some faculty pursue to fund expensive and state-of-the-art equipment in various the laboratories. The specialised equipment is primarily earmarked for individual faculty and post-graduate research and international collaborations and is not available for student use or to conduct research for the compulsory thesis requirement.

Although there are not enough offices for the current number of full-time faculty, the quality of the existing office spaces is judged to be minimally sufficient. Dedicated office space for the remaining six (6) full-time faculty, lecturers, adjuncts, and students are non-existent. The faculty conference room needs to be updated with new furniture and videoconferencing equipment. Learning Disabilities Laboratory and a Computer Laboratory/ Computer Speech Pathology Laboratory)

With respect to infrastructure to enhance accessibility of students with disabilities, the cohort of students with whom the EEAP met onsite indicated that students with mobility issues cannot access many resources in the Department, with the exception of the student dining hall

and some classrooms. Students with mobility issues cannot access the theatre, the secretariat's offices, and the departmental library. Rest room facilities are also not available to students with mobility needs. There are also no specialty-configured ramps on the buses for students with mobility issues to access for general transportation to and from the campus.

III. Conclusion

Specialty offices, infrastructure and services are available on campus to support students regarding internships, the ERASMUS programme, accessing services for health and psycho-emotional problems, meals, etc. However, the Department's infrastructure is minimal and not adequate to accommodate the current number of full-time faculty and the large student body. The EEAP would like to commend the Department for making good use of the existing infrastructure for research and teaching purposes, but it will be difficult to maintain and sustain a high calibre undergraduate programme in SLT with the existing number of faculty and infrastructure. It is of the utmost importance to increase the number of faculty, secretariate, spaces, laboratory, and classroom infrastructure, including accessibility to restrooms, classrooms, and other infrastructure for students with mobility issues and who require special accommodations.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- As previously stated, it is recommended that the number of full-time permanent faculty, special and technical laboratory instructors, secretariate, and administrative staff in the Department be increased to address the significantly high student faculty ratio and strengthen the educational and clinical training experience of students in the SLT programme.
- It is recommended that the Department be provided adequate infrastructure for faculty and staff offices and laboratory spaces, including classrooms and a dedicated office for students in the SLT undergraduate programme. Spaces should be accessible to students with mobility issues and with special needs, including restroom facilities.
- It is suggested that faculty in the Department with dedicated laboratories consider restructuring use of their laboratory space and equipment to provide students clinical practicum experiences using the equipment with clients and/or for research purposes.
- It is recommended that students be engaged in the scientific laboratories and be included in each laboratory's research agenda so that students may spin-off research with faculty mentors for the compulsory thesis in the fourth year.
- It is suggested that spaces be designed, and equipment be installed so students with mobility issues and who require special accommodations can better access the offices, laboratories, and the curriculum.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

The University of Ioannina establishes and implements a Quality Policy for all of its functions. The Quality Policy includes specific actions and quality assurance mechanisms, with the aim of creating a regulatory framework within each of the academic and administrative units with which the Institution must operate. The actions and procedures included in the Quality Policy and in the manual of the Internal Quality Assurance System (E.S.D.P.) set the framework for the University to be able to meet its high expectations through its continuous monitoring and upgrading. The procedures aim at the collection and analysis of quality data related to the new SLT programme and all the activities of the Department, which are carried out under the auspices of the Internal Quality Assurance System (IQAS) for the 2019-20 academic year. This system is used for decision-making processes in order to continually improve the activities of the Department and aspects of its study programmes.

The data and information collected during the above procedures include the following:

1) Quality data registered in the Integrated National Quality Information System (ICESP) of the National Authority of Higher Education (ETHAAE) that are organised by year and according to the student population, staff, logistical infrastructure, and research activities. The financial data are collected from the Foundation's systems, such as the student register, the ELKE, financial services, the library, and other administrative services, etc., 2) Data concerning the performance of the student in courses, 3) Data from the electronic questionnaires per course extracted by MODIP for relevant statistical reports, which are accessible not only by MODIP, but teachers, members of OMEA, and President of the Department (<https://evaluate.modip.uoi.gr>), 4) Annual internal reports regarding the operations of infrastructure and

learning environments, 5) Annual reports on the research activity in the Department, 6) Annual internal reports on the results of student questionnaires, 7) ETHAAE certification proposal template for the programme, which includes the quality principles per process in the form of hints/questions, 8) criteria for certifying the quality of the study programme and the Department in accordance to the ETHAAE, such as student profiles and participation of partners during the planning of the curriculum and availability of resources (i.e. teaching staff, infrastructure, and recruitment and development of teaching staff).

The data management systems the Department uses to collect a plethora of data is the Integrated student information system (UniTron). In addition to personal demographic information on each student, the UniTron system is used to manage online course declarations, online boarding and housing applications, online entry of students' examination scores, grades and absences, and printing of reports, such as study certificates.

The data management system, PLISY was used during the old SLT programme at the former TEI-Epirus to manage all aspects of students' internships and practica experiences.

II. Analysis

Students complete the questionnaire to evaluate the quality and teaching effectiveness of courses at the end of semesters. The results of the students' course evaluations are reviewed by the General Assembly in the Department with the aim of solving problems and improving teaching per course. The General Assembly provides faculty feedback on their course evaluations. The student questionnaires are developed and revised in accordance with the guidelines of the National Authority for Higher Education (ETHAAE) and administered and processed by MODIP at the University.

The Department's website, <https://www.slt.uoi.gr>, posts relevant information and forms for student access, such as forms for filing student grievances, the minutes from the Department's General Assembly meetings, the results of student evaluation via MODIP summary reports, information regarding mobility regulations, including the ERASMUS programme and student internships, etc..

III. Conclusions

The Department has a well-organised system for collecting a plethora of data across several categories that allows for continual monitoring and improvement of the new SLT programme. The system that Department and University uses for data management, synthesis, and analysis is in compliance with the National Information System for Quality Assurance in Higher Education (NISQA).

It is not clear whether the old data management system, PLISY, that was used at the old SLT programme at the former TEI-Epirus is still being used in the new SLT programme in the School of Health Sciences to manage all aspects of students' internships and practica experiences. This was a very system to closely manage, monitor and archive student placement practica experiences and solicit off-campus stakeholders' or clinical supervisors' feedback on students.

As previously mentioned, student participation in the annual course evaluations was extremely lacking over the past few years since the programme has been in operation. The results are not generalisable given the poor response rate.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- As previously stated, it is strongly recommended that a concerted effort be made to increase student participation on annual course evaluations.
- OMEA and MODIP It is recommended that MODIP create surveys and questionnaires to extend the type of feedback they solicit and analyse annually beyond only the student questionnaires of coursework. For example, is it possible for MODIP and the Department to develop a system to solicit annual feedback from off-campus stakeholders or clinical supervisors and faculty?
- In addition to soliciting annual feedback from faculty in the Department and off-campus stakeholders/clinical supervisors, it is recommended that the Department and/or MODIP develop a mechanism to solicit annual feedback from alumni regarding the effectiveness of the SLT programme in preparing them for professional, scientific and research careers. In addition, demographic information regarding the region and nature of work each alumnus is performing will be valuable. Such information will also facilitate the Department's ability to network with alumni and professionals in the profession.
- If not currently in operation or a system of this nature is not being utilised, it is suggested that a data management system, such as the PLISY system, be implemented so that the new SLT programme in the School of Health Sciences can more effectively manage all aspects of students' internships and practica experiences using a streamlined process.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Department's website publishes and disseminates relevant information for students, visitors of the website, graduates, at the link: <https://slt.uoi.gr/>.

Although information on the Department's website is available in other languages (i.e., English), most webpages and links to forms and other relevant information, are only available in Greek. A three-member committee entitled, Website Management Committee, is responsible for the selection, management, and updating of the information posted on the Department's website. The Website Management Committee communicates with the student union and other student organisations on issues concerning the promotion of student activities for posting on the Department's website. Student clubs and organisations must submit a request to the Website Committee to consider and review the content for posting of events.

II. Analysis

An inventory of the Department's and University's websites supports that visitors of the websites have access to a plethora of information regarding the establishment and operation of the Institution and Department. There are numerous menus on both websites that post information, such as the Department's presidential greeting, lists of names and contact information of administrators, secretariat, upcoming workshops, Infrastructure, support services for people with disabilities, the central and departmental library, quality assurance regulations and reports, data protection regulations, course listings and syllabi, information regarding ECTS, Thesis requirements, examination schedules, postgraduate doctoral studies, academic advisors, study guides for all programmes of study, diploma supplement, internships, the Department's quality policy, ERASMUS programme, qualifying examinations, transcripts, suspension/cancellation of studies. In addition, information is available online

regarding research policies, laboratories, research groups, and research programmes, important announcements, such as vacancies, and the career office.

Through the website students can find useful information concerning their Department. Not only general information for their department but there is also information like: The results of the aggregated evaluations of the teaching work, the evaluations of the curricula of the faculty members with information such as their studies, subject area, research interests, etc, as well as the decisions for improvement actions. It is valuable that this kind of information is communicated to the students.

III. Conclusion

The University and Department's website posts useful information for students, faculty, and visitors of the websites. Information is displayed in aggregated formats that include evaluations of teaching, curricula, faculty areas of specialisation, research interests, publications, etc.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is suggested that the Department's website include more promotional type of information to better highlight faculty and student accomplishments, awards, conferences, student, faculty and the librarian's participation in the ERASMUS programme, and other information relevant to the community and society in Greece.
- It is suggested that the Department extend the number of webpages, forms and materials available on their website to English (such as the form for filing grievances, the course syllabi and descriptions, etc.).

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

I. Findings

The new SLT programme was implemented during the 2019-2020 academic year following its certification process in 2018. Despite some setbacks due to the impact of the COVID pandemic, the Department's General Assembly conducted a reassessment of the curriculum and its content the following year (2020-2021) by soliciting feedback and recommendations from a variety of sources that included: faculty, students through the student representatives, students' course evaluations obtained from the student registry for the 2020-2021 year, OMEA's and MODIP's internal evaluations, and quality indicators obtained from the "Structure and Organisation of Studies" section.

Based on information provided in the internal quality assurance system's (IQAS) annual report dated December 21, 2021, positive findings include: the establishment of a system to foster SLTs professional rights, including disseminating this information on the University's and Department's websites, the SLT programme's reputation in attracting large numbers of prospective undergraduate students, the large number of students who select the SLT programme at the University of Ioannina as their first option, the number of undergraduate students who complete the SLT programme annually in accordance with the expected duration

of their studies, the mandatory internship that also allows students flexibility to be complete the internship requirement through the ERAMUS program and/or at other educational, medical and rehabilitation facilities within the region, the increase in the number of classrooms that are accessible to students with disabilities, and implementation of the modern information system and electronic secretariat.

Areas of weaknesses were also identified at that time as follows: limited number of faculty members, lack of adjunct faculty, laboratory teaching staff, and special technical and laboratory staff, disproportionately large number of students in comparison to the number of full-time, part-time, and adjunct faculty and staff, high percentage of newly admitted students annually in comparison to the current number of faculty and staff, low percentage of students participating in the course evaluations, lack of office space in that only five (5) among the 11 full-time faculty have offices in the Department, lack off or poor accessibility of the students with disabilities to access administration and support facilities, the limited number of tutorial and skill development courses, the low percentage of tutorial and laboratory-based courses, and the limited number of students who participated in the design of the new SLT programme at the university of Ioannina.

II. Analysis

Based on the collective feedback and recommendations provided by faculty, students through the student representatives, students' course evaluations obtained from the student registry for the 2020-2021 year, the Department's General Assembly, and MODIP, changes were made to update the new curriculum. The new changes that were implemented include legislation related to students' professional rights, practicum training experiences to better prepare students for professional careers, and the inclusion of course content related to emerging cutting-edge scientific areas consistent with recent international trends. The Department's final validation of changes in the course content was completed in December 2021.

The first graduating class of the new SLT curriculum and programme at the University of Ioannina will be graduating during the Spring, 2023, semester.

It is important to note that a very low percentage of students participated in the annual course evaluations. Moreover, a very small number of students were consulted and/or participated in the planning of the new SLT curriculum. Students with mobility issues and special needs have difficulty accessing current administrative offices and support services in the Department.

It is not clear whether annual feedback is solicited from stakeholders and off-campus supervisors who oversee student clinical practicum placements.

III. Conclusion

The Department has procedures in place for periodically evaluating and monitoring the new SLT curriculum for continual improvement and quality assurances.

Since a very small percentage of students (< 25%) participated in the annual course evaluations during the 2020-2021 academic year due to a number of reasons, the feedback provided by students is not generalisable.

In addition to the current procedures in place for continual monitoring and improvement of the new SLT programme, the Department plans include the following sources of information when re-assessing the impact and effectiveness the new SLT curriculum: annual reports by the University's DASTA regarding employment rates of their graduates working in public and private sectors and labour market unemployment rates of SLTs in the country.

The Department plans to take into consideration the following sources of feedback to continually monitor and improve its curriculum of the new SLT programme,: outcomes related to students' progress and completion of the their studies, the effectiveness of the procedures for evaluating annual student performance, assessing the quality of faculty' and staff's teaching and research, access and availability of support services for students, and the adequacy of teaching and administrative staff to support the number of students enrolled in the programme.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is strongly recommended that the Department work with OMEA and the General Assembly to implement procedures and processes that ensure greater student participation in all course evaluations at the end of each semester. Although the new SLT programme was impacted during its first two years due to the COVID pandemic and other unexpected variables, a better system to ensure maximum student participation on annual course evaluations is extremely important. It is suggested that OMEA and the General Assembly work together to explore mechanisms other departments or programmes on campus use that yield greater student participation on course evaluations.
- It is suggested that the Department develop and implement a system to solicit feedback from stakeholders and off-campus supervisors on an annual basis. This will assist the Department in continually monitoring and improving the SLT programme and its practical training of its students.
- It is suggested that the Department work with DASTA to successfully implement an alumni network and/or link through the DASTA office, especially in light data that indicate that more than 2000 of SLT graduates are professionally active in the country and abroad.
- It is suggested that the Department address weakness noted in the internal evaluation report regarding the limited number of tutorial and skill development courses and laboratory-based courses if it has not done so to date.

The following recommendations are contingent upon institutional and state assistance for their successful implementation.

- It is recommended that more laboratory teaching staff and technical laboratory staff be recruited and hired to assist with teaching and laboratory courses, especially given the current size of the student body in the SLT programme.
- It is strongly suggested that the percentage newly admitted students be limited to achieve a manageable student to faculty ratio in the Department.
- Office space is significantly inadequate in that only five (5) of the 11 full time faculty have offices. Space and infrastructure are inadequate to accommodate a student body of greater than 1,000 students. The Department is in need of more space to be added on to the existing building or it should be relocated to a new building that can better support the current and future size of faculty, laboratories, and the number of students admitted annually.
- It is recommended that space and equipment be installed so that students with special needs and mobility issues can have better access the curriculum, classrooms, restrooms, and administrative staff.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the 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.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

The new SLT programme in the School of Health Sciences at the University of Ioannina is undergoing its first external evaluation at this time.

However, an external evaluation of the old curriculum in the Department of SLT at the TEI-Epirus was conducted on June 17-22, 2013. At that time, the SLT Department at TEI-Epirus consisted of five (5) full-time Ph.D. faculty comprised of four in related fields and one pursuing a Ph.D. in SLT. The student body at the former SLT programme at TEI-Epirus was comparable in size (greater than 1000 students) to the new SLT programme at the University of Ioannina. In addition to the core five (5) full-time faculty in the SLT Department at TEI-Epirus, the educational and practicum training needs of students enrolled in the programme was supported by approximately 18-22 part-time adjunct instructors, clinical supervisors, and staff. According to the EEAP's report in 2013, the SLT curriculum of the former SLT programme was logically organised and followed national and international standards for clinical education and practice in speech and language therapy. The EEAP reported that the educational and scientific materials utilised were exceptional with respect to instrumentation in speech analysis and production, acoustics/voice, otolaryngology, neurology, pedagogical sciences, and clinical software for assessment and rehabilitation. Empirical research was also fostered through undergraduate student research projects at the former SLT programme.

The EEAP recommended at that time (June 2013) that the former SLT Department move forward in successfully implementing a Masters' degree in collaboration of the Erasmus programme and other departments at the University of Ioannina, particularly with medicine

and rehabilitation. To alleviate the large student to faculty ratio of the former SLT programme, the EEAP recommended at that time that it was important to build capacity of permanent full-time faculty and sustaining continuity of part-time adjunct faculty. The EEAP recommended at that time that SLT programme at the former TEI Epirus merged with the University of Ioannina in the future, a reality that has come true!

The EEAP also suggested (June 2013) that the Department consider that new full-time faculty appointments be allocated to Ph.D. level candidates with formal training in SLT or speech language pathology to ensure that the integrity of the SLT profession be maintained and implemented into the curriculum and clinical practice for training the next generation of speech language therapists in Greece. A dedicated student advisor for academic guidance, tutoring, and advising was also recommended to enhance student retention and student progress monitoring. Lastly, implementation of a peer-reviewed process was recommended to monitor and foster quality assurances of teaching instruction, curriculum improvement, development, and translational research.

II. Analysis

Although the new SLT programme is undergoing its first external evaluation since it joined the University of Ioannina, the EEAP would like to highlight positive features implemented or carried over to the new SLT programme since it joined the University of Ioannina.

To alleviate the large student to faculty ratio of the former SLT programme at TEI-Epirus, the EEAP recommended at that time (June 2013) that it was important to build capacity of permanent full-time faculty and continuity of part-time adjunct faculty needed to be sustained. In addition, the EEAP recommended at that time that SLT programme at the former TEI Epirus merged with the University of Ioannina in the future, a reality that has come true!

The size of the student body in the new SLT programme is larger than the former SLT programme. The number of faculty has grown from only 5 in the former SLT programme to currently a total of 11 full time Ph.D. level faculty since joining the University of Ioannina. In addition, the number of faculty with Ph.D. degrees in Speech Language Therapy or Speech Language Pathology has also grown from 1 of 5 (20%) in former SLT program at TEI-Epirus to approximately 4 among 11 (36%) in new SLT programme at the University of Ioannina (another recommendation provided by the EEAP in June 2013). The former SLT programme at TEI-Epirus previously had approximately 22 part-time adjunct instructors and clinical supervisors and four support staff. Approximately five of the former 22 part-time instructors held Master's degrees.

It is important to note that despite the increase in the size of the student body in the new SLT programme at the University of Ioannina, the size of the faculty, lecturers, adjunct faculty, and support staff has not grown. The size and breakdown of the current faculty in the new SLT programme includes the 11 full time faculty noted above, one (1) tenured lecturer, one (1) laboratory staff, two (2) ΕΕΠ and/or ΔΕΠ faculty who teach in other departments at the University, three (3) specialty faculty supported on academic experience scholarships (of which two have specialisation in Speech Language Therapy and one in Psychology), and one (1) professor who covers some courses, but is housed in the Department of Biological Applications and Technologies at the University of Ioannina.

With respect to post-graduate studies in SLT, the former SLT programme at TEI-Epirus implemented a post-graduate master's degree programme during the 2015-2018 academic

years: a recommendation made by the EEAP in June 2013. However, since the SLT programme joined the University of Ioannina, the master's post-graduate programme has not been implemented due to University policies. A doctoral programme has been implemented in the new SLT programme, yet a gap currently exists between the Bachelor's degree programme and the post-graduate doctoral degree programmes.

There is a system currently in place for evaluating courses annually in the Department as described under Principle 10. However, based on documentation available to the EEAP's for their review, it is the panel's impression that a peer-reviewed process has not been implemented to date (as recommended by the EEAP in 2013). The purpose of the peer-reviewed process was to foster quality assurances of not only teaching instruction, but curriculum improvement, development, and translational research.

A faculty advisor system has been implemented in the new SLT programme at the University of Ioannina. This was one recommendation also provided by the EEAP of the former SLT programme at TEI-Epirus.

III. Conclusion

The new SLT programme in Speech Language Therapy is undergoing its first external evaluation. The EEAP would like to commend the administration and faculty and staff for implementing many of the recommendations that were provided by the former EEAP of the old SLT programme at TEI-Epirus in June 2013.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that the Department implement a peer-reviewed process to foster quality assurances for curriculum improvement, development, off-campus practical training experiences, and translational research.
- As previously noted, the absence of a post-graduate Master's programme (Level 7 degree) in the new SLT programme, which is now located at a HEI, is a significant disadvantage in that it creates a gap between the undergraduate Level 6 Bachelor's degree and the Level 7 doctoral degree under the European Qualifications Framework. It is strongly recommended that the Department try to implement a Master's degree in SLT, since this will prevent prospective students, who want to pursue a Master's degree in SLT, from going to other universities in the country or abroad to earn a Master's degree. Due to economic reasons, this may not be feasible.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I. Findings

The new SLT programme was approved by the University's Council and put into operation during the 2019-2020 academic year. Students enrolled in the old SLT curriculum at the former TEI-Epirus were given the option of either continuing as before in the old curriculum and receiving the diploma awarded to them by TEI-Epirus or continuing with the new curriculum in the SLT programme in the School of Health Sciences at the University of Ioannina. If students chose to continue their studies in the new SLT programme, five (5) additional courses were required to earn a Bachelor's degree at the university-level. Over the course of the past three years, 267 students transitioned into the new programme and 169 students graduated with a university-level degree (63%) from the University of Ioannina.

The EEAP commends the Department for their successful and impressive transitions of former students and graduation of students. In contrast, very few students chose to graduate from the former SLT curriculum previously offered through TEI-Epirus. Many students from the old programme still have the opportunity to enrol in the new SLT programme.

Students from the former SLT programme at TEI-Epirus have been given the opportunity to complete the Clinical Practicum coursework. Courses from the former SLT programme have been integrated into equivalent courses in the new SLT programme in the School of Health Sciences.

Students from the former TEI-Epirus programme who opt to continue with the new SLT programme, defend a diploma thesis and the clinical practicum and are issued the university level diploma and the required supplement to the diploma.

The MODIP evaluation dated March 2022, indicates that all appropriate measures were implemented for the smooth transition from the former SLT programme (TEI-Epirus) to the new SLT programme at the University of Ioannina. Six (6) of the nine (9) students who met with the EEAP panel indicated that they chose to transition into the new SLT curriculum and programme. The student expressed satisfaction with the transitioning process with the exception of a few who could not find placements for their clinical practicum (please see Principle 5)

II. Analysis

The new SLT programme in the School of Health Sciences successfully navigated the transition from old SLT programme at TEI-Epirus to a university Level-6 Bachelor's degree. The Department offered students from the former SLT programme at TEI-Epirus the option of graduating under the old programme's requirements or the new SLT programme's leading to either a diploma from TEI-Epirus or the University of Ioannina.

At the end of the three-year transitional period, most if not all, students enrolled for 12 semesters or fewer will have either successfully transitioned or graduated or can continue as in the new SLT programme at the University level.

III. Conclusion

Considering the very high student to faculty ratio, the process of transitioning students to the new SLT programme or graduating them under the former programme's requirements at TEI-Epirus is an impressive achievement.

The EEAP finds that the Department is fully compliant with Principle 12.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

If the Department is to continue providing a high calibre and excellent education to its students in the Speech Language Therapy field of study, it is strongly recommended that it should be afforded more faculty positions. The fact that the Department has been able to smoothly transition students and graduate a respectable number to date is a testament to the commitment and hard work of administrators, faculty, staff, and everyone involved.

PART C: CONCLUSIONS

I. Features of Good Practice

The new SLP programme currently maximises use of existing infrastructure, logistical equipment, educational and institutional research laboratories for research and engaging students. Faculty and administrators seek financial opportunities to support research and state-of-the-art equipment for their laboratories. Many administrators and faculty in the SLT programme have earned doctorate degrees and strong track records of publishing in peer-reviewed journals and securing external/internal funding. The new SLT curriculum and required coursework are in accordance with the ECTS system under the European Qualifications Framework. Theoretical, laboratory and practicum requirements are consistent with curricular and training requirements for SLTs in the country. A variety of teaching and assessment methods are used in courses. Courses are well-organised by semester and year and the programme expectations are clear. An action plan is organized to address some of the Department's limitations or weaknesses while leveraging on its strengths and current successes. Procedures are in place for periodically evaluating and monitoring the new SLT curriculum for continual improvement and quality assurances. A post-graduate doctoral degree programme was successfully implemented during the 2019-2020 academic year. Many faculty and students participate in the ERASMUS programme. The Department has done a very good job transitioning the old curriculum in SLT from TEI-Epirus to the new SLT programme in the School of Health Sciences at the University of Ioannina.

II. Areas of Weakness

The feasibility study, strategic plans, SWOT analysis, and Key Performance Indicators (KPIs) need to be better aligned with each other, including the four-year business plan. Individual and administrative parties accountable for monitoring quality assurances by specific timelines to achieve goals need to be established. There are an insufficient number of faculty, laboratory and specialised teaching faculty, staff, and administrative employees to support the current size of the student body, general operations of the Department, and all coursework and laboratories. The student to faculty ratio is significantly high. Infrastructure is limited and too small to accommodate the current student body or students enrolled in each course. Annual monitoring for continual improvement of the programme does not include systematically surveying the community partners. There is a formal procedure in place for students to filing grievances, but it is not anonymous or objective. Currently there is no diversity statement to describe the Department's position and processes to advance excellence in diversity, inclusion, and equity in courses, research, and clinical practice. It is not clear how many of the 400 hours during the clinical practica experiences are observation hours or involve directly working with clients with speech, language, and hearing needs. The type of clinical experiences that are counted toward the direct clinical contact hours is not clear. The new SLT programme in the Department currently does not have a postgraduate Master's programme. The Department's website needs to be expanded to include a greater number of webpages and materials in English for greater dissemination of information and mobility of prospective students.

III. Recommendations for Follow-up Actions

- The student faculty ratio is significantly high and needs to be decreased to sustain a high quality academic and clinical training programme in Speech Language Therapy.
- The number of incoming students admitted into the programme be decreased annually.
- The Department needs to build capacity of faculty and staff to sustain the high quality SLT programme.
- Existing infrastructure needs to be renovated to accommodate students with mobility issues, disabilities, and require special accommodations, including accessible restrooms and ramps for accessing public transportation.
- A concerted effort must be made to increase student participation on annual course evaluations.
- A procedure is needed to survey and solicit feedback from off-campus stakeholders and clinical supervisors.
- Exclusion criteria for admission of new students are discriminatory. Faculty should advocate for changes in the admission criteria (i.e., FEK).
- More interactive components in individual courses need to be increased across theoretical courses to foster student-centred learning and maximise attendance.
- The Department's website needs to be expanded to include more bilingual versions for greater access by prospective foreign students.
- The new SLT programme at the University of Ioannina needs to implement as post-graduate Master's programme in SLT.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 6, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **2, 4, 5, 7, and 8.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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Professor, University of Massachusetts Amherst, Amherst, Massachusetts, United States of America

2. Dr. Margaritis Fourakis

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