UNIVERSITY
OF IOANNINA

DEPARTMENT OF SPEECH AND LANGUAGE THERAPY

FACULTY OF HEALTH SCIENCES

Proposal for Academic Certification of the new Undergraduate Study Program in operation of the Speech and Language Therapy Department

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Institution: University of Ioannina
Title of Undergraduate Program: Speech and Language Therapy
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Contents

1. STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT

The Institutions should have drawn up an appropriate strategy for the establishment and operation of new academic units and the provision of new Undergraduate Study Programs. The strategy should be documented with specific feasibility and sustainability studies.

With the decision of the Senate (see file B10), the Department designate and approved its strategic planning, which is documented by special feasibility and sustainability reports. All of the above included the pillars for the Department's academic composition in terms of its curriculum, which supports its physiognomy, its vision, its mission, and its strategy for achieving its goals. All these are achieved with the cooperation of UoI MODIP with the parallel application of the governing principles of the Reasoned Recommendation Report of the UoI MODIP (see file B2) and in agreement with the UoI's Updated Strategic Plan (see file B3).

a. The academic Character and mission of the academic unit

The Department of Speech and Language Therapy is one of the three Higher Education Departments in the country, with a four-year study curriculum.

The vision of the Department of Speech and Language Therapy lies in its contribution to academic excellence, for the development of Speech Language Therapy science with the production of new knowledge through research and its transmission to students, with the aim of establishing a well-qualified scientific and professional identity and the simultaneous effort ensuring a high-level academic environment.

In line with the policy of the University of Ioannina, the mission of the Department, which is already one of the most important University Departments of Speech Therapy, is to increase the quality of education, research, and clinical work, providing a multi-thematically structured curriculum, which will include all the necessary knowledge for the treatment of the subject of language, speech and communication disorders through approaches of neurophysiology, audiology, linguistics, psychology, pedagogy, and new technologies, at the level of education and research.

More specifically, the modern curriculum of the Department includes infrastructure courses from the disciplines of Medicine (Otorhinolaryngology, Neurology, Paediatrics, Pediatric Neurology, and Developmental Science), Linguistics and Psychology, specialty courses in Voice, Speech, Feeding, Swallowing, and Hearing disorders in children and adults and courses, which are related to new technologies. At the same time, based on the program, a significant number of mandatory clinical hours are implemented under the supervision of professional Speech Therapists / Speech Pathologists in special schools, institutions, rehabilitation clinics, and clinics within the Department, which aim to detect, diagnose, and rehabilitate speech pathology cases by students.

The design, acceptance, and teaching of all subjects included in the detailed Undergraduate Studies Program have been carried out in accordance with:

1. The internationally established scientific fields of Higher Education, as defined by UNESCO's international categorization of scientific fields in education (ISCED 2013): Bachelor's or equivalent level [6], First degree (3-4 years), 09 Health and Welfare, 091 Health, 0915 Therapy, and rehabilitation

2. The academic profile and the main contribution objective of the Undergraduate Studies Program

3. Vesting the professional rights of the Graduates of the Department of Speech-Language Therapy, School of Health and Welfare Professions, Technological Educational Institutions (TEI) (PD. 96/ 2000 (Government Gazette 82/18-4-2002, vol. A), in accordance with the National Framework Higher Education Qualifications, (Professional Rights of the Graduates of the Speech Therapy Department P.D. 96-2000 (Government Gazette 82-18-4-2002, A)

4. The scientific orientation of the curriculum, its scientific subjects/areas, its organization, its content, and its expected learning outcomes.

Additionally, the Department's Undergraduate Program aims to:

1. Train students in the science of speech and language therapy and its related disorders

2. Educate students in clinical practice, through their clinical and practical training in institutions/structures related to the subject of Speech and Language Therapy

3. Provide students with clinical training in the most up-to-date principles of psychometrics, diagnostic and therapeutic approaches in a range of Speech, Language, Communication, Feeding, and Swallowing disorders

4. Expose the students to the modern challenges of research and clinical practice in the field of Speech and Language Therapy

5. Provide the students with a high-level education in order to successfully practice the profession of Speech Therapist, securing their professional rights and responding to the ethical principles of practicing the profession both nationally and internationally.

By achieving the above objectives, the Undergraduate Program pursues to accomplish the following outcomes:

I. Graduates of the Department must have acquired the ability to apply their knowledge in the subject of the science of Speech and Language Therapy in any of its principles.

II. Graduates must be able to apply their theoretical knowledge in the field of Speech and Language Therapy in clinical practice.

III. Graduates must be adequately trained in designing and implementing sound diagnostic procedures and appropriate intervention methods.

IV. Graduates must have mastered the required high-level skills to practice the profession or conduct research in the field of Speech-Language Therapy.

V. Graduates must have acquired the required high-level knowledge in order to successfully practice the profession of Speech Language Therapist, responding to the principles and rights of the profession at national and international levels.

b. The Institution's strategy for its academic development

According to the conclusions reported in the SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) for the Department of Speech-Language Therapy (See Annex B26.2), based on an internal and external environmental level, its strengths were identified. Based on these strengths the Department can draw its developmental course and can define its coherent and comprehensive strategy/gies and directions towards its development. The identification and coping of its weaknesses resulted in underlying a baseline for applying policies and taking actions in order to address them. The Department designed an interventions policy plan in favor of itself. It also evaluated and considered all the opportunities and risks presented in today's dynamically changing environment.

From these four domains, the following axes of actions are deduced, while the individual characteristics and actions of each axis are detailed in the relevant table (See Annex B4.1):

Axis 1. Relying on Department strengths (human potential and resources)

- Brand name of the UoI itself. UoI is currently in a prominent position among the higher education Institutions at a European and International level
- Active participation and dynamic collaborations within the rich educational environment of UoI
- Adequate resources of the Department to "collaborate" with the Department of Medicine, the Department of Biological Applications & Technology, and the Department of Nursing, of the School of Health Sciences, of the UoI
- The implementation of Quality Assurance procedures allows the utilization of new opportunities for cooperation
- Modern and goal-oriented Undergraduate Studies Program (BSc), designed according to international Speech Therapy/Speech Pathology programs and disciplines
- Allocation of ECTS and course workload according to the principles of the Bologna Process and the European Higher Education Area
- Teaching methods adapted to modern needs based on student-centered learning
- Strong relationships and interface with society and the labor/job market
- Utilization of exchange ERASMUS+ programs by students
- Training in clinical settings with an emphasis on the integration of theory with evident practice
- Enhancement of the Department with new faculty members during the years 2019-2022
- Enrichment of the Undergraduate Program with five new Compulsory Elective courses
- Operation of two statutory Research Laboratories
- Operation of three Training/Educational Laboratories
- Constant high preference for the Department by the students through the Greek SATs (National Entrance Examination for Higher Education)
- Substantial communication & interpersonal cooperation of faculty members with students
- Perfect organization of the Internship program
- A range of graduate employment agencies, in the public and the private sector

Axis 2. Limitation of weaknesses:

- Small number of faculty members
- One technical and laboratory staff personnel
- Absence of Laboratory Teaching personnel
- Lack of Administrative personnel (2 members as staff of the Department's secretariat)
- Small number of Adjunct teaching personnel
- Increased teaching load for faculty members
- High student-to-teacher ratio (13/1)
- Relatively small utilization of the Erasmus+ program by students and faculty members of the Department
- Underfunding of the Department
- Basic shortcomings in building infrastructures
- Lack of adequate systems for monitoring the professional career and absorption of graduates (see Annex B26.3)

Axis 3. Exploitation of opportunities:

- The dynamic research activity of faculty members can be further "capitalized" to attract researchers
- Constant preference of the Department by the students through the Greek SATs (National Entrance Examination for Higher Education)
- Strengthening the Department with new faculty members
- Training on the methods and enhancing the capacity of research funding
- Creation and staffing of new statutory laboratories
- Creating a clinical-research framework
- Continuous revision of the Undergraduate Program, according to the current scientific principles of the Speech-language therapy discipline
- Strengthening the system of educational leave for the Department's Faculty members
- Collaboration with other Universities through the respective programs as Outgoing ERASMUS+ Faculty

Axis 4. Dealing with threats:

- The establishment of new University Speech and Language Therapy Departments in the Greek dominion (nationwide)
- Limited opportunities for research due to the increased teaching load of the faculty members
- Competitiveness from the other two Departments in Greece, Cyprus, and other educational institutes in the private sector (colleges)
- The increasing number of applicants (students' enrollment) probably complicates job finding after graduation
- Harmonization/attunement of the Department with the National Strategy for the distribution of funds, at a research level, the interface with the society & the labor market

Analysis – Summary of Development Actions:

- Reduction of admissions and increase of MAB (Minimum Admission Base)
- Designing and creating of Postgraduate Program (autonomous PGP/Integrated Master)
- Adopting good practices for maintaining and enhancing the content of the BSc
- Continued strengthening of research funding by enhancing fundraising efforts
- Highlighting and disseminating the work being carried out (educational, research, and social)
- Strengthening the extroversion and the international presence/new partnerships
- Establishing a program of visiting scholars
- Strengthening the Department with new faculty members
- Strengthening the Department with new Laboratory Teaching Staff and Special Laboratory Technical Staff

c. Foundation of the operational feasibility study of the Department and its BSc

In order to establish the operational feasibility study of the Department and its study program, the Department took into account (1) the needs of the national and regional economy, (2) the expected academic and professional qualifications/credentials, and the possibilities for employment of the Department's graduates, (3) the advancement of science (state-of-the-art), (4) the comparison of the new BSc with other national and international study programs and (5) the existing academic charter. The operational feasibility study of the Department and its new Undergraduate Program (BSc) is listed in detail and reflects/specifies the Department's vision, and the goals of the new Undergraduate Program are determined (see Annex B4.1).

d. Sustainability Study

1. Financing (possibility of financing from public and non-public resources)

The administration of the Department of Speech-Language Therapy is considered sustainable because, besides its national funding (annual UoI budget), as a Department of the School of Health Sciences, it has active infrastructure and human resources of high and significant remunerative value, i.e.: there are already prepared building infrastructures and logistical equipment, the expertise of its human resources, as well as educational and statutory research laboratories for conducting evident clinical practicum and research. At the same time, the Department will be supported by the funding of the Special Account for Research Funds (SARG/ELKE) of UoI with research programs, but also the financial tools and possibilities offered by UoI, or additional sources of funding.

Taking into account the above data, the four-year business plan of the BSc for the Department of Speech-Language Therapy was formulated with a four-year horizon 2022-2025, having as its main concern strengthening the vision its mission, and maximizing its possible performances of its work in all fields (see Annex B5). That was a key point of reference for preparing the department's budget, predicting the indicative costs and resources that will be needed for the operational qualification of the department, for the entire period 2022-2026.

Departments Budget

The Department Budget includes the indicative costs and the resources that will be needed for the operational qualification of the Department.

The amounts per funding source for the years 2022-2025 are: €2,621,152.00 from the Regular Budget, €215,044.70 from the Public Investment Program, and €147,260.00 from the NSRF, i.e., a total of €2,991,550.70. The detailed budget of the Department by category and year over a four-year period is listed in the Sustainability Study of the Department (see Annex B4.2)

2. Staff

On Administration level, the Department is supported by the General Assembly of the Department (13 members) and by the Secretariat of the Department (2 members). The faculty members of the Department (11 members) are highly academically qualified and have extensive teaching, research, writing, and administrative experience. In addition, the Department is staffed by technical and laboratory staff (ETEP) (1 member), Teaching staff with an Academic Scholar contract (1 member), Acquiring Academic Teaching Experience for Young Scientists with PhDs (2 members) as well as faculty members from other Departments of UoI to teach courses. The details of all personnel and the prevision for the development of the number of staff are listed in the Sustainability study (Annex B4.2).

3. Educational and Research Infrastructures that are used by the Department and are under its authority or the authority of Departments and are used by it for its operational qualification.

The Department of Speech and Language Therapy operates in the building within Campus B (4th km. of the Ioannina-Athens National Road), which houses the Department of Nursing and the Department of Early Years Learning and Care. The common teaching classes are available and distributed according to the timetable of the three Departments. The Department of Speech and Language Therapy, in the same building, houses the Department's administration (secretariat) office, the classrooms, the laboratories/clinical practicum rooms, and the offices of the faculty. For its teaching needs, the Department owns two classrooms, and an auditorium, exclusively. At the same time in communication with the Department of Early Years Learning and Care and in accordance with both departments' daily timetables, the use of a teaching class named "Theater" has been divided.

In more detail, the information on the educational and research infrastructures of the Department is listed in the Sustainability study (Annex B4.2).

4. Services (central departmental/student support, administrative, etc.)

During their studies at the Department, students benefit (1) from its central departmental services, (2) from the services provided by UoI for educational and other issues, and (3) from the electronic services provided by UoI. They are described in detail in the Sustainability study (Annex B4.2).

e. The structure of studies

The curriculum and course material are structured on the basis of the European Credit Transfer System (ECTS), the workload per course (theoretical/practical exercise and laboratory practice). All the aforementioned are defined and reflected in the Undergraduate Program. The total duration of the new program is eight (8) semesters and a total of 57 courses are offered. The organization of the studies, the learning process, and the learning outcomes are described in detail in Annex B26.9.

f. The number of admissions

The number of entrants during the years of operation of the Department's new BSc as well as the predicted number of entrants over a five-year period are presented in detail in Annex B26.9.

g. Postgraduate studies and research

The Department's Master's and Doctoral studies as well as its research are presented in detail in Annex B26.9.

2. QUALITY POLICY OF THE INSTITUTION AND THE ACADEMIC UNIT

The Institution should operate a certified Internal Quality Assurance System and draw up and implement a Quality Policy, which derives from its strategy. To be specialized in the operation of new academic units and new study programs and to be accompanied by an annual Quality goals report, both at the level of the Institution and at the level of the academic unit, for their continuous development and improvement.

The Quality Policy of the Speech and Language Therapy Department is in absolute agreement with the updated Quality Policy of UoI (see Annex B6), which is governed by the following main ethical principles and standards (see Annex B7):

➢ *The vision of the Department of Speech and Language Therapy for the possibility of forming and consolidating an important position in the academic community:* Adopting innovative international practices and aiming at extroversion and excellence, at the educational, clinical, and research levels. It aims to become one of the Speech and Language Therapy Departments of Higher Education Institutions in the Country which will contribute decisively to the development of the SLT science due to the production of new knowledge through research and its transmission to students. It also aims of establishing a well-qualified scientific and professional identity, while ensuring a high-level academic environment.

➢ The development and structure of the Undergraduate Program according to the internationally established scientific fields of Higher Education, as determined by the UNESCO international categorization of scientific fields in education (ISCED 2013): Bachelor's or equivalent level [645], First degree (3-4 years)

➢ The implementation of the quality policy of the Qualification Framework of the European Higher Education Area (EHEA). The Department of Speech and Language Therapy seeks to enhance the transparency of the work it provides and the degrees it awards by applying an international framework of trust, recognition, and quality criteria.

➢ The commitment of the Department to ensure processes of strengthening extroversion, excellence, principles of student-centered learning, tolerance of otherness and different point of view and with respect for the human being, the free exchange of ideas, ingenuity, innovation, and initiative.

To ensure its quality policy, the Department:

➢ Collaborates with the Quality Assurance Unit (QAU) of UoI for the proper implementation of the internal and external evaluation and certification procedures of the study program

➢ Forms a curriculum with modern subjects, a full combination of theoretical approache, research design and action, and clinical practice.

➢ Identifies the learning outcomes and skills to be mastered in the curriculum according to the National and European Qualifications Framework

➢ Makes decisions in its collective bodies with criteria of transparency, meritocracy, and justice, respecting academic ethics.

➢ Implements procedures to enhance the excellence, innovation, and extroversion of the Department.

➢ Seeks the internationalization of the Department, through its active participation in the global academic environment, as it is realized in the implementation of international research programs and scientific synergies.

➢ Develops procedures and forms of cooperation with social agencies contributing to the economic, social, and educational development of local societies.

➢ Supports the teaching and research activity of faculty members and strengthens the connection between teaching and research

In the frame of publishing and implementing, by all interest members of all the principles and objectives defined in the Quality Goals of the Department and in complete agreement with the Quality Goals of UoI (see Annex B8), a set of actions for communicating this policy has been designed and implemented, as follows (see Annex B9):

1. Within the context of the Department's Assembly meetings, enough documented suggestions were made by the members of the OMEA for the formation and procedures for observing the principles of the Department's Quality Policy

2. In the context of conducting the annual internal evaluation reports as well as the progress reports, the main principles, and standards of the quality policy that are applied to the Department are defined

3. In the context of the electronic distribution of information (Main website of the Department), informational material and relevant forms and procedures are posted for the information of all and especially the students (forms and procedures regarding the evaluation, the formulation of complaints, the minutes of decisions of the Department's Assembly for the processing of results evaluation of students, the mobility regulations, student internships, etc.).

3. DESIGN, APPROVAL, AND QUALITY MONITORING OF NEW USP (Undergraduate Studies Program)

The Institutions should have designed the new BSc following a specific written process, which should provide for the participants, sources of information, and program approval bodies. In the planning of the BSc, the objectives, the expected learning outcomes, the desired professional qualifications, and the way of achieving them should have been defined. These points and the details of the BSc structure are made public in the context of their Study Guide.

The new BSc was approved by a decision of the Senate upon the founding of the Department (see Annex B10). The design, acceptance, and teaching of all academic subjects included in the detailed Undergraduate Studies Program (see Annex B11) and the monitoring of the quality of the new BSc have been carried out according to:

1. The academic profile and the main objective of the Undergraduate Studies Program
2. The vesting of the professional rights of the Graduates of the Speech Therapy Department of the School of Health and Welfare Professions of the Technological Educational Institutions (TEI) (PD. 96/ 2000 (Government Gazette 82/18-4-2002, vol. A'), in accordance with National Framework of Higher Education Qualifications, (see Professional Rights of Graduates of the Speech Therapy Department PD 96-2000 (Government Gazette 82-18-4-2002, A)
3. The orientation of the curriculum, the subjects, the organization, the content, and their expected learning outcomes (see Annex B12).
4. Results of the internal evaluation of the new Study Program by MODIP (see Annex B15)

Curriculum Update

The generative cause of the proposed reform of the pre-existing BSc was, on the one hand, the need to cover more scientific subjects by the already permanent faculty members of the Department, due to the insufficient approval of contracts of external partners, but, primarily, the need to modernize the BSc, as it arose taking into account the results of the Department's external evaluation, the broader educational needs with a perspective of the Department's development, aiming at the implementation of a postgraduate study program, research programs and interdepartmental collaborations with internal and external Institutions. Finally, a decisive change in the academic structure of the Department took place with the appointment of two new members of the faculty in the ranks of the Assistant Professor during the academic year 2019-2020, of a faculty member to the rank of Assistant Professor during the academic year 2020-2021, and two new faculty members in the ranks of the Assistant Professor during the academic year 2021-2022 with subjects that cover general and special infrastructure and specialty courses of the Department's curriculum.

Purpose and Objectives of the Study Program

The Department of Speech-Language Therapy is one of the three Greek departments in the Higher Educational Institutions of the country, with a four-year study cycle, which provides training in speech, language, and voice pathology. Today, approximately six hundred (600) students follow the Department's modern curriculum, which

includes basic courses from the disciplines of medicine, linguistics, and psychology, specialty courses in language, speech, voice, resonance, swallowing, and hearing disorders as well as courses that concern new technologies. At the same time, based on the program, a significant number of mandatory clinical practicum hours (400) are implemented under the supervision of professional Speech Therapists / Speech Pathologists in special schools, institutions, hospitals, and in clinics operating in the Department building, which aim to evaluation, diagnosis, and treatment of speech pathology cases by the students.

The Speech Therapy Department, as defined in the Department's Study Guide (see Annex B11), seeks to the best possible extent, the achievement of the following academic and research goals:

- provision of higher education for the acquisition of a scientific and professional identity as a Speech-Language Pathologist/Therapist across the age spectrum.
- training students in accordance with this Curriculum focuses on providing the tools to support the understanding, role, and analysis of early verbal behaviors, in the formation of later communication, combined with the implementation of early developmentally appropriate good practices, and interdisciplinary approaches during the early phase of human development.

Therefore, the mission of the Department is defined as:

- The promotion of the development and transmission of knowledge for the Speech-Language therapy. science
- Providing students with the necessary skills to secure their scientific careers as graduates.

As part of its mission, the Department:

- Monitors international developments in the scientific and educational field
- Develops international collaborations with higher educational institutions in the country and abroad
- Collaborates with Clinical and School settings as well as other public structures, which relate to the scientific area of the department
- Uses modern technologies in education
- Conducts research through its statutory laboratories and other research centers and Universities
- Facilitates students in developing abilities and skills that will enable them to be competitive in a national and international environment
- It is receptive to changes according to the changing educational, economic, and social conditions in a regional, national, and international environment
- Constantly strives to ensure and improve its quality.

Teaching Personnel

Eleven (11) faculty members, one part-time teaching staff member, as an academic scholar, one technical and laboratory staff member, two members in the context of gaining academic experience, and two academic staff members from other departments of the UoI currently teach in the Department of Speech-Language Therapy. Teaching courses from other Departments from UoI are also provided (see Annex B14)

BSc strategy and how it is linked to the Institution's strategy

The Department's strategy aims to upgrade the level of studies and provide a high level of specialized and sufficient knowledge and find new possibilities, optimize the forms of application of the curriculum and know-how, the perspective of the connection and contribution of the Department to the conduct of innovative research efforts and the publication and utilization of research results both in the scientific community and in the wider social groups. The Department's strategy includes common goals and scientific areas with the Institution's strategy.

The implementation and achievement of the goals of this strategy are expressed and supported by the collective bodies of the Institution (General Assembly of the Department, MODIP, Senate of the Institution) and are implemented through uniform and standardized procedures which are applied by all services and actions of the Institution (administrative, financial services, Department of Studies, Student Care, Research Committee, Erasmus office).

How graduates, relevant scientific organizations, and employers operating in relevant industries were consulted regarding the extent to which the learning outcomes were achieved

To evaluate the degree of achievement of the learning outcomes of the BSc, the electronic evaluation process is carried out by the MODIP of the Institution with the participation of the students who complete questionnaires regarding the lecturers and the subjects in terms of the degree of acquisition of sufficient knowledge, achievement of the learning outcomes and the quality of administrative and support services provided. Corresponding questionnaires in paper form, currently, are completed by the graduates on the day of their graduation. Through electronic questionnaires to assess the students' knowledge and degree of readiness, all the social structures in which the students of the Department carry out their internship for a period of one semester provide their opinion and judgment.

Regarding the planning of the BSc specific sources of information were used, such as the external evaluation report of the Department's pre-existing BSc in relation to the old curriculum, the Curriculum of the relative Departments both internally (Department of Speech Therapy, (University of Patras), and abroad:

(a) European countries: United Kingdom (UNIVERSITY OF BIRMINGHAM CITY: Speech and Language Therapy - BSc (Hons); Germany (Germany University of Applied Health Sciences in Bochum: Speech and Language Therapy B.Sc.); France (Medicine Sorbonne Université: University Department of Speech and Language Therapy Teaching and Training (preparing for the Speech and Language Therapy Certificate of Qualification); Cyprus (EUROPEAN UNIVERSITY OF CYPRUS: BSc in Speech and Language Therapy)

(b) of USA: Boston University-Health School (Department of Speech, Language & Hearing Sciences), Flinders University (Bachelor of Speech Pathology), University of Missouri (School of Health Professions, Speech, Language and Hearing Sciences), University of Washington- Health School (Department of Speech and Hearing Sciences)

(c) of other continents: Asia (Jordan): Jordan University of Science and Technology (Department of Rehabilitation Sciences), Australia: University of South Australia (Bachelor of Speech Pathology (Honours) and, reports from the Associations of Speech Therapists and Speech Pathologists in which clearly formulated information describing and ensuring the professional identity and the objects of work and research of Speech Therapists.

Also, the definition by the European Framework of Study Titles (standards benchmark alignment) and the National Framework of Qualifications (Knowledge, Abilities, Skills) and the determination by Higher Education Institutions and related professional bodies of the required characteristics of the scientific and professional identity of the Speech therapists. As it emerges from the study of the results of a comparative standardization, the goals, the purpose, the main axes around the clinical skills that are developed and the academic subjects of the Study Program of our Department are relevant and compatible with the Study Program of corresponding Departments abroad, and, of England and USA, as well as the corresponding Departments of Speech Therapy (University of Patras and University of Peloponnese). This fact is the basis, but at the same time, the result of successful mobility (through Erasmus programs), as well as interdepartmental collaborations, through European programs and networks.

How the structure of the BSc ensures a smooth transition of students through the various stages of study

To ensure the successful transition of the Department's students to the various study stages, the study program meets the following conditions:

- The outlines clearly identify the intended learning outcomes of each course, the content, the teaching objectives, and learning outcomes, and the ways of evaluating student performance (see Related Documentation B.12 Course Outlines).
- The program, according to the National Qualifications Framework, is structured in basic, general infrastructure, specialty, and specialization courses to fully ensure the intended learning outcomes.
- To acquire the appropriate scientific knowledge of the subject of Speech-Language Therapy and the required skills and abilities to exercise the profession of Speech Therapist, students attend enough courses that cover the entire reference range of the Speech Language Therapy discipline. From the 2nd year, they attend enough clinical exercises, structured by type of training, without overlapping. To be eligible to participate in the Internship, students must successfully complete a number (17) of the required prerequisite courses. During their 4th year of study, students have the option of preparing a diploma thesis, while completing their clinical training through their three-month Internship.
- The BSc provides the possibility of flexibility in the choice of courses (a total of 8 mandatory elective courses are offered from which students can choose the 4 of their choice), as well as the possibility of implementing the Internship in the cities of the student's choice.
- For the progress of the studies, the main rule is the definition of the minimum number of academic units required for the student to move to the next semester or academic year.
- The integrated structure of the BSc adequately meets all the required formal and substantive learning, research, clinical and professional criteria to provide the Department's students with the opportunity to successfully respond to postgraduate and doctoral study levels.

The course material is rationally distributed and is in accordance with what is provided by the ECTS system (consult the ECTS guide)

The curriculum and course material are structured based on the European Credit Transfer System (ECTS) and the workload per course (theoretical/Practical and laboratory part) is defined, which is reflected in the BSc.

Possibility of work experience for students

An important provision in shaping the structure and content of the Department's curriculum is the training of its students to:

- Operate in real working regimes, managing working relationships respecting the ethical principles that characterize work with people with disabilities, redefining the different roles and above all that of the Speech Therapist, as well as their obligations and rights.
- Achieve harmonious integration and cooperation in a variety of work environments with special and peculiar work regimes and conditions
- Be adequately trained regarding the formation, organization, and operation of a speech therapy office/ center.

To achieve the above objectives, the clinical exercises of the students in external public structures and the three-month practical training of the students in internal and external structures (through Erasmus) have been included in the curriculum as mandatory.

In addition, the connection of the Study Program and the graduates with the labor market is carried out through the Employment and Career Structure (D.A.STA.) of the University of Ioannina (http://dasta.uoi.gr/).

How to link teaching with research

Students are trained in the research process through specific BSc courses, ("Statistics and Software in the Behavioral Sciences", "Statistics and Software in the Behavioral Sciences II", "Research Methodology in the Behavioral Sciences", Research Methodology in the Sciences Behavior II"), as well as during the tasks they prepare in individual academic subjects. Also, the preparation of the diploma thesis, in the case of the students who choose it, aims at their training in the writing of a scientific text and the adoption of research methodology. The main principle and pursuit of the educational staff of the Department for the students to participate in research protocols, announcements of graduate research theses, participation in research efforts of the members of the faculty, participation through oral announcements, symposia, posters in European and World conferences and workshops, and in writing articles. Through the establishment and operation of the two statutory research laboratories in the Department, students are given the opportunity to participate in research protocols, which are implemented by Faculty members of the Department.

4. STUDENT-CENTERED LEARNING IN TEACHING AND STUDENT EVALUATION

The academic unit should have ensured that the BSc provides the necessary conditions for students to be encouraged to take an active role in the learning process. The planned student evaluation methods must be oriented in this direction.

The Department of Speech and Language Therapy, following and applying all the procedures provided for in the Organization, the study regulations, the strategic objectives, and quality policy, as well as the services provided by the UoI, gives particular importance to the principle according to which, on the one hand, it respects the diversity of students and their respective needs and, on the one hand, trains its students in problem-solving, skill development and a sense of autonomy, teamwork, communication and the value of ensuring the quality of educational process processes, while contributing to the development of their personality on the basis of accepted moral and social principles and values.

Ways of implementing student-centered learning

Applied means and methods of teaching

In the Department of Speech and Language Therapy, the relevant provisions are applied as provided by the current legislation, and the internal regulations and procedures to ensure and improve the quality of the educational work and successful attendance, as defined in the internal regulations of the Foundation.

The teaching methods that are used follow the classical method of teaching through traditions, where presentations are made with the use of slides, PowerPoint, and oral presentation, with the participation of the students through the presentation of tasks and the preparation of exercises.

Particularly important is the use of new technologies and the internet, where students can access and study the teaching material through online systems such as Moodle.

The content of the courses and the teaching methods are updated at regular intervals with modifications of the teaching traditions, from the teacher's perspective. In addition, an attempt is made to modernize the material of all courses according to the current international literature.

The learning objectives of each course and the expected results are communicated to the students in the initial sessions of the courses and are also available on the Department's website, as detailed for each subject in the Study Guide.

The material of the courses is communicated to the students at the beginning or during the semester, in the context of the operation of the electronic course management platform (Moodle /Ecourse). Considered important is the opportunity given to the student if he fails more than three times in a course to be examined, upon his request, by a three-member committee of professors of the faculty of the same or related academic subject, who are appointed by the Dean.

In the opening lessons of each semester, appropriate and sufficient information is provided by the teaching staff on the forms of evaluation and to strengthen the way of studying throughout the learning process

so students can successfully participate in the entire learning process. However, students are provided with additional forms of assessment, such as oral exams, progress exercises, weekly assignments-exercises (in laboratory courses), term papers, translation assignments, group or individual research-type assignments, the evaluation of the degree and adequacy of students' participation in the clinical project (clinical exercises courses).

To control the degree of achievement of the learning objectives, student evaluation forms are applied to all courses. Multiple assessment methods are applied during studies. However, the written examination of the taught courses per semester, during the two examination periods, is considered and applied as the main technique for evaluating the students.

The examination system is considered satisfactory and unchanging and achieves its purpose of evaluating the students' global understanding and assimilation of the subject of each course. Regardless of intermediate tests, progress, etc. that may take place during the semester, there is always a written final exam that covers the entire curriculum.

More specifically, course exams are conducted in two exam periods per semester on dates predetermined at the beginning of the semester. For the theoretical courses, the exams are held immediately after the end of the 13 weeks of teaching, and for the laboratory courses, the exam takes place in the last week of teaching the courses. Repeat exams are held in the month of September. The exam topics are drawn up in a format determined by the instructor depending on the specifics of the course and the exam and include theory questions that require critical and synthetic thinking but can also include multiple-choice questions. Those students who receive a different way of examination and wish to do so, are evaluated individually, in addition to the standard examination procedure or with alternative forms of examination (oral, with an adaptation of examination materials to meet their needs, etc.)

The main principle and condition of all the above forms of assessment are to ensure transparency, objectivity, and merit-based assessment, on the one hand, the actual performance of students in each subject and, on the other hand, the degree of readiness to acquire knowledge and acquire training in order to continue and successfully complete their course of study. The evaluation process of the examination process is appraised through statistical data as well as the participation of students in the examinations and the percentage of those who pass them.

For the assignment and preparation of a diploma thesis, for the participation of students in research protocols, for the writing and provision of letters of recommendation for the continuation of their studies in postgraduate programs of Institutions in the country or abroad, alternative forms of assessment are applied, such as the high-grade performance in corresponding cognitive objects.

Apart from the possibilities of using the services of the Department (Secretariat), the University also provides services for other matters, apart from the educational ones, aiming at addressing the social or psycho-emotional needs or satisfaction of other interests of its students. Thus, special care is provided by central services, such as the Accessibility Unit for Students with Disabilities (PfmeA), the Student Counseling Support Center (SKEPI), the University Gyn Center, Student Restaurant/Cafeteria, the Housing Allowance, the institution of Student Advisor Professor, Student Center, the Central Library, and the electronic services.

Description of course and Teachings personnel evaluation system by students

To establish the democratic and meritocratic nature of this relationship between teachers and students, considering students' requests and recommendations for changes regarding teaching approaches, organization, and good functioning of the teaching staff, procedures for evaluating the teaching staff are followed through students' questionnaires (see Annex B16).

MODIP at the beginning of the calendar year informed the OMEA and the Head of the Department about the quality data, the method of collection, their importance, interpretation, and usefulness, and set the deadlines for their collection. It also sent the electronic link of the questionnaires and the location to find statistical reports.

The electronic questionnaires are available to the students at the end of the semester and through a range of questions, an attempt is made to evaluate both the teaching work of the teaching personnel in relation to the theoretical and laboratory courses as well as the teaching conditions or techniques.

Overall, the evaluation takes into account data and information resulting from (i) the results of the electronic questionnaires per course of students/teaching personnel extracted from the MODIP application with the relevant statistical reports, (ii) the annual internal reports on student performance, (iii) the data regarding student performance (per subject) and (iv) quality data that are registered in the Integrated National Quality Information System (OPESP) of the National Authority of Higher Education (HAHE) every year (academic and financial) and concern the student population. The annual internal reports are provided as related to the above process and they are discussed in the general assembly of the Department, aiming to solve any problems and improve the teaching methods and techniques. The evaluations are sent to MODIP and posted on the website of the Department for information.

Student complaints management mechanism

The procedure is defined in the Department's study regulations (see Related Documentation B.20 Study Regulations and B.17 Student Complaints and Objections Management Mechanism Regulation) and provides the possibility for students to submit objections to the Department's Secretariat for issues that concern them (e.g., Grading).

Statute of Academic Advisor

The organization of the Study Certification Proposal (BSc) has been designed in such a way that, on one hand, care is taken to ensure a sense of autonomy and supportive processes, and, on the other hand, specific margins of leniency are given both for the monitoring and participation in the teaching process and the evaluation of scientific topics. The Department of Speech and Language Therapy implements the statute of the Academic Advisor (see Annex B18). Students of all years are proportionally assigned to all Faculty Members. In the frame of support and cooperation with the academic advisor, students have the possibility to draw up their individual study program per semester, which includes the courses they wish to attend. However, with their relevant declaration, they are committed to the surveillance and examination of the specific courses only. At the same time, students are provided with satisfactory forms of guidance for individual issues of study and attendance:

departmental manager and supervisors of internship professors, departmental mobility manager through Erasmus, daily collaboration with all the Department's educational staff, possibility to express their opinion (MODIP information system), participation in collective bodies (General Assembly of the Department, etc.).

5. ADMISSION, STUDY, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREE AND CERTIFICATES OF SKILLS OF NEW CSP

The academic units should have to draw up regulations for all subjects and study stages of the Program (introduction/start of education, stages of study, recognition of studies, and obtaining a degree).

The Department of Speech and Language Therapy, in addition to the basic provisions and principles provided by the current legislation, the internal regulations (see Annex B19) and the individual regulations (see Annex B20.1, 20.2, 20.3, 20.4) that govern the operation of the Foundation's central services, has drawn up and implements the Department's study guide (see Annex B11) which describes and regulates all the procedures and conditions for the successful completion of its students' studies.

How to support incoming students (information meetings/events etc.)

Newly admitted students are informed through a welcome event at the Department of Speech and Language Therapy, in which all members of the Faculty, Laboratory Teaching Staff, Technical and Laboratory Staff, representatives of students from older semesters and student associations, representatives of the library and those responsible for student welfare participate. Afterwards, they are informed/oriented by the Professor of each first-semester course, after relevant initiative, and before each course's start date.

Surveillance of student progress

Student progress is monitored through:

➢ Institution's electronic system (class web) as a whole and per course
➢ Visualization and stratification of their performances
➢ Monitoring their performance in interim progress and tasks, as well as
➢ Their active participation in Workshops, Clinical exercises, and other educational activities

Established scholarships for students

No statutory scholarships are provided by the Department for excellent students (apart from the IKY scholarships) nor any form of financial aid to low-income (poor) students. The latter, however, have priority in the selection process by the Department as paid employees within the Foundation, according to the ministerial decision.

Terms and conditions for student mobility

The students of the Department of Speech and Language Therapy move based on the regulations of the Erasmus+ program for internships and Erasmus for their academic education (see Related Documentation B.20 Erasmus Mobility Regulation). All students are informed, as early as the welcome ceremony of the first year, about the possibilities of mobility and are encouraged in this direction by the lecturers and with continuous

updates by the Departmental ERASMUS manager. Those students who follow the procedure are facilitated with an inoculated examination period, if required, as well as in the process of recognizing and assigning courses.

Credit Transfer System (ECTS)

The procedures for the recognition of the educational work carried out in another institution define the recognition of the courses taught in both institutions, through the matching of teaching units (ECTS).

Diploma Supplement: automatic issue for all BSc graduates in Greek and English

There is an automated system for issuing "Diploma Supplement" from the Department (through the IT & Networks Department) in Greek and English. It is issued through the information system of the secretariat and is awarded to all graduates together with the awarding of the diploma or certificate of completion of studies. The data modules of the Diploma Supplement are registered in the Student Directory system and concern the Student, Department, Department, and Institution.

Specific quality specifications for the undergraduate thesis, which are mentioned in the Study Regulations

The preparation of the Thesis is an optional procedure for the completion of the study program. Procedures that contribute to the best preparation of the Thesis, with transparency and contribution to comprehensive knowledge, is the conduction of a Thesis writing guide that provides specifications definitions, and characteristics that must be met by all Thesis, as well as the appointment of three-member committees to monitor and examine the Thesis. Regarding the subject of a Thesis, students declare the name of a supervisor, and then, in cooperation with the respective supervisor, the topic of their Thesis is defined. The examination is always carried out in the presence of the three-member examination committee.

The main quality standards for the diploma thesis are the relevance of the subject of the thesis to the specialty of the supervising Professor, the structure and form of the Thesis following the rules of writing a scientific Thesis, the study and citation of modern international bibliography, the observance of research methodology in cases of research work, the presentation and investigation of innovative cognitive approaches.

The contribution of the courses ("Research Methodology in the Behavioral Sciences", "Statistics") to the training and preparation of students for the writing of a scientific paper (diploma), as well as the writing of papers in the context of individual courses of the study program, is considered important.

Ways to ensure transparency in the process of assigning and examining the thesis/thesis

The main quality standards for the diploma thesis are the relevance of the subject of the thesis to the specialty of the supervising professor, the structure and form of the thesis following the rules of writing a scientific thesis, the study and citation of modern international literature, the observance of research methodology in cases of research work, the presentation and investigation of innovative cognitive approaches.

The contribution of the courses ("Research Methodology in the Behavioral Sciences", "Statistics") to the training and preparation of students for the writing of a scientific paper (diploma), as well as the writing of papers in the context of individual courses of the study program, is considered important.

Detailed instructions for writing theses as well as the definition and description of thesis preparation procedures are defined in the relevant regulation, which has been drawn up by the Central Library and the Information Center in collaboration with the Institution's Department of Studies and which is posted on the Department's website.

Statute of student Internship and its contribution to the achievement of learning outcomes.

Completing the internship is a mandatory prerequisite for students to complete the study program. It is one of the most critical educational steps with the official presence of graduates in the professional field. The Internship is implemented by the direct contact of students with clinical settings for their training, the connection between theory and practice, and its contribution to the utilization of knowledge and skills.

Also, it is important to underline that the internship is an educational process of continuous transfer and reception of information between the Department and the employment agencies. The Internship takes place in institutionalized structures of both the public and private sectors, after relevant planning - planning by the academic Departments. Specifically, the public services and organizations, public entities, as well as the Enterprises and Organizations, as defined in article 1 par.6 of Law 1256/82, employ higher education students who wish to carry out an internship in the professional field of their specialty.

In more detail:

The Department systematically aims to cooperate with social agencies to link scientific knowledge with the needs and characteristics of social services, as well as to utilize the experience of the agencies in the social education and research strategy of the Department. Through the Internship procedures and the educational and research collaborations of the Department, the formation of a network with a particularly wide range is achieved institutions, both based on the subject of knowledge as well as geographically and administratively, as collaborations are carried out with institutions nationwide covering both public and private institutions. The Internship of the students of the Department is carried out mainly nationwide, but also in Cyprus and other foreign countries through the Erasmus placement program, in a particularly satisfactory number of institutions covering a wide range of the subject of Speech Therapy:

The Department communicates with local, national, and European agencies (Erasmus+) with the aim of creating new jobs for students. A particularly innovative and effective information system ("ATLAS") is being implemented for the integration of PA implementing bodies, and the NSRF program for interns in public bodies is being used as well.

The Faculty Members of the Department come into direct contact with the companies - agencies and become, in this way, directly familiar with the problems and contemporary trends of their subject. In addition, for each student's internship, there is a supervisor of the employment agency and a supervisor-Academic Member of the Department, responsible for monitoring the student's progress during the internship. Both draw up an interim and final progress report, as well as an evaluation of the student's practical training, considering the theoretical and practical training, the consistency and responsibility, the observance of ethical rules, the ability to work in a team, and also the motivation to learn.

The purpose of the internship is:

A. To contribute to a professional level to the better utilization of the knowledge and skills acquired by the students during their studies through

a) Acquisition of basic experience and prior service in their profession,

b) Smoother transition of students from the scientific field to the working field,

c) Acquainting students with the working environment and the requirements of the specific professional areas and

d) Creating a two-way channel of information transmission between educational institutions and productive entities and ensuring the easier and more beneficial integration of graduates into the country's productive system through a) the exemption from the financial cost of student remuneration and insurance, a significant number of institutions, which are unable to accept students, as they do not have the resources to cover the workshop.

B. To create a kind of student protection shield: the institutions fall under control and supervision procedures to avoid cases of irregularities, arbitrariness, and abusive or demeaning behavior towards our students, while it also functions as a channel of communication between the Foundation and the productive institutions. In addition, the application of the acquired knowledge in the labor market contributes to the creation of new jobs, as well as to the development of the entrepreneurship of final students. Also, the acquisition of professional experience contributes to the correct professional orientation of students, who, in several cases, may not have defined their professional goals.

6. ENSURING THE ADEQUACY AND HIGH QUALITY OF TEACHING STAFF OF THE NEW BSC

The Institutions must ensure the adequacy, level of knowledge, and skills of the teaching staff of the academic units, and apply meritorious and transparent procedures for their recruitment, training, and further development.

Procedures for the selection and development of teaching staff members and practices to ensure the transparency and meritocracy applied by the academic unit

For the staffing of the Department, all procedures defined by law for announcing elections to new positions with academic subjects that treat individual areas of Therapy, as well as the development of Academic Members, are followed. The General Assembly of the Department of Speech and Language Therapy identifies the academic subjects it deems necessary for the formation of the BSc structure and decides the coverage of these academic subjects by new faculty members of proposed levels, compiles the register of internal and external evaluators of the same and related academic subject and following the approval by the competent bodies of the PI, proceeds with the procedures of publication of the respective election positions as well as administrative support of each election. The composition process of each Electoral Body follows the current legislation (law 4521/2018), depending on the date of announcement of the positions, and is carried out through the APELLA system, from the Register of Electors, which has been drawn up by the Department and approved by the Senate of the Foundation. The main criterion for the selection of Faculty Members in the Department is the relevance of their academic specialty to that of the position being filled, but also their high-level scientific work/research (Regarding the scientific work of the faculty members, see Annex B23).

Potential practices for attracting high-level academic staff members to the BSc

The procedures and conditions/criteria for attracting high-level academic staff are formulated and defined in the Foundation's regulation for Visiting Professors.

Average weekly teaching workload of academic staff members and the variation between the minimum and maximum workload

The average weekly teaching load of the members of the academic staff of the Department is distributed over 6-9 weekly teaching hours. The main additional highlight is the fact that despite the addition of new Academic members (4 new faculty members), the number of teaching staff members is disproportionately small with the particularly large number of students, as a result of which painstaking and long hours of effort in order to meet not only the increased teaching needs but also the administrative needs of the department, as well as the scientific research and writing needs of the members of the academic staff.

Evaluation process of teachers by students

To establish the democratic and meritocratic nature of the relationship between teachers and students, on the one hand, any requests and recommendations of students that are formulated with the aim of making changes in the way of teaching, organization, and good functioning of the teaching staff are taken into account, and on

the other hand, evaluation procedures are followed teaching personnel from the students through questionnaires. The questionnaires are given to the students at the end of the semester and through a range of questions, an attempt is made to evaluate both the teaching work of the teaching personnel regarding the theoretical and laboratory courses as well as the teaching conditions or techniques. The results of the evaluation are communicated to the students and processed by the Department's General Assembly, with the aim of addressing possible problems and improving teaching methods and techniques.

Ways of using the results of the teachers' evaluation by the students

The results of the evaluation are considered and discussed in the General Assembly of the Department, and recommendations are proposed to improve the teaching process by OMEA. The relevant proceedings of the General Assembly are posted on the website of the Department and the MODIP of the Foundation, so the students are informed/notified.

At the same time, the student evaluation results are indicative material that can be included in the nomination file for the development of the respective teacher.

Strategy on the mobility of members of the academic unit

The members of the academic community are supported in a corresponding mobility application, which is considered capital and important for the Department. The overall strategy adopted by the Speech Therapy Department for the conclusion of agreements and the mobility of its staff is supported by the Erasmus Office of the University of Ioannina and the corresponding websites https://piro.uoi.gr/erasmus/37/erasmus or https ://www.erasmus-plus.gr/. Additionally, the Department informs its community about mobility programs through the following series of actions:

1. announcement of Bilateral Agreements
2. conducting informational events at the Institution in relation to mobility programs
3. carrying out communications of Faculty Members with Professors from Institutions abroad, to conclude Interstate Agreements

The procedures for the recognition of the educational work carried out in another institution define the recognition of the courses taught in both institutions, through the matching of teaching units (ECTS). Finally, the quality is controlled by the report submitted by the academic head of the Department for the ERASMUS program.

Additional (from the BSc and/or the Institution) financial support for the members of the academic staff, who take part in the mobility programs

The main possibility of financial support for members of the academic staff who take part in the mobility programs is available from the Erasmus program and concerns the coverage of travel and accommodation

expenses. However, additional forms of financial aid for mobility of Faculty Members. of the Department are provided by statutory scholarships which are provided by private and public bodies and from the budgets for moving the research programs, which are drawn up by the Faculty Members of the Department (2 faculty members have moved to Institutions Abroad through a research project).

Establishment of teaching awards

There are no statutory teaching scholarships-awards in the Department.

Strategy of the academic unit for research activities in specific fields of scientific interest

Each Academic Member is informed about the possibilities of research funding, as well as about announcements of research programs from the Program Office of the Special Account for Research Funds (SARG/ELKE) of the Institution, through their e-mail and announcements on the website of the Research Committee of the Foundation. A basic principle and priority of the Department is the continuous improvement of the overall scientific work of the Faculty Members of the Department, through the development and updating of their teaching and research work. The department, in the exercise of a broad open research policy, encourages and supports the Faculty Members, in cooperation with colleagues from other departments and Institutions in the country and abroad.

7. LEARNING RESOURCES AND STUDENT SUPPORT SERVICES FOR THE NEW UNDERGRADUATE PROGRAM (BSC)

Institutions should have sufficient funding to cover the needs for the operation of the academic unit and the new curriculum as well as the means to meet the needs of teaching and learning. On the one hand, they should have sufficient infrastructure and services for learning and student support, and on the other hand, they should facilitate direct access to them by establishing relevant internal rules (e.g., classrooms, laboratories, libraries, networks, catering, accommodation, career, and social services, etc.).

Means and resources available to the BSc to support learning and academic activity (human resources, infrastructure, services, etc.) and the promotion of research

The Department needs further staffing in terms of both academic (faculty members, members of the laboratory teaching staff, members of the technical and laboratory staff) and members of the administrative staff. In particular, the number of staff available for administrative, technical, and research support is considered insufficient. With regard to the teaching laboratories, their number, suitability, and adequacy are judged to be sufficient only to a certain extent, as i) they are unable to cater to the very large number of students and ii) there is not a sufficient number of laboratory assistants (neither at the level of permanent members of the laboratory teaching staff nor the technical and laboratory staff) to enable the laboratory groups (especially the clinical practicum) to function properly.

The Department currently has two administrative staff. The Department has only one technical and laboratory staff to support the laboratories, which hampers the operation of the laboratories and other activities of the Department. The quality and quantity of faculty offices are considered inadequate and there is no equipped meeting room.

The Department has 4 (four) classrooms, with a capacity of 50 - 120 people each and 1 Auditorium is available. The limited number of classrooms leads to their continuous use, which makes it impossible, in some cases, to make up missed lessons. The theoretical courses are held in these rooms.

The inadequacies in the availability and functionality of building infrastructure for the service of students with disabilities are considered significant.

The allocation of resources is determined by the central administration, which evaluates the Department's requests to meet its needs (see in detail B4.2 Sustainability Report)

Adequacy, suitability, and quality of research laboratory facilities.

The Department has two Institutional Research Laboratories. Concerning the equipment and procurement of research equipment in the laboratories operating in our Department, the regular budget of the institution is not considered satisfactory, as the few available resources are allocated exclusively for educational purposes. The procurement of the equipment that currently exists is covered by the central procurement Department of the Institution, and by funded projects. In conclusion, there is an urgent need to increase the available space and financial resources as well as human resources for the successful conduct of research work in the Department.

Existence of possible support structures and services for students. Staffing of these services with qualified support and administrative staff

Even though the establishment of institutionalized support services for the students of the Department is considered imperative and while this necessity is not covered institutionally in its entirety, the students of the Department are supported through the following services/forms of support (see in detail B11:)

- Student Affairs Directorate: is responsible for benefits for financially disadvantaged students such as free food and accommodation, health care, and rent subsidies, as well as scholarships or donations for outstanding students. (https://www.uoi.gr/panepistimiaki-zoi/foititiki-merimna/)

- The institution of the Academic Advisor, Professor: a special student advisor has been appointed to provide academic orientation, guidance, and further advice (see Regulation of the Academic's Advisor).

- The support service for working students: every effort is made to facilitate special categories of students, such as single mothers, and working or educationally disadvantaged students, to give priority to choosing courses and workshop schedules in order to be served. For adjustment issues and social and psychological issues, students are encouraged to contact the Counselling Centre of the University of Ioannina (S.KE.P.I.).

- A support service for the most vulnerable students and those who do not complete their studies on time: Although there is no institutionalized support service for the most vulnerable students, the work, and objectives of the Accessibility Centre, which contributes to meeting the needs of all students with disabilities of the University of Ioannina, fall within the framework of support. In addition, the more vulnerable students, to cope with the obligations of their studies, are supported and facilitated by the faculty members who have a similar specialization and the external scientific and laboratory partners of the Department. In addition, students of the Department can seek assistance for the continuation of their academic career, as well as employment matters, from the Career Office, created to serve the needs of graduates/senior students of the Department regarding employment issues.

Informing students about the services provided is done (i) through information and the presentation at the reception/welcoming of first-year students, (ii) through the staff of the Department who will inform and guide students when appropriate (iii) through the Department's website https://slt.uoi.gr (and also the new Department website, which is under construction and consultation - the URL is: https://new.slt.uoi.gr) which displays relevant information and announcements.

Ways to develop staff competencies (training, etc.)

The strengthening of staff competencies concerns: 1. Administrative staff, who through educational leave participate in training seminars on the organisation and management of administrative procedures and learning new forms of information processing (operating systems, etc.); 2. Teaching staff, who through mobility programmes participate in training procedures, while through educational leave they have the opportunity to conduct research (doctoral thesis, post-doctoral research).

8. COLLECTION, ANALYSIS AND USE OF INFORMATION ON THE ORGANISATION AND FUNCTIONING OF THE NEW BSC

Institutions and their academic units have full responsibility for the collection, analysis, and use of information for the effective management of the BSc and related activities in a uniform, functional and easily accessible manner.

The procedures aimed at collecting and analyzing quality data on the BSc and all activities of the new Department of Speech and Language Therapy are carried out in the context of the operation of the Internal Quality Assurance System (IQAS) from the academic year 2019-20, to be used in the decision-making process for the improvement of the activities of the Department and aspects of its Programmes of Study.

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

1. The quality data recorded in the Integrated National Quality Information System (at the level of the Institution, Department, and new Programme of Studies see. Annex B24) of the Hellenic Authority for Higher Education (HAHE) every year (academic and financial) and are structured in modules concerning the student population, staff, material and technical infrastructure, research activity, financial data and are collected from systems of the Institution such as the student register, https://sis.uoi.gr and https://classweb.uoi.gr, the EHRC, the Financial Department, the library, and other administrative services, etc.

2. The data concerning students' performance (per course) in the courses of the curricula as extracted from the student record book

3. The results of the electronic questionnaires per course of students/faculty extracted from the application of the MODIP with the relevant statistical reports, which are accessible not only to the lecturers but also to the members of the OMEA and the President of the Department https://evaluate.modip.uoi.gr

4. Annual internal reports on student performance, the functioning of the infrastructure/learning environment, etc.

5. The annual reports on the research activity of the Department, which are drawn directly from the application of the MODIP, both from the lecturers and from the members of the Department's OMEA.

6. The annual internal reports on the results of student questionnaires, as resulting from the internal procedure for the use of student/faculty questionnaire results (the procedure is described in requirement 4 of the proposal).

7. The HAHE's model BSc certification proposal, which includes in the form of suggestions/questions the quality principles per process.

8. The criteria for certifying the quality of the curricula and the Department in accordance with the HAHE, such as the profile of students, their course of study and their performance, the participation of

partners in the design of the BSc, the structure of the BSc, the availability of learning resources (teaching staff, infrastructure, etc.), the recruitment and development of teaching staff, etc.

B. The resulting data:

- The quality indicators extracted from the HAHE's OPESP as derived from the above data for the Department and its curricula and the quality data (for which no indicators are extracted).
- The findings from the analysis of the above data and indicators.

C. The relevant documents used:
- The MODIP guidelines.
- The form for recording findings from the analysis of data and indicators.

Procedures:

1. **Collection and entry of data in the HAHE's OPESP system.**

At the beginning of the calendar year, the MODIP informed academic Departments and administrative services about the quality data, how to collect it, its importance, interpretation, and usefulness, and set deadlines for its collection. The collection of quality data was carried out at the beginning of the year, within the deadlines set by the HAHE, and is a recurring process. Data on curriculum structure, student population, and academic department staff were for the previous academic year, while financial data, data on research, and scientific work of the teaching staff were for the previous calendar year. In the above-mentioned context, the Department Secretariat and the MODIP collected for the academic year 2019-20, the data related to students from the student register application, the teaching staff from the application of the University Administration Department, the funding of the research project from the ELKE, the financial data of the department from the Financial Management Department, the research activity of the teaching staff from the application of the MODIP, etc. and after they were checked by the members of the OMEA, the Secretariat entered them into the HAHE's OPESP (this year the process was started by the HAHE in May 2021).

2. **The MODIP submitted the data to the HAHE's OPESP on time.**

The MODIP, in continuous cooperation and communication with the HAHE and the Department, after checking the completeness and reliability of the data, proceeded with the timely submission of the above annual data to the HAHE's OPESP (June 2021).

3. **The MODIP issued the annual reports and the relevant quality indicators from the HAHE's OPESP.**

The MODIP issued the annual reports with the quality indicators of the OPESP for the academic and administrative activities of the Department and its Programmes of Studies, after the relevant audit was completed and the possibility of their publication by the HAHE was given (October 2021). The issuance of indicators was done after the completion of data entry in the OPESP and is a repetitive process.

4.   The MODIP issued the annual reports and the relevant quality indicators from the HAHE's OPESP.

The MODIP sent the annual reports and performance indicators for the academic and administrative functioning of the Department, to the OMEA, and the Head to be analyzed and used during the internal evaluation (the procedure is described in requirement 10 of the proposal). While it is foreseen for departments by the University of Ioannina's ESDP, at this stage of the process, the preparation and sending of the report of findings and evaluation by the MODIP for the department, to be taken into account in step 5 and in the internal evaluation, exceptionally, in the case of the Department of Speech Therapy, as a new BSc, the procedure was differentiated and the MODIP's evaluation report was prepared after the submission of the proposal for the accreditation of the BSc.

5.   The Department's OMEA analysed the data and the relevant indicators

After analysing the reports with the data and indicators, the Department's OMEA prepared a report (the form mentioned in paragraph C), recording the findings from the above analysis and highlighting the points that need improvement in accordance with the annual quality objectives and the strategy of the new BSc of the Department, and communicated it to the Department's Assembly in order to be used (the findings) in the internal evaluation process and to take decisions for improvement, but also to highlight the positive points and to improve the quality of the department.

Specifically, the results of the whole process of the Department's OMEA revealed (i) strengths of the BSc, such as:- established professional rights, high preference index of candidates, high annual percentage of graduates of regular duration of studies, mandatory internship and its support, increased higher value in the admission base, good middle value of the preference series, modern information system of electronic secretariat (M3.107) and classrooms of access to disabled; students and (ii) weak points of the BSc such as:- limited number of faculty members, lack of adjunct faculty, lack of laboratory teaching staff, lack of technical and laboratory staff, disproportionately large number of students, higher annual percentage of newly admitted students as compared to the proposed positions by the Department, low percentage of students participating in the evaluation, lack of office space available for 5/11 of the serving faculty members of the Department, Inability of the disabled to access Administration and Support Facilities, ratio of ECTS credit hours, low number of free-choice, tutorial and skill development courses low percentage of tutorial and laboratory-based courses and low student/graduate participation in the design of the BSc.

Key tools used to collect information and draw useful conclusions

The information systems used in the Department:

Integrated Student Information System (UniTron). Used for:

- storage, processing, and management of all student data (individual data, online course declarations, online course registrations, exam grades, online accommodation/living applications)

- online entry of grades/absences by teachers

- printing of reports such as certificates of studies, degrees, lists of students/course/department etc.

- extraction of statistical data (e.g., number of students/year of study, gender, age, nationality, performance by subject, average time to degree)

Information system (PLESY) DASTA - (for students of the old BSc): used for storage, processing and management of all student internship data such as student data, data of internship providers, weekly internship schedule of the student, interim and final report of the student/supervisor of the provider/supervisor of the teacher and includes the following questionnaires (https:/dasta.teiep.gr/) student questionnaires for the internship, questionnaires of partners - institutions, questionnaires of supervisors. Information system (PLESY) MODIP, which includes the following:

1. An inventory of the research work of each lecturer,

2. Completion of teaching evaluation questionnaires per course by students

3. Extraction of statistical results.

9. PUBLIC INFORMATION ON THE NEW BSC

Institutions and academic units are obliged to publicize their educational and academic activities in a direct and accessible way. The relevant information should be up-to-date and presented in an objective and clear manner.

The publication of all information for interested parties (pupils, students, graduates, etc.) is achieved through the website (https://slt. uoi.gr/) of the Department, where information is posted in both Greek and English. A special three-member committee, "Website Management Committee", has been formed and is responsible for the selection, management, and updating of the information posted. In addition, the Website Management Committee communicates with the student union and other student organizations on issues concerning the promotion of student activities that may be displayed on the website. To this end, student clubs and organizations must submit a request to the Committee for the posting of events.

The results of the aggregated evaluations of the teaching work as well as the evaluations of the curricula are also posted on the Department's website, as well as the decisions for improvement actions, are communicated to the students All these are on the website in the menu "*Departmental Quality Policy*".

The curriculum vitae of the faculty members with information such as their studies, subject area, research interests, etc. are also posted on the Department's main website.

Relevant information is posted on individual websites, such as: - Electronic course websites (Moodle, Eclass), Social Media, Services, Accommodation, Announcements

The *Website and Social Media Update Process* describes in detail (see Annex B26.1):

- the type of information made public on the BSc website
- the groups/stakeholders to whom they are addressed
- the language(s) in which the information is made available to the public
- the relevant documents (brochures, regulations, guides, etc.) published by the academic unit
- other means of communication used for the dissemination of the information, other than the BSc website
- the ways of defining and controlling the content of the website relating to the specific BSc
- the process of maintaining and updating the Website

Specifically, the home page welcomes the visitor with information about the establishment and operation of the Department. Through the menu the visitor can see the information of the website organized as follows:

Department (President's Greeting, Description, Administration, Secretariat, Sectors & Workshops, Infrastructure, Support for Disabled Persons (Disability Support), Quality Assurance, Data Protection Regulation (GDPR), Committees, Electoral Registers)

1. STAFF [Faculty members, ETEP (technical and laboratory staff) /EDIP (laboratory teaching staff)/EEP, Lecturers with a contract (PD407 & through ESPA, Administrative Staff)]
2. STUDIES [(Undergraduate Studies: Regulations, Courses, Outlines, ECTS, Thesis, Timetable

3. Programme, Examination Programme), Postgraduate Studies, (Doctoral Studies: - General, Procedure, Doctoral Candidates), Postdoctoral Studies, (Academic Advisor: - Academic Calendar, Study Guide for all programmes of study), Diploma Supplement, Internship, Erasmus, Qualifying Examinations, Transcripts, Suspension/Cancellation of studies]

4. RESEARCH (Research Policy, Laboratories, Research Groups, Research Programmes)

5. APPLICANTS

6. EVENTS (Workshops, Conferences, etc.)

7. ANNOUNCEMENTS (Important, General, Students, Secretariat, Faculty, Scholarships, vacancy announcements)

8. CONTACT (Department Secretariat, Access)

9. INTERNSHIP OFFICE

10. LIBRARY

11. SKEPI

12. CAREER OFFICE

13. DEPARTMENTAL QUALITY POLICY

10. PERIODIC INTERNAL EVALUATION OF THE NEW UNDERGRADUATE PROGRAM (BSC)

Institutions and academic units should have an internal quality assurance system, within which they will carry out an audit and an annual internal evaluation of their new study programs, so that, through monitoring and possible corrections, they can achieve their set objectives, with their continuous improvement as an end result. In the context of the above actions, it is necessary to inform all interested parties.

A. Reevaluating, readjusting and updating course material procedure.

The new BSc of the SLT Department was designed, approved, and operated since the academic year 2019-2020, following the procedures described in the 3rd requirement of the certification proposal template. Especially for the academic year 2019-2020 the above procedure was not fully implemented because there was no standardized template from the MODIP of the UoI, furthermore, the new BSc was in its 1st year of implementation and in the midst of a pandemic (COVID-19).

A reassessment and update of the course materials along with small-scale changes of the BSc were carried out during the academic year 2020-2021, to achieve its goals and learning objectives. The re-evaluation, readjustment, and updating of the course material was a dynamic process with interventions in the course materials that have the ultimate goal of improving the corresponding indicators (i.e., increasing the attendance rate, modernizing the content of the courses, introducing courses related to the changing needs of society, etc.). The General Assembly of the Department was the final validation body of the course content changes.

The above procedure was carried out during the operational period of the academic year 2020-2021, and it was completed in December 2021 (see Annex B26.4). During this time, the following steps were carried through:

1. The General Assembly of the Department collected and evaluated sources of information that included:

- Consultation with students (the views of the students were discussed through their representatives in the EPS. The EPS, after discussion and communication with the faculty members, proposed to the General Assembly, alternate ways to address/improve/regulate the arising issues).
- Course evaluation results for the academic year 2020-2021 that were processed by the Department's OMEA, which also proposed corresponding improvements.
- Results from ongoing student's course of study, as obtained from the student registry by course data and the overall data of OPESP along with the results of the annual internal evaluation of the study program by MODIP (see Annex B15). OMEA collected the relevant reports from each instructor, which it took into account in the context of the process of utilizing the evaluation results from the students on the courses/teaching.
- Investigation results from other similar internal and external BSc, as mentioned above.
- Knowledge and expertise of the new faculty members that were recruited to the Department in order to achieve the objectives of the BSc.
- Information related to the progress of students that is included in the transitional provisions.

- Changes in the relevant legislation related to the BSc, the professional rights of students, etc. (e.g., in legislation changes concerning jobs for gaining academic experience)
- Recent international trends in scientific literature and the identification of emerging cutting-edge scientific areas

2. The Assembly of the Department studied the proposals with the proposed adjustments, evaluating them based on the sources of information that were available, and approved them (37th/20.12.2021).

The undergraduate study program of the SLT Department has been operating since the academic year 2019-2020. It has not yet completed its four-year operation to have graduates, except for a number of graduates that were brought in under the transitional provisions. With the approaching completion of the four-year operation, the SLT Department plans, in accordance with the above re-evaluation and update process, to evaluate additional information that was also considered during the planning of the BSc (described in requirement 3 of the proposal template) and is related with:

- Data on the employment of graduates that will come from relevant research and/or communication with public and private sector bodies that will be carried out on an annual basis by the University's DASTA
- Labor market bodies (see Annex B26.3)
- Monitoring results of the current program (the procedure will be implemented according to the MODIP standards)

B. The Process of removing negative points and improving of the new BSc structure and the learning process and the feedback of the strategy and quality targeting of the new BSc

1. The annual internal evaluation process of the new curriculum

The annual internal evaluation process of the new curriculum offered by the SLT Department is carried out through its monitoring and possible corrections of it, aiming at achieving the goals already set in the four-year business plan, having as a final result its continuous improvement, according to the specifications of the University's Internal Quality Assurance System (ESDP). Through Its monitoring strategy, control and reviewing, it aims to maintain a high level of educational provision and create a supportive and effective learning environment for students. Internal evaluation as a process of continuous improvement provides the Department with the possibility of recognizing the strong points of its curriculum and identifying along with remedying its negative points. It is planned and carried out on an annual basis. The bodies responsible for its implementation at the level of the Department are the Internal Evaluation Group (OMEA) and the Head (at the Department level), and Quality Assurance Unit (MODIP) (at the Institution level).

Subjects of the internal evaluation of the BSc are:
- The modern nature of the curriculum's scientific subject.
- The changing needs of the labor market and society.

- The progress and completion of the students' studies.
- The effectiveness of student performance evaluation procedures.
- The quality of the teaching staff in terms of their teaching and research work.
- The learning environment and its support services.
- Students' satisfaction from the educational process.
- Its internationalization
- The adequacy of teaching and administrative staff

2. The process involves:

- The Head and OMEA members of the Department.
- The students of the curriculum, through the anonymous evaluations of the courses and through the participation of their representative in the General Assembly of the Department.
- The teaching and other staff members through their sayings in the General Assembly of the Department.
- The administrative staff through the recording of qualitative and quantitative data in the student registry.
- University's MODIP, which defined the procedure within the operating framework of the ESDP and continues monitoring its implementation. Also, MODIP is obliged to internally evaluate BSc annually, to prepare the corresponding report with its results, which is been communicated to the Department so they can be taken into account in decision-making for improvements and in the Department's, target setting for the BSc.

3. Data that are been used in the process are:

- the data are collected and derived in accordance with the context of data collection and the process use and analysis as described in requirement 8 of the standard of the BSc certification proposal, as well as
- additional information regarding the most recent research data in each discipline, the organization of the educational process, the content of the courses, the educational activities to achieve the learning outcomes, and the methods of evaluating student performance, and the proposals of MODIP.

4. The outcome data of this process are:

- the Internal Evaluation report that is pointing out the strengths along with the weak points that need improvement, as well as corresponding improvement proposals
- the four-year Action Plan
- the decisions of the Department General Assembly 37th/20.12.2021

5. Relevant documents used are:

- MODIP's guidelines

- the document Form named as Action Plan (Goal Target)

- the Internal Assessment findings document/report and the improvement proposals form/report

6. Conducting the Internal evaluation

The date for the Internal Evaluation of the Department and the BSc was determined by the Assembly of the Department on 20/12/2021

Department's OMEA using the relevant documents, the relevant information, the relevant data (quantitative and qualitative) such as the results of the courses' evaluation by the students, the proposals of the faculty, the performance data of the students, as derived from the student registry, OPESP's quality indicators (indicators from the "*Structure and Organization of Studies*" section, in accordance with the instructions and directions of the University's MODIP, noted in the form/report "*list of internal evaluation findings and suggestions for improvement*" the points that confirmed the weak points and the areas that require improvement per criterion, such as the educational process, formulating the corresponding improvement proposals in the Department Assembly (see Annex B26.4). In implementing the internal evaluation process for 2020-21, they additionally took into account the following special factors and significant limitations that arose during the integration process at the University of Ioannina that affected course design and the implementation of the new BSc, such as the need to reduce the laboratory hours of the courses which in the pre-existing BSc was a necessity due to the character of TEIs (D4.12).

Furthermore, it is pointed out that because the new BSc is only in its third year of implementation, not having completed its 1st cycle, some OPESP indicators cannot yet be used (e.g., percentage of clinical courses, D4.13 - percentage of participation in practical training, D4.15 - students studying in n, n+1 and so on, D4.21, D4.51, D4.22 & D4.23).

Results that emerged from the whole process are highlighted as strong points, namely:

- Registered professional rights (M4.007)

- Candidate preference index (D4.20)

- Annual percentage of graduates that finished their studies within the expected amount of time (D4.36)

- Prerequisite courses (M4.014)

- Compulsory internship (M4.029)

- Internship support (M4.030)

- Lowest score to be admitted to the Department through the Panhellenic Examinations (highest value) (M4.150)

- Median value of ranked preference (M4.054)

- Electronic Secretariat information system (M3.107)

- Classrooms with access to students with special needs (M3.175)

There were also emerged results that highlighted weaknesses in the BSc, such as:

1. Limited number of faculty members (6, when the Department was joined in the University of Ioannina, D4.47, D4.48)
2. Lack of auxiliary teaching staff EDIP (laboratory teaching staff), ETEP (technical and laboratory staff) who could undertake tutoring courses and co-assist in teaching/arranging workshops (M3.016-019, D4.50)
3. Disproportionally large number of students (D4.16)
4. Annual percentage of newly admitted students in terms of the positions proposed by the Department (D4.17)
5. Low percentage of students who participated in the course evaluation (M4.140-113)
6. Lack of office space for 5/11 of the serving faculty members of the Department (M3.103)
7. Other facilities (Inability of students with special needs to access administration and support facilities) (M3.103)
8. Proportion of number of ECTS credits (D4.01)
9. Number of free choice courses (M4.012), tutorials M4.020 and skills development classes M4.019 (D4.04, D4.05 and D4.10)
10. Low percentage of courses with tutorials and courses with laboratory exercises (D4.11 & D4.12)
11. Participation of students (M4.034) and graduates (M4.035) in the planning of the BSc

Suggestions for improvement are listed below:

1. Recruitment of new faculty members (D4.47, D4.48)
2. Recruiting EDIP (laboratory teaching staff), ETEP (technical and laboratory staff) members for assistance in teaching/laboratories
3. Recruitment of new faculty members, EDIP (laboratory teaching staff), ETEP (technical and laboratory staff) (D4.47, D4.48, M3.016-019, D4.50) & percentage of newly admitted students according to the needs of the Department (D.16)
4. Percentage of newly admitted students according to the needs of the Department (De.16)
5. Student-informed actions: Post on the Department's website the aggregated results ("Statistics on the Department Teachings"), as obtained from the course/teaching evaluations, as well as the relevant improvement decisions that will result from the Department's Assembly (without personal or specific course references), which will additionally be communicated to the MO.DI.P.
6. Finding, creating, and equipping offices for the Department's faculty members (M3.103)
7. Designing spaces and installing equipment suitable for enhancing the accessibility of students with special needs in the administration & support facilities (M3.103)
8. Transfer some of the courses to another semester, and/or readjust the number of their credit units (D4.01) - Divide the material of a course into two teaching semesters and not into one (as it is in this

BSc), in the next reform of the BSc, with a simultaneous readjustment of the number of their credit units (D4.01)

9. Retention/modification of a course as optional compulsory in the new BSc, so that it is chosen by students with a particular interest in the subject – Definition of free choice courses (M4.012), tutorials M4.020 and skills development M4.019 (D4 .04, D4.05 and D4.10) in the next revision of the BSc.

10. Create a workshop related to two of the courses that showed deviation, with specialized auxiliary staff, to strengthen teaching and promote experiential education (D4.11 & D4.12)

11. Decisions of the general meeting of the students of the Department regarding the planning and implementation of the BSc (M4.034) – Creation of an alumni link through the DASTA office (M4.035)

During the process of interpreting and utilizing the results from the student evaluation questionnaires, the following emerged:

- 4 out of the 6 courses in which deviations (>1) were observed in some of the questions refer to courses taught in the 1st and 2nd semesters. This means that the students who filled out the evaluation questionnaires of the courses in question were first-year students, who had not experienced the amphitheater and "live" teaching, since during the beginning of their studies they experienced distance learning (online courses), due to the conditions imposed by the COVID-19 pandemic.

- The participation of students in the course evaluation was limited - in all 6 of these courses - as well as overall - in a low participation percentage (only in 1 course of the 6 mentioned the participation percentage was above 25%).

- Supply of models and 3D anatomical representations through software • Connection of course teaching with the Anatomy Laboratory of the neighboring Medical Department of the School of Health Sciences.

- Reorganization of each course with the distribution of indicative supervisory material off-line, and through video projection, if the need arises to continue distance learning.

- The homework/projects of some courses, due to the degree of difficulty, should become optional, and/or the educational material should be adapted.

- Adjustment of the degree of difficulty of the subjects in the exams, with the aim of rationalizing the stratification of performances

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7. Preparation of an action plan and prioritization

The decisions of the General Assembly (37th/20.12.2021), which are based on the relevant internal evaluation findings and improvement proposals, the state of data findings and indicators submitted by OMEA, as well as the recommendations of the Assembly participants, were used as a basis for improvement actions during the formulation of the annual action plan and setting of priorities until 31/12/2025 (target/action plan form), which is attached to the relevant documentation.

The four-year operational plan drawn upon the OPESP indicators for the SLT Department includes objectives and corresponding actions based on the axes (a) Education: in indicators D4.10, D4.29, D4.20, (b)

Research: in indicators D3.36, D3.39, D3.47-211, D3.48211, D3.49-211, (c) Internationalization: in indicators D4.25, D4.34-D4.35, D3.18 and D3.21 and (d) Connecting with society the detailed description for the objective and actions.

The action plan is one of the main purposes of the internal evaluation effort and also the feedback tool for the strategic planning of the Department and the USP with important information.

For the ranking of the priorities of the BSc, we considered the criteria and evaluation indicators related to the requirements of the certification standard, as well as the main strategic/operational goals of the Department. After the relevant decision of the General Assembly (dated on 20.12.2021) the Internal Evaluation Minutes and the Action Plan were submitted to MODIP and posted on the Department's Website.

8. Implementation of the improvement program and planning of the next evaluation assessment.

In formulating the action/improvement plan and implementing the designating improvements, it is important to ensure that the changes will have a positive effect on the areas where the Department has performed well in the past. Throughout the year, OMEA will monitor the implementation and development of the action/improvement plan, if it finds that there are deviations from the predetermined objectives, it will propose appropriate corrective or preventive actions, to achieve the USP strategy or to redefine the strategic goals that could not be achieved.

11. PERIODIC EXTERNAL EVALUATION ASSESSMENT AND CERTIFICATION OF THE NEW UNDERGRADUATE PROGRAM (BSC)

The new Undergraduate Studies Programs (BSc) must be submitted to a periodic external evaluation by expert committees appointed by HAHE, to be certified. The results of the external evaluation and certification are used for the continuous improvement of the Institutions, Academic Units and Study Programs. The duration of the certification is determined by HAHE.

Anticipated procedure for utilizing the recommendations of the external evaluation of the USP

The Department of SLT will take advantage of the recommendations that will result from the external evaluation process of the SLT BSc as follows: Once the Department's OMEA analyzes the recommendations of the experts that will be included in the final evaluation report, it will create a report with the proposed actions, per recommendation, for the implementation of the recommendations and the improvement of the SLT BSc, to be discussed and approved by the pertinent bodies of the Department. Subsequently, the above (the recommendations and the corresponding actions) will be integrated into the Department's annual action plan for the SLT BSc that will result from the implementation of the internal evaluation process as described in requirement 10 of the certification proposal template. In the above context, recommendations with a positive impact on the SLT BSc will be analyzed, to continue to be implemented and further empowered by the Department. In addition, the Department is obliged to prepare and submit an Interim Report of the SLT BSc to HAHE, upon completion of the 4-year period from its certification, regarding the course of implementation of the experts' recommendations.

12. MONITORING THE TRANSITION FROM THE PREVIOUS BSC TO THE NEW BSC

Institutions and academic units implement transition procedures from previously existing BSc to the new one, in a way that ensures their compliance with the requirements of the existing standards.

The Department of SLT implements transition procedures from the previous existing BSc to the new one. That is because, in addition to the new BSc, the Departments also implements the pre-existing BSc from the Department of the former TEI of Epirus when the Department was merged with the University of Ioannina in accordance with the MODIP Report on the progress of the transition and the degree completion of the Program, which also includes a special reference to the implementation of the internship, see Annex B32).

The transition procedures from the previous existing BSc to the new BSc are detailed in Law 4559 (Government Gazette 142/3/8/2018), according to which the start of the educational operation for the Department of SLT was determined by the Rector's approval decision with protocol number 24626/ 10.7.2019, after consideration of the logistical infrastructure and the educational staff. A temporal Assembly was operated from 1.10.2018 in the Department of SLT and a temporary President was appointed, according to the provisions of article 24 of Law 4485/2017, until 31.10.2019, when the Department became independent, and a President was elected through an appropriate electoral process. Regarding the staff (see Annex B31), all types of staff of T.E.I. of Epirus, with the corresponding positions, including temporary or permanent positions, were automatically transferred, on 1.10.2018, to the University of Ioannina, in accordance with what is defined below and provided in detail in the Action Planning of the new Department (see relevant documentation material B5. Four Years Operational Plan).

Regarding students' enrollment in the Department when it was under the administration of the T.E.I. of Epirus, they automatically joined the corresponding Department of the University of Ioannina (according to paragraph 2 of article 4), with the right to complete their studies, according to paragraphs 2 and 5. The educational function of the Department of T.E.I. Epirus continues on a transitional basis until the graduation of those already enrolled, on 1.10.2018, and those enrolled during the 2018-2019 academic year.

Undergraduate students who have been successfully examined in the compulsory and elective courses of the Department's old USP (TE) required for obtaining a degree, have supported a thesis, have completed a 6-month internship can apply to receive an SLT Technology Education (TE) Degree (see Annex: Study guide B28, diploma sample/model B29 and Diploma Supplement of the pre-existing BSc B30).

Alternatively, as long as they have not exceeded the 12th semester of their study, they have the opportunity, if they wish, to request to attend the additional courses of the new Undergraduate Study Program (BSc), and if they successfully attend the additional five (5) courses from the new BSc determined by relevant decision of the General Assembly (No. 6th / 17.04.2019) and approved by the Senate (1068/27-06-2019), (according to which courses of the old USP were matched with courses of the new BSc - see Annex B26 .8.1 & B26.8.2), to obtain a degree in SLT of University Education (UE). These 5 courses of the transitional BSc are offered in 2 academic semesters (3 in the winter and 2 in the spring semester). Therefore, eligible students are expected to complete their studies within one (1) year.

Regarding the transition from the pre-existing to the new BSc, from the records in the information system of the Secretariat of the Department of SLT of UoI, it appears that the number of active students and graduates in the Department is as follows:

Table 1: Transition course and degree of completion of the pre-existing BSc (TE)

Number	Time register - Students from BSc (TE)	Number of students
1	01.10.2019 - active students	726
2	31.12.2021 - active students	470
3	31.12.2021 - active students with transitional provisions	75
4	21.10.2022 - active students	292
5	21.10.2022 - active students with transitional provisions	155
6	GRADUATED - BSc (TE) (01.09.2019 until 31.12.2021)	94 graduates
7	GRADUATED - BSc (UE) (01.09.2019 until 31.12.2021)	87 graduates
8	GRADUATED - BSc (TE) (01.09.2019 until 21.10.2022)	114
9	GRADUATED - BSc (UE) (01.09.2019 until 21.10.2022)	192

Regarding the implementation of the Internship, the students of the former BSc, carry out and complete their 6-month internship, as defined in the founding law framework of T.E.I. (Law 1404/83).