



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
Hellenic Authority  
for Higher Education

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# Accreditation Report for the Postgraduate Study Programme of:

## Supply Chain Management

**Department: Supply Chain Management**  
**Institution: International Hellenic University**  
**Date: 20 October 2023**

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Supply Chain Management** of the **International Hellenic University** for the purposes of granting accreditation

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Supply Chain Management** of the **International Hellenic University** comprised the following five members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. MICHAEL MICHAEL (Chair)**

Department of Economics, Faculty of Economics and Management, University of Cyprus

**2. DEDOUSIS EVANGELOS**

The American University in Dubai (AUD)

**3. ECONOMIDES SPYROS**

California State University, East Bay

**4. EFSTATHIADES ANDREAS**

European University Cyprus

**5. PAGANOU SAVVINA**

University of Western Macedonia

## II. Review Procedure and Documentation

On Thursday, August 31, 2023, the EEAP was invited, via Zoom meeting, to attend HAHE's Director General, Dr. Christina Besta, on HAHE's mission, standards, and guidelines of the accreditation process at 16:00pm.

On Monday, October 9, 2023, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On Monday, October 9, 2023, the EEAP participated in 2 teleconferences with:

1) Meeting with the Directors of the two PSPs, the Head of the Departments, MODIP, the Steering Committees/OMEA members. More specifically:

- EEAP
- Associate Prof. D. Aidonis, Head of the Department of Supply Chain Management (PSP1).
- Associate Professor Ch. Achillas, Director of PSP1.
- OMEA members of the Dept.: Prof. D. Folinas, Associate Prof. Ch. Keramidas.
- Steering Committee: Prof. D. Triantafillou and Assistant Prof. I. Kostavellis.
- PSP2. Master in Public Administration – Prof. D. Paschaloudis, Director of PSP2.
- Associate Prof. I. Kotzaivazoglou, Head of the Department of Business Administration.
- Steering Committee: Assis. Prof. C. Konstantinidis, Assis. Prof. N. Tsolakis.
- Assoc. Prof. G. Fragidis, Assoc. Prof. M. Tsourela, Assoc. Prof. X. Chapsa.
- Prof. P. Eleftheriou, MODIP member and Ms M. Tsantouka, MODIP staff.

All of the above kindly offered an overview of the two PSPs (history, academic profile, current status, strengths, and possible areas of concern).

2) The committee was also offered an on-line tour of infrastructure and facilities such as classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSPs. Due to time pressures, the committee decided it would be more beneficial to focus the discussion on the outcomes of the departmental presentation earlier. In lieu, the committee members did a virtual tour discussion about of the facilities presented in the video and the associated online link produced for this purpose.

3) Finally, the EEAP met at the close of the review day to reflect on impressions of the first day and prepare for the second day of the on-line review.

On Tuesday, October 10, 2023, the EEAP participated in 6 teleconferences with:

1) Teaching staff of the PSP in Supply Chain Management (PSP1): Assoc. Prof. D. Aidonis, Assoc. Prof. Ch. Keramidas, Assis. Prof. I. Kostavellis, Dr. E. Lioutas, Dr. I. Nanos, Assis. Prof. A. Stafila, Prof. P. Tsarouchas, Ass. Prof. N. Tsolakis and Dr. K. Zapounidis. They informed the EEAP about professional development opportunities, mobility, workload, student evaluations;

competence & adequacy of the teaching staff to ensure learning outcomes; link between teaching & research; teaching staff's involvement in research, projects & research activities directly related to the programme; identify possible areas of weakness.

2) Eight current students of the PSP. The EEAP Members discussed with the students openly and freely. They were informed about satisfaction from study experience, the adequacy of facilities, student input in quality assurance and priority issues concerning student life and welfare.

3) Eight recent graduates of the PSP. The EEAP had the opportunity to discuss their experiences of studying at the PSP and how it helped them with their career paths.

4) Nine social partners including employers. We discussed the relations of the PSP with external stakeholders.

5) Private debriefing meeting among the EEAP Members to primarily discuss findings up to that point and prepare an oral report.

6) A "closure meeting" with: Associate Prof. D. Aidonis, Head of the Department of Supply Chain Management, Associate Professor Ch. Achillas, Director of PSP1, OMEA members of the Dept.: Prof. D. Folinas, Associate Prof. Ch. Keramidas, Steering Committee: Prof. D. Triantafillou and Assistant Prof. I. Kostavellis and Ms M. Tsantouka, MODIP Staff.

From October 12 to October 14, 2023, the EEAP worked privately on drafting its Report.

The International Hellenic University (IHU) and the Hellenic Authority for Higher Education (HAHE) provided the External Evaluation and Accreditation Panel (EEAP) members two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide and the Report template. The University provided the Panel members a number of files on the programme's structure and internal quality assurance procedures. The evaluation procedure was well structured and comprehensive, thus enabling the EEAP members to form a good picture of the programme, the department and university, its present status as well as its future prospective.

### **III. Postgraduate Study Programme Profile**

The Master in Supply Chain Management, PSP henceforth, is a program that is offered by the Department of Supply Chain Management of the International Hellenic University which is located in Katerini. The current program started in the academic year 2018-19.

The PSP lasts for three academic semesters (18 months) and it is divided into two academic semesters (Semester 1: September - January and Semester 2: February - June) and one semester for the preparation of the master's thesis. Each semester consists of at least 13 teaching weeks and 2 weeks of exams. The exams are held at the end of each semester. 75% of the lectures are delivered online and the rest of them in classrooms. The exams are taken in classrooms.

Specifically, during their studies, postgraduate students are required to attend postgraduate courses, participation in laboratory exercises and the preparation of a thesis. The total number of courses in the programme that postgraduate students must follow is twelve and a master thesis.

At the time of the visit, the PSP had 18 academic faculty affiliated with the IHU. The number of admitted students in the academic year 2022-23 was 35. Most of them were professional, working in the private and public sector. According to the results of a recent study, 80% of the nonworking graduates find a job within 12 months after graduation.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

*In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

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

#### **Study Programme Compliance**

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

The Department of Supply Chain Management aims to continuously and systematically ensure, improve and strengthen the quality of the Master's Program and the supporting services of the academic unit and in general all the processes performed by the academic unit.

The aim of the Master's Program is to respond to the growing professional needs and scientific challenges stemming from the modern and constantly emerging field of Logistics and Supply Chain Management.



As stated in the quality manual, for the implementation of the Quality Policy, the Department of Supply Chain Management implements quality procedures that will ensure: (a) the appropriateness of the structure and organization of the program curriculum, (b) the pursuit of learning outcomes compatible with the European and National Higher Education Qualifications Framework, (c) the promotion of the quality and effectiveness of the teaching work, (d) the training and development of the teaching staff (e ) the promotion of the quality and quantity of the research work of the faculty members, (f) the connection of teaching with research (g) the quality of the Department's support services, (h) the proper cooperation of the departmental quality assurance team (OMEA) with the Institution's quality assurance unit (MODIP), (i) the provision of qualified graduates to satisfy the labour market needs.

The quality goals are paired with appropriate KPIs which are updated and communicated to all parties involved.

## **II. Analysis**

The quality assurance procedures are subject to periodic evaluation, which is carried out by the Academic Program Committee and OMEA, in collaboration with MODIP of the University. The final decisions are made by the General Assembly of the Department.

The programme committee monitors the program delivery and develops proposals to the General Assembly related to the programme content and delivery process.

For continuous improvement the program benefits from informal feedback received from external stakeholders as well as from linking and integrating academic staff research activities in the curriculum. One important source of feedback for monitoring and improving quality is student program evaluation.

The School's quality policy is available on the School's website. The quality policy and the corresponding actions and procedures implemented by the School, are presented to the existing and newly admitted students during their studies. The quality policy is also presented at various informative events held by the department for the promotion of the undergraduate and postgraduate programs and during the contacts with collaborating Institutions, agencies and organizations

## **III. Conclusions**

Based on the documentation provided, feedback from interviews of all the stakeholders, students, academic and administrative staff, employers and other social groups, the panel reached the conclusion that the Department has in place an effective quality assurance policy and related procedures. This policy is published on various venues accessible by all stakeholders. Future efforts should focus on formalizing the feedback process with external stakeholders.

## Panel Judgement

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

## Panel Recommendations

R1.1 Consider formalizing the feedback process with the external stakeholders by formulating an Advisory Board with representatives of the stakeholders (Employers Federations, Union representatives, Industrialists, and alumni representatives).

## **PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

The 90 ECTS, post-graduate program, lasting three academic semesters of full-time study was re-established in 2019 to provide advanced theoretical and practical training in the area of supply field management and logistics. The program aims at preparing highly qualified graduates who can be employed in private companies and organizations. The curriculum is well-structured with a sharp focus on the area and comparable to similar programs offered elsewhere. Demand for the program is strong. Post-graduate programs in the same area are offered by a few other universities in Greece. The learning outcomes of the program, based on the National and European framework of qualifications (EQF, NQF) and the Dublin Descriptors for level 7, are assessed by MODIP and by means of student questionnaire surveys.

There are several learning outcomes of the program that, in addition to imparting necessary knowledge to students and apply such knowledge towards understanding and solving issues in the workplace, include the development of skills and abilities. For instance learning outcomes include understanding the role and function of the supply chain in the global environment of business, analysing the parts of the supply chain, understanding the importance of social, environmental, and economic sustainability, assess alternative scenarios for solving problems, ability to work independently and also as part of a team, develop workable solutions to issues in the workplace, adaptability, ability to work in a cross-functional environment, propose well-documented new ideas and similar. Faculty maintain close professional relations with students and interact with employers, graduates and other social partners thus allowing them to receive feedback on the program and propose changes as required. The feedback is based on personal relationships and takes place on an ad hoc basis but it is not institutionalized.

The program is assessed by means of student evaluation surveys using a standardized questionnaire. In addition there is an annual or bi-annual evaluation by MODIP that incorporates findings by OMEA; the last evaluation by MODIP was conducted in January 2023. Several criteria referring to the course taught, infrastructure, faculty, practical exercises, administrative support are used in student questionnaires to assess the program.

The course syllabi include detailed information on course contents, lecture

outlines, teaching/learning methods, expected learning outcomes and skills, student evaluation, assessment items, required and recommended bibliography and other relevant material. The study guide and the document containing course outlines cover all areas that prospective and current students may seek information about admission, faculty and courses taught, infrastructure, graduation requirements and the like and are comparable to similar documents found in graduate programs elsewhere.

## **II. Analysis**

Detailed information on the program is available in the documents examined by the EEAP while additional information was provided during the meetings with faculty and other stakeholders. High student satisfaction is recorded in the questionnaire surveys. Four remarks may be made regarding the document containing course syllabi.

One, learning outcomes are confused with course contents in several course syllabi, or they are not succinctly stated, or the way they are stated does not allow for easily measuring and quantifying them so that conclusions may be drawn whether and to what extent such outcomes were met.

Two, while the bibliography included in course syllabi is current, for the most part, there are courses that include recommended bibliography dating back 15 years or even more.

Three, student assessment is heavily final exam-based, making over 60% of the overall grade.

Four, in at least one course, the way the final grade is decided is not immediately clear as a complex formula is used.

## **III. Conclusions**

The program aims at preparing highly qualified graduates in the area of supply chain management who can manage effectively private companies or public organizations. There is strong demand for the solidly designed program that has received a satisfactory assessment by MODIP with many positive remarks.

Attention should be paid to course learning outcomes so that they are closely mapped to the learning outcomes of the program, can be measured, allow for the evaluation of the teaching/learning process and help guide modification/changes if necessary.

## Panel Judgement

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

## Panel Recommendations

- R2.1 Course learning outcomes should be tightly to the learning outcomes of the program.
- R2.2 Measure learning outcomes with the view to continuous improvement of the learning/teaching process.
- R2.3 Update references in course syllabi as needed.
- R2.4 Increase the weight of project, cases, short papers while decreasing the weight of final exams in courses.

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

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

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

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

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

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

#### **Study Programme Compliance**

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

Three quarters of classes are conducted online while the physical presence of students on campus is required for the remaining one quarter of classes. All required information regarding course content and delivery, assessment items, bibliography, and similar is available to students before the commencement of the academic semester. Each student is assigned to a faculty advisor who is responsible for monitoring the student's performance. The procedure for handling student complaints and grievances is clearly stated. Students and graduates

expressed satisfaction with the approachability of faculty and the professional interaction they enjoy with them; they also appreciated the readiness faculty show to discuss suggestions made by students. Positive comments were also made by students regarding the efficiency of administrative services.

Student satisfaction is high, above 4 in a 5-point scale, as evidenced by answers to all questions related to the course and the faculty. As participation in student evaluation surveys is above 95% the results are representative of student opinion. A couple of points may be made, however. One, refers to the low score (3.97/5) given by students to the capacity of classrooms in relation to the number of students attending. This finding combined with the low score (3.13/5) regarding the use of the Library and the time students spend per week to study a course (1-2 hours) may raise some questions regarding the effectiveness of the teaching/learning process. Granted that, nowadays, information (regardless of quality) can be accessed from anywhere, and this trend may be strengthened by the fact that the Library is closed on weekends when students have a chance to visit it as they are free from work obligations, still the "Library is the heart of the University". Low Library use, and low satisfaction with facilities may actually put students off isolating them from the wider university community. In this regard the comments made by a few students that an increase in physical presence on campus and more interaction among students would be beneficial may deserve consideration.

## **II. Analysis**

The student-centered learning approach is evident in all aspects of the program. There is close interaction between faculty and students and the latter are encouraged to express themselves. Faculty are committed to supporting students and ready to consider their suggestions. The assessment items and criteria, learning outcomes and other information is clearly stated in course syllabi. The presence of the academic advisor suggests strong concern for students. The high student participation rate in evaluation surveys and the high scores for all items referring to the course and faculty is a good indicator of overall student satisfaction with the student-centered orientation of the program.

Nevertheless, consideration should be given to the low use of the Library, low satisfaction with physical facilities and low amount of time students spend on studying (it may be actually less than shown on results of questionnaires as students tend to overstate the time they devote to study).

## **III. Conclusions**

The programme is delivered in an environment that promotes mutual respect between students and faculty and places students at the centre of the learning process.



### Panel Judgement

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

### Panel Recommendations

R3.1 Consider ways to impress upon students the importance of using resources available at the Library and increase student visits to and use of the Library.

## **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

**INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).**

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

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The master in Supply Chain Management in its current form was introduced in 2019. The program admits 35 students. Student attendance is mandatory. Currently, 75% of the lectures are given online while the rest of them in classrooms with physical presence. Students take exams, however, in person. There is a tuition fee of €2850, which, however, is considered relatively low. Up to 30% of the students receive a tuition waiver.

In the website of the PSP, prospective and current students can find all the relevant information about the program, e.g., the content and the structure of the program, description of the courses, teaching staff, application forms, timetables, the facilities, and tools available in the Department and about their rights and obligations. The PSP has adopted the “advisor” process where each student can receive academic advice from faculty members throughout her/his studies. Incoming students cannot receive exceptions for courses taken in another graduate program. Upon graduation, graduates receive Diplomat Supplement, containing detail information for their studies.

Students receive information regarding opportunities for internships with Erasmus+, through personal meetings. The PSP website, however, does not contain any information about the Erasmus and Erasmus+ exchange programs.

The PSP webpage provides detailed documents and very clear procedures for the drafting and completion of the thesis. In addition, it provides all the necessary forms that are needed to be completed in all stages of the procedure.

## II. Analysis

The students are selected through a well-designed and implemented procedure according to the government law and the rules set by the PSP program. This procedure is well described in the program's webpage and all the necessary documents and application forms are listed. Students find all necessary information about the structure of the programme, timetables, studies rules and regulations, and procedures in the internet site of the PSP. Students have online access to all information concerning their progress towards the degree, e.g., grades for exams, projects and courses. The Department fully implements the European Credit Transfer and Accumulation System (ECTS) for its PSP program. The total load is 90 ECTS units, 60 for courses and 30 for the thesis. The website of the program contains a detailed description of the courses. Students can participate in the ERASMUS+ exchange programme. In recent years, however, the number of students participated in the Erasmus and the Erasmus+ exchange programs is zero.

## III. Conclusions

The Department of Supply Chain Management has developed and applies excellent published rules and regulations that cover all aspects and phases of the master's in Supply Chain Management.

### Panel Judgement

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

### Panel Recommendations

- R4.1 Consider the introduction of one- or two-week internships as part of certain courses.
- R4.2 Increase and promote student participation in the Erasmus and Erasmus+ exchange programs.

## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.**

*The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*

*More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

### **Documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

### **Study Programme Compliance**

#### **I. Findings**

The Master's Program in Supply Chain Management is taught by a total of ten (10) Faculty members of the Department of Supply Chain Management, as well as seven (7) external collaborators, faculty members of other Institutions and holders of doctoral degrees.

All the members of the teaching staff possess the relevant academic and research experience in their field.

The selection of the external collaborators is carried out on the basis of their academic qualifications as well as their work experience. Courses are assigned to each instructor by the Department general assembly following a recommendation

from the Academic program committee.

The minimum teaching load of the faculty members is determined by legislation, and the allocation of teaching work is decided by the Department General Assembly. Departmental faculty members who teach on postgraduate courses they do it over and above their teaching load.

## II. Analysis

The staffing of the programme shows a diverse range of teaching staff categories, ensuring expertise and coverage of specialized subjects. The presence of external collaborators further supports the quality and organization of teaching.

Appropriate selection procedures are in place but those are not complemented with the proper training and development practices. Faculty members attend training and development courses on an ad hoc basis.

Although the university provides opportunities and there are in place initiatives that encourage teaching staff mobility, no faculty member has taken advantage of such opportunities (i.e. sabbatical leaves, Erasmus programs e.tc.).

Teaching staff is regularly evaluated by the students through surveys. The evaluation of teaching work and the emphasis on teaching ability contribute to the continuous improvement of instruction. The workload allocation process provides flexibility while considering faculty members' teaching, research, and administrative responsibilities.

## III. Conclusions

The program is supported by well qualified teaching staff. Faculty members are not taking advantage of mobility opportunities. The university has not yet had in place proper faculty development procedures.

### Panel Judgement

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

### Panel Recommendations

R5.1 The university should develop a formal professional Development program to address the developmental needs of the faculty members.

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

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

*In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

For the implementation of the courses, the PSP utilizes 2 auditoriums and 4 classrooms. The classrooms have a fixed projection system and one laptop for the teaching process. The classrooms are used for all courses and also as exam rooms. There are also 4 Information Systems laboratories for teaching the courses Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Geographical Information System (GIS) and the statistical program (SPSS). Finally, the institution has 2 Technology and Quality Control Laboratories to support the

courses Quality Systems in the Supply Chain and Special Topics in Supply Chain Management. The commercial video conference software Zoom is used to support distance learning, and the asynchronous distance learning platform of the International University of Greece e-learning.

The educational and administrative services of the PSP support the following staff:

- The teaching staff consists of 10 faculty members (their full profile is available on the website of the PSP (<https://msclogistics.ihu.gr/>) and 8 external lecturers.

-The administrative staff consists of 1 permanent employee and 2 external associates. Furthermore, the department does not have a permanent technical officer responsible for the management of computer and network systems and services.

## **II. Analysis**

The PSP provides high-quality student support services for their academic needs. The professors are interested in the academic progress of the students, providing general counselling on academic issues. Guidance is also provided regarding the planning of courses and the improvement of academic performance for the needs and knowledge of each student. Postgraduate students have access to online education support services such as webmail, access to a wireless network, access to asynchronous education systems (e-class and Moodle), as well as services provided by individual Departments of the University such as the Student Advocate, Liaison Office, Practical Training, etc. The PSP website provides information about Postgraduate Students Teaching Courses.

All courses taught in the Master's program have a website with useful educational material (slides, exercises, notes, solutions to exercises, etc.). The content of the PSP website is updated and enriched by the teachers on an annual basis. Email communication is promoted to solve all possible problems while there is also an online platform where there are lecture materials, case studies, and other useful links. Finally, the students have access to the library and journal databases.

Students are informed about Erasmus and Erasmus+ through personal meetings and not through the PSP website. Nevertheless, students can participate in the ERASMUS+ exchange program. In recent years no participation has been observed. The tuition fees of the PSP are allocated to cover operational program needs such as secretariat support, fees for teachers, scholarships, purchase of print and electronic materials, laboratory and office equipment, procurement and maintenance of equipment, consumables, display and advertising costs, travel of conferences, and supervision of postgraduate students' internships. Also, the PSP may grant rewarding scholarships to selected postgraduate students.

## **III. Conclusions**

The PSP uses academic staff who has the knowledge as well as the professional experience to prepare students in the logistics industry. Through the use of innovative teaching methods and the use of case studies as well as the use of digital programs, the professors create professionals in the industry. The PSP

provides advanced knowledge in scientific fields and logistics science research areas related to supply chain management issues, including participation in conferences and educational leaves.

### Panel Judgement

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

### Panel Recommendations

R6.1 Increase the participation of students in Erasmus and Erasmus+ and other mobility programs.

R6.2 Consider company visits in the logistics field to expose students to real work environment.



## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

*Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.*

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

*The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:*

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Supply Chain Management OMEA team of the Department has at its disposal administrative personnel and automated systems both from the university and the Department to manage the collection, processing, analysis, and presentation of the data that is vital to monitor the quality of the Postgraduate Program of study.

Resources available to the EEAP to assess the Information Management capabilities for the Program included:

- The presentation of Professor Ch. Achillas

- Document A1 Proposal for Accreditation
- The video presentation of the on-line tour on facilities
- Departmental website <https://msclogistics.ihu.gr>
- The website of MODIP <https://modip.ihu.edu.gr/>
- Φοιτητολογία <http://egram.cm.ihu.gr/>

## **II. Analysis**

Computerized systems available to the Postgraduate Program for purposes of information management include:

- The ETHAAE comprehensive national information system for quality (ΟΠΕΣΠ). It stores annually quality data from the MODIP teams of all Greek institutions of higher education.
- The university information system for managing all categories of quality data gathered by MODIP
- The system of electronic secretariat (φοιτητολόγιο)
- The system for electronic education, such as e class
- The system for managing the funds for research and special projects (Ε.Λ.Κ.Ε)
- A system ( Turnitin) for monitoring plagiarizing
- Other special purpose systems for activities such as evaluation of prospective new faculty or postgraduate students, processes of collecting assorted information from faculty members, and surveys from graduates and businesses.

The main categories of data gathered, processed, and analysed include:

- Student related data, including personal, registration, academic progress data, and course evaluation results.
- Academic staff related data, such as professional activity profiles, research activities and projects, academic service, and others.
- Data related to the support infrastructure, such as office equipment, consumables, research apparatus, if applicable and others.
- Data for the Postgraduate Program structure such as courses taught, student number per class, average student grade per class and per semester and others.
- Data related to assorted student services and requests.

## **III. Conclusions**

The EEAP feels that the combination of human services and computer systems available for the PSP constitute a solid information gathering, processing and dissemination mechanism which serves the entire range of the information flow that must be managed.

## Panel Judgement

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

## Panel Recommendations

NONE

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**  
**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

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

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

**Documentation**

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

**Study Programme Compliance**

**I. Findings**

Information about the objectives and structure of the program, specialization, research interests and CVs of faculty members, and other documents is available on the website of the program. There are links to a shortened version of the study guide and the Government Gazette, the latter providing detailed information about the establishment, objectives, internal procedures and rules, quality assurance policy, and operation of the program. The information is clear and up-to-date but not complete with respect to course outlines (only course descriptions are available). Navigating the website of the program is easy. The website of the program can be reached either directly by conducting a Google search in Greek or by accessing IHU's website. The website is only available in Greek.

**II. Analysis**

While the information available on the website of the program in Greek is up-to-date, clear and more or less adequate to answer queries a prospective student or a member of the general public may have, absence of an English version limits the marketability and visibility of the program and does not help faculty and, perhaps, student mobility.

**III. Conclusions**

The program has an up-to-date, informative, though less than complete website.

## Panel Judgement

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

## Panel Recommendations

R8.1 Develop an English version of the program's website.

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

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

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

*The above comprise the evaluation of:*

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

*Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The following sources of information were examined by the EEAP to assess compliance of Principle 9 with the requirements of the ETHAAE Accreditation:

- The presentation of the Program Director Professor Ch. Achillas
- The MODIP sub link of the institutional website

<https://www.ihu.gr/modip/internal/> which contains the Departmental Internal Evaluation Reports for 2019-2020, 2020-2021 and 2021-2022 among other Internal Evaluation Reports for the School of Economics and Business Administration.

- The institutional Quality Manual.
- Document A1 Proposal for Accreditation
- Document A8 Results of Internal Evaluation by MODIP
- The website for the Department of Supply Chain Management  
<https://msclogistics.ihu.gr>

- The important sources of information for assessing the Internal Evaluation of the Program were the Internal Evaluation Reports of the Department which include a section of the Supply Chain Postgraduate Program evaluation and are available on the MODIP website, (<https://www.ihu.gr/modip/internal/>), for the following academic years:

2019-2020 (file I - DSE\_Esoteriki\_Axiologisi\_2019-2020.pdf)

2020-2021 (file 2020-2021-ΔΙΟΙΚΗΣΗ-ΕΦΟΔΙΑΣΤΙΚΗΣ-ΑΛΥΣΙΔΑΣ.pdf)

2021-2022 (file I - ΔΕΑ\_Εσωτερική\_Αξιολόγηση\_2020-2021.pdf).

## **II. Analysis**

The Accreditation Proposal file A1 section dealing with Principle 9 is a verbal repetition of the process and the requirements of Internal Evaluation without being accompanied by any documentation to summarize results, findings, conclusions and follow up actions and decisions. The presentation of the Program director did not refer to the Internal Evaluation Process. File A8 Results of the Internal Evaluation referred to the 2021 process and was a verbal description of findings, Program strong and weak points, preventative, and corrective actions to be undertaken.

The EEAP examined the latest one (2021-2022) and focused primarily on the Internal Report sections that concerned the Postgraduate Program of Studies. It was observed that collectively, the annual report documents were misdated, somewhat confusing and overlapping, and very difficult for the EEAP to authenticate their accuracy. For example, the report for 2020-2021 was dated as 2021-2022 and both were almost duplicates of each other, even in terms of some of the quantitative indicator values that were entered in accompanying tables.

Even though it is not a mandatory requirement, the Internal Evaluation Reports were modelled after the ETHAAE template (file) 2498-ypodeigma\_ekthesis\_esoterikis\_aksiologisis2011.docx. That was a good decision because this template includes numerous verbal statements and inquiries about many issues of interest that must be tracked regarding the evaluation and assessment of any Postgraduate Studies Internal Evaluation Program. The answers are either verbal statements or measurable indicators extracted from data that has been gathered. These quantitative values are entered in appropriate tables which are part of the template. As such, the template serves as a standard model which can be reused over time by just updating the information and the tabular entries, thus making the task of the Internal Evaluation process easier in the future and serve as a tool for historical comparisons.

The EEAP believes that by adopting this template MODIP conducted the Internal Evaluation of the Program in a disciplined manner. The tabulated numerical values, however, even if they have been extracted from reliable data gathered, were not properly justified, or documented. This is where the institutional Quality Manual must be used, which besides providing the Internal Evaluation process road map, makes available several standard forms (Διεργασία 4, Έντυπα) some of which can be utilized, as it may be appropriate, for documentation of the results.

### III. Conclusions

Disregarding any possible inaccuracies in the data included therein, the procedure and execution of the Program’s Internal Evaluation report presented by MODIP was satisfactory. Several improvements and enhancements, especially as they pertain to the consultation of the Institutional Quality Manual and the use of some of the forms suggested for documenting results and procedures, will result in a substantial improvement. However, the way the Internal Evaluation reports were organized, assembled, and presented was very confusing and misleading.

#### Panel Judgement

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

#### Panel Recommendations

R9.1 Improve and enhance the Internal Evaluation process by utilizing the Institutional Quality Manual ‘s process 4 (Διεργασία 4) and appropriate accompanying forms for the documentation.

R9.2 Incorporate as many goal KPIs as possible in the Internal Evaluation process to enhance the quantitative content and facilitate assessments and comparisons for associated issues of concern in the future.



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

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

Similar documents as those for Principle 9 were examined for this Principle. File A1 Proposal for Accreditation, file A8 Minutes of MODIP on the Results of the Internal Evaluation and file A18 Progress Report. These were supplemented by:

- The presentation of the Program Director Professor Ch. Achillas.
- The Program's website
- The MODIP website sub link <https://www.ihu.gr/modip/useful-documents/> which lists several ETHAAE documents and examples for assistance and optional consultation for both the Internal and External Evaluation Procedures. The Postgraduate Program Internal Evaluation report, followed the structure of the ETHAAE template 2498-ypodeigma\_ekthesis\_esoterikis\_aksiologisis2011.docx.
- The institutional Quality Manual.

#### **II. Analysis**

Evaluation of this Principle has not been included in the External Evaluation report of the Postgraduate Program in the Supply Chain Program. As a result, the EEAP cannot evaluate or comment on this Principle. However, the EEAP recognizes that text material presented in file A18 Progress Report, demonstrates that a reasonable attempt was made to look at the latest External Evaluation Report of the Institution and identify recommendations in that document which would be equally applicable to the Program, adopt them and include them and discuss them within the context of the Internal Evaluation Process. The only drawback is

that this document should follow the standard structure and format which is typically used in the A18 Progress Report document, as pointed out in the recommendations section below.

### III. Conclusions

There has not been an External Evaluation of the PSP yet. However, an attempt has been made to identify recommendations from the Institutional External Evaluation Report equally applicable to the Program and adopt them for consideration.

#### Panel Judgement

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

#### Panel Recommendations

R10.1 It is recommended that the Progress Report associated with any future External Evaluation of the Program should be in the standardized tabular form which for every recommendation under consideration displays:

- The description of the recommendation
- Anticipated results
- Actions (to undertake to accomplish the anticipated results)
- Responsibilities (Individuals responsible for each action)
- Timetable for anticipated completion
- Resources required ( Staff, Financing, other)

## **PART C: CONCLUSIONS**

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

- The PSP has a well-defined market in the areas of Supply Chain Management.
- The well-qualified faculty who teach at the programme makes the PSP a strong attraction for prospective students.
- Faculty is easily accessible to students and is passionate about their work, as evidenced by the results of the student evaluations.

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

- Faculty should be engaged more in their research dissemination through high visibility, peer-review conferences.
- The internal review process as well as the associated outcomes should be documented, justified, implemented and the decisions communicated to all affected academic units.
- The international mobility of faculty is relatively low and the participation of students in the Erasmus and Erasmus+ exchange programs is absent.

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

- Establishment of an advisory board to include stakeholders from academics and representatives of organizations that tend to employ graduates.
- Streamline and enhance the standardized process of Internal Evaluation, accompanied by adequate documentation such that it can be repeated annually and reveal the changes, upgrades and modifications as compared to the previous one.
- The university should develop a formal professional Development program to address the developmental needs of the faculty members.

#### IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **6, 8, and 9.**

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

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

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

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**2. DEDOUSIS EVANGELOS**

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**3. ECONOMIDES SPYROS**

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