



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
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for Higher Education

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Accreditation Report

for the Postgraduate Study Programme of:

MSc in Sustainable Agriculture and Business

Department: Humanities, Social Sciences and Economics

Institution: International Hellenic University

Date: 23/11/2024

NOTES

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Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **MSc in Sustainable Agriculture
and Business** 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 MSc in Sustainable Agriculture and Business of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Alexandrou Athanasios (Chair)
(Title, Name, Surname)
California State University - Fresno
(Institution of origin)
2. KATOPODES NIKOLAOS
(Title, Name, Surname)
University of Michigan
(Institution of origin)
3. KOKKALA IRENE
(Title, Name, Surname)
University of North Georgia
(Institution of origin)
4. MANGANARIS GEORGE
(Title, Name, Surname)
Cyprus University of Technology, Department of Agricultural Sciences, Biotechnology and Food Science
(Institution of origin)
5. ΚΑΜΠΕΡΟΣ ΙΩΑΝΝΗΣ ΔΗΜΗΤΡΙΟΣ
(Title, Name, Surname)
Agricultural University of Athens
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The members of the External Evaluation and Accreditation Panel (EEAP) for the review of the new postgraduate study programme, in Sustainable Agriculture and Business, at the International Hellenic University were appointed by the Hellenic Authority for Higher Education (HAHE) from the Register of Independent Experts on 15 November 2024, in accordance with Laws 4009/2011 and 4653/2020. The EEAP reviewed all the supplied documents (which we, as panel members, had pre-read and listed below in tabulated form) and agreed on the key questions and issues to focus on during our evaluation.

A0	Table of Contents
A1	Proposal for the Academic Certification
A2	Academic Unit Quality Policy
A3	Academic Unit Quality Indicators
A4	Decision to Establish Postgraduate programme
A5	Course Study Guide
A6	Course Outline
A7	Teaching Staff
A8	MODIP Report
A9	Student Evaluation of Instruction
A10	Regulations for the Operation of the Students' Complaints and Objections Management Mechanism
A11	Regulations for the Operation of the Institution of Academic Counsellor
A12	Internal Regulation of the New Programme of Studies
A13	Regulations of the Ethics and Research
A14	Regulation Regarding Studies, Practical Training, Mobility, Assignment Writing.
A15	Diploma Supplement Template in Greek and English language
A16	Summarised Information on the Academic Staff Achievements
A17	Institutional Data Report (2022) from the

The first day of the online meeting began on Monday, 18 November 2024, at 15:00 (all times are in Greek time). During the initial Zoom meetings, the following administrators participated:

- Assoc. Prof. Nikolaos Monokrousos, Director of PSP MA in Bioeconomy: Sustainable Agriculture and Business and MA in Sustainable Agriculture and Business
- Prof. Korina Katsaliaki, Deputy Head of the Dept. of Humanities, Social Sciences and Economics
- Assist. Prof. Stefanos Kordosis, Steering Committee of the Dept. of Humanities, Social Sciences and Economics
- Lecturer, Fragiskos Archontakis, OMEA member of the Dept. of Humanities, Social Sciences and Economics
- Prof. Maria Papageorgiou, MODIP Member
- Ms. Katerina Karavasili, MODIP staff

They provided a brief and comprehensive overview of the postgraduate programme, including its academic profile, status, strengths, and potential areas of concern, and responded to the committee's questions. Subsequently, the committee met with members of the school and university to discuss the facilities and services offered to students. A video presentation was shown. The university members who participated are:

- Assoc. Prof. Nikolaos Monokrousos, Director of PSP MA in Bioeconomy: Sustainable Agriculture and Business and MA in Sustainable Agriculture and Business
- Lecturer, Fragiskos Archontakis, OMEA member of the Dept. of Humanities, Social Sciences and Economics
- Ms. Angeliki Chalkia, Programme Manager PSP BBL/SAB
- Ms. Anastasia Radisi, Course Officer PSP BBL
- Ms. Efthymia Mavridou, Course Officer PSP SAB
- Ms. Aikaterini Katsaouni, Library staff, IHU/Thermi

On Wednesday, 20 November, the committee met at 15:00 with the faculty of the programme. The participants included:

- Dr. Stella Zografou, Laboratory Teaching Personnel, Dept. of Humanities, Social Sciences and Economics, International Hellenic University
- Lecturer, Fragiskos Archontakis, Dept. of Humanities, Social Sciences and Economics, International Hellenic University
- Dr. Panagiota Galetsi, Academic Scholar, International Hellenic University
- Dr. Ioannis Kroustalis, Academic Scholar, International Hellenic University
- Dr. Dimitrios Triantakoustantis, External Associate, Researcher, ELGO-DIMITRA Organization
- Dr. Gerasimos Peteinatos, External Associate, Researcher, ELGO-DIMITRA Organization
- Assis. Prof. Nikoletta Ntalli, Dept. of Agriculture Crop Production and Rural Environment, University of Thessaly
- Dr. Christina Emmanouil, Laboratory Teaching Personnel, Dept. of Spatial Planning and Development, Aristotle University of Thessaloniki

The committee met with the following students of the programme.

- Ms. Evgenia Rizou, student, 3rd semester
- Mr. Nikolaos Palaioroutis, student, 3rd semester
- Ms. Manuela Salome Parra Vaca, student, 3rd semester
- Mr. Vasileios Bourlis, student, 5th semester
- Ms. Anna Papatheodorou, student, 3rd semester
- Ms. Angeliki Zavra, student, 3rd semester
- Ms. Rea Sekertzi, student, 3rd semester
- Ms. Georgia Athanasiou, 3rd student, semester

And the following graduates of the programme:

- Ms. Snezhana Mourouzidou, graduate 2023, PhD candidate, Dept. of Humanities, Social Sciences and Economics of International Hellenic University
- Mr. Georgios Bizos, graduate 2019, Agronomist, Field Scientist at “SGS Greece Company”
- Ms. Cleopatra Pantazi, graduate 2022,

Agronomist, Assistant Production Manager at “Youphoria Fruits Company”

- Mr. Christos Sarakapinas, graduate 2022, Scientific Representative at Pharmaserve-Lilly S.A.C.I.
- Ms. Konstantia Sarri, graduate 2023, Agronomist at “Anthesis P.C.” Company
- Ms. Aspasia Resinioti, graduate 2019, Agronomist at Department of Field Production at “Vezyroglou Farm”
- Ms. Eleni Sofoulaki, graduate 2022, PhD candidate, Dept of Agriculture of Hellenic Mediterranean University
- Ms. Aikaterini Kourkouni, graduate 2020, Agronomist & Head of Department of the Greek Payment Authority of Common Agricultural Policy (C.A.P.) Aid Schemes (OPEKEPE)

At 18:30, the committee met with the following employers and social partners of the MSc in Bioeconomy: Sustainable Agriculture and Business.

- Dr. Georgios Ntinis, Researcher at the Institute of Plant Breeding and Genetic Resources (IPB&GR) of the Hellenic Agricultural Organization “ELGO-DIMITRA”
- Dr. Vasileios Aschonitis, Researcher at the Soil and Water Resources Institute of the Hellenic Agricultural Organization “ELGO-DIMITRA”
- Mr. Ioannis Lakasas, Field Trials Manager at “SGS Greece” Company
- Mr. Dimitris Tsoumanis, Agronomist at “AGROEFODIA HMATHIAS” Company & Collaborator at “SYNGENTA HELLAS” Company

The EEAP had a meeting to discuss the findings with:

- Assoc. Prof. Nikolaos Monokrousos, Director of PSP MA in Sustainable Agriculture and Business
- Prof. Korina Katsaliaki, Deputy Head of the Dept. of Humanities, Social Sciences and Economics
- Assist. Prof. Stefanos Kordosis, Steering Committee of the Dept. of Humanities, Social Sciences and Economics
- Lecturer, Fragiskos Archontakis, OMEA member of the Dept. of Humanities, Social Sciences and Economics
- Ms. Katerina Karavasili, MODIP staff

The entire process was conducted in a spirit of great collaboration. The staff were helpful and honest about the issues concerning the programme, and they were highly willing to provide any additional information we requested.

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The International Hellenic University (IHU) was initially established by Law No. 3391/2005 and restructured in 2019 under Law No. 4610/2019. IHU was Greece's first public university to offer programmes taught exclusively in English. Based in Thessaloniki, it comprises eight (8) schools and twenty-five (25) departments, with campuses in Thessaloniki, Serres, Katerini, and Kilkis. Two of its schools, the School of Humanities, Social Sciences, and Economics, and the School of Science and Technology, form the University Center of International Programmes of Studies (UCIPS) at IHU, offering programmes exclusively in English.

The PSP in Sustainable Agriculture and Business is part of the School of Humanities, Social Sciences, and Economics. The school aims to provide an inspiring academic environment and high-quality education, emphasizing excellence and an interdisciplinary approach. It comprises the Department of Humanities, Social Sciences, and Economics, which offers twelve (12) postgraduate programmes.

The graduate programme MSc in Sustainable Agriculture and Business within the Faculty of Humanities, Social, and Economic Sciences was designed to address modern needs and requirements in its specific academic field. It has been operating since the academic year 2018–2019. It actively integrates and promotes distance learning, characterized by diverse resources, teaching styles, and techniques that reflect the dynamic environment in which the University operates. Distance learning removes spatial and time constraints, offering numerous advantages. The postgraduate programme's objectives are:

- The provision of interdisciplinary education in the field of sustainable agriculture, which at the same time allows the development of all those skills required for effective production and the successful disposal of agricultural products.
- The provision of basic administrative, technological, financial and other related services knowledge which is necessary for the successful development of small, medium and large agricultural units.
- The provision of basic administrative, technological, financial and other related services knowledge about careers in organizations, governments and businesses of all those branches related to agriculture

The programme adopted the quality assurance policy of the university. The purpose of the

quality policy at the International Hellenic University is the continuous and systematic assurance, improvement, and strengthening of quality within the institution, the department, and the MSc in Sustainable Agriculture and Business. The policy includes specific benchmarks that govern the quality assurance procedures in place to ensure high quality across all aspects of the programme's work. Therefore, the quality assurance policy reflects the systematic, structured, and ongoing commitment of the programme to providing high- quality training, recognizing that the primary responsibility for quality assurance lies with the institution itself. The main criteria include:

- Unified approach: The establishment of procedures that specify the requirements of the MSc in Bioeconomy: Sustainable Agriculture and Business.
- Extroversion: Quality assurance processes are enhanced through the involvement of other interested parties ("stakeholders").
- Quality culture: The existence of a management framework to support and enhance quality, forming the foundation of a quality culture in the programme.
- Global approach: Quality management in the MSc in Bioeconomy: Sustainable Agriculture and Business is a global approach that encompasses all of its activities.
- Strengthening quality: In addition to ensuring systematic compliance with the conditions for quality assurance set by the current institutional framework.
- Responsibility: Responsibilities for quality assurance of the MSc in Bioeconomy: Sustainable Agriculture and Business, within the Department and the International Hellenic University, should be clearly defined.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The learning outcomes of the PSP are appropriate for level 7, according to the European and National Qualifications Framework for Higher Education
- The Quality Assurance Policy is sufficiently communicated to all parties involved
- The academic unit established a Quality Assurance Policy (QAP) document that includes a commitment of the academic unit for its implementation, its continuous improvement
- The QAP document is publicly available in the website of the PSP in the Greek language
- Quality goals are partially paired with the suitable KPIs – this is an issue also reported in Document A18 from previous evaluations (R3.3 The academic personnel of IHU should be more clearly involved in the establishment of quality goals and relevant KPIs)

II. Analysis

- The graduates of this PSP are expected to enhance their competencies and seek a position of professional maturity
- The program director and program manager were passionate about working beyond the line of duty to achieve excellence. All additional requested documents were provided in a timely manner
- The QAP document is not providing in a clear manner the objectives and expected outcomes of the offered PSP
- The QAP documents does not elaborate in PSP commitment towards the efficient use of the financial resources that may come from the tuition fees
- The QAP document is not being offered in English language
- There is lack of sufficient KPIs as quality indicators

III. Conclusions

The nature and the complementarity of the offered MSc program that is already receiving a good number of applicants is expected to further enhance the visibility and recognition of the International Hellenic University. A number of recommendations are provided in order this program in the future to be considered fully compliant towards Principle 1.

Panel Judgement

Please tick one of the following:

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

Non-compliant	
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Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To enhance adherence to Principle 1, the EEA Panel recommends the following:

- The QAP publicly available document to be offered in English language
- The QAP document to be amended in order (1) to include objectives and expected outcomes of the offered PSP and (2) to elaborate in PSP commitment towards the efficient use of the financial resources that may come from the tuition fees
- To set specific, measurable, achievable, relevant and timely goals regarding the PSP, and especially in respect of teaching methods, student satisfaction, learning outcomes and research output

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The EEAP was highly positive by the design and delivery of the PSP in “Sustainable Agriculture and Business” at the International Hellenic University. The PSP covers a broad selection of topics in the field of Sustainable Agriculture. There are several elective courses addressing the professional interests of most students. There is little overlapping with the content of similar undergraduate courses; thus, the students’ needs to augment their knowledge are fully satisfied.
- The quality of the PSP at the postgraduate level is very good, and the structure of the program is balanced and well articulated. The percentage of students graduating within three to four semesters is excellent and better than similar PSPs in Greece. The grading seems fair, and the students are able to focus on learning rather than worrying about grades. The remote, synchronous and asynchronous delivery of the PSP has been successful, and is essential for its success. Finally, the Student Guide is satisfactory and appreciated by current and past students.
- The alumni and stakeholders interviewed by the EEA Panel were enthusiastic about the PSP and the knowledge acquired by its graduates. However, there is no formal procedure in place for periodic revisions of the curriculum. The interview of past students and stakeholders revealed only a casual consultation with external experts, students, and graduates. The EEA Panel found no evidence of advice by an External Advisory Board in the strategic development of the PSP, potential curriculum enhancements, research needs, and alternative funding sources. It was also evident that the faculty does not value a formal External Advisory Board, and believes such a Board is unnecessary since it is not mandated by current legislation. In addition, there is no evidence of student participation in the curriculum development although there is a desire by many to contribute to improving the curriculum.

II. Analysis

- Although the PSP in “Sustainable Agriculture and Business” has been operating successfully for seven years, the EEA Panel is concerned that the program relies heavily on a single individual. The current success of the operation is only due to the extraordinary contributions of the PSP director; however, the majority of the remaining instructors consist of external collaborators whose short-term appointments do not allow substantive contributions to the quality of

the program. Furthermore, the PSP is housed in the Department of Humanities, Social Sciences, and Economics of the IHU, thus the subject of Sustainable Agriculture is not naturally embedded in the philosophy of the faculty.

- The use of and training in instrumentation and field applications is rather low. The students seemed confident in theoretical topics, but few had any experience in laboratory or field measurements.
- Student enrolment is almost ideal, and shows signs of potential further increase. The marketing of the PSP seems to be very effective, as evidenced by the high percentage of international students.
- The EEAP was impressed by the proficiency of the students in the English language, which is considerably higher than that encountered in similar PSPs in Greece.

III. Conclusions

The program is substantially compliant with Principle 2. Below are some recommendations that may enhance its quality.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To enhance adherence to Principle 2, the EEA Panel recommends the following:

- Prioritize hiring additional faculty in the field of sustainable agriculture to distribute the planning, directing, teaching, and mentoring of students among several permanent faculty members.
- Assemble and publicize an External Advisory Board regarding the strategic development and enhancement of the program.
- Establish a formal process for students to participate in the continuous improvement

of the curriculum.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The PSP is following principles of student-centered education through providing flexible learning opportunities since the program can be completed through full time or part time schedule (2 or 4 years to complete the degree), delivering the content through face to face or online, using synchronous and asynchronous modalities accommodating students' schedules, and delivering the courses during weekends.
- The program includes mandatory courses and one elective course selected by the students from a list of options.
- Student class participation is high and assessments are based on exams and other assessment methods are also employed (assignments/group projects) and weighted towards the final grade for each course.
- The role of academic advisor although clearly defined by the department, is weakly applied for the program and instead the director of the program plays a role of mentor for all the students, directing them to appropriate resources as needed.
- All course frameworks (syllabi) describe the aims/learning outcomes, contents, resources (texts and articles) and are published in the student handbook. Currently utilised assessment criteria methods and detailed schedules/timelines are published within the eLearning platform.
- There is a low participation of students in the course evaluations as highlighted in A8 document. Overall, the student evaluations of courses indicate high satisfaction with the only weak point the utilization of the library.
- There is a published procedure for appeals handled by a committee of three faculty. There is also a student ombudsman focusing on non-course specific issues.
- Both the University and the department have developed and operate the appropriate infrastructure/offices dedicated to supporting students and responding to their concerns.

II. Analysis

- The PSP engages student centered practices to provide excellent education opportunity to students.
- The course composition of mandatory courses with one elective course may be reviewed with the possibility to increase the number of elective courses. Including more elective courses will contribute to increased flexibility and the potential for students to develop personalized skills.
- The level of involvement of the program director is impressive.
- Consideration should be given to distributing some of the duties among the faculty, such as serving as academic advisors for the students of the program.

III. Conclusions

The PSP is organised in a positive, student-centered learning environment that allows for variability in modes of delivery and offers flexible learning paths. Efforts should be made to increase the student participation in course evaluations. The

program should further promote the role and services offered by the Academic Advisor and consider a formal assessment of Academic Advisors by students.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To enhance adherence to Principle 3, the EEA Panel recommends the following:

- To secure a considerable number of on-site attendance for hands-on experience
- To increase the student participation in course evaluations.
- To promote the role of academic advisors beyond the work accomplished by the director.
- To include more than one elective course in the plan of study.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The PSP has set the desired number of postgraduate students admitted per academic year to 25. The admission process considers various factors, including a degree from an accredited university, English language proficiency, and work experience.
- The official website of the PSP and the student guide function as the main sources of information for the students. The guide covers admission requirements, study activities, duration, attendance terms, course syllabi, learning outcomes, and the code of research ethics. Smooth navigation of the website provides all essential information to the students efficiently.
- Following admission, each student is assigned an academic advisor for guidance. The study stages, outlined in the PSP regulations, include theoretical courses and a graduate thesis that could consist of a literature review or a research-based project. Examination processes, course grading, and graduation requirements are well-defined.
- Monitoring of student progress is carried out personally by the student

adviser and the PSP director. Full-time students are expected to complete all degree requirements in three to four semesters depending on the adopted type of thesis. There are detailed instructions for the writing of the thesis, the literature review or research, and its evaluation by a faculty committee. Research-based theses are strongly encouraged, and the students who follow this path are advised to also write a paper for journal publication.

- Practical training is not uniformly achieved by all students. The facilities of collaborating laboratories are made available to students working on a research-based thesis; however, most students have limited opportunities to experience these laboratories due to the completion of their studies distantly.
- The program adheres to the European Credit Transfer System (ECTS) and is organized into three or four semesters depending on the type of thesis pursued. The first and second semesters each correspond to 30 ECTS based on course work. The graduate thesis contributes 30 or 60 ECTS, depending on the thesis type, for a total of 90 or 120 ECTS.
- Course examinations, assignments, and reports are submitted electronically. There is a well-documented process for maintaining the integrity of the student's work and preventing plagiarism. The Diploma Supplement is issued in both Greek and English without a special request.
- The evaluation of instructors by postgraduate students occurs regularly at the end of each semester through an anonymous electronic questionnaire conducted by the Quality Assurance Unit of the University (MODIP/IHU).

II. Analysis

- The PSP provides a comprehensive coverage of its focus areas and offers several opportunities for further specialization. The program strongly encourages student mobility in Erasmus+, and several of the students interviewed acknowledged the benefits of this program.
- Instructors may review their evaluation results. However, there is no formal assessment committee, and any modification is left to the discretion of individual instructors. Since most of them are external collaborators, there is no memory of course changes or accountability for course improvement.
- From the interviews with the students and graduates it was questionable to what extent were capable to attend courses offered in English.

III. Conclusions

- The PSP strictly follows HAHE standards and is recognized for the broad coverage of the subject areas. Feedback from current students, recent graduates, and stakeholders reflects a positive experience with the program. The EEA Panel affirms the program's substantial compliance with Principle 4. This can be further improved by some simple modifications.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To further enhance adherence to Principle 4, the EEA Panel recommends the following:

- To make practical training available to all students by adopting a virtual reality system for laboratory experience.
- To create a departmental assessment committee, consisting of permanent faculty members, to monitor course evaluations and coordinate course modifications.
- To confirm the adequacy of MSc candidates prior to acceptance that they can communicate sufficiently in English, both oral and in written form.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The PSP program features a diverse and highly qualified teaching staff responsible for a significant workload, including contact hours, supervision, and project management.
- Faculty members from the School of Humanities, Social Sciences, and Economics contribute to the MSc in Sustainable Agriculture and Business, along with faculty members from other Schools within the same or other universities in the country, in accordance with current provisions.
- The program's Director is a faculty member of the School of Humanities and Social Sciences, while the rest of the teaching staff is employed on a part-time

basis in accordance with current legislation.

II. Analysis

- The programme's Director recruits teaching staff based on their expertise and the needs of the program, in accordance with current legislation. Compensation is determined by decisions made by the University's President. Teaching staff adhere to relevant policies and regulations. Classes in the program are conducted in English, primarily on weekends and mostly remotely.
- The committee considers the technical support provided to be appropriate. The teaching staff has demonstrated sufficient flexibility and is able to address students' inquiries using various methods, including dedicated cell phone lines.
- The teaching staff exhibit a good quality of research activity relative to their career stage, with most gaining international recognition. This is reflected in the number of publications in refereed journals, citations, and h-index scores.

III. Conclusions

The program adheres to all applicable regulations, policies, and procedures in recruiting qualified teaching faculty. It encourages innovation and provides strong technical support for course delivery. The faculty members and academic staff consistently go above and beyond their responsibilities to fulfill their educational commitments.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

EEAP recommends that a full-time faculty member assist the program's Director.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The PSP uses 10 shared lecture rooms with 650 total seats accessible by individuals with special needs. The lecture rooms are equipped with videoconference equipment for remote access. Two fully equipped state-of-the-art teleconference rooms. There are also three shared laboratories. Although the program is offered as a hybrid, both online and face to face, emphasis is given to remote access to accommodate the needs of most students. There is access to dormitory space and dining facilities if needed.

- The program is supported by a robust information technology department with specialized personnel supporting users during extended hours including weekends when courses are offered. The eLearning platform is managed by IT supporting both instructors and students. There is remote access to university computers through VPN connection allowing the use of all software managed by the University. There is fiberoptic campus network providing high speed connection, campus-wide wireless connection, and a state-of-the-art data center. The students have access to library databases and several videoconferencing platforms such as Zoom, Teams, Webex, etc.
- The support services including course office, counseling services, library, ombudsman are significant with excellent personnel in numbers and expertise. Information of all available services are included in the student handbook and the program website.

II. Analysis

- The PSP is housed in adequate building spaces based on the number of faculty and students.
- The students have an established array of support services.
- The library holdings and access are significant. In general, the students are supported by the faculty in different ways, and they have access to them for assistance and they are aware of what services are available to them.
- The infrastructure elements are extensive with central focus on IT services supporting remote access.

III. Conclusions

Support services and resources are extensive and of high quality and well communicated to the students, taking into account the needs of students engaging in a hybrid interdisciplinary program delivered both face to face and online.

Panel Judgement

Please tick one of the following:

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

EEAP has no recommendations for this section.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The academic unit has established procedures for the collection of data regarding: student body, teaching methods and student progression. There is no established procedure for the collection of data related to employability and career paths of graduates.
- For data collection purposes, the academic unit utilizes both e-class and e-Learning platforms and conducts regular electronic surveys regarding student satisfaction.
- The student satisfaction survey is conducted regularly.
- Information obtained from the satisfaction surveys are systematically

analysed and communicated. Results could be used towards improvement.

- The academic unit analyses and evaluates limited data related to the availability and accessibility of resources (equipment, social services, IT facilities etc.).
- Data collected are not presented in graphs that would allow interpretation and comparisons.

II. Analysis

- The academic unit demonstrates a comprehensive framework for data collection and monitoring across multiple dimensions of its postgraduate programs. However, a significant gap exists in the systematic tracking and longitudinal assessment of alumni career progression post-graduation. The absence of a formalized graduate follow-up mechanism impedes the unit's ability to assess long-term program outcomes and market relevance.
- The academic unit operates a solid digital infrastructure for data collection, combining e-class and e-Learning platforms with systematic electronic student satisfaction surveys.
- Student satisfaction surveys are conducted every semester and at graduation (exit survey).
- Statistical analysis of student satisfaction survey data is conducted at a foundational level and incorporated into comprehensive program evaluation reports. These analytical findings, accompanied by actionable recommendations, serve as a basis for continuous program enhancement.
- The evaluation of resource accessibility and infrastructure adequacy, encompassing equipment, social services, and IT facilities, is currently limited to a single metric within the student satisfaction survey.
- The current data visualization practices lack comprehensive graphical representation of information collected across multiple resources. The absence of comparative visual analytics and interpretative graphical displays impedes effective trend analysis and meaningful cross-dimensional comparisons.

III. Conclusions

While the academic unit demonstrates strong foundational practices in digital data collection and regular student surveying, several critical areas require enhancement. The following recommendations are proposed to strengthen alignment with Principle 7 and advance the program toward comprehensive compliance.

Panel Judgement

Please tick one of the following:

Principle 7: Information management	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To enhance adherence to Principle 7, the EEA Panel recommends the following:

- **Alumni Tracking System:** Implement a comprehensive graduate tracking mechanism incorporating automated alumni database management and regular post-graduation surveys to monitor career progression and program relevance.
- **Data Analysis Framework:** Enhance current analytical capabilities by implementing advanced statistical tools and comprehensive KPIs to derive deeper insights from collected data and support evidence-based decision-making.
- **Resource Assessment:** Develop a multi-dimensional resource evaluation system with dedicated assessment tools for infrastructure, facilities, and services, supported by regular utilization monitoring protocols.
- **Data Visualization:** Establish an integrated visualization framework featuring standardized reporting templates to facilitate meaningful comparative analysis and trend identification.
- **Survey Enhancement:** Expand the existing survey framework to include additional assessment points and automated analysis processes, ensuring comprehensive capture of program-related feedback and timely insight generation.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- All key information regarding the academic unit and the PSP (i.e. structure, mode of attendance, criteria for assessment, degree awarded, teaching staff's CVs) are available online. Information appears in the English language only.
- There is a dedicated segment in the Department's website for the promotion of the PSP.
- All course outlines of the PSP are complete and available online on the PSP website.
- The academic unit Policy for Quality Assurance is available online on the PSP website in Greek language
- All information published in the PSP website are up-to-date, clear and easily accessible.

II. Analysis

- PSP program's website contains all the necessary information required. The exclusive utilization of English-language content aligns strategically with the program's instructional medium.
- The Department offers a dedicated website segment for the PSP program, indicating a structured approach to program visibility and information dissemination.
- A complete compilation of PSP course outlines is readily accessible through the program's online platform.
- The PSP website features a publicly accessible Quality Assurance Policy document, demonstrating the academic unit's commitment to transparency in

quality management processes and institutional accountability.

- The institution maintains a dedicated IT department that demonstrates exemplary operational efficiency in managing digital content requirements of the PSP's website. This specialized unit provides comprehensive support for website maintenance and information updates, ensuring consistent digital platform optimization and timely content management.

III. Conclusions

Principle 8 meets the requirements to the guidelines and directions provided by HAHE.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To enhance adherence to Principle 8, the EEA Panel recommends the following:

- To provide online on the PSP website the academic unit Policy for Quality Assurance in English language.
- To set up a regular schedule to review and update all website program information, ensuring content remains current and accurate.
- To implement comprehensive Search Engine Optimization (SEO) strategies to enhance the PSP program's digital visibility and accessibility for target audiences and prospective stakeholders.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The content aligns with the requirements of this postgraduate study programme and reflects the latest research in the discipline.
- The academic unit's Quality Assurance Policy regularly monitors quality indicators and recommends changes through an established process.

II. Analysis

- The curriculum of the PSP is updated every five years, as mandated by the applicable legislation. The programme's director collects recommendations from

stakeholders, instructors, and students, initiating a process that must ultimately be approved by the Ministry of Education.

- Most students graduate on time and participate fully (100%) in course and instructor evaluations at the end of each course. Student feedback indicates that the programme meets, and in some cases exceeds, their expectations.

III. Conclusions

The department actively collaborates with industry and teaching faculty and regularly monitors quality indicators regarding the curriculum to enhance the learning experience in line with its quality assurance policy.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

EEAP has no recommendations for this section.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- This is the first external review conducted by HAHE and all requested documents were of good or very high quality. No external review conducted by Agencies other than HAHE.
- The members of the permanent teaching staff of the PSP are fully aware of the importance of the external evaluation and its contribution to improvement.
- Stakeholders of the academic unit are actively engaged in teaching and research activities linked to the PSP. Notably, several research-oriented theses are being conducted in the nearby located ELGO-DIMITRA Research Institutes.
- To EEAP understanding, there is not available a streamlined procedure for the utilisation of the outcomes of the external evaluation of the PSP.

II. Analysis

- The expectations of the students, and suggestions of contact-based instructors and stakeholders about the program has to be taken into consideration.
- A streamlined procedure for the utilisation of the outcomes of the external evaluation of the PSP need to be established.

III. Conclusions

Principle 10 meets the requirements to the guidelines and directions provided by HAHE.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To enhance adherence to Principle 10, the EEA Panel recommends the following:

- The PSP must commit to ongoing internal and external evaluations to guarantee consistent improvements in line with academic standards and industry requirements.
- The PSP should undergo periodic curriculum reviews, based on feedback from external reviews
- Active engagement of stakeholders in the external evaluation of the PSP and the entailed follow-up actions

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

- Experienced faculty and staff with advanced degrees and experience
- The program director and programme manager were particularly positive and passionate about working beyond the line of duty to achieve excellence.
- The PSP has set the desired number of postgraduate students admitted per academic year to 25, selecting candidates with diverse academic backgrounds.
- Support services and resources are extensive and of high quality and well communicated to the students, taking into account the needs of students engaging in a hybrid interdisciplinary program delivered both face to face and online. Support is offered during extended hours

including weekends when courses are offered.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

- Identify prerequisite courses to emphasize the graduate level of the PSP, and create one or more remedial courses to homogenize the background of incoming students.
- Consideration should be given to including more than one elective course in the plan of study.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Prioritize hiring additional faculty in the field of sustainable agriculture to distribute the planning, directing, teaching, and mentoring of students among several permanent faculty members.
- Include laboratory, hands-on experiences for students who lack expertise in related areas as part of their remedial experience.
- Implement a comprehensive graduate tracking mechanism incorporating automated alumni database management and regular post-graduation surveys to monitor career progression and program relevance.
- To set specific, measurable, achievable, relevant and timely goals regarding the PSP, and especially in respect of teaching methods, student satisfaction, learning outcomes and research output.
- Assemble and publicize an External Advisory Board regarding the strategic development and enhancement of the program.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

5, 6, 8, 9, 10

The Principles where substantial compliance has been achieved are:

1, 3, 2, 4

The Principles where partial compliance has been achieved are:

7

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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