



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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

**Supply Chain Management**  
**Institution: International Hellenic University**  
**Date: 22 March 2025**



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή

enqa.

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation 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 new undergraduate study programme in operation of **supply chain management** 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. Prof. Michel Dimou (Chair)  
University of Toulon France
2. Prof. Evangelos Dedoussis  
The American University in Dubai, United Arab Emirates
3. Dr. Nikolaos Voukelatos  
University of Kent, United Kingdom
4. Dr. Andreas Tsopanakis  
Cardiff University, United Kingdom
5. Mrs Georgia Karyofilli  
Aristotle University of Thessaloniki, Greece

## **II. Review Procedure and Documentation**

*Please refer briefly to the Panel preparation for the new undergraduate study programme in operation review, as well as to the documentation provided and considered by the Panel. State the dates of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.*

The accreditation review was conducted between March 17<sup>th</sup> and March 23<sup>rd</sup> 2025. The External Evaluation and Accreditation Panel (EEAP) downloaded the files submitted by the Hellenic Authority of Higher Education (HAHE) administration for the Undergraduate Programme in Supply Chain Management of the International Hellenic University.

The material included, among other things, the accreditation guidelines, acronyms, the European qualifications framework, the mapping grid, the Report template, the Accreditation file, and the Accreditation management system manual.

On Monday 17<sup>th</sup>, the Panel had its internal meeting. It was followed by a first meeting with the Vice-Rector and President of MODIP, Prof. Panagiotis Tzionas, and the Head of the Department, Prof. Dimitrios Aidonis. Prof. Aidonis presented the Department and the undergraduate program and supplied the Panel with recent data about the Programme. Most of the documents on which the Panel's members had previously worked dated from 2022.

Following this first meeting, a second meeting was held with members of the Internal Evaluation Team (OMEA) and the MODIP to discuss the degree of compliance of the programme to the Quality Standards for accreditation.

The next day, the Panel had interesting meetings with the programme's teaching staff, students' representatives, and technical and administrative staff. A final meeting took place with several stakeholders and employers to discuss professional development opportunities, mobility, competence, and programme adequacy with the labor market's needs. Among the stakeholders were the former Deputy Minister of Development and Investment), the Deputy Governor of the Region of Central Macedonia), the mayor of the city of Katerini, and several representatives of industries and ports.

The last meeting was on March 18<sup>th</sup> with the programme director and the Vice-Rector.

The panel members were provided with all materials presented during these meetings. They collaborated to draft and finalize the accreditation report for the remainder of the week.

All meetings with teaching, technical, administrative staff, students, and alumni were very useful and informative. They were conducted very sincerely and constructively, and all Panel questions were answered sincerely and without avoiding any issues. Everyone the Panel met with was helpful, and all understood and accepted the requirements, principles, and objectives of the external accreditation process.

### III. New Undergraduate Study Programme in operation Profile

*Please provide a brief overview of the new undergraduate study programme in operation 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 Department of Supply Chain Management is an academic unit within the Faculty of Economics and Management at the International Hellenic University. The Department is the evolution of the Department of Supply Systems Management of the Technical University of Central Macedonia, formerly the Department of Product Standardization and Distribution of the Alexandreio Technical University of Thessaloniki. The Department is based in Katerini and has been operating since 2003-2004. It offers the only undergraduate programme in Greece with a full curriculum dedicated to Supply Chain Management. According to UNESCO's classification system, the programme is classified under category 41, "Business and Administration". The programme has been running since 2019, but its early edition goes back to 2003.

The undergraduate programme leads to a bachelor's degree in supply chain management. The Department also offers a postgraduate program in the same field. The programme is organized into eight semesters and 60 courses. Among these, 39 are compulsory, 18 are electives, and 3 courses are available but not required to complete the programme. During the seventh semester, a student can choose to go on a 3-month professional training and during the eighth semester to prepare a Bachelor thesis. Both the professional training and the thesis are elective but meet a strong preference among the students. They account for 10 ECTS each. To be awarded a Bachelor's Degree in Supply chain management, a student must obtain 240 ECTS units. The workload for equivalent ECTS units in terms of readings, assessments, etc., is rather uniform across the various courses.

Each year, 190 freshmen enter the undergraduate programme. There are 784 active students among 963 students, which regroups all students from their enrolment to the program to two years after theoretical completion—that is, 6 years. Around 20% of students are non-active. This feature is not unusual in most Greek Universities, but it is an issue that the Department needs to address. One hundred twelve students have completed the programme since its 2019 format.

The teaching staff consists of 12 permanent teaching DEP staff members, 1 EDYP member, 1 ETEP member, and 6 non-permanent teaching staff members. Three new DEP members should strengthen the teaching staff in the short run.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

***b. The strategy of the Institution for its academic development***

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

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

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

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

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

**d. The documentation of the sustainability of the new department**

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

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

**e. The structure of studies**

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

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

**f. The number of admitted students**

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

**g. Postgraduate studies and research**

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

**Relevant documentation**

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



## Study Programme Compliance

*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 Department of Supply Chain Management of the International Hellenic University has established a clearly defined Quality Assurance (QA) policy that identifies the Department's mission and activities. The latter are communicated to students, faculty, staff, and stakeholders. The QA policy has developed some key performance indicators with the actual results of the department, the methods and procedures, and the persons or groups of persons in charge of each target. In 2019, the programme was restructured to meet higher standards of quality and better adequacy with the needs of the labor market.

The Department's Graduate Employment Office provides survey data on graduates' Employment not only in the logistics sector and transportation but also in a wide range of critical sectors of the national economy, such as manufacturing, the food industry, the pharmaceutical industry, shipping companies, and retail chains. This information is essential for the programme's competitiveness and future strategic decisions. Unfortunately, the Panel did not meet with graduate students during the visit.

Some information is not updated, and some documents refer to 2021, a COVID year. Some updates could have been helpful. The first-day presentation helped cover some of these issues.

### II. Analysis

According to the department's data, 80% of graduates enter the labor market within 6 months of graduation. This number rises to 84% if we exclude graduates pursuing postgraduate studies or fulfilling military service. More than 80% of graduates work in topics related to Logistics Management, Supply Chain Management, and Supply Chain Management. Many students work in a related field before obtaining a degree (they keep working in the employing organization after the internship).

The Panel has assessed that the programme's structure and organization are well organized and smoothly run, offering maximum benefits to the enrolled students. The available academic faculty is well-experienced and qualified to support the programme. Thus, the programme is consistent with the quality assurance requirements, goal setting, and academic unit's endeavor for excellence.

### III. Conclusions

Principle 1 is fully compliant. However, the Panel would have appreciated meeting with graduate students. Some of them were present in the session with the stakeholders.

## Panel Judgement

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

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

### **Panel Recommendations**

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

R1.1 The department should develop a consulting group of stakeholders and academic staff to discuss further changes and strategic decisions in line with the changes in the labor market in the field of logistics.

R1.2 The department should periodically update documentation on sustainability.

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

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

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

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

### Relevant documentation

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

## Study Programme Compliance

*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 department's quality assurance policy complies with the Hellenic International University's policy. The department's quality strategy is based on setting strategic goals for teaching and research in collaboration with the department's strategic planning committee. The department provides modern and topical training on logistics and supply chain management, while regular revamping of the programme contents and learning outcomes is conducted. The

program's OMEA meets regularly, aiming to update its strategic objectives and audit the quantitative indicators' outcomes. The quality assurance of the department is based on several measurable principles relevant to innovation and excellence in teaching and research, student satisfaction, and provided services, as well as the willingness of the department to further internationalize their activities.

Together with MODIP, the department utilizes the university's quality assurance policies, as found in the university's quality assurance manual. All departmental quality assurance procedures are subject to periodic auditing, which is conducted by OMEA (and MODIP) on an annual basis.

The programme of studies provides a high level of education in logistics and supply chain management, with significant emphasis on the profession's applied aspects and practices. All courses have learning outcomes fully aligned to the department's expertise, with appropriate teaching and assessment practices.

## II. Analysis

There is a clear demonstration of the adoption of good practices in quality processes, which are measured by clearly defined KPIs. There is a clear vision of the direction of the institution and the department in terms of the quality of the teaching provided and the research output, as well as a strong commitment to further improving the department's infrastructure. The programme's OMEA engages with quality assurance, while there is a clear focus on developing processes for quality improvements.

There is a clear strategic focus on the programme's future, both from the department and from the institution. This is depicted in the four-year plan developed by the department, which accommodates its policies based on an analysis of the program's characteristics, the challenges it faces, and the opportunities that might arise.

## III. Conclusions

The panel considers the programme as fully compliant to the principle 2

### Panel Judgement

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

### Panel Recommendations

*Please provide your recommendations with regard to issues that need to be addressed.*

None.

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

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

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

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

#### Relevant documentation

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

#### Study Programme Compliance

*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 BSc in Logistics and Supply Chain Management was founded and operates under the auspices of the Hellenic International University, School of Economics and Business (government gazette 70/A/07-05-2019). The programme is offered by the Department of Logistics and Supply Chain Management. Given its unique nature and subject discipline in the Greek higher education sphere, it is a very popular programme of studies.

The main focus of the programme is rigorous, academic, and applied training on topics related to logistics, supply chain management, and relevant areas (marketing, quantitative methods, economics). The department's academic staff are subject experts with significant teaching and research experience.

This is a four-year program offering 60 modules. Students are encouraged to do a placement and write a dissertation. So far, 784 students are active in the programme. Its graduates are quite popular in the job market due to their specialization in a very niche business area.

## II. Analysis

The program is modern, topical, and with a strong emphasis on applied knowledge in the areas of logistics and supply chain management. Laboratories with specialized equipment are used for the appropriate training of the students, while there is a strong focus on developing their academic and job market skills. There is a clear link between the course contents and the job market requirement, as evident by the popularity of the graduates in the job market.

## III. Conclusions

The programme is fully compliant with principle 3

### Panel Judgement

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

### Panel Recommendations

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

R3.1: Further effort should be made to enhance collaboration with the industry so that future students keep having opportunities for placements and dissertations that will be conducted with joint supervision from academic staff and professionals.

R3.2 More courses should be offered in English to strengthen the program's international recognition.

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

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

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

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

### Relevant documentation

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

## Study Programme Compliance

*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 Undergraduate programme in Supply Chain Management at the International Hellenic University (IHU) implements a student-centered approach to teaching and assessment, enhancing student engagement in the learning process.

Teaching Methods:

The programme employs modern educational methodologies such as interactive lectures, case studies, and real-world supply chain simulations.

It integrates practical laboratory courses where students utilize contemporary logistics tools and ERP software.

Group projects and assignments encourage teamwork and problem-solving skills in real business environments.



Regular visits to industrial facilities and logistics companies give students practical insights into supply chain operations under actual working conditions.

Workshops and guest lectures by industry professionals help bridge the gap between theoretical knowledge and practical application.

The programme maintains close interaction between students and faculty, ensuring students receive personalized academic guidance and mentorship.

## **II. Analysis**

The assessment methods include individual and group assignments, written exams, presentations, and laboratory participation.

Continuous feedback is provided to students, allowing them to enhance their knowledge and skills. Student participation and engagement play a role in the final assessment.

At the end of each semester, students complete an evaluation report on course quality and instructor performance, which is seriously considered for curriculum updates and teaching improvements.

## **III. Conclusions**

The programme ensures that students can access modern teaching practices and assessment methods that promote experiential learning.

### **Panel Judgement**

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

### **Panel Recommendations**

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

R4.1 Digital learning tools should be further enhanced with increased use of e-learning platforms.

R4.2 More diverse teaching methodologies should be introduced, incorporating additional online learning resources and hybrid teaching models.

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

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

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

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

*as well as*

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

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

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

### **Relevant documentation**

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

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

### **Study Programme Compliance**

*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

Appropriate procedures are in place to manage all phases and aspects of studies, including admission, progression, recognition of studies, and certification.

The programme consistently recognizes and applies the European Credit Transfer System (ECTS) across the curriculum. Students need to obtain a total of 240 ECTS to graduate. The department provides the diploma supplement in both Greek and English.

Throughout the eight semesters of study, student attainment and progression are monitored by the academic faculty who teach the courses and by the academic advisor. The assessment mix comprises individual assignments, group assignments, and final exams. Student assessment allows students to demonstrate how they have achieved the programme's learning outcomes.

There is a well-defined set of guidelines and requirements for the internship and dissertation.

## II. Analysis

The department has established well-defined and appropriate admissions criteria. There is a well-structured process for newly admitted students from the point of application to the point of entry when new students are welcomed and supported with induction activities. Academic and administrative staff make students aware of the facilities available, ensuring that new students have a smooth transition to the program.

The academic advisor serves as a supplementary contact point for students.

## III. Conclusions

Appropriate and well-designed procedures are in place for all aspects of studies, from admission to certification.

### Panel Judgement

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

### Panel Recommendations

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

None

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

**Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.**

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

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

### **Relevant documentation**

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

## **Study Programme Compliance**

*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 department's policy on the recruitment, training, and further development of academic staff is in line with the overall framework in the Greek Higher Education sector and compliant with local laws and regulations.

There were 18 instructors involved in the delivery of the PSP during the latest academic year. The majority of instructors in the programme (10 out of 18) are resident faculty at the Department of Supply Chain Management, with the remaining of the teaching team consisting of 6 doctoral students and 2 lab assistants (ΕΔΙΠ – ΕΤΕΠ). The programme is supported by a team of 4 administrative staff. It should be noted that the department is currently in the

process of recruiting 2 additional members of staff, with a third position expected to be advertised soon.

Teaching performance is evaluated via anonymous student feedback and by an internal evaluation process.

## **II. Analysis**

The student-to-staff ratio (approximately 12-to-1 concerning first-year students) is within commonly accepted norms in comparable institutions. The average workload per staff member who teaches in the programme appears to be reasonable by Greek Higher Education standards.

The academic staff who teach in the programme are well-recognized experts in their fields, with significant teaching experience and research activity. There is evidence that academic staff are encouraged and supported to pursue research. Research activity is supported via internal funds at the departmental/institutional level. Notwithstanding the significant research output produced by faculty members, the department does not seem to have a research strategy with defined qualitative and quantitative KPIs in place.

## **III. Conclusions**

The department has in place an appropriate and effective process to support staff recruitment and development. The resident faculty teaching in the programme consists of highly qualified academics with substantial teaching experience and research activity.

### **Panel Judgement**

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

### **Panel Recommendations**

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

R6.1 The department is encouraged to develop a defined research strategy that will clear quantitative and qualitative KPIs.

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

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

*Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### Relevant documentation

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

### Study Programme Compliance

*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 IHU provides learning resources and student support services that facilitate academic progress and career readiness for Supply Chain Management Program students. Infrastructure and Resources:

Students can access specialized laboratories, such as supply chain simulation labs and computing centers, with advanced logistics software.

The IHU library offers an extensive collection of books, academic articles, and electronic databases related to supply chain management.

Online learning platforms allow students to access course materials, lecture recordings, and supplementary educational resources. Although the university provides a Wi-Fi network, its slow speed hinders the effective use of digital learning tools, negatively impacting the learning experience.

The program continuously evaluates and updates its resources to ensure alignment with industry developments and technological advancements.

## **II. Analysis**

An academic advisory system is in place, allowing students to receive guidance on their educational progress.

Students can participate in a three-month internship with industry-leading companies, enabling them to apply their knowledge and gain valuable work experience.

The program demonstrates high graduate employability rates, with many companies offering permanent positions to students after their internships.

The IHU Career Office provides career counseling, workshops, and networking opportunities with supply chain professionals. Students and faculty maintain regular communication, ensuring that academic challenges are promptly addressed through structured advisory meetings.

## **III. Conclusions**

The program provides adequate learning resources and infrastructure; however, the following improvements are recommended:

### **Panel Judgement**

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

### **Panel Recommendations**

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

R7.1 Upgrade laboratory equipment, particularly computing facilities.

R7.2 Develop a unified digital platform to provide comprehensive academic and career information to students. Upgrade the university's network infrastructure to guarantee seamless access to online learning resources and platforms.

R7.3 Consider ways to provide extra support to students regarding accommodation and student life, especially since many students come outside Katerini.

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

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

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

### Relevant documentation

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

### Study Programme Compliance

*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 department uses an information system to collect, manage, and analyze data related to its academic and administrative operations. This data concerns students, staff, and teaching in general.

The overall information system used by the PSP involves several individual systems with distinct functions. For instance, the *Electronic Secretariat* (Ηλεκτρονική Γραμματεία) system manages student-related issues such as the selection of optional courses, processing of exam marks, individual student performance and progression, certificates of study, statistics on student performance, etc. A separate system facilitates the collection and analysis of data related to the staff evaluation.

Several procedures are in place to feed data into the information systems. One of the key inputs, as far as the undergraduate programme of study is concerned, refers to the student evaluations of the programme's courses. These are collected and analyzed through MODIP's platform. The subsequent analysis of this information feeds into the QA process primarily via the annual internal report produced by the OMEA towards the end of the academic year.



## II. Analysis

Through the centralized information system, the department appears to be able to collect and analyze reliable and relevant data. This information is then used to ensure the smooth operation of the programme.

Student performance seems to be monitored from registration to graduation. Student evaluation surveys constitute one of the key inputs to the system. These are conducted anonymously across all courses.

## III. Conclusions

The department has in place an appropriate system for collecting, managing, and analyzing information concerning students, staff, teaching, and other academic activities.

### Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate 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.*

None

## Principle 9: Public Information Concerning the New Undergraduate Programmes

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

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.*

### **Relevant documentation**

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

### **Study Programme Compliance**

*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 Greek language webpages of the UGP, part of the Department's website, include details regarding the objectives, structure of the UGP, degree awarded, and employment prospects for graduates. The study guide can find information on course outlines, procedures for student complaints, the role of the academic advisor (tutor), student welfare, and support services. Details about public transport and access to the Institution, life in Katerini, and similar information of a practical nature can also be found in the study guide. The Department's Policy for Quality Assurance is available online. The information available on the UGP web pages is precise and up-to-date. The exact contents found in Greek language webpages is also available in the English version.

#### **II. Analysis**

Accessing the UGP through <https://logistics.ihu.gr> is straightforward, and all the relevant information applicable to a prospective or current student is readily available. However, the search becomes a bit challenging if one tries to access information about the UGP through the website of IHU. If searching in English, one receives the message "404 ERROR! Sorry, we can't find the page you are looking for. Please go to Home". While, if the search is in Greek, one is misled to read that the website provided dates back to the pre-IHU days. "Προσωρινά διατίθεται η ιστοσελίδα πριν από την ένταξη στο Διεθνές Πανεπιστήμιο της Ελλάδος."

### III. Conclusions

The Panel has found that the UGP's websites in Greek and English provide useful and adequate information to students and community members. The UGP is fully compliant with principle 9.

#### Panel Judgement

Principle 9: Public information concerning the new undergraduate 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.*

R 9.1 Ensure that the links to IHU's website are active so that visitors are not confused and misled.

## Principle 10: Periodic Internal Review of the New Study Programmes

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

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

### Relevant documentation

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

## Study Programme Compliance

*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 UGP's internal review is conducted annually through a self-assessment at the department level. The internal review considers proposals from faculty and students to maintain the UGP's high educational standards and further improve quality in all aspects of teaching/learning.

Following the annual internal review, a procedure is due with action taken to address any negative points and further improve the field of knowledge taught and the teaching/learning process. The procedure includes updating faculty members, discussing and evaluating the internal review results, organizing action plans, and assessing their effectiveness.

The internal review results are submitted to the QAU/MODIP, which, in turn, produces a report with summary comments on the positive and negative points of the internal review. The most recent such report by the QAU/MODIP is dated 24/02/2022.

Detailed action plans to improve the quality of teaching, student performance, faculty mobility, student employability, partnerships with institutions abroad, memoranda of understanding with local organizations, academic citations/faculty, and the like are made with specific, quantifiable targets and deadlines for achieving the targets. The most recent action plan submitted is dated December 2021, and the deadlines for achieving the targets were set for 31/12/2023.

## II. Analysis

The internal review is institutionalized, and its results are discussed among faculty and submitted to the QAU/MODIP. However, whether an internal review has occurred for 2023 and 2024 is unclear. There is provision for action plans with quantifiable targets to be made. However, in the absence of more recent documents, it cannot be established whether the targets set in the December 2021 action plan were achieved or whether any more recent action plan after 2021 was produced.

## III. Conclusions

There is no document referring to the annual internal review for 2023 and 2024. Similarly, there is no document referring to any follow-up regarding the achievement or not of the targets set in the December 2021 action plan.

### Panel Judgement

Principle 10: Periodic internal review of the new 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.*

R10.1 Ensure the periodic evaluation is conducted annually and the results are submitted to the QUA/MODIP.

R10.2 Ensure that there is follow-up regarding whether targets set in the action plan were achieved.

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

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

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

### Relevant documentation

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

## Study Programme Compliance

*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 time an external evaluation of the UGP, first offered in 2019, is taking place. In this regard, it may be mentioned that, during discussions with the Panel, both the faculty and administrative staff were very well aware of the importance of the external evaluation, not only to the extent that this is a requirement by ETHAAE but beyond this, as a necessary step to recognize and enhance the value of this unique UGP.

### II. Analysis

This is the first evaluation of the UGP conducted by external experts.

### III. Conclusions

Considering the material submitted by IHU, the presentation by the Head of the Department, Professor Aidonis, and discussions with faculty and staff, the Panel believes that the outcome of the external evaluation will be positive.

### Panel Judgement

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

### Panel Recommendations

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

None

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

*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 department has developed and applied a clear policy, with particular procedures, for the transition from the old to the new programme and the transition from the old to the new institutional framework from a technological to a university institution. There is explicit provision on how students from the old programme of study can complete their studies. At the same time, academic staff provided support and additional teaching to facilitate the needs of this student group. Similar provisions are made for the placement and dissertation stages, with a significant number of students from the old programme of study being able to finalise



their studies and graduate, either with a degree from the old programme or (under specific regulations) with the new university department degree.

## II. Analysis

The department's programme of studies on logistics and supply chain management was initially established in 2003. Since then, it has been updated three times, with the latest revamp taking place in May 2019 (effectively applied to the 2019-20 academic year), right after the absorption of the old technological institute department into the Hellenic International University. Parallel provisioning of the two programmes of studies was continued until the autumn semester of 2021-22, with only the placement year and dissertation presentations for those students close to graduation pending. The department still caters to the examination of the old study programme courses, for those students who are still willing to complete their studies. In cooperation with MODIP, which actively monitors the transition to the full implementation of the new programme of study, students of the old programme can (if they attend at least one year of the new university-level study programme) to graduate with a university-level degree, instead of the technological level one. Document B.32 exhibits a clear trend of older programme students graduating, after the incorporation of the technological institute department into the university. This is clear evidence of a successful transition from the old to the new institutional framework and of the implementation of a clear and robust transitory policy between the two programmes that supported students' study completion.

## III. Conclusions

The UGP is fully compliant with principle 12.

### Panel Judgement

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

### Panel Recommendations

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

None.

## PART C: CONCLUSIONS

### I. Features of Good Practice

*Please state aspects of good practice identified, with regard to the new undergraduate study programme in operation.*

- The programme has strong links with professionals and the labor market.
- The faculty are well-qualified and dedicated.
- There is a strong emphasis on employability.

### II. Areas of Weakness

*Please state weak areas identified, with regard to the new undergraduate study programme in operation.*

- There is limited emphasis on internationalization. There is a lack of courses in English which could attract foreign students.
- There is a limited capacity of housing services in the Department for students outside of Katerini.

### III. Recommendations for Follow-up Actions

*Please make any specific recommendations for development.*

- Establish an advisory Council with stakeholders to discuss future changes in the Programme.
- Ensure the periodic evaluation is conducted annually and that there is follow-up regarding whether targets set in the action plan were achieved.

### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1, 2, 3, 4, 5, 6, 8, 9, 11, 12.

The Principles where substantial compliance has been achieved are: 7, 10

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

**Name and Surname****Signature**

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