



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the New Undergraduate Study Programme of:

Maritime and Intermodal Transport Management

Department: Supply Chain Management

Institution: International Hellenic University

Date: 02/06/2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme of Maritime and Intermodal Transport 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 of Maritime and Intermodal Transport Management of the International Hellenic University comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. DIMOU MICHEL (Chair)
(Title, Name, Surname)
Université du Sud Toulon-Var
(Institution of origin)
2. GEORGANAS SOTIRIS
(Title, Name, Surname)
City University London
(Institution of origin)
3. MASTROGIANNAKIS STYLIANOS
(Title, Name, Surname)
Commercial Bank of Greece
(Institution of origin)
4. Tsopanakis Andreas
(Title, Name, Surname)
Cardiff University
(Institution of origin)
5. Καρυοφύλλη Γεωργία
(Title, Name, Surname)
Aristotle University of Thessaloniki
(Institution of origin)

II. REVIEW PROCEDURE AND DOCUMENTATION

Brief reference to the Panel preparation for the new undergraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, meetings held, and any additional information regarding the procedure.

The present accreditation process took place from 18 to 26 May 2026. Prior to the site visit, the External Evaluation and Accreditation Panel (EEAP) reviewed the documentation package submitted by the programme administration to ETHAAE concerning the Maritime and Intermodal Transport Management postgraduate programme at the International Hellenic University. The documentation included, inter alia, the accreditation guidelines, list of acronyms, the European Qualifications Framework, the standards for Postgraduate Study Programmes (PSPs), the mapping grid, the report template, the Accreditation Guide, and the Accreditation Management System manual.

The members of the EEAP arrived in Thessaloniki on Sunday, 17 May 2026. On Monday, 18 May, the Panel travelled to Katerini, where the accreditation visit formally commenced with a meeting with Professor Panagiotis Tzionas, Vice-Rector and President of MODIP, and Professor Dimitrios Aidonis, Head of the Department of Logistics. This initial meeting was followed by a series of discussions with the Internal Evaluation Team, academic staff, administrative personnel, and external stakeholders.

During the site visit, the EEAP had the opportunity to inspect the Department's facilities, including classrooms, lecture halls, library resources, laboratories, as well as the museum established by the Department.

All meetings with academic, technical, and administrative staff were highly informative and constructive. The discussions were conducted in a respectful, open, and collaborative atmosphere throughout. The Vice-Rectors, the Head of Department, and all members of the Department demonstrated a strong commitment to the accreditation process and a clear understanding of the principles, objectives, and requirements associated with external quality evaluation.

III. NEW UNDERGRADUATE STUDY PROGRAMME PROFILE

Brief overview of the new undergraduate study programme with reference to the following: academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The undergraduate study programme under review is a newly established programme and has not yet commenced operation. Consequently, its evaluation is necessarily based on the programme design, submitted documentation, and the institutional arrangements put in place for its implementation.

The programme has a duration of four academic years and comprises a total of 240 ECTS credits, in accordance with the European Higher Education framework. The curriculum is structured around 39 compulsory courses and 5 elective courses selected from a pool of 15 available options. Students are also offered the possibility of substituting two elective courses with an internship placement, thereby enhancing the practical and professional orientation of the programme. Upon successful completion, students are awarded a Bachelor's degree in Maritime and Intermodal Transport Management.

The programme is designed to provide graduates with employment opportunities in both the private and public sectors. Potential career paths in the private sector include transport and logistics companies, port operations, and related maritime and intermodal transport activities, while opportunities in the public sector are also envisaged in relevant administrative and regulatory bodies.

The programme plans to admit up to 100 new students annually. During the first two years of study, a number of courses are shared with another undergraduate programme offered by the Department, allowing for synergies in teaching delivery and a more efficient use of academic resources.

With regard to human resources, the Department currently has 13 permanent academic staff members, supported by one EDIP member and one ETEP member. Assuming student intake remains stable and no major structural changes occur, the projected staff-to-student ratio after the full implementation of the programme (i.e., after four years) would be approximately 1:30.

The Department's campus comprises several buildings housing academic staff offices, classrooms, lecture theatres, laboratories, and library facilities, thereby providing the core

infrastructure necessary for the delivery of the programme. However, no dedicated student accommodation is currently available, and catering facilities are located at a considerable distance from the main campus, which may affect student convenience. The campus is located in the town of Katerini, in an attractive and pleasant environment conducive to academic life

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1.1 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 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 their specific needs in infrastructure, services, human resources, procedures, financial resources and management systems.

During the evaluation of the Higher Education Institutions (HEIs) 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 the 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 Institutional strategy 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 its 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 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. Sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective,

services and 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
- 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 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-centred 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. Research

- It is necessary to indicate research priorities in the scientific field, opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.

h. Quality assurance

- The quality assurance policy and quality assurance target-setting should be stated, as they have arisen from the gained experience of internal and external evaluation(s) of the Institution to date.

Relevant documentation

- Explanatory 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

New Undergraduate Study Programme Compliance

I. Findings

The creation of a new undergraduate programme in Maritime and Intermodal Transport Management represents a strategically significant academic initiative,

both in terms of national economic priorities and institutional development. The rationale for such a programme is particularly compelling in the Greek context, where maritime transport, logistics, and supply chain activities constitute critical pillars of economic performance, international competitiveness, and territorial connectivity.

First, the economic relevance of the transport and logistics sector strongly justifies the development of a specialised undergraduate programme. According to recent national strategic documents, transport and supply chain activities are explicitly identified among the sectors with the highest development potential for the Greek economy. The logistics sector alone contributes approximately €23.5 billion to national GDP, representing 11.4% of total economic output, while accounting for €12.4 billion in gross value added and employing approximately 230,000 workers, or 5.5% of the total labour force. These figures demonstrate that logistics is no longer a peripheral support activity, but rather a strategic economic ecosystem requiring highly qualified managerial and technical expertise.

The international performance of Greece in this field further reinforces this need. The country has significantly improved its position in the World Bank's Logistics Performance Index, rising from 42nd place in 2018 to 19th globally in 2023. Such progress reflects substantial structural transformation in infrastructure, logistics efficiency, and trade facilitation. However, sustaining and accelerating this trajectory requires a corresponding investment in human capital. Higher education institutions therefore have a critical role to play in producing graduates capable of supporting this transformation through modern managerial competencies, digital literacy, and sector-specific expertise.

The maritime dimension provides an even stronger strategic argument. Greece remains one of the world's foremost maritime nations, controlling approximately 16.4% of global shipping capacity in deadweight tonnage terms. Maritime transport revenues exceeded €16.5 billion annually on average between 2019 and 2023, representing approximately 8.7% of GDP and more than 40% of total service exports. Few countries possess such a structural comparative advantage in maritime activity. Yet paradoxically, this strength creates growing pressures for workforce specialization, managerial modernization, and academic diversification.

II. Analysis

In this context, the proposed programme responds directly to a structural labour market need. Contemporary maritime industries no longer require solely traditional shipping expertise; they increasingly demand professionals able to manage complex intermodal transport systems, port operations, digital supply chains, logistics optimization, and international freight coordination. The integration of maritime transport into broader multimodal logistics networks fundamentally changes the required skills profile. A programme combining maritime management with intermodal transport therefore aligns closely with

current industry evolution rather than reflecting a narrow disciplinary expansion.

The geographical location of the proposed programme considerably enhances its strategic relevance. The establishment of this undergraduate programme in Katerini creates a strong regional logic, particularly given the proximity to the Port of Thessaloniki, Greece's second major container hub after Piraeus and one of the most important logistics gateways in Southeast Europe.

From an institutional perspective, the programme also represents a coherent academic extension rather than a disconnected initiative. The Department of Supply Chain Management has operated successfully for over two decades and already occupies a unique position in Greece as the only undergraduate department specifically dedicated to supply chain management. The proposed programme therefore builds upon existing academic expertise, infrastructure, and pedagogical experience, reducing implementation risk while creating opportunities for economies of scope.

The coexistence of the current supply chain programme and the new maritime/intermodal programme is particularly strategic. Rather than duplicating provision, the two programmes would create a specialised educational hub in logistics and transport management with differentiated but complementary academic profiles. This approach strengthens institutional identity, enhances attractiveness for prospective students, and supports academic critical mass in a high-demand field.

III. Conclusions

In conclusion, the creation of the new undergraduate programme is strategically justified on economic, territorial, institutional, and academic grounds. It responds to a nationally important sector, addresses concrete labour market needs, leverages regional competitive advantages, builds on existing institutional strengths, and aligns with long-term transformations in global transport systems. As such, it represents not merely an academic diversification, but a strategically coherent investment in the future competitiveness of both the institution and the Greek economy.

Panel Judgement

Principle 1.1: Strategic Planning, feasibility and sustainability of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 1.1 The programme should further formalize its strategic partnerships with key regional stakeholders, particularly the Port of Thessaloniki, logistics operators, and maritime firms, to ensure sustained alignment between academic training and labour market needs. Such partnerships would strengthen the programme's practical relevance, visibility, and graduate employability.

R 1.2 The institution should articulate a clearer long-term positioning strategy showing how this programme contributes to establishing a distinctive centre of excellence in transport, logistics, and maritime education in Northern Greece. This would reinforce the programme's strategic differentiation at both national and international levels.

PRINCIPLE 2.1 QUALITY ASSURANCE POLICY

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.

Relevant documentation

- Quality Assurance Policy
- Quality Targeting (utilising the S.M.A.R.T. methodology)

New Undergraduate Study Programme Compliance

I. Findings

The university has a Quality Assurance System and has approved a Quality Assurance Policy.

It follows a written, defined process with clear annual goals and objectives.

From the submitted accreditation documentation as well as the Accreditation Report and (in-person) meetings with the institution's and the department's representatives it was evident that the department eagerly applies quality assurance policies as they relate to (a) a well-articulated professionalism for faculty and employees, (b) course sequencing and compatibility, and (c) scientific research findings to be published in high ranking academic journals.

The goals of the policy are to be implemented with the involvement of all stakeholders.

An annual review is to be conducted, in collaboration with the Quality Assurance Unit of the university, drawing, among other sources of information, on the student evaluations.

II. Analysis

The programme quality policy is in place and appropriate.

III. Conclusions

The proposed USP is considered fully compliant with principle 2.1.

Panel Judgement

Principle 2.1: Quality assurance policy	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PRINCIPLE 2.2 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 by the students. 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 of the new UGP (courses for the acquisition of digital skills are included)*
- *Student Guide*
- *Course syllabi*
- *Teaching staff (name list including subject area, employment relationship, assignment of teaching in the UGP and other study programmes)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

New Undergraduate Study Programme Compliance

I. Findings

The procedures to develop the programme are written and well defined. Structure, organization, learning outcomes and intended professional qualifications are described.

Labour market data have been taken into account, especially a strong demand for graduates with expertise in logistics, as seen from similar programs and expressed by future employers.

Progression of students through the program is anticipated to be smooth. Work experience can be provided in cooperation with employers, and it has been seen in similar programs that this often leads to subsequent hiring of the student.

A full list of courses leading to digital skills is described (document 2.2.2, although there are some typos, especially in the title page, that can be fixed), such as data analysis, databases, smart supply chain systems etc.

Regarding advanced years, the programme includes many optional courses without clear guidance.

II. Analysis

The procedures in place are clear and appropriate. Digital skills are to be provided in several courses and a plethora of ways.

It is important to stress, that the optional courses are important but should be grouped systematically by intended specialization.

III. Conclusions

The proposed USP is considered fully compliant with principle 2.2.

Panel Judgement

Principle 2.2: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 2.2.1 Consider grouping optional courses, according to the intended specialization.

PRINCIPLE 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

Institutions 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-centred 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*

New Undergraduate Study Programme Compliance

I. Findings

The EEAP reviewed the documentation submitted for the new Undergraduate Study Programme (NUPP) in Maritime Management and Intermodal Transport of the International Hellenic University, including the Study Guide, course descriptions, intended learning outcomes, assessment framework, internal quality assurance procedures, and institutional regulations. As the programme has not yet commenced operation, the review focused on the proposed structure and the planned implementation of the programme.

The programme documentation describes a student-centred educational approach combining theoretical instruction with laboratory exercises, case studies, coursework, project-based learning activities, presentations, and internship opportunities. The curriculum includes courses related to maritime logistics, supply chain management, intermodal transport, information systems,

management, economics, and sustainability.

Part of the curriculum structure and academic organisation is based on the already operational Undergraduate Study Programme in Supply Chain Management of the Department, which has been functioning in Katerini since the academic year 2003–2004 under previous institutional structures and currently operates within the International Hellenic University. The documentation states that the existing experience of the Department is utilised in the development of the new programme.

The EEAP noted that the programme adopts different forms of student assessment, including written examinations, coursework, group assignments, presentations, laboratory activities, and participation-based evaluation. Intended learning outcomes are analytically described and linked to courses and ECTS credits.

The submitted documentation also includes references to internal quality assurance procedures, including the use of student questionnaires for the evaluation of courses and teaching staff. In addition, the institutional framework includes provisions regarding academic advising, student guidance, Erasmus+ mobility opportunities, and student participation in quality assurance procedures.

The EEAP further noted the organisation of academic events, seminars, open-day activities, and voluntary initiatives involving student participation and interaction with external stakeholders and the local community.

The EEAP observed that there is currently no dedicated psychological counselling service, student residence infrastructure, or permanent on-site nursing and healthcare support specifically operating within the Department. Public healthcare and welfare services are available at local and institutional level.

II. Analysis

The programme documentation includes references to teaching and learning methods that are associated with student participation and active engagement in the educational process. The curriculum structure combines theoretical and applied dimensions relevant to the academic field of maritime management and intermodal transport.

The course outlines include intended learning outcomes, teaching methodologies, and assessment methods. The assessment framework consists of multiple forms of evaluation distributed across courses, while the use of ECTS credits and analytical course descriptions is documented in the Study Guide.

The documentation also describes mechanisms related to student support and quality assurance, including the Academic Advisor system, internal course evaluation procedures through questionnaires, and provisions regarding student

mobility and guidance.

The EEAP noted that the programme documentation places emphasis on the connection between academic studies and the labour market through internships, practical activities, outreach events, and interaction with external stakeholders. Reference is also made to the Department's broader strategic orientation towards extroversion, collaboration with society, and engagement with the professional sector.

As the programme has not yet been implemented, the practical application of the proposed student-centred learning approach, the consistency of assessment practices across courses, and the operation of the planned quality assurance mechanisms cannot yet be assessed in practice.

III. Conclusions

Based on the submitted documentation and the information provided during the evaluation process, the EEAP concludes that the proposed Undergraduate Study Programme has established a documented framework regarding student-centred learning, teaching, and assessment procedures.

Panel Judgement

Principle 2.3: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 3.1 Continuous professional development opportunities for teaching staff in student-centred pedagogy, digital education, and inclusive teaching practices are recommended.

R 3.2 The programme is encouraged to further develop experiential, industry-oriented and AI learning activities in cooperation with stakeholders from the maritime and logistics sectors.

PRINCIPLE 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES

Institutions 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 (Senate decision)*
- *Regulation of studies, internship, mobility and student assignments*
- *Diploma Supplement*

New Undergraduate Study Programme Compliance

I. Findings

The EEAP reviewed the institutional regulations and programme documentation concerning student admission, progression, recognition procedures, and degree award for the proposed Undergraduate Study Programme in Maritime Management and Intermodal Transport.

The published Study Guide includes information regarding admission procedures, course registration, examinations, progression requirements, internship opportunities, graduation requirements, and student obligations. The programme adopts the European Credit Transfer and Accumulation System (ECTS), while intended learning outcomes and course requirements are analytically described in the programme documentation.

The EEAP noted that the institutional framework includes provisions regarding

academic advising, Erasmus+ mobility opportunities, student transfers, examination procedures, and the recognition of academic credits. Information regarding degree requirements and programme structure is publicly available through the submitted documentation.

The EEAP also noted that the programme documentation refers to internal quality assurance procedures and mechanisms related to monitoring student progression and the educational process. Student questionnaires for course and teaching evaluation are included within the described quality assurance framework.

Part of the administrative and academic organisation of the proposed programme is based on the experience and operational practices of the already functioning Undergraduate Study Programme in Supply Chain Management of the Department.

The EEAP further observed that the Department organises informational activities, seminars, and open-day events intended to support student information and programme visibility.

The EEAP noted the absence of student residence facilities and dedicated Department-level counselling or healthcare support structures.

II. Analysis

The programme documentation includes regulations and procedures covering the main stages of the student academic lifecycle, including admission, progression, assessment, mobility, recognition procedures, and graduation requirements.

The use of ECTS credits, analytical course descriptions, and intended learning outcomes is documented throughout the Study Guide and course specifications. The documentation also includes references to academic advising procedures and internal quality assurance mechanisms related to student progression and course evaluation.

The programme framework includes procedures related to student mobility and recognition of academic credits within the context of the European Higher Education Area. The Study Guide provides information intended to support transparency and accessibility of academic regulations and programme requirements.

The EEAP noted that the programme documentation refers to digital governance systems and broader institutional strategic priorities related to digital transformation and quality monitoring.

As the programme has not yet admitted students, the practical implementation of progression procedures, recognition mechanisms, and administrative support processes cannot yet be evaluated in operational terms.

III. Conclusions

The EEAP concludes that the proposed Undergraduate Study Programme has established a documented regulatory and administrative framework concerning student admission, progression, recognition of academic qualifications, and the award of degrees and certificates.

The submitted documentation includes regulations, procedures, and publicly available information concerning the different stages of the student academic lifecycle. The practical effectiveness and implementation of these procedures will be assessed following the operation of the programme.

Panel Judgement

Principle 2.4: 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

R 4.1 The institution is encouraged to further strengthen student support services related to academic advising, well-being, and student welfare. .

PRINCIPLE 2.5 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, and an effective 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*

New Undergraduate Study Programme Compliance

I. Findings

The instructors are mainly academics, from various fields, mostly outside Economics, although apparently the program is widely thought of being Economics-related by the students.

There are thirteen permanent members of staff (five full professors, five associate professors, three assistant) and two adjunct, for a total of about 13.

The staff's relevant accomplishments consist of both instructional and research endeavours.

The selection of the teaching staff of the programme is transparent and with

merit-based criteria, according to the law. These criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, teaching and research experience, and service to the department.

The Department supports the research activities of its faculty, which besides having a high value per se, can also enhance postgraduate education.

Staff members are given a budget for research expenses. Funding for conferences exists and sabbatical educational leaves are covered (department members have made use of this in the past).

Staff mobility is supported by allowing and financing visits to foreign universities (such as TU Berlin) with the Erasmus+ programme

The total workload is the standard one at Greek universities. The actual teaching hours within the programme are the lecturer's choice.

Instructors are evaluated by the students via surveys.

II. Analysis

The USP ensures a level of knowledge and skills of their teaching staff and applies transparent and merit-based processes for faculty recruitment, training, and further development.

III. Conclusions

The USP is considered fully compliant with principle 5.

Panel Judgement

Principle 2.5: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 2.5 Consider hiring economics related staff.

PRINCIPLE 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES

Academic units should have adequate funding 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 and means to support learning and academic activity in general, in order to offer to the students the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications 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

- *Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)*
- *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*

New Undergraduate Study Programme Compliance

I. Findings

I. Findings

The EEAP reviewed the documentation provided by the Department, including the proposed curriculum, institutional regulations, student support mechanisms, infrastructure descriptions, and the presentation material of the new Undergraduate Study Programme (UGP) in “Maritime and Intermodal Transport Management”.

The EEAP notes that the new UGP has not yet commenced operation. The programme is planned to operate within the existing academic, administrative and infrastructural framework of the Department of Supply Chain Management of the International Hellenic University, which already offers an established undergraduate programme in Supply Chain Management.

The Department appears to possess a satisfactory baseline infrastructure supporting educational and academic activities, including, lecture rooms, laboratories, digital learning infrastructure, library services, administrative support, Erasmus mobility services, student advisory services, e-learning platforms, internship support mechanisms.

The proposed programme adopts blended learning approaches and digital educational tools and specialized logistics simulation software (e.g., ARIS, BOC Adonis, The Distribution Game, Beer Game).

The student support framework includes the Academic Advisor system, student complaint and appeals procedures, support for incoming students, internship support structures, Erasmus+ mobility procedures, administrative guidance services.

The Department also demonstrates experience in managing practical training procedures through dedicated internship committees and institutional student support structures.

The available human resources currently include, 12 faculty members and the appointment of another new member is expected, 1 EDIP member, 1 ETEP member, 5 administrative staff members, additional academic scholars and adjunct teaching staff.

The EEAP acknowledges the existence of a structured academic environment and an operational student support culture inherited from the existing undergraduate programme of the Department.

II. Analysis

The EEAP considers that the new UGP has an operational/logistics orientation, a solid technological and applied focus and a significant linkage with supply chain management (SCM) and transport systems. The planned operation of the new UGP, within the existing Departmental infrastructure, constitutes a feasible organisational approach during the initial implementation phase of the programme.

The existing Department has accumulated substantial academic experience since 2003 in logistics and supply chain education and therefore provides an operationally mature framework capable of supporting the initial delivery of the new programme.

Particular strengths include the integration of digital learning technologies, the use of simulation-based learning approaches, the existence of institutional student support procedures, the established internship framework, the emphasis on blended learning, the presence of experienced administrative personnel.

The programme also demonstrates alignment with student-centred learning principles through multiple teaching methods, diversified assessment approaches, academic mentoring, practical training opportunities, mobility support.

However, since the programme has not yet operated, several aspects remain at the level of planning and projected implementation rather than demonstrated effectiveness

The EEAP identified certain limitations and areas requiring further strengthening: The parallel operation of the new Undergraduate Study Programme is likely to increase teaching workload, administrative responsibilities student supervision needs, and academic support demands. More over, there is no academic teaching staff with a core disciplinary background and expertise in Economics and Business Administration.

The current staff structure, supported by adjunct personnel, allows for programme implementation, although it may constrain further development and expansion.

Administrative staffing may become a future constraint.

The current administrative structure appears adequate for the existing programme; however, the operation of two parallel undergraduate programmes may significantly increase, administrative workload, student support demands, scheduling complexity, internship coordination needs.

Regarding infrastructure adequacy, the documentation does not sufficiently provide classroom occupancy, planning laboratory adequacy, maritime logistics laboratories, indicators, equipment allocation per programme projections regarding future student demand

Although the Department benefits from the broader institutional Student support system of the University, limited evidence was provided regarding programme-specific counseling, employability services, career tracking, psychological support, support for students with special educational needs.

Internationalization support remains at an early stage. Erasmus mobility procedures exist, but no evidence was presented concerning dedicated international partnerships in maritime studies,

Overall, the EEAP considers that the learning resources and support mechanisms provide an acceptable basis for the initial operation of the programme, although additional strategic investment and operational strengthening will likely be necessary as the programme develops.

As a result, the long-term sustainability of the programme may depend on the strengthening of academic staffing and on a strategic recruitment policy aligned with the projected growth of the student population and the specialized needs of the new programme.

III. Conclusions

The EEAP concludes that the new Undergraduate Study Programme in “Maritime and Intermodal Transport Management” is expected to benefit substantially from the existing academic infrastructure, administrative experience, and support mechanisms of the Department of Supply Chain Management.

The existing institutional framework appears capable of supporting the initial implementation of the programme. The proposed learning environment demonstrates satisfactory alignment with student-centred learning principles and includes several positive elements, particularly regarding blended learning, practical orientation, digital learning technologies, and academic support structures.

Nevertheless, because the programme has not yet operated, the effectiveness and adequacy of these mechanisms cannot yet be fully verified in practice.

The Panel also notes that the programme's future sustainability and quality enhancement will depend on the strengthening of specialized maritime learning infrastructure, the expansion of administrative and student support capacity, the systematic monitoring of resource adequacy, and the development of programme-specific support and employability mechanisms.

However, it appears to show relative weaknesses in courses related to economics, the business administration dimension, finance, strategic business management, maritime business economics and shipping finance, digital transformation, strategic management, \resilience, and risk management.

Strengthening these areas could improve the international competitiveness of the programme, enhance its differentiation, strengthen its connection with the international maritime and logistics market, and align the curriculum more closely with contemporary European standards in maritime business education.

Panel Judgement

Principle 2.6: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R 2.6 The EEAP recommends to:

1. Develop a detailed resource allocation and infrastructure maintenance and improvement as well as expansion plan specifically for the new UGP.
2. Increase the academic teaching staff in order to enhance subject specialization in maritime business economics and support the effective delivery of the curriculum.
3. Monitor systematically the adequacy of administrative staffing as student numbers increase by increase the number of faculty.
4. Strengthen specialised maritime and transport-oriented laboratory infrastructure and simulation capabilities.
5. Introduce programme-specific student support, mainly accommodation.
6. Enhance digital learning infrastructure and specialised logistics/maritime software environments.
7. Strengthen accessibility and inclusion provisions for students with special educational needs.
8. Diversify and strengthen funding sources through the development of industry - funded research and consultancy services

PRINCIPLE 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES

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 information collected depends, to some extent, on the type of accreditation (initial or re-accreditation). 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(s), availability of learning resources and student support, career paths of graduates. During the initial accreditation, the data concerning the profile of the academic unit and the structure of the study programme must be entered.

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

New Undergraduate Study Programme Compliance

I. Findings

The Panel examined the documentation regarding the mechanisms for data collection, quality monitoring, and information management of the proposed programme.

The Department intends to utilize the existing institutional quality assurance and information management framework already operating within the Institution and the Department of Supply Chain Management. The programme will therefore initially rely on the structures and procedures currently supporting the existing undergraduate programme.

The proposed mechanisms for quality monitoring include, student feedback questionnaires for each course, academic staff annual reporting, collection of research output indicators, collection of infrastructure and support service data, use of the MODIP information system, collection of administrative and academic data through institutional systems.

The Department indicates that data will be collected concerning, teaching quality,

student progression, infrastructure adequacy, staff performance, programme structure, support services.

The Institution also operates within a certified Internal Quality Assurance System (IQAS), and institutional information systems appear operational at the University level.

II. Analysis

The EEAP considers that the programme benefits from an already established institutional quality assurance culture and from the operational experience of the Department in collecting and processing academic and administrative information.

The proposed information management framework demonstrates several positive characteristics, institutional integration, use of formal MODIP procedures, systematic student evaluations, academic staff reporting procedures, alignment with existing quality assurance structures.

The planned use of student feedback mechanisms and academic reporting procedures is consistent with the ESG principles and with the HAHE standards for internal quality assurance.

However, the EEAP notes that the programme has not yet entered operational implementation therefore, no actual performance data or evidence of effectiveness are currently available.

The EEAP further identified several areas where the proposed system remains insufficiently developed,

There is a structured framework of measurable indicators for the Institution KPIs but does not provide specifically designed for the new UGP.

Although data collection mechanisms exist, the documentation does not sufficiently demonstrate how collected data are analysed, how results feed into curriculum redesign, how improvement actions are prioritized, how monitoring outcomes influence strategic planning.

Since the programme has not yet operated, no employability tracking system exists yet. Nevertheless, the documentation lacks alumni monitoring procedures, employer feedback systems, labour market outcome indicators. .

Although comparative analysis with national and international programmes was presented during programme design, no structured benchmarking framework for continuous monitoring was documented.

Overall, the EEAP considers that the information collection framework provides a satisfactory starting point, but requires further operational maturity and stronger evidence-based quality management mechanisms

III. Conclusions

The EEAP concludes that the proposed Undergraduate Study Programme benefits from the institutional quality assurance infrastructure and information management systems already operating within the Department and the Institution.

The proposed procedures for collecting and managing information are generally appropriate and aligned with the requirements of internal quality assurance systems in higher education. Nevertheless, because the programme has not yet commenced operation, the actual effectiveness of the proposed mechanisms cannot yet be fully assessed. The EEAP is missing clear information about the managing procedure and the collection of information on quality control.

The EEAP also considers that the future quality assurance maturity of the programme will largely depend on the development of programme-specific performance indicators, systematic use of data for decision-making, implementation of employability and graduate tracking systems, and the establishment of continuous evidence-based monitoring procedures

Panel Judgement

Principle 2.7: Collection, analysis and use of information for the organisation and operation of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends that the Department and the Institution:

1. Establish a comprehensive KPI framework specifically for the new UGP.
2. Develop a formal data-driven quality enhancement mechanism linking evaluation outcomes with curriculum improvement.
3. Implement graduate employability and alumni tracking systems.
4. Introduce learning analytics and student progression monitoring tools.
5. Develop annual programme quality reports with measurable performance indicators.
6. Strengthen the integration between quality assurance data and strategic planning processes.
7. Ensure systematic publication and communication of quality-related information to all stakeholders.
8. Establish measurable indicators regarding: student satisfaction, employability,

support service effectiveness, accommodation, psychological support, academic consultancy, employability mechanisms. learning resource adequacy.

PRINCIPLE 2.8 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*

New Undergraduate Study Programme Compliance

I. Findings

The website provides comprehensive information on the department's curriculum and courses. The Department has also implemented e-learning platforms that allow students to access course materials and additional educational resources electronically. Detailed descriptions of courses, together with instructor profiles and CVs, are available online. The website includes extensive supporting content and is organised in a coherent manner, facilitating easy navigation and efficient access to information.

In addition, the website serves as a central point of access to a variety of academic resources, including links to the central library, the e-secretariat, and institutional email services, thereby enhancing the accessibility of academic support tools and resources.

Nevertheless, the English-language version of the website is not yet fully developed, and this issue should be addressed promptly.

II. Analysis

The panel did not have the opportunity to navigate through a webpage for the proposed USP. So, the analysis here is based on the current webpage, which includes essential information for the future students too (staff profiles, links to different university services, information on current USP and PSP programmes

etc.).

The clarity and comprehensiveness of the website reflect the Department's strong commitment to transparency. Detailed course syllabi and clearly defined learning outcomes allow prospective students to evaluate the academic standards and overall quality of the programme. Accessibility has also been carefully considered through the provision of assistive tools and accessibility compliance statements. However, several pages are not available in English and a number of images lack descriptive alternative text, which may create difficulties for users who rely on screen-reading technologies.

III. Conclusions

Overall, the panel believes that this principle is substantially compliant.

Panel Judgement

Principle 2.8: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R 2.8.1: The USP should make sure a fully functional page will be provided, in both Greek and English, for the new programme.

R 2.8.2: The department's webpage is still the old one, from the previous institutional format of the department. It should be updated and keep up to date to the current institutional framework.

R. 2.8.3. Establishing a dedicated career-services section that outlines support for internships, networking, and job placement, and tracking alumni careers, would enhance the site's value.

PRINCIPLE 2.9 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)*

New Undergraduate Study Programme Compliance

I. Findings

A formal procedure has been established for the regular internal evaluation of the USP. The evaluation process involves both students, through electronic surveys, and academic staff. The results are documented and submitted to the MODIP, which communicates its findings to the faculty and the relevant academic unit. The OMEA is responsible for overseeing the evaluation procedures and works closely with the MODIP throughout the process.

In carrying out its responsibilities, the OMEA considers international developments in the field, student evaluations, and feedback from employers and other stakeholders when collecting and analysing data from multiple sources. The contribution of stakeholders is particularly important due to the specialised academic and professional focus of this new USP.

Based on the collected evidence, an annual self-evaluation report is prepared and submitted to the Department Council for further consideration and decision-making. The findings and resulting decisions concerning future modifications to the programme's content and structure are communicated to all relevant parties, including academic and administrative staff, students, and external stakeholders.

II. Analysis

The Department aims to ensure that students enrolled in the USP in Maritime and Intermodal Transport Management receive high-quality education in the relevant subject areas. Students are introduced to recent developments and current research outcomes in the fields of logistics and supply chain management, offering a distinctive educational experience within the Greek higher education sector.

To further strengthen student engagement and learning motivation, the teaching staff undertakes several initiatives, including inviting industry executives to deliver guest lectures during classes, while internships constitute an integral component of the programme. In addition, the USP places particular emphasis on student support services, including academic advising and opportunities for participation in international mobility programmes.

III. Conclusions

The proposed USP is fully compliant, based on the submitted documentation and the meetings taken place during the on-site visit.

Panel Judgement

Principle 2.9: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 2.9.1: USP is strongly advise to utilise the external stakeholders into the periodic internal reviews, given their expertise and seminal position into the logistics and supply chain management market.

R 2.9.2: USP should be very meticulous into reviewing their limited resources, in order to make sure that the programme will remain viable in the future.

PRINCIPLE 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES

New undergraduate 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 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

- *Utilisation of the recommendations of the external evaluation of the Institution for the establishment and successive improvement of the operation of the new UGP (incl. reference to the action plan)*

New Undergraduate Study Programme Compliance

I. Findings

The Departments of Logistics of the International Hellenic University, as part of the implementation of the University's Internal Quality Assurance System (IQAS), apply a formal procedure for the external evaluation of the new undergraduate programme "Maritime and Intermodal Transport Management," in line with the current institutional framework and the standards set by Hellenic Authority for Higher Education (HAHE). As the programme is newly established, no prior external evaluation has yet been conducted.

At the same time, an internal evaluation process is carried out annually to monitor all aspects of the curriculum. This process reviews the quality of teaching, the performance of academic staff, research activity, the alignment of learning outcomes with research developments and labour market needs, student mobility, and student satisfaction regarding courses, infrastructure, and administrative support services.

II. Analysis

The Department has established a strong internal quality assurance framework, supported by the necessary procedures to effectively respond to the findings and recommendations arising from the first external evaluation. These procedures enable a timely, systematic, and effective implementation of improvements related to the programme's curriculum, teaching methods, resources, and overall operation. This structured process reflects the institution's clear commitment to quality enhancement and the continuous development of the new undergraduate programme. Furthermore, academic and administrative staff, together with other stakeholders, recognise the importance of developing policies that will support the new USP in maintaining rigorous quality assurance processes and facilitating future updates and improvements to the programme.

III. Conclusions

It is evident that all procedures are in place from the department to utilize and act on any required amendments to the offered programme, based on External evaluations.

Panel Judgement

Principle 2.10: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R. 2.10.1: The Panel recommends that the institution formalize its commitment to quality enhancement by preparing and publishing a publicly accessible Action Plan in response to the final accreditation report of the Hellenic Authority for Higher Education (HAHE). The Action Plan should clearly outline the measures and actions that will be undertaken to address the Panel's recommendations. .

PART C: CONCLUSIONS

I. FEATURES OF GOOD PRACTICE

- The programme focuses on developing competences concerning a dynamic and growing sector of the Greek economy.
- The programme meets a strong support from external stakeholders.
- The department combines technology competences and economics to provide an innovative programme with high value-added.

II. AREAS OF WEAKNESS

- There are no economists among the teaching staff.
- Students accommodation and student supporting services are limited.
- Collection of information and management control is not sufficiently developed.
- There are no clear specializations during the third and fourth year.

III. RECOMMENDATIONS FOR FOLLOW-UP ACTIONS

- Reinforce the - permanent or non-permanent -teaching staff with competence in economics.
- With the contribution of external stakeholders, develop students' accommodation in Katerini.
- Ensure that the collected information is efficiently used. Make sure that the data collection process is streamlined. Consider a more systematic exchange with stakeholders.
- The curriculum should propose clear specialized pathways enabling graduates to be competitive in the job market.

IV. SUMMARY & OVERALL ASSESSMENT

The Principles where full compliance has been achieved are:

1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.9, 2.10

The Principles where substantial compliance has been achieved are:

2.6, 2.7, 2.8

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

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

The members of the External Evaluation & Accreditation Panel

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