



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the New Undergraduate Study Programme in
operation (Integrated Master) of:

Agribusiness and Supply Chain Management

Institution: Agricultural University of Athens

Date: 27 April 2024



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 in operation (Integrated Master) of **Agribusiness and Supply Chain Management** of the **Agricultural University of Athens** 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 (Integrated Master) of **Agribusiness and Supply Chain Management** of the **Agricultural University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Spyros Economides (Chair)**
California State University, East Bay

- 2. Prof. Kostas Giannopoulos**
Neapolis University, Pafos, Cyprus

- 3. Prof. Ioannis Anagnostopoulos**
University of London, Egham, United Kingdom

- 4. Dr Athanasios Saropoulos**
Geotechnical Chamber of Greece, Thessaloniki, Greece

- 5. Ms Despoina Liotsaki (Student of Business Administration)**
Athens University of Economics and Business, Athens, Greece

II. Review Procedure and Documentation

Teleconference meetings on April 22, 18:30 – 21:15

Teleconference with the Vice-Rector/President of MODIP & the Head of the Department

1. Prof. Emmanouil Flementakis, Vice-Rector/ President of MODIP
2. Prof. Aikaterini Marinagi, Head of the Department

A presentation was delivered to the EEAP by each one of the above two Professors. Professor Flementakis gave a short overview mainly on the history, academic profile, student enrolment and financial statistics of the Agricultural University of Athens (AUA). Professor Marinagi gave a presentation overviewing the Departmental profile in terms of history, facilities and technology infrastructure, the Undergraduate Program (UGP) and Postgraduate Program Structure, student demographics and graduate employment prospects, academic and administrative staff demographics, research activities and perceived strengths and weaknesses of the Department.

Teleconference with OMEA & MODIP representatives

OMEA MEMBERS of the Department

1. Prof. Aikaterini Marinagi, Head of the Department
2. Prof. Aristeidis Mertzanis
3. Associate Prof. Giannis Tsoulfas

MODIP MEMBERS of AUA

1. Prof. Emmanouil Flementakis
2. Associate Prof. Georgios Georgakopoulos
3. Alexandra Ntouka, MODIP Secretary

In this meeting, Professor Marinagi, on behalf of the OMEA and MODIP representatives, continued with a second extensive and comprehensive presentation addressing the requirements and the corresponding Departmental degree of compliance for each one of the twelve Principles that ETHAAE requires response and comments to grant Accreditation to the Undergraduate Program. The presentation paralleled and supplemented the material discussed in (Document B01. Proposal for Accreditation) file submitted to ETHAAE. An open interactive discussion was conducted concurrently with the presentation during which several comments and clarifications were made, as well as requests for additional information which was later provided by the OMEA and MODIP groups. Points and highlights of this discussion are incorporated and reflected in the corresponding Principle discussions of the Accreditation Report.

Teleconference meetings on April 23, 16:00 – 21:30

Teleconference with Departmental Teaching Staff

1. Professor Damianos Sakas
2. Professor Panagiotis Trivellas
3. Assistant Professor Petros Kofakis
4. Assistant Professor Foteini Kyriazi
5. Assistant Professor Angelos Liontakis
6. Assistant Professor Kanellos Tountas
7. Assistant Professor Dimitrios Nasiopoulos
8. Lecturer Christos Lallos
9. Professor Emeritus Panagiotis Reklitis
10. Dr. Anastasia-Marina Palaiogeorgou

Several issues concerning student evaluations management and results, faculty workload and evaluation, research activities, faculty mobility, and research project sources were discussed. It was mentioned that an increased emphasis is under way to promote the mobility of students that is currently at its infancy, along with contemplation of how to incorporate English language instruction in the curriculum to accommodate the needs of future incoming Erasmus students, without severely affecting the teaching workload of the faculty. The EEAP noted that the publication record of the faculty is respectable, and the curriculum is strong with respect to Agricultural Business and Supply Chain Management. However, a major concern was raised regarding the apparent lack of sufficient courses in the agricultural science knowledge area of the curriculum in contrast with other Departments of the Agricultural University of Athens. All graduating AUA students are considered to be agricultural science practitioners. Finally, the EEAP suggested that other criteria such as quality of research work or peer evaluations should be used for evaluating faculty, besides the student evaluations that the focus seems to be currently placed on.

Teleconference with Students

A group of 10 students, currently enrolled in various stages of their study, from the 1st to the 5th year, met with the EEAP and responded to several questions associated with their experience with the Department on various aspects. On the positive side, they all seemed to be satisfied with the quality of instruction, the faculty support, the adequacy of instructional facilities, the student support services, the technical and electronic instructional platforms, such as e-class, and the mix of testing and class project activities on which their performance is measured and graded. They all agreed that the mandatory practical training exercise (internship) as well as the required Diploma Project (master's Thesis) were important and beneficial components of the curriculum.

On the negative side, they feel at a disadvantage in terms of not having easy access to several institutional facilities and services that are located on the main university campus in Athens, such as the library or the Career Office, because of the Departmental remote location (town of Thiva). Their major concern, however, is that of an existing inconvenience because of the lack of laboratory facilities in the Departmental location to conduct required laboratory work

associated with the limited agricultural science type courses in their curriculum. To conduct this laboratory work, they must commute from Thiva to Athens (except for those residing in Athens) where the laboratories are located, on their expense and spend more time traveling rather than performing actual productive work. This often results in reduced laboratory work hours and once there, there are not enough facilities, equipment, and supervisory personnel for everyone, resulting in overcrowding and inefficient learning and training. Finally, the students indicated that there is no subsidy or provision for dining and student residential accommodations.

On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities

In the interest of making more time available for discussions of UGP related issues, and since a nice video was produced for a virtual tour of the facilities, it was decided by the EEAP members to view the video on their own and to utilize the time allocated to this session for a meeting with OMEA and MODIP members with additional participation of two administrative personnel members. During this time, issues of administrative support services to the students were discussed, both in terms of manual service and (digital) computer system-based services. It was mentioned that all the Departmental data processing and analysing needs are handled by the centralized university information system.

Teleconference with Employers, Social Partners of the Department

1. Dr. Irene Tzouramani, Senior Researcher, Agricultural Economics Research Institute, HAO Demeter
2. Mr. Michalis Margaritis, Field Fishery Manager, WWF Hellas
3. Mr. Theodore Lefakis, Manufacturing Managing Director, Johnson & Johnson - Mandra Plant - Greece
4. Ms. Daniela Tanhua, Head of Teaching, Satakunta University of Applied Sciences (Finland)
5. Mr. Spiros Voulgaris, Co-Founder & Innovation Manager, Innovation Hive (private non-profit organization)
6. Prof. George Malindretos, Professor in Logistics, Department of Economics & Sustainable Development and Vice Rector of Student Affairs and Administration of Harokopio University
7. Mr. Michalis Gerolimos, Head of the Cataloging Department, National Library of Greece
8. Ms. Marianna Antoniadis, HR MANAGER, Trenkwalder Group Greece
9. Prof. Theodoros Papadogonas, Director of the "Techno-economic Systems in Management" Master Programme, National and Kapodistrian University of Athens, Dept of Business Administration

Of special interest to the EEAP was to know the type of relationship and interaction the Department has with the employers and social partners (Stakeholders) in the local area and beyond. This relationship, however, has two different aspects as contrasted with other university departments. One aspect is that because of the transition from a TEI to a university department and the associated redesign of the curriculum, there have been no graduates

yet to seek career employment and as such, any prospective employer has had no experience with any employees that are graduates of the Department. The other aspect which was noted by the Stakeholders is that most of them are not based in the local area of Thiva, so the interaction between them and any prospective graduates or departmental faculty would be, and it is, logistically cumbersome. It was mentioned that the interaction thus far has only been through the student's practical training experiences or joint research projects on personal and professional relationships between faculty members and Stakeholders. As a result, the employers have not had the chance to assess or evaluate the performance of any graduate or provide feedback to the Department regarding modifications or enhancements to the UGP. It was agreed, however, that the interaction between the two sides should be encouraged and strengthened to the extent of forming a formal Advisory Board composed from members of the faculty, graduates, and Stakeholders who stated that in their opinion the curriculum of this Department is unique for the country, and they expect its significance and value to the relevant market to increase with time. Finally, it was agreed by all that increased attention must be given by the Department and by the institution in general, to the sector of ichthyology as it is viewed as a major production and income producing activity for the country.

Teleconference with OMEA & MODIP representatives

This was the last session of the day during which the EEAP and the Quality Assurance teams of the Department and the institution had the opportunity to summarize, assess, and further clarify the topics and issues of the previous discussions. Two topics that dominated the discussion in this session were the activities of the institutional Career Office as they relate to the Department, and assorted clarifications on the use of student evaluations to identify the instructional practices utilized and the degree of achievement of the learning outcomes as stated in the in (Document B01. Student Guide).

Closure with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP

In this Session, the EEAP summarized some of the outstanding weak and strong findings revealed through the review process. On the weak side, the EEAP believes that the student/ faculty mobility is at its infancy and should be strengthened and encouraged. The process of Internal Evaluation needs to be further formalized, organized, and documented. The curriculum is inadequate in terms of inclusion of courses in pure agricultural science. Lack of laboratory equipment and associated instructional personnel for the existing agricultural science courses, which involves commuting, creates an unduly and practically unfair burden to the students. It was agreed that ways must be found to increase the interaction between the Department and the Stakeholders for mutual benefit. On the positive side, the EEAP noted the uniqueness of the concept of the hybrid nature of the curriculum (Agribusiness / Supply Chain and agriculture), the mandatory Practical Training Exercise (Internship) program, the well-designed comprehensive departmental website and the satisfactory faculty profiles in terms of professional and research activities.

III. New Undergraduate Study Programme in operation Profile

The Department of Agricultural Business and Supply (Systems) Chain Management is within the School of Applied Economics and Social Sciences. The associated Undergraduate Program of Studies was established in 2019 and is an evolution of the preexisting Undergraduate Studies Program (UGP) of the Department of Supply Systems Management of the Technical Educational Institution (TEI) of Central Greece. The Department occupies a 770 square meter building on an 8.000 square meter area in the city of Thiva, Greece. The facility and technical infrastructure consist of:

- (1) amphitheatre of 100 positions
- (2) desk computer rooms of 25 positions
- (1) desk computer room of 50 positions
- (1) classroom of 30 seats (on loan)
- (1) amphitheatre of 140 seats (on loan by the municipality of Thiva)
- (2) research laboratories of 8 positions each
- (2) faculty offices for a total of 5 positions
- (1) department Chair Office of 2 positions
- (1) departmental administration office

Also, use of facilities and services at the location of the Agricultural University of Athens

The UGP curriculum is comprised of 10 academic semesters and under current review is the process of its approval as a Comprehensive and Integrated Master's program offering two specialty tracks:

- a. Agribusiness
- b. Supply Chain Management

The scientific field of the Department complies with the internationally established scientific fields of Higher Education, as determined by the international categorization of scientific fields in the UNESCO list for education (ISCED 2013), as follows: a) [041] Business and Administration, b) [061] Information and Communication Technologies, c) [081] Agriculture, d) [104] Transport services, e) [031] Social and behavioural sciences and f) [052] Environment.

The Department's UGP includes courses that fall into the following categories:

- a) Sixteen (16) general background or foundation courses in the basic sciences,
- b) Thirty-five (35) specialty or special background courses, c) Twenty-three (23) courses of scientific area and deepening/consolidation of knowledge of the specialization of the cognitive subject level courses such as digital skills. The total number of ECTS units required for graduation are 300. The UGP has a required Practical exercise for 10 ECTS units while a master's thesis is required for the equivalent of 30 ECTS.

In the first year of admission (academic year 2019-2020), 235 students (159 male and 76 female) were admitted while 216 remained active. In the academic year (2020-2021), 263 students (169 male and 94 female) were admitted while 251 remained active. The academic year (2021-2022) with the implementation

of the Minimum Entry Basis (MEB), 118 (73 male and 45 female) were admitted, all of them remaining active. Finally, in the academic year (2022-2023), 119 (85 male and 34 female) were admitted, all of them remaining active. In the academic year (2023-2024), 120 admissions were predicted.

The academic staff for the UGP as of 2023 consisted of 4 full professors, 1 associate professor, 6 assistant professors, 2 lecturers with the projection of two new hires in 2024. Additionally, there is 1 laboratory instructor and 6 academic interns with instructional duties. The infrastructure in terms of classrooms, technical equipment, laboratories, and other supporting facilities appear to be marginally adequate and were presented in the video of the on-line tour.

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

Findings

To evaluate the Departmental responses for each subsection of this Principle, the EEAP, in addition to the discussions that took place in the various interactive teleconference sessions described in PART A.II, reviewed the content of the following sources of information material which individually and collectively address the compliance of the UGP to the ETHAAE mandated requirements:

- Presentation of Vice Rector Emmanuel Flemetakis
- Presentation of the Department Chair Ekaterini Marinagi
- Presentation of the OMEA team of the Department
- Document B01. Proposal for Accreditation
- Document B03. Strategic Planning of AUA
- Document B04. Feasibility and Sustainability of the Academic Unit
- Document B05. Strategic Planning
- Document B09. Quality Goals of the Departmental UGP
- Document B011. Student Guide
- The Internal Evaluation Package of 2022-2023 for the Department

Analysis

Strategic planning, feasibility, and sustainability of the academic unit

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

The profile of the academic unit is described in PART A.III of this report and summarized on the Departmental website and in (Document B01. Proposal for Accreditation). In the same Document, within the discussion of Principle 1, the mission of the Department through its UGP curriculum and academic practices is stated as “The conduct and delivery of high quality educational, research and generally scientific work in the thematic fields of "Supply Chain" and "Agricultural Business Management" which include academic subjects such as Supply Chain, Business Administration, Economics, Marketing, Agriculture, Environment, IT and Communication Technologies”.

b. The strategy of the Institution for its academic development

The strategy claimed by the Department follows that of the institution and is essentially no different than what is widely claimed by most institutions of higher learning aiming at:

- (a) The continuous upgrading of the quality of the content of studies
- (b) The connection of research with educational instruction
- (c) The transfer of know-how from the labour market
- (d) The comparison and transfer of good practices and knowledge from other institutions of higher learning (domestic & foreign) with the goal of Excellence in Education.

The (Document B05. Strategic Planning), supplemented by the Department Chair presentation set the basis by describing the current status of the Department and discuss the four-year plan projections with regard to administrative units and committees, anticipated human resource requirements in terms of faculty positions and academic scholars, supporting personnel for instruction and laboratory supervision , administrative staff, as well as the anticipated growth in student population along with required facilities and supporting services. The success in the implementation of the strategy components mentioned above can only be measured by defining related goals and associating them with appropriate quantitative Key Performance Indicators (KPI's) that can be monitored through time. The (Document B09. Quality Goals of the Departmental UGP), serves that purpose and the EEAP believes that it can be further expanded and enhanced.

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

The EEAP recognizes that the Department has conducted a respectable and well documented study in (Document B04. Feasibility and Sustainability of the Academic Unit) which includes an appropriate SWOT analysis. The study supports the operational feasibility of the Department and the new UGP. First, it links the expected academic and professional qualifications with the needs of the national and regional economy in important economic sectors. It is claimed that the Supply Systems (Chain) aspect is the primary aspect that significantly identifies and enhances the operational feasibility of the Department. An analysis is then made based on the comparison with other national and international study programs in the same scientific fields revealing an existing academic map that demonstrates the uniqueness of this UGP. Specifically, there is a significant differentiation of this Department from other existing agricultural departments nationally and internationally due to the combination of Agricultural Science, Agricultural Business Management and Supply Systems (Chain) Management. The uniqueness of the offered combination of subjects is also enhanced by the minimum duration of study of ten (10) academic semesters. Finally, reference is made to the developments of science linking the courses of the curriculum with specific competitive skills which are necessary in the modern professional environment.

d. The documentation of the sustainability of the new department

The Department documents its student population, faculty members and other instructional personnel, indicating a reasonable student to faculty ratio as compared to other departments in higher learning institutions. There is only one secretarial assistant currently. There are several research projects / agreements that supplement the government funding. The available facility infrastructure is presently marginally adequate. The Department has projected the anticipated increase in these resources in the four-year plan but is quite apprehensive that the increase in student population combined with budgetary shortfalls may be an impediment to its sustainability.

It is claimed that sustainability can be enhanced and improved by transferring the teaching and research activities of the Department to the central facilities

of the AUA in Athens and this way, economies of scale will be achieved through co-teaching courses, as well as in the utilization of laboratory infrastructure related to the agricultural scientific field. The EEAP is in agreement with this assertion as this would be practical and convenient for the students as well and will facilitate the operation of the program

e. The structure of studies

- The organization of studies

The Undergraduate Study Program of the Department has a duration of ten (10) academic semesters. It includes 44 Compulsory Courses and 25 Elective Courses, of which the student must choose 8. Of the 44 compulsory courses, 10 include theory and laboratory exercises. Among the 25 elective courses, 6 include theory and laboratory exercises, while the rest only theory. In addition, specific courses have been included to secure the required knowledge certificates defined by the State (e.g. a Computer Operation Knowledge Certificate), if the students successfully complete specific courses. The total required ECTS credits of the UGP is 300. The thesis corresponds to 30 ECTS and the duration is equivalent to an academic semester. It is designed according to the specifications of a postgraduate diploma thesis. The UGP also has the mandatory requirement of a mandatory Internship for (10 ECTS).

- Learning process

The Department has adopted tools and methods of a student-centred approach to encourage and increase the motivation of students for deeper involvement in learning.

- Learning Objectives

Instructional material in (Document B11. Student Guide), signifies that the aim is for students to acquire the necessary knowledge and analytical skills required to solve the complex political and business problems in the Agricultural sector and the associated Supply Systems (Chain). Also, the UGP is designed to prepare students for graduate studies in business administration, agricultural economics, economics, or agricultural sciences.

f. The number of admitted students

The number of admitted students since the creation of the new Department has been discussed in PART A.III

g. Postgraduate studies and research

Areas of activity and mechanisms supporting postgraduate studies and research include:

- Established research laboratories

The Department has two (2) institutionalized research laboratories:

a. Organizational Innovation & Management Systems Laboratory (<https://agribusiness.aua.gr/labs/orimas/>)

b. Laboratory of Business Information and Communication Technologies in Value Chains (<https://agribusiness.aua.gr/labs/bictevac/>).

- Postgraduate Programs (MPS)

An Inter-Institutional Master's Program "Techno-economic Systems in Management" has been approved and is operating. It is offered by the Department of Business and Organizational Management of the National and Kapodistrian University of Athens (EKPA) in partnership with the Department.

- Doctoral Studies

There are 12 active doctoral candidates doing research on topics related to specialty knowledge areas of the Department and a regulation framework has been approved by the senate of AUA to allow for Postdoctoral research.

- Research Projects

Document (B05. Strategic Planning) enumerates and provides details of four ongoing funded research projects in the Department.

Research Publication Activity

The number of faculty research publications and cross references before 2022, as included in the Google Scholar, is graphically displayed in (Document B05. Strategic Planning).

Conclusions

The operational feasibility of the Department and the new UGP is documented. The expected academic and professional qualifications are linked to the needs of the national and regional economy in important economic sectors relative to Agricultural Business Management and Supply Chain issues. The combination of Agricultural Business Management and Supply Systems (Chain) and the duration of study of ten (10) semesters for an Integrated Master's degree establishes the uniqueness and attractiveness of the program for prospective student candidates. These two attributes are appropriately reflected in the strategic planning and goal setting of the Department. The EEAP, however, finds the inadequacy of technical and building facilities, the inadequacy of agricultural science course offerings in the curriculum, coupled with the absence of faculty members specializing in this discipline a serious threat to the sustainability of the Department.

Panel Judgement

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

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

Panel Recommendations

R1.1 - Seriously consider relocating the operations and activities of the Department to the AUA campus in Athens, thus taking advantage of the facilities and further enriching the curriculum with agricultural science courses.

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

Findings

The Institution has defined and implemented a Quality Assurance Policy with measurable objectives and quality assurance actions for the UGP to follow and benefit from. The Institution's Quality Policy is published on MODIP's own website.

The Department has developed and implemented a Quality Assurance Policy in cooperation with MODIP. The Quality Assurance Policy is cited in the Department's Quality Policy Statement and is indeed harmonized with the Institution's Quality Assurance Policy.

The Department is committed to ensure that the Quality Assurance Policy is communicated and implemented by students, faculty and staff (administrative, laboratory and technical).

The Department Quality Assurance policy:

- a) states the goals of the Quality Assurance Policy statement
- b) determines the executive responsible to monitor the application of the quality assurance policy

The program Study Guide quotes the qualitative requirements and other specifications needed to pursue the study in this program. There is a clear pattern of the courses the students need to enrol in each semester. This includes the alignment with the European and International Standards (ECTS system). The study guide includes a short description of each course and lists learning objectives and outcomes. Some information which is not available in the study guide, can be found in the course outlines which can be downloaded from the Department website. However, missing are:

- A breakdown of the topics covered each week
- A rubric to map the assessment criteria with learning objectives

The (Document B07 - Departmental Quality Assurance Policy) makes limited reference to the delivery of the new UGP in terms of:

- How the academic unit implements the Quality Assurance Policy to maintain standards and to assure and enhance the student learning experience.
- Commitment to continuous improvement.

The External Evaluation of the department of Management of Supply Chain Systems of the TEI of Central Greece was conducted in 2014. The department of Management of Agribusiness and Supply Chain Management which was established in 2019 formulated the Quality Assurance policy for its Undergraduate Program of Studies as submitted in the Proposal for Accreditation.

The (Document B09 - Goal setting of the Department) is somewhat limited and moreover it is not utilized in conjunction with the Internal Evaluation process.

Analysis

The EEAP has determined that as far as the academic profile is concerned the current faculty are well qualified. The program has a good balance of theory and practice and has an interdisciplinary curriculum.

The duration of the program is five years (ten semesters) and upon completing it the students have earned 300 ECTS. This is equivalent to 3+2 years of study in the Bologna framework which would be sufficient to get admitted to a PhD program.

The Program's Quality Assurance heavily relies on the student surveys as a vehicle to evaluate faculty instructional performance. EEAP did not see any evidence of peer assessment of teaching or any other top-down method of assessing teaching quality.

Conclusions

This is an interdisciplinary program with a good balance of theory and practice that aims to equip the students with business and management skills in addition to the knowledge of agricultural sciences.

Improvement is necessary in the department's internal quality policy, its implementation and monitoring.

Panel Judgement

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

Panel Recommendations

R2.1 - The Quality Assurance Policy of the program should include criteria and policies in excess of the student surveys. Among them could be teaching methodologies, such as active learning, online revision quizzes, forum discussions etc.

R2.2 - Take advantage of the Erasmus mobility program. Professors who visit other Universities could examine the employed teaching and assessment methods and adopt some of them.

R2.3 - Review the Quality Assurance Policy and communicate its findings annually to all departmental personnel and students.

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

Findings

The UGP has a duration of 10 semesters and is structured as follows:

1) Six (6) courses per semester are taught during each of nine (9) semesters, with the content of each course corresponding to 5 ECTS, for a total accumulation of 30 ECTS per semester. A two-month internship is included in the 6th and 8th semesters, corresponding to 5 ECTS. Therefore, only 5 courses are included in these semesters.

2) Student internships amount to a duration of four months and are conducted in Public Institutions, Private Sector Enterprises, Cooperatives, etc., crediting the student with a total of 10 ECTS.

3) In the 10th semester, students are tasked with writing their thesis, which corresponds to 30 ECTS.

The courses within the two specialization tracks of the UGP are offered in the 8th and 9th semesters. Of the 52 courses required in total to obtain a degree, 44 are compulsory and 8 are optional. From the total of 44 compulsory courses only 8 belong to the "Agriculture and Environment" category. The 25 elective courses are offered from the 5th to the 9th semester. (Document B11 – Study Guide and Presentation of the Internal Evaluation Team).

The Department also grants a certificate of digital skills (certificate of knowledge in computer operations) to its graduates, upon successful completion of 8 specific courses of a related knowledge subject. (Document B13 – Courses of Certificate of Knowledge of Computer Operation). The awarded graduation degree in Agriculture bears the name of Agribusiness and Supply Chain Management and the graduates have the possibility to register with the Geotechnical Chamber of Greece or the Economic Chamber of Greece (Document B11 – Study Guide, pp. 17, 24).

Analysis

Ensuring the agricultural character of the UGP is necessary, since the degree which will be awarded to the first graduates of the Department in the summer of 2024 will have the title of Agriculturist (Document B11 – Study Guide, p. 17) and will confer the professional rights of the Presidential Decree 344 /2000 "Practice of the geotechnical profession" (articles 8 & 9).

The EEAP noted that the UGP has sufficient coverage in the areas of business management and supply systems, but insufficient coverage in agriculture science. It is to be noted that at least two (2) courses should be added in addition to Agricultural Zoology & Entomology to provide basic knowledge for Plant Protection, which is at the centre of Agriculture and is of great importance for the practice of the profession. These courses should be Plant Pathology and Pesticide Science.

The EEAP noted the absence of four (4) courses, namely: "Plant Pathology", "Management and Protection of the Rural Environment" (including knowledge of the subject of Pesticide Science), "Farming Systems Worldwide" and "Agricultural Extension" to make the Curriculum of the Department compatible to that of the Department of Agricultural Economics and Rural Development of AUA.

It is also proposed to add the “Rural Environment Protection Policies” course of the Department of Agricultural Economics and Rural Development of the same School, which could be enriched with the latest developments on the climate crisis and contribute to the achievement of the 5th goal of the UGP (Document B1 - Proposal for Accreditation). Moreover, it is proposed to introduce two new elective courses in the UGP: “Plant Physiology” (this course enhances the understanding of plant relations and reactions to the environmental changes) and “Fisheries / Aquaculture” (this course has been also proposed by the stakeholders and covers a large sector of the primary production in Greece).

As it stands, in 7 of the 8 compulsory agricultural subject courses there is no laboratory work associated with the only exception being the course “Introduction to Food Science and Technology” (Document B12 – Study Guide, pp. 25 – 33) and that is a serious deficiency. Another deficiency is the complete lack of faculty members with an agricultural science background on subjects of Crop and Livestock Production and therefore, the instruction of the agricultural science courses is assigned to Academic Fellows (Document B14-1 – Name list of teachers) who do not have relevant background and research experience. As an example, the same Academic Scholar teaches all three courses of “Agronomy”, “Vegetable Production” and “Pomology”.

Evidence based on Departmental documents (Document B14-2 – Name list of teachers - forecast), the yearly academic calendar, the Departmental website, the presentations to the EEAP, the EEAP discussions with the teaching staff and students of the Department, reveals that the Department has formally requested other Departments of the Agricultural University of Athens for their faculty to take over the instruction and laboratory sessions of agricultural science at their facilities in Athens.

This request has been partially implemented with respect to laboratory exercises and/or field practice in the courses "Animal Husbandry" and "Agricultural Zoology and Entomology", but not in the courses "Vegetable Production" and "Pomology". It must be noted that this change unfortunately created some new problems, since the students of the Department who live in the city of Thiva need 3 hours to travel by public transport to the premises of the Agricultural University of Athens and another 3 hours to return and this travel is carried out at their own expense.

Conclusions

The complete lack of faculty members (ΔΕΠ) with specialty in the agricultural subject areas of Crop, Livestock Production or Food Science, as well as the lack of a farm and agricultural laboratories, make impractical and inefficient the operation of this UGP in Thiva, and strongly suggest the use of the facilities and the faculty of the other agricultural Departments of AUA. It is evident that conducting the instructional and laboratory activities of the UGP in two different remote locations creates a disproportionate burden and costs for the students as well. These problems with the agricultural science subject area of the UGP have been identified by the Department (Document B4 - Feasibility and Sustainability Study, p. 18).

The EEAP notes the need for a substantive, periodic revision of the UGP. The procedure should also provide for a more formal and comprehensive consultation with stakeholders (e.g. Geotechnical Chamber of Greece), external experts, students, and graduates. A form of advisory/consultation board composed of faculty, alumni and external stakeholders may be considered.

Panel Judgement

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

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Framework (Integrated Master)	YES	NO*
	X	

Panel Recommendations

R3.1 - Add to the Curriculum a minimum of four (4) compulsory courses in the subject area of Agriculture Science, namely “Plant Pathology”, “Pesticide Science” or “Management and Protection of the Rural Environment” (including knowledge of the subject of Pesticide Science), “Farming Systems Worldwide” and “Agricultural Extension” or “Rural Environment Protection Policies”.

R3.2 - Add to the Curriculum a minimum of two (2) elective courses in the subject area of Agricultural Science, namely “Plant Physiology” and “Fisheries / Aquaculture”.

R3.3 - All eight (8) existing compulsory courses on the Agriculture Science field of the UGP should include compulsory laboratory sessions and field practice which could be held at the facilities of AUA in Athens.

R3.4 - For revisions and future planning of the curriculum, solicit and utilize the experience, knowledge, and advice of the external stakeholders. Perhaps a formal Advisory Board should be formed.

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

Findings

It was determined that the following documents supplied by the Department were relevant in terms of the student-centred approach in learning, teaching and assessment of students.

- Document B01 - Proposal for Accreditation
- Document B12 - Course Outlines
- Documents B16-1 & B16-2 - Satisfaction Surveys Questionnaires
- Document B17 - Regulation for dealing with student's complaints and appeals
- Document B18 - Regulation for the function of the Academic Advisor
- In addition, useful insights were gained through the interviews that the EEAP conducted with the students, the Faculty and the OMEA and MODIP teams of the University and the Department.

Analysis

The approach is student-centred since there are various pedagogical methods and flexible learning paths. Students - apart from attending lectures - have the opportunity to participate in exercises during classes, interact with their

teachers, answer and raise questions, go over audiovisual materials, analyse case studies, etc in order to better comprehend the content of the lectures. Students also conduct projects related to the goals of each course either individually or in groups. Additionally, there are different modes of delivery, such as labs, seminars and lectures delivered from guest external speakers. However, it must be highlighted that quite often students are required to transfer from Thiva to Athens (one way trip lasts approximately 3 hours) at their own expense to attend the obligatory labs of the agricultural science subject area.

Students who attend classes and labs are encouraged to have an active role in the whole learning process and gain a “hands-on” experience to some extent. They usually are co-creators in the educational journey, and they often have the chance to present their projects in class in order to develop their presentation skills.

The assessment criteria and methods are published in advance in the course outline of each course. The teaching staff always informs the students during the 1st lecture of the term and throughout the semester as well, so they know exactly how their final grade is shaped. Apart from the final exams, projects are handed out to students that shape their final grade up to 30% depending on the course. Also, they often write mid-term tests that contribute to their final grades.

The student satisfaction surveys are conducted online at the end of each semester, usually between the 8th and 10th week, however the participation is weak and there is no way to ensure that only active students who attend classes submit the feedback forms. There is awareness of the situation and action steps have been taken to address the issue of low participation, such as highlighting the importance of student feedback for this to change in the future. Another available service for students to give feedback and discuss their concerns is the formal submission of complaints.

There is a formal procedure for student appeals in place (Document B17. Guidelines for Student Complaint Submissions).

The (Document B18. Academic Advisor) outlines the role and responsibilities of the Academic Advisor. This function seems that in addition, is applied to direct discussion between students and professors.

Conclusions

In general, the EEAP considers that the programme is delivered in an environment that promotes mutual respect and puts the students in the centre of the whole learning and developing process, but there is room for improvement especially when it comes to the operation of the labs (frequency, place, equipment, etc).

Panel Judgement

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

Panel Recommendations

R4.1 - Find a way to ensure that only students who are present in the lectures get the chance to evaluate the teaching staff and the courses. For example, give out a certain password only to students who participate in class the day of the evaluation.

R4.2 - Eliminate student costs (money, time, transfer, risks) for participating in obligatory courses/labs either by using/creating rooms for labs locally or by covering their needs completely (university bus, compensation for transfer).

R4.3 - Organize competitions, conferences and interactive events and encourage student participation in those.

R4.4 - Highlight the importance of practical courses / labs and make students realize that both specializations are equally important and therefore participating in courses of both specialty tracks is mandatory.

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

Findings

It was determined that the following documents submitted by the Department were relevant to analyse the current state of the Department in terms of student admission, progression, recognition of academic qualifications and award of degrees and certificates of competence of the new study programme:

- Document B11 - Study Guide

- Document B20 - Regulation of Studies (Thesis and Practical Training included)
- Documents B21-1 & B21-2 & B22 & B30-1 & B30-2 - Diploma Supplements (GR & ENG)
- Document B26.6 - Structure of Undergraduate Study Programme
- Document B26.10 - Regulation for mobility programmes

Useful insights were also gained through the interviews that the EEAP conducted with the students, the Faculty and the OMEA and MODIP teams of the University and the Department. However, some inconsistencies were also spotted.

Analysis

Incoming students are supported in having a smooth transmission to university life in multiple ways. Students can always have access to information by visiting the official website of the Department and by consulting the Study Guide. There is an orientation day for incoming students.

The students' progression is monitored through the electronic platform of secretarial support. Through this platform the students have access to the courses they have succeeded in, their grades and generally their progression.

Student mobility is limited. So far, no student exchanges have been carried out. There is an Erasmus+ administration office in the University that centrally manages the applications.

The European Credit Transfer and Accumulation System (ECTS) is well applied across the curriculum.

At graduation all students are provided with the Diploma Supplement in Greek and in English.

In (Document B20 - Regulation of Studies) it is stated that the completion of a Thesis is mandatory and accredits students with 30 ECTS. An abbreviated description for Thesis preparation exists, but EEAP finds it very inadequate, with no explicit quality requirements and criteria.

A practical training is in place, it is mandatory, ensures that all students will develop job-specific or broader skills and carries 10 ECTS points. A network of external stakeholders to support the practical training and the future vocational rehabilitation of students has been developed. However, action steps towards further capitalization of that network need to be undertaken in order to actively contribute to the Department's goals.

Conclusions

All in all, the EEAP considers that the processes of student admission, progression, recognition of academic qualifications and award of degrees and certificates of competence of the new study programme are well defined and followed.

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

R5.1 - Develop a guide with a detailed and expanded set of requirements and instructions for writing a Thesis

R5.2 - Sign official contracts with local businesses which are willing to participate in the practical training programme of the Department

R5.3 - Encourage and strengthen mobility opportunities for the students of the Department

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

Findings

Two (2) members of the faculty have the rank of Lecturer (Λέκτορες Εφαρμογής), but do not hold a doctoral degree and cannot conduct autonomous theoretical teaching (Document B2 – Quality Assurance Unit Recommendation Report, Document B14-1 – Name list of teaching staff, Department website).

The Department currently has 13 faculty members (ΔΕΠ) whose specialties are in the fields of Management, Economics, Marketing, Information Technology and Supply Chains. One faculty member has a specialization in the Environmental field and none of them in the Agricultural Science subjects of Crop and Livestock Production or Food Science. The Department currently operates two Laboratories: the "Organizational Innovation and Management Systems Laboratory (ORIMAS)" and the "Business Information and Communication Technologies in Value Chains (BICTEVAC)". The Department does not have a farm and does not have laboratory infrastructure for agricultural courses (Document B1 - Proposal for Accreditation, Document B11 – Study Guide, Department website).

From the above, it follows that teaching and research in the scientific subjects of a) Agriculture (Crop Production), b) Agriculture (Livestock Production) and c) Agriculture (Food Technology) are being covered by three contractual holders of a doctorate degree in accordance with the current institutional framework (Document B14-1 – Name list of teaching staff), while the intention of the Department is that the teaching of agricultural subjects will be done in the future by the specialized Faculty of other AUA Departments (Document B14-2 – Name list of teaching staff - provision).

The AUA has established the Centre for Supply Chain, Circular Economy and Entrepreneurship based in Thiva, which aims to strengthen the research activities carried out mainly by the Department of Agribusiness & Supply Chain Management (Document B2 – Quality Assurance Unit Recommendation Report).

Regarding staff mobility, the members of the faculty are motivated to actively participate in the Erasmus+ program (teaching and training) and international scientific conferences. Also, the educational leave (sabbatical) enables faculty members to move to other Universities outside or within the country in order to teach or collaborate with scientific staff of other departments in order to promote research (Document B11 – Study Guide, Presentation of the Internal Evaluation Team).

Analysis

The teaching of agricultural courses by academic fellows is not sufficient due to their comparatively reduced research experience, but also due to the undertaking of teaching courses in quite different subjects, such as the undertaking of the teaching of Botany (systematics - anatomy & morphology) and of Agricultural Zoology & Entomology by the same scientist. The provision for taking over the teaching of the agricultural science courses by the specialized faculty of other Departments of AUA depends on their availability due to their workload and on the other hand will burden the students with the time and cost of travel from Thiva to Athens and vice versa.

The total teaching workload of the Faculty in the Department averages 8 hours per week. The Sabbatical opportunities of faculty are very limited. Students are largely satisfied with the academic staff teaching competence, cooperation and social interactions with the Faculty, as it is evidenced from student evaluation surveys (Document B11 – Study Guide, Presentation of the Internal Evaluation Team).

There are links established between research and teaching in the undergraduate programme, which are reflected in the Syllabus of each course. The Department has established structures for academic staff collaboration with other universities, research laboratories and the public and private sectors (Document B23 - Research & Educational achievement). This is critical for moving forward for the long-term success and relevance of the program.

The production and recognition of the research work of the members of the Department for the calendar years 2019 to 2022, according to the Google Scholar database, is constantly increasing from 53 publications and 1425 references in 2019 to 559 publications and 10,353 references in 2022. However, there is a great disparity in the contribution of the Department members to the "h-index" Factor which ranges from 3 to 34 and average indices per faculty member of the Department lag compared to total average indices per faculty member of the Agricultural University of Athens (Document B23 - Research & Educational achievement, Presentation of the Internal Evaluation Team). Only 38% of the total number of Department publications during the five-year period 2019 - 2023, were about the agri-food sector and synergies with researchers from other Departments of AUA were limited (Presentation of the Internal Evaluation Team, Department website <https://w1.aua.gr/agribusiness/en/research/>).

Conclusions

The EEAP noted that the number of Faculty members to serve the departmental curriculum is not adequate. In addition, none of the existing members has specialty in the Agricultural Science subject areas of Crop, Livestock Production and Food Science.

Panel Judgement

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

Panel Recommendations

R6.1 - Agricultural science courses should be taught by members of faculty of other Departments of the AUA who have the associated academic background.

R6.2 - Teaching staff should have sufficient research publications in the subject of the course.

R6.3 - Departmental research work should be oriented more towards the Agricultural and Food Sciences areas.

R6.4 - Encourage faculty participation in high-level research projects and associated publication activity in journals of “h-index” Factor.

R6.5 - Invite outside speakers to give seminars or lectures on contemporary academic topics and strengthen the student exchange and study abroad programs.

R6.6 - Encourage and support the professional development activities of faculty, and students. This includes but is not limited to international professional meetings, and full or mini sabbaticals.

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

Findings

The sources available to analyse the current state of the Department in terms of learning resources and student support of the new UGP, were (Document B01. Proposal for Accreditation) and a virtual video tour of the facilities.

The Department has some of the necessary facilities to ensure an appropriate teaching and learning environment for the new UGP. There is one auditorium, one classroom and 4 laboratories - 3 of which are equipped with PCs. The Department can also use another auditorium that has been offered to them for some years. There are projectors and screens for slideshows everywhere. However, basic facilities and services, such as library, restaurant, sports facilities, mobility office, practical training office, student support, etc are centrally located in the AUA in Athens. In Thiva there is only a canteen and a basketball court. When it comes to

human resources, there are 14 members of the faculty, 1 EDIP member and a two (2) person administrative staff.

The support services that are available to the university students, include access to webmail, e-class platform, progression tracking system, free wi-fi internet connection and other electronic services. Additionally, there are services offered by the Student's Advocate, the Career Office, the Practical Training Office, European Programmes Office, Psychological Student Support, etc. There are no dormitories or dining facility for the students.

Analysis

The facilities necessary to ensure an appropriate teaching environment are split between the academic unit in Thiva and the AUA in Athens. Especially, labs of the agricultural scientific field which are mandatory require students to spend money and time to transfer there.

There is an adequate range of support services, but accessibility to those is remarkably limited as they are in Athens as well.

The EEAP feels that the administrative staff of 2 people is not sufficient to serve at least 600 students.

Conclusions

Although the EEAP considers the learning resources and student support of the new undergraduate programme sufficient to some extent, the inadequacies of (i) teaching facilities (i.e. agricultural science laboratories) and (ii) support facilities (i.e. student restaurant, library, etc) were especially noted by the EEAP.

Panel Judgement

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

Panel Recommendations

R7.1 - Provide the missing teaching facilities

R7.2 - Provide the missing support services

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

Findings

The Department makes information available about its activities to the public through its website: Το Τμήμα - Τμήμα ΔΙΓΕΣΕ (aua.gr), <https://w1.aua.gr/agribusiness/tmima/>

There is a central unit that collects, collates and analyses KPI data. This unit is managed, directed and controlled by 3 professionals who also decide on the site being updated. The site provides useful information about the various programmes of study and courses. The department operates an information system for the collection, storage, management, and analysis of data related to the PSP. This data concerns students, staff, course structure and content, and teaching in general. MODIP and OMEA are mainly responsible for the operation of QA related information systems. Several procedures are in place that feed data into the information system, such as student registration, student satisfaction surveys, student performance, teaching staff etc. The subsequent analysis of this information by the department feeds into the QA process primarily via the internal evaluation report that is produced by OMEA at the end of each Spring term.

Specific points Reviewed by the EEAP:

1. Online Availability of Key Info (i.e., structure, mode of attendance, criteria for assessment, degree awarded, teaching staff's CVs). All information regarding the structure, the academic staff etc. is available online.
2. Online presentation of Courses. Courses outlines are available online and the information provided is complete. Some of them are necessary to be updated

but this doesn't significantly affect the scope of the online presentation of the courses.

3. Accessibility of Online Info. The information published online is up-to-date and understandable by anyone.

The Department utilizes modern ways of education and lifetime learning and has developed e-learning via the e-class portal for all courses and course-related materials. Programme information is published on the Department's website, as well as regular post announcements and it is regulated by administrators.

The Department uses social media platforms to publicize its activities and it welcomes direct communication with all stakeholders inclusive of potential employers looking for employees upon graduation.

Analysis

Regarding the Online presentation of Courses - Course outlines are available online and the information provided is complete. Some of them are perhaps necessary to be updated but this doesn't significantly affect the scope of the online presentation of the courses. Some of the module outlines are very brief and to provide a more detailed provision of the information some of this information is scattered in various links.

Through the centralized information system, the department appears able to collect and analyse reliable and relevant data. This information is then used to ensure the smooth operation of the UGP, by identifying areas of best practice as well as areas for improvement.

Student performance seems to be closely monitored from registration to graduation, focusing mainly on student attainment, attendance, and drop-out rates. The data management system collects, collates, and analyses important information such as student progressions rates, new student intakes, comparative data, graduate data, active and inactive students. The student evaluation surveys constitute also one of the key inputs to the system. These are conducted anonymously online at the end of each semester across all courses. The results are analysed by course, semester, and member of staff.

The information system is also used to support the department's goal setting. Key performance indicators are set with the participation of all faculty members, and then monitored throughout the academic year. Performance is discussed in the department's general assembly.

Conclusions

The structure of the website for locating the information is user-friendly. The EEAP was able to verify that it contains useful information for students as well as anyone interested in knowing about the educational programme and the structure of the unit. However, there is an improvement required in terms of the accessibility of this information and ease of navigation.

The IT Services support and staff resources are deployed in a way which at present is very satisfactory. There is coherence regarding where information can be found and what are the relevant repositories of information. The use of structured web pages makes the day-to-day procedures for locating and accessing information more expedient, effective, and efficient.

The EEAP did not have the time to investigate the ISO procedure regarding information provision to its fullest but from its experience, information could be further consolidated to assist the transparency of information and accessibility provided.

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

R8.1 - Integrate the data collected in the Academic Advisor process in the Department overall information system.

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

Findings

The website of the programs is well organized. Key information is provided in both Greek and English, while the website is particularly user-friendly, well designed, and easily accessible. The website has dedicated webpages that provide extensive information about the programme. This includes all relevant information about the programme' s structure (including the two distinct degrees), course structure and content, mode of attendance, teaching methods etc. The outline of each course is available as a single downloadable pdf file, while key course information (such as semester and course instructor) also appears on-page. The Departmental QA policy is available online, with an on-page summary providing the main principles and a downloadable document offering more information.

Separate webpages provide key information about faculty members. Each academic profile webpage displays a brief bio on-page and also includes a full CV as a downloadable pdf file. Separate webpages provide administrative support to current and prospective students, with information and links to various digital services, FAQs, announcements etc. The UGP director and the steering committee are responsible for checking and approving the content of the programme' s website. The Department administrative staff are updating the website, while IT support and maintenance is outsourced.

Students are frequently asked to evaluate the program and the courses, but student participation is rather limited overall. The results are discussed by the members of the OMEA and the academic staff to improve teaching quality.

Analysis

To further enhance the process of study programmes revision, the Panel recommends an expansion of the topics covered in the questionnaire. We understand that in many cases this information is collected and discussed in the Unit's General Assembly. However, we believe that a more systematic follow-up of this information through the internal evaluation process could enhance the quality of the programme. Specifically, this relates mostly to:

- Section 2 - Design and approval of programmes
- Section 3 - Student-centred learning, teaching, and assessment
- Section 5 - Teaching staff: Monitor and support balance between teaching and research workload to promote the staff's scholarly activity and strengthen the link between education and research.
- Section 6 - Learning resources and student support

Conclusions

In particular, the Panel would like to highlight the need for the integration of this information into the internal evaluation process. Regarding the process of evaluating and reviewing the programme we recommend that a more institutionalized/formalized, communicated, and solid process in place that monitors student satisfaction, module/course metrics in conjunction with employee reviews, stakeholders as well as teaching staff would provide a very solid basis both for programme quality control and transparency of procedure.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 - Distinctly publicize both the procedure for the Internal Evaluation, and its relation to the (current and past) external reviews in the English version.

R9.2 - Distinctly and transparently publicize the results of the Internal Evaluation in the English version.

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

Findings

Programme revision practices are (as perhaps expected) not evident before the implementation of formal Internal Evaluation processes. The EEAP established the presence of a Programme Committee and study programme revisions implemented in 2023 based on the evidence handed to us. It is not exactly clear if and when the Department has undertaken revisions of its curriculum. For example, the program seems to fit student preferences and labour market needs, but it is not clear whether this was the result of Internal Evaluation and programme reviews with stakeholders, or a simple decision taken by MODIP on its own.

Part of the monitoring and review of study programmes is structured along a questionnaire which serves as the basis for the Internal Evaluation process. The questionnaire indicates that the monitoring and review process meets the student side of the quality assurance standards to support the level of educational provision and effective learning.

During the EEAP visit, it was evident that the faculty members are aware of the importance of the Internal Evaluation and its contribution to improvement, and that they are committed to the mandated follow-up actions.

Analysis

The Department should ideally establish and institutionalize the informational presence of the programme committee and study programme revisions implemented. The EEAP understands that this process is currently taking place in conjunction with several internal units where the internal evaluation process is conducted by the Institution's Quality Assurance Unit (QAU), the Unit's Internal Evaluation Group (IEG) and the Head of the Unit.

There is no internal evaluation procedure in the Department that takes place annually for a holistic review of the programme. In the EEAP discussions with the stakeholders, this procedure was outlined as conducted by the Quality Assurance Unit in the Department and shared with the academic members and MODIP.

Since the inception of the programme, there has been no apparent interaction between the Department and the external stakeholders to provide feedback for use of the internal evaluation of the programme.

The internal evaluation process has not been conducted properly. It appears that the student evaluation process is the sole factor that drives the internal evaluation of the programme. The procedure should rather ideally track the requirements for the programme accreditation.

The EEAP was provided with a version of the Internal Evaluation report that spanned 34 pages. Upon closer inspection of the document, it was noted that it was mostly a description of the Internal Evaluation process, not properly documented and not addressing issues such as a description of the findings, remedial actions, and dissemination of the results to the academic community.

Typically, an internal Evaluation consists of:

(i) internal stakeholders i.e., teaching staff, the quality committee, the student-staff consultative committee, the student voice (other than student questionnaires), student statistics as well as 1-to-1 meetings. This is just an example of a variety of mechanisms involved - including but not limited to - supporting documentary evidence that leads in principle to problem solution.

(ii) external stakeholders i.e., professionals, businesses, academic external examiners, chamber of commerce representatives etc. Usually, the external team members are appointed in the same context as External Examiners.

As such an Internal Evaluation brings together all relevant PSRBs (Professional, Statutory and Regulatory Bodies) to strengthen the quality and the currency of the curriculum and lead to programme improvements. It is not clear from reviewing this document how: (i) this procedure is affected (ii) it is documented and (iii) the feedback mechanism is utilized for programme improvements ensuring quality improvements.

Conclusions

The Department needs to clearly document the procedure for the self-assessment of its program. The annual Internal Evaluation report needs to be thoroughly documented and be the basis of consultation and revisions of the program.

The findings and the provided recommendations are in the spirit of collegiality and good intentions to assist in further improvement and to encapsulate aspects of those provided earlier.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

R10.1 - Create a standardized Internal Evaluation Template, (perhaps as the one suggested by ETHAAE, even though not mandatory), such as

[2498-Ypodeigma_ekthesis_esoterikis_aksiologisis2011.doc](#), section 3.1, and use it in conjunction with the institutional Quality Manual (example [https://www.aueb.gr/sites/default/files/ΕΣΔΠ-ΟΠΑ-VER3\(2022](https://www.aueb.gr/sites/default/files/ΕΣΔΠ-ΟΠΑ-VER3(2022), Διαργασία 4,) to conduct the Internal Evaluation process of the UGP. Include, track, and document all issues of interest relative to the UGP. Utilize the appropriate forms provided at the end of the Quality Manual (Appendices/forms) to document your findings which will be communicated to the academic community. This model (including adopted appropriate tables in the template and forms in the manual) can then be used for all subsequent Internal Annual Evaluations of the UGP to tremendously facilitate the process.

R10.2 - In relation to follow-up actions from this and future Internal Evaluations of the UGP, it is strongly encouraged that the Department focuses its endeavours on actions that are directly related to the points raised in each review.

R10.3 - In relation to initiating and implementing follow-up actions from this and future reviews, it is strongly encouraged to document the participation of all relevant stakeholders (i.e., not only staff members).

R10.4 - In relation to future reviews as well as follow-up actions from this and future Internal Evaluations of the UGP, to the extent possible, it is encouraged that the stakeholders involved exhibit substantial variation in the level of their affiliation with the Department in terms of education and/or employment history within the Department.

R10.5 - The possibility of creating an Advisory Council, consisting of prominent individuals and/or distinguished professionals, businesses, and topical authorities. The Department will receive from this council advisory guidance for further improvement of the program.

R10.6 - The collection of information, through exit questionnaires, from students at the end of their studies, regarding their whole experience in the program, strengths, weaknesses, and possible areas for further improvement.

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

Findings

This is the first external evaluation of the new undergraduate study programme of the Department of Management of Agricultural Enterprises & Supply Systems (DIGESE) based in Thebes.

The Department in its proposal (application) for accreditation submitted to the ETHAAE describes the general procedure that leads to a proposal of external evaluation, but there is no mention of how the unit plans to implement the recommendations and the associated improvement of any future external evaluation.

There is no mention of the extent of the involvement of the stakeholders regarding the results and the follow-up actions of the external evaluation.

Analysis

The EEAP is not aware of any previous external evaluation of the present UPS. However, there has been an external evaluation of the predecessor institution, and the Department is aware of the recommendations. Furthermore, they identified some recommendations that apply to the new UPS as well.

However, the EEAP did not receive any information in the form of a progress report and is not able to assess whether any previous recommendations were properly addressed.

Conclusions

There is no previous external evaluation of the new Department or the new undergraduate study programme. There is no evidence on how the department plans to implement the current evaluation or any future recommendation of an external evaluation process.

Panel Judgement

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

Panel Recommendations

R11.1 - The Department must develop an approach of considering and acting on the suggestions of the external evaluation process.

R11.2 - It is recommended that the Progress Report associated with any future External Evaluation of the Program should be in the suggested standardized tabular form which for every recommendation under consideration displays:

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

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

Findings

The department is a newly founded Department with a novel curriculum. It is independent of the UGP that existed in the old TEI system. There are provisions for the implementation of the practical training. The Department has provided the option to the former TEI students to elect to graduate with the degree under that curriculum or under the new one that grants them a university-level degree.

Analysis

Document B32 (Έκθεση Μετάβασης και βαθμός ολοκλήρωσης του προ υπάρχοντος ΠΠΣ «Διοίκηση Συστημάτων Εφοδιασμού» του πρώην TEI Στερεάς Ελλάδας) provides a comprehensive, detailed, and easy to follow roadmap for those former TEI students who wish to continue their studies in the new UGP. The MODIP has a

detailed report/plan which includes all the necessary provisions on the transition period for the students of the pre-existing program until its final termination deadline in 2027.

Conclusions

The MODIP assessment on the transition from TEI to University reached the conclusion that administration and faculty members meet the needs and standards of a university level degree. The only issue of concern has been that the government decision to convert the TEI to a university department was not accompanied by comprehensive and realistic plans and was done within a very short period of time.

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

No recommendations

PART C: CONCLUSIONS

I. Features of Good Practice

- The process of smooth merging of the TEI into the new university Department.
- The hybrid format of the new UGP with basic knowledge in both business and supply chain management and agricultural science has been found desirable and attractive by stakeholders and is unique in Greece.

II. Areas of Weakness

- Create a standardized Internal Evaluation Template, (perhaps as the one suggested by ETHAAE, even though not mandatory), such as [2498-Ypodeigma_ekthesis_esoterikis_aksiologisis2011.doc](#), section 3.1, and use it in conjunction with the institutional Quality Manual (example [https://www.aueb.gr/sites/default/files/ΕΣΔΠ-ΟΠΑ-VER3\(2022](https://www.aueb.gr/sites/default/files/ΕΣΔΠ-ΟΠΑ-VER3(2022), Διαργασία 4,) to conduct the Internal Evaluation process of the UGP. Include, track, and document all issues of interest relative to the UGP. Utilize the appropriate forms provided at the end of the Quality Manual (Appendices/forms) to document your findings which will be communicated to the academic community. This model (including adopted appropriate tables in the template and forms in the manual) can then be used for all subsequent Internal Annual Evaluations of the UGP to tremendously facilitate the process.
- The complete lack of Faculty members with an agricultural science specialty in Crop, Livestock Production or Food Science, as well as the lack of a farm and agricultural laboratories, make the operation of the UGP in Thiva impractical and inefficient.
- Because the agricultural science courses of the program are taught in the AUA Athens campus, student commuting to attend these courses becomes cumbersome, time consuming and costly because the financial burden is on the student.
- There is no systematic integration of external stakeholder views on programme review processes.
- The opportunities for participation in Erasmus+ and other mobility programs are not being exploited.

III. Recommendations for Follow-up Actions

- Establish a list of recommended high-ranked journals for publication as well as criteria for Faculty research evaluation.
- Add to the program curriculum a minimum of four (4) compulsory courses in the subject area of Agriculture Science, namely “Plant Pathology”, “Pesticide Science” or

“Management and Protection of the Rural Environment” (including knowledge of the subject of Pesticide Science), “Farming Systems Worldwide” and “Agricultural Extension” or “Rural Environment Protection Policies”.

- Add to the program curriculum a minimum of two (2) elective courses in the subject area of Agriculture Science, namely “Plant Physiology” and “Fisheries / Aquaculture”.
- All eight (8) existing compulsory courses on the Science of Agriculture of the UGP should include compulsory laboratory sessions and field practice which could be held at the facilities of AUA, Athens campus.
- Agricultural courses should be taught by competent members of the faculty members (ΔΕΠ) this subject area.
- Departmental research work should focus on the management of the Agricultural and Food Sciences industry.
- The Department should embark on on-going documentation and compilation of key, repeatable operating procedures and processes which are deemed to be of importance, in an easy-to-follow graphical form, such as a flow chart. Such a collection of documents would standardize these procedures and serve as a “standards manual” that can be followed to ensure consistency of implementation (execution). For the annual internal reviews follow the processes and produce the accompanied documentation as described in the University Quality Manual.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **4, 5, 8, 9, 11, and 12.**

The Principles where substantial compliance has been achieved are: **1, 2, 6, and 7.**

The Principles where partial compliance has been achieved are: **3 and 10.**

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

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

The External Evaluation & Accreditation Panel agrees that this Programme leads to a Level 7 Qualification according to the National & European Qualifications Network (Integrated Master)	YES	NO
	X	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
1. Prof. Spyros Economides (Chair) California State University, East Bay	
2. Prof. Kostas Giannopoulos Neapolis University, Pafos, Cyprus	
3. Prof. Ioannis Anagnostopoulos University of London, Egham, United Kingdom	
4. Dr Athanasios Saropoulos Geotechnical Chamber of Greece, Thessaloniki, Greece	
5. Ms Despoina Liotsaki (Student of Business Administration) Athens University of Economics and Business, Athens, Greece	