



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the New Postgraduate Study Programme of:

Quality, Production and Management in Food Industry

**Department of Food Science and Technology
International Hellenic University**

31 March 2024



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Quality, Production, and Management in Food Industry** of the **International Hellenic University** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **Quality, Production and Management in Food Industry** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Emeritus Spyros G. Pavlostathis (Chair)**
Georgia Institute of Technology, Atlanta, Georgia, USA
- 2. Prof. Andreas Efstathiades**
European University Cyprus, Nicosia, Cyprus
- 3. Prof. Jannis Angelis**
KTH Royal Institute of Technology, Stockholm, Sweden
- 4. Prof. John Floros**
New Mexico State University, Las Cruces, New Mexico, USA
- 5. Ms. Erasmia Angelaki**
Postgraduate student, Hellenic Mediterranean University, Heraklion, Greece

II. Review Procedure and Documentation

In preparation for the review and assessment of the new PSP **Quality, Production and Management in Food Industry** of the **International Hellenic University**, the External Evaluation & Accreditation Panel (EEA Panel) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, as well as detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices provided by the new PSP through the HAHE.

The programme review was conducted via teleconference, organized, and coordinated by HAHE and the International Hellenic University (IHU). The schedule and agenda of the review were as stated below.

Tuesday, 26/03/2024:

Preliminary private meeting of the EEA Panel. Discussion of the programme under review; assignment of writing parts of the draft accreditation report to the members of the EEA Panel.

Wednesday, 27/03/2024:

- a) Welcome meeting and short overview of the PSP with the Vice Rector and President of MODIP Prof. P. Tzionas, the PSP Vice Director, Prof. G. Dimitreli, and the Head of the Department of Food Science and Technology and PSP Director, Prof. A. Moriki. Presentation of the structure, quality assurance, and other futures of the PSP by Prof. A. Moriki.
- b) Meeting with PSP teaching staff members, Profs. A. Goulas, A. Thomareis, A. Ismiridou, V. Karageorgou, A. Koulouris, E. Likotrafiti, M. Papageorgiou, Ch. Ritzoulis, A. Pavludi, and I. Arvanitidis: Discussion of learning resources and other futures of the previous and new PSP.
- c) Video presentation and discussion of facilities and learning resources by PSP administrative and teaching staff members.
- d) Meeting and discussion with employers and PSP social partners: Mr. I. Smarnakis, Director and R&D Lavdas S.A., President of the Greek Association of Food Scientists and Technologists; Mr. A. Kolioukas, Research Project Coordinator Koukakis S.A.; and Mrs. M. Gabriilidou, Hellenic Food Authority.
- e) Private debriefing meeting (EEA Panel members only): Discussion of the outcomes and findings of the PSP virtual visit; preparation of oral report.
- f) Meeting with the PSP Director and Vice Director, Steering Committee member, OMEA member, and MODIP member and staff: Further discussion of the new PSP and clarifications.
- a) Closure meeting with the Vice Rector and President of MODIP, the Department Head and PSP Director, the PSP Vice Director, Steering Committee and OMEA member, OMEA member, and MODIP member and staff: Informal, oral presentation of the EEA Panel PSP key findings and clarifications.

Thursday 28/03/2024 to Sunday 31/03/2024:

Draft report writing. EEA Panel virtual meetings. Review and finalization of draft report.

Throughout the review and evaluation process, the EEA Panel was in close communication with the Department and PSP administration, which were very accommodating in providing additional information requested by the EEA Panel. The EEA Panel found that the Department and the PSP administration, as well as the faculty, staff, and employers interviewed were eager and helpful in our discussions, providing valuable additional information.

III. Postgraduate Study Programme Profile

The postgraduate study programme (PSP) Quality, Production and Management in Food Industry is organized and will be offered by the Department of Food Science and Technology of the International Hellenic University (IHU), located in Sindos, Thessaloniki. The PSP Quality Management and Production Organization Systems in the Food Industry was initially established and started with the academic year 2009-2010 by the Department of Food Technology of the Alexandria Technological Educational Institute of Thessaloniki. It was then re-established in 2019 (Government Gazette B 3545/23-09.2019) in accordance with article 32 of Law 4485/2017 in the Department of Food Science and Technology of the IHU and operated till the academic year 2022-2023.

The objectives of the new PSP Quality, Production and Management in Food Industry are as follows: Cutting-edge knowledge in Food Science and Technology; Practicing critical thinking in the management of industrial food production units with the aim of producing quality and safe products; Acquisition of complex problem-solving skills in industrial food production; and Innovation in Research. Consistent with the PSP objectives, instruction and research cover the following areas: Production and processing processes in the food industry; Quality Control and Management Systems; Research and development of new food products; Management and sustainability of food industries; and Management and promotion of food industry products.

Teaching in the PSP is provided by faculty and teaching staff of the Department of Food Science and Technology (IHU), as well as by several external specialized scientists from academic and research Institutions. Specialized technical staff and administrative staff assist the PSP.

The programme has set at twenty-eight (28) the maximum number of admitted students per academic year. Admitted students are graduates from natural and biological sciences, as well as engineering. The admission criteria and selection process follow the IHU Regulation of Postgraduate Studies (Government Gazette 5922/11-10-2023, Article 7). The total number of graduates since the initial establishment of the previous PSP in 2009 and the re-established PSP in 2019 till March 2024 is 156. Tuition fees are 2400 €/student.

The PSP consists of three (3) academic semesters study resulting in level 7 Diploma of Postgraduate Studies. To graduate, the student must have successfully completed a total of 90 European Credit Transfer System (ECTS) credits (60 ECTS for coursework and 30 ECTS for the preparation and successful completion of the postgraduate thesis if chosen). Lectures are given in-person, with partial remote teaching in special cases. The postgraduate thesis research is optional, conducted during the third semester in lieu of five (5) third-semester courses. Attendance in lectures is mandatory and final examinations are administered in-person on campus. There are no elective courses offered. Students' participation in Internship training is possible, but not required. The EEA Panel found that the number of courses offered cover advanced as well as new topics and technologies in Food Science and Technology, with particular emphasis on Food Industry.

The PSP prepares graduates trained in Food Science and Technology for careers in both the private and public sector of the economy, such as Food Industry, consulting companies, as well as public bodies related to food quality and safety. In addition, about 14% of graduates have continued with doctoral studies. There are strong links to the society, which is key

priority of the PSP Quality, Production and Management in Food Industry, the Department of Food Science and Technology, and the Institution.

The Department of Food Science and Technology offers one postgraduate study programme and supports doctoral studies. More than half of the teaching staff members teach in postgraduate programmes of other IHU Departments or other Greek Universities.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The programme has a comprehensive quality assurance policy in place. The quality assurance policy is publicly available on the Department website. There are KPIs (key performance indicators) set by the Institutional Quality Assurance Unit (MODIP) in collaboration with the Department Internal Evaluation Group (OMEA), the Department and PSP leadership and the teaching faculty. The faculty work closely with MODIP, which supports the programme structure and planned delivery. The annual quality goals are stated and regular assessment of the research achievements of the faculty members as well as those of students and graduates in the existing programme is recorded and goals for improvement of the PSP are set. The graduates of the existing programme are well received in the labour market, indicating that future PSP graduates will appropriately skilled and suitable for employment in the food sector in a range of different roles.

II. Analysis

To ensure transparency and accessibility, the quality assurance policy is featured on a dedicated section of the existing programme's website, and this should as planned be retained in the PSP. KPIs relevant to the quality of the PSP are limited. The social partners interviewed by the EEA Panel highlighted the high employability of graduates of the existing programme, which indicates that the programme provides its students with the appropriate qualifications and skills needed in the labour market. Moreover, in the PSP speakers from

Industry will be invited from the labour market to enrich the teaching curriculum and closer align it with current market demands. Based on experiences from the existing programme, the PSP should be at least equally relevant in terms of content and student skills development, and in turn ensure quality of the PSP. The PSP should lead to a satisfactory achievement of the learning outcomes, in accordance with the European and National Qualifications Framework for Higher Education - level 7. While too early to tell, it will be important that student feedback is incorporated into the ongoing PSP quality assessment and assurance by the MODIP. The qualifications of the teaching staff involved in the delivery of the PSP are relevant and satisfactory as the faculty is both experienced and qualified to support the PSP.

III. Conclusions

Quality assessment and assurance procedures are in place to ensure that the set PSP quality goals are established and pursued. Existing external collaborations with the social partners has the potential to act as an external quality driver to the PSP, and efforts should be made to ensure that this is realised in a structured and formalised manner. Overall, the EEA Panel finds the PSP is consistent with the quality assurance requirements, goal settings and academic unit's endeavour for achieving excellence. The EEA Panel considers Principle 1 as fully compliant.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Consider establishing a formal external PSP Advisory Board in which key strategic community, industry representatives, and academics participate and help ensure programme relevance as well as further programme development.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The PSP offers fifteen (15) courses with no electives for an expected student number of 28. There is a large (30 ECTS) final project (thesis) option available, but as elective rather than obligatory module. PSP student guides, course outlines and reading lists are all available on the eLearning platform and readily available to all PSP students. The teaching staff set course structures and assignments as per other programmes, building on experience from the programme being replaced as well as other programmes offered. Courses are designed with experience from the existing programme, including social partner and student feedback.

II. Analysis

The course curriculum builds upon existing programme that is in line with current technologies and processes in use in Industry. The new curriculum has taken into account recommendations from social partners as well as student feedback from the existing programme. Views from the latter are captured through twice annual assessments, so there is a systematic approach to the data collection. However, aspects such as AI based tools and digital information sharing that is becoming vital in food production and global food chains must also be covered. Since this is a fast-evolving field, the EEA Panel wishes to emphasise the importance of keeping the curriculum up to date for the PSP remain relevant. It was noted in the interviews with the faculty and social partners that there is awareness of this need and that the new course curriculum will incorporate this to greater extent. The PSP design follows the Institution's strategy of being a key actor in Greek food technology with a strong technical element, and the design clearly considers the experience of external stakeholders from the labour market.

For the achievement of the scientific and learning objectives, the background of PSP student is appropriate but quite diverse in terms of expertise within food production related disciplines. The PSP faculty are aware of this issue and seek to balance the courses so that students with limited experience in a particular theme can follow the course while those with significant academic background also are developing and gaining new skills. The EEA Panel finds that awareness of this potential problem is a positive sign, but that care must be taken to ensure that all students are pushed in their skills development and cannot rely on their prior knowledge.

The anticipated student workload is suitable according to ECTS for level 7. The PSP does provide an optional Postgraduate Thesis of 30 ECTS, proposed to be only scientific/experimental in scope. The EAA Panel considers a thesis project focussed on specific Industry issues is equally appropriate for the new PSP. The social partners raised the issue of

having course electives to better suit current needs in the Greek food sector, such as covering sugar products and legal issues related to Greek exports beyond the EU. Such student specialisation would provide significant opportunities for the PSP. The EEA Panel found through the interviews that the teaching staff explicitly seek to link their research and interests with market needs and incorporate this in their teachings. The procedure for the approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

III. Conclusions

The EEA Panel finds that the PSP design has been developed following an established and working approach, with course structure and content building on previous experiences and identified needs. Delivery is in-person rather than in a hybrid or distance mode, as required by the guidelines. The EEA Panel finds that there is an opportunity to provide more electives in the PSP, which would allow students to specialise in areas with notable shortfall in the labour market.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 Ensure that the PSP curriculum is up to date, incorporating new technologies such as various digital tools, and that this is done in a systematic and ongoing manner.

R2.2 Consider offering elective courses to make the curriculum flexible.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

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

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

According to the Government Gazette (Issue B' 4889/06.11.2020) the International Hellenic University applies the General Data Protection Regulation of the European Parliament and of the Council of the European Union, as applicable from time to time, as well as the applicable Greek laws on the protection of personal data.

The curriculum includes fifteen (15) compulsory courses taught in three semesters of study. Each semester includes 13 full teaching weeks and corresponds to 30 credit hours (ECTS). The courses are taught in the form of 2-hour lectures and can also be taught at a distance (when special reasons exist). The possibility of preparing a Diploma Thesis is given in the third semester of studies without the obligation to attend the corresponding courses. The Postgraduate Diploma is awarded after the completion of 90 ECTS credits. Additionally, graduates of science departments (science, biological sciences, and engineering sciences), as well as other relevant applied scientific disciplines of higher education institutions in Greece or recognized peer institutions abroad are admitted to the PSP.

The status of students, the effectiveness of teaching methods, the progression of the students through the programme, and the employment opportunities are continuously monitored. The data collection is accomplished using several information systems for electronic registration and evaluation.

II. Analysis

The programme has set at twenty-eight (28) the maximum number of admitted students per academic year. Admitted students are graduates from natural and biological sciences, as well as engineering. The admission criteria and selection process follow the IHU Regulation of Postgraduate Studies (Government Gazette 5922/11-10-2023, Article 7). The candidate's assessment includes a personal interview in which the candidate's profile and whether his/her aspirations are in line with the purpose of the PSP are assessed. The ability to communicate clearly and persuasively, good judgement and the general constitution of the candidate are of particular importance in forming an opinion on the candidate. Candidates must have a proven knowledge of English. The PSP does not offer the possibility of part-time study. Postgraduate students of the PSP have all the rights and benefits provided to undergraduate students of the Department of Food Science and Technology of the IHU, except for the right to free textbooks.

Postgraduate students admitted to the PSP are obliged to:

- Attend regularly lectures, seminars, and other activities of the programme of study. One absence per course is allowed.
- Submit the required assignments for each course within the prescribed deadlines.

- Attend the prescribed examinations.
- Fulfil their financial obligations towards the PSP in due time (within the time limits set by the Secretariat).

The degree grade is calculated as the weighted (based on the number of credits) average of the grades in the courses of the PSP and thesis. Graduates are awarded a Diploma Supplement in Greek and English according to the standard adopted by the European Commission, Council of Europe and UNESCO/CEPES.

III. Conclusions

The International Hellenic University offers a structured PSP designed to ensure comprehensive learning and professional development. The programme's adherence to data protection regulations demonstrates a commitment to student privacy and security. The detailed admission and evaluation processes indicate a selective approach aimed at maintaining high educational standards. The tuition fee structure and scholarship availability suggest an attempt to balance financial sustainability with accessibility. The obligations laid out for postgraduate students are clear and aim to foster a disciplined and conducive learning environment. Finally, the diploma degree section outlines the grading system and the provision of a Diploma Supplement, emphasizing transparency and international recognition.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There are no specific recommendations for Principle 3.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The Department follows well-defined and transparent procedures, as imposed by applicable government laws and regulations, to recruit qualified teaching staff. The faculty of the Department, as listed in the document supplied to the Committee, is well-qualified and has the scientific breadth and depth to undertake the successful implementation of the proposed post-graduate programme.

It is noteworthy that the courses of the proposed PSP will be taught not only by the fourteen (14) faculty members of the Department (https://www.food.ihu.gr/staff_category/faculty_members/), but also by twelve (12) additional faculty from other collaborating IHU departments, the Aristotle University of Thessaloniki, and Government (technical) bodies.

All rules, regulations and obligations of the teaching staff are those of the International Hellenic University, as described in the documents provided and explained during the review presentations and discussion. There are established procedures for further improvement of the teaching competence of all faculty through Sabbaticals, faculty exchanges and visits,

opportunities through programmes such as Erasmus+, other conferences and workshops, and through the International Hellenic University's Teaching and Learning Office.

Evaluation of all teaching faculty is accomplished via course/instructor evaluations conducted by the students anonymously using electronic evaluation tools in the form of detailed questionnaires developed by the University Unit of Quality Assurance (MODIP).

The faculty workloads allow engagement in research activities. The programme promotes the interconnection of research and teaching. There is good potential for student participation in the research projects of faculty members.

II. Analysis

The documentation provided shows that the expertise of the faculty is excellent, matching the scientific needs of the new programme. In terms of research output, the faculty of the Department had a collective number of fourteen (14) books/monographs published and 769 refereed publications till 2022. They also had many other non-refereed publications, book chapters, research abstracts and presentations, etc. Collectively, the faculty's published works had nearly 22,000 citations till 2022. Each teaching and research staff member of the PSP should include research output indicators (e.g., Google Scholar, Web of Science, ORCID, and/or Scopus ID) on their webpage of the PSP.

Given the research and publication trajectory of the Department, the EEA Panel believes that the new PSP, through the addition of new post-graduate students, will improve the above metrics. Examples of incentives and support which can lead to development of researchers and a higher research output are rotating sabbaticals, regular research seminars with internal and external speakers, mentoring of junior faculty, attendance of national and international conferences, participation in research training workshops, participation in external research proposal evaluations, participation in journal editorial boards, etc.

III. Conclusions

The level of knowledge of the faculty relative to the scientific areas of the programme is very good. A research strategy that may further enhance collaborations among faculty members and ensure an increase in research productivity, should be articulated. Overall, the EEA Panel finds that the new programme is fully compliant with Principle 4.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Development of a research strategy leveraging the new PSP and the research interests of the faculty, while identifying future research trends in the field of Food Science and Technology, should be considered.

R4.2 Support high quality publications to promote the status of the programme and facilitate access to substantial research grants.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department of Civil Engineering and the PSP have excellent and accessible infrastructure, aligning with their mission. The diverse faculty and specialized staff, ensures a well-rounded academic environment. Administrative support, facilitated by the Secretariat, streamlines postgraduate processes. Utilization of the Sindos Campus Library and an online learning management system enhances the learning experience.

The academic unit provides the PSP with all the necessary modern facilities (modern infrastructure, computing center, network management center, Student Services and Career Centre, sports facilities, free software, central dining hall, etc.).

The Library of IHU-Sindos Campus has 1700 books, as well as subscription in 32 international scientific journals, related to Food Science and Technology. The needs of access to international literature are covered through the electronic Hellenic Academic Libraries Link (Heal-Link) platform and the databases that supported. Through the institutional identification codes or the VPN service provided by the Centre Network of the IHU, there is the possibility of remote connection and access to the Library system and electronic resources.

The Department has six (6) laboratories that are used mainly for research and training. All laboratories are fully equipped with all the necessary analytical and pilot plant equipment devices.

- Research Laboratory for the Study of Chemical and Physical Parameters of Food.
- Industrial Laboratory for Food Engineering and Processing.
- Food Microbiology Research Laboratory.
- Research Laboratory for the Development and Testing of New Foods.
- Research Laboratory for the Technology and Quality Control of Olive Oil and Fats.
- Complete experimental olive mill with a capacity of 500 kg of olives/hour.

Research is also carried out in the following educational laboratories which have appropriate analytical equipment:

- Food Chemistry and Analytical Chemistry
- Food Microbiology and Food Quality Assurance
- Chemistry, Food Statistics, Food Safety, Food Quality Assurance, Statistics and Quality Assurance
- Meat & Meat Products Technology and Quality Control
- Fisheries Technology and Quality Control
- Technology and Quality Control of Cereal Products
- Fruit and Vegetable Technology and Quality Control
- Water Technology and Environmental Protection
- Coastal Water Quality Control
- Genetic analysis

II. Analysis

The Department is well-equipped for both research and education in the field of Food Science and Technology, offering a comprehensive range of laboratories that cover various sub-disciplines within the field. The presence of an experimental olive mill adds a practical, industry-related component to the programme, enhancing the hands-on learning experience for students. The library resources, along with access to international scientific literature through Heal-Link, support the academic and research needs of students and faculty, ensuring they have access to current and relevant information.

III. Conclusions

In conclusion, the postgraduate program fulfils all of the requirements of Principle 5.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There are no specific recommendations for Principle 5.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The International Hellenic University and the Department of Food Science and Technology have in place a quality assurance system for the internal and external evaluation of the new post graduate programmes. The University, through its Quality Assurance Unit (MODIP) and the corresponding Department unit (OMEA) organise and support the external evaluation procedures of the PSP, according to the guidelines and directions provided by HAHE.

The Department of Food Science and Technology has successfully participated in the External Evaluation process undertaken by a committee of international experts in November 2008. The evaluation of the educational process and instructors by the Department's students was initiated within the academic year 1999-2000 and continues since then. The evaluation process is aligned with the guidelines issued by the newly formed MODIP of the Institute. The evaluation results were included in the Internal Evaluation Report which was complemented by the external evaluation carried out in 2008. Ever since, the Department participates in the evaluation process administered by the University MODIP.

II. Analysis

The programme Academic Committee is responsible for monitoring and implementing the evaluation procedures of the PSP. For this purpose, the committee collaborates with the University MODIP. The committee suggests ways of improvement, ensuring the smooth implementation of the PSP.

For the continuous improvement, the programme benefits from informal feedback received from external stakeholders. The Academic Committee takes the necessary steps to ensure the proper link and integration of the academic staff research activities in the curriculum. One important source of feedback for monitoring and improving quality is the students' course/instructor evaluations. Questionnaires on the quality of the educational content of courses and the teaching quality of faculty are distributed and filled out anonymously by the students during the 8th to 10th week of each semester. The results are statistically processed by the Quality Assurance Unit and reported to the faculty. No evidence is provided of the exact procedure that is followed.

III. Conclusions

Based on the documentation provided and feedback received from the academic staff and other stakeholders the EEA Panel reached the conclusion that the stakeholders are actively engaged in the internal and external evaluation of the PSP. On the other hand, the PSP should develop/improve the procedures of collecting and analysing information (see Recommendations below).

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 Consider formalizing the feedback process from the external stakeholders by establishing a formal external PSP Advisory Board with representatives of the stakeholders (Employers, Federations, Union representatives, Industrialists, Academics, and alumni representatives).

R6.2 Consider developing a written procedure for the unitization of the outcomes of the external evaluation of the PSP.

R6.3 Consider developing a written procedure for monitoring the outcome of the students' course/instructor evaluations.

PART C: CONCLUSIONS

I. Features of Good Practice

- The faculty and staff are knowledgeable, enthusiastic, and dedicated to their mission.
- Employment potential of the new PSP graduates in public and/or private positions is high.
- Employers and social partners praised the PSP and believe there is a clear need for such graduates.
- The programme is addressing an area of need in the Greek economy, both in local and national level.

II. Areas of Weakness

- There is no structured, well-defined involvement of external stakeholders in the PSP design, development, and improvement.
- The curriculum is not flexible as there are no elective courses, which reduces the students' possibility to specialize.
- The optional PSP Diploma Thesis is overly narrow in scope as it is proposed to be only scientific/experimental.

III. Recommendations for Follow-up Actions

- Develop a written procedure for the unitization of the outcomes of the external evaluation of the PSP.
- Develop a written procedure for monitoring the outcome of the students' course/instructor evaluations.
- Keep the PSP curriculum up to date by incorporating new technologies such as various digital tools and ensure it is done in a systematic and ongoing manner.
- Add elective courses to add flexibility to the proposed curriculum and a better choice of coursework for those students who elect to undertake a PSP Diploma Thesis project.
- Allow PSP Diploma Thesis projects focussed also on specific Industry issues in coordination with key PSP stakeholders.
- Each teaching and research staff member of the PSP should include research output indicators (e.g., Google Scholar, Web of Science, ORCID, and/or Scopus ID) on their webpage of the PSP.
- Increase the number of KPIs relevant to the quality of the PSP.

- Consider including some laboratory training in the curriculum.
- Formalize the feedback process from the external stakeholders by establishing an external PSP Advisory Board with representatives of all stakeholders.

IV. Summary & Overall Assessment

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

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

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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