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Accreditation Report
for the Postgraduate Study Programme of:

Logistics and Supply Chain Management

Department: Economic Sciences

Institution: Aristotle University of Thessaloniki

Date: 06/06/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Logistics and Supply Chain Management** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Logistics and Supply Chain Management of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. VONORTAS NICHOLAS (Chair)
   (Title, Name, Surname)
   Institute for International Science and Technology Policy & Department of Economics, The George Washington University, USA
   (Institution of origin)

2. CHRYSOCHOU POLYMEROS
   (Title, Name, Surname)
   Aarhus University
   (Institution of origin)

3. GEORGANAS SOTIRIS
   (Title, Name, Surname)
   City University London
   (Institution of origin)

4. Vlachos Ilias
   (Title, Name, Surname)
   University of Lancashire
   (Institution of origin)

5. Πρωτονοταρίου Ελισάβετ
   (Title, Name, Surname)
   Athens University of Economics and Business
   (Institution of origin)

II. Review Procedure and Documentation

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

This External Evaluation & Accreditation Panel (EEAP) carried out the accreditation review process for three Postgraduate Study Programmes of the Department of Economics at the Aristotle University of Thessaloniki: Business Administration (MBA) (PSP1), Strategic Marketing (PSP2), and Logistics & Supply Chain Management (PSP3). The interviews were held online (Zoom platform) during February 9-13, 2026. Our onsite visit was held by viewing two pre-prepared video clips and Session 2 of the first day of interaction with the representatives of the Department (see below).

The extensive documentation received prior to our virtual meetings adequately described the current programmes and practices in place. Furthermore, the EEAP asked for and received copies of all four power point presentations delivered during the first day of the meetings.

On Monday, 9 February 2026, the EEAP started with its own private meeting, followed by two (2) online sessions with members of the Department of Economics:

Session 1. The Directors of the three PSPs, the Head of the Department, MODIP members, Steering Committees/OMEA members, MODIP Staff:
Prof. Christina Boutsouki, Head of School of Economics, Director of the MSc in Strategic Marketing
- Prof Kyriaki Kosmidou, Director of Business Administration (MBA)
- Assoc. Prof. Christos Zikopoulos, Director of the MSc in Logistics & Supply Chain Management, OMEA Member
- Assoc. Prof. Alexandros Diamantidis, Head of OMEA
- Prof. Stefanos Papadamou, OMEA Member
- Maria Michalitsiou, OMEA Administrative Member
- Prof. Panagiotis Seferlis, MODIP Committee member
- Prof. Vasileios Fyntikoglou, MODIP Committee member

Session 2. Online Tour (facilities). Administrative staff members, teaching staff members of both PSP:
- Prof. Dimitrios Kousenidis, Former Vice Rector of Finance and Infrastructure, Former Head of School of Economics

● Eleni Emmanouil, Head of Administration Office
● Xenia Nastou, MSc in Strategic Marketing & MSc in Logistics and Supply Chain Management Administration
● Sofia Kalatha, MBA Administration
● Eirini Adali, Head Librarian
● Andreas Mattas, Laboratory Teaching Staff

On Thursday, 12 February 2026, the EEAP carried out five (5) online sessions relating to PSP3:

Session 1. Teaching staff:
● Prof. George Tagaras, Department of Mechanical Engineering, Aristotle University of Thessaloniki
● Sotirios Theofanis, Professor and Internationally acknowledged expert, manager and academic
● Prof. Athanasios Tsadiras, Department of Economics, Aristotle University of Thessaloniki
● Assoc. Prof. Michael Madas, Department of Applied Informatics, University of Macedonia
● Assis. Prof. Ioannis Nanos, International Hellenic University
● Kostoula Margariti, Post Doc, Adjunct Lecturer

Session 2. Students:
● Dimitra Chatzi, 1st semester
● Maria Douma, 1st semester
● Panagiotis Kazakis, 3rd semester
● Christoforos Kiriazis, 3rd semester
● Panagiotis-Foivos Megas, 3rd semester
● George Natsiaridis, 1st semester
● Vasiliki Pantelidou, 1st semester
● Andeo Sati, 1st semester
● Eythimia Stamou, 3rd semester
● Dimitrios Topsakal, 1st semester

Session 3. Graduates:
● Stamatis Avgoustinakis, Product Range Manager, Kotsovolos
● Sofia Crysovergi, Exports Manager, SmartTrade IKE
● Sofia Kapaktsi, Supply Chain & ERP Specialist, ParkoPlay
● Konstantina Latra, Waste Management Senior Specialist, Lidl
● Ioannis Margaritis, Supply Chain Analyst, Lidl
● Athanasios Nikolaidis, Store Manager, Electronet
● Kiriaki Petridou, Inventory Health / Customer Excellence Steering WEU, Henkel Consumer Brands
● Xenofon Taouktsis, Adjunct Lecturer, University of Thessaly

● Konstantinos Tsiantopoulos, Data & AI Solutions Consultant, Lidl
● Elpida Xenou, Chief Operating Officer, Cargologic

Session 4. Employers, social partners:
● Andreas Bouzakis, Chief Operating Officer, Bouzakis Transport Company
● George Eliadis, Chief Executive Officer, Eliadis Transports SA
● Anastasia Karamanli, Air Logistic Training Specialist, Kuehne+Nagel Global Logistics
● Marios Koutrakis, Purchasing and Planning Manager, Eurolamp
● Lykourgos Manoliadis, Deputy General Manager, Diakinisis Logistics Services
● Eleni Mermigka, Human Resources Generalist, OB Streem Logistics Partner
● Dimitrios Papaggelou, Team Leader Network Support Services, Epsilon net IT Services and Software Solutions
● Thomas Papanikolaou-Karydas, Business Development Manager, Voyatzoglou Storage Systems
● Gregory Papathanasiou, Logistics Manager, Barba Stathis Food Manufacturing
● Ioannis Tsaras, Chief Executive Officer Thessaloniki Port Authority SA

Session 5. Closure meeting with the Programme Director, Head of the Department, MODIP members, PSP1 Steering Committee/OMEA members, MODIP staff:
● Prof. Christina Boutsouki, Head of School of Economics
● Assoc. Prof. Christos Zikopoulos, Director of the MSc in Logistics & Supply Chain Management, OMEA Member
● Assoc. Prof. Alexandros Diamantidis, Head of OMEA
● Prof. Stefanos Papadamou, OMEA Member
● Assoc. Prof. Dimitrios Dadakas, OMEA Member
● Assoc. Prof. Maria Tsipouridou, OMEA Member
● Prof. Panagiotis Seferlis, MODIP Committee Member
● Alexandra Tzaneraki, MODIP Committee Secretary
● Polyxeni Poutiou, MODIP Staff

The EEAP members worked privately and collectively for several more days to draft this report.

III. Postgraduate Study Programme Profile

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

The Department of Economics (DoE) of Aristotle University of Thessaloniki goes back almost a century. It was established in 1928 as the Department of Economics & Political Science. Through more recent iterations it is now formally called the Department of Economic Science and is one of three Departments of the School of Economics and Political Science.

DoE has 27 regular faculty members (17 Full Professors, 6 Associate Professors, 4 Assistant Professors) allocated into three thematic areas: Applied Economics (8), Economic Theory and Policy (7), and Business Management (12). DoE also has 2 representatives ΕΕΔΙΠ, 4 Emeritus Professors, 3 lab teaching personnel (ΕΔΙΠ), and 3 lab technical personnel (ΕΤΕΠ). DoE has 8 administrative personnel. This EEAP dealt with the accreditation of three PSPs of the faculty of Business Management: Business Administration (MBA) (PSP1), Strategic Marketing (PSP2), and Logistics & Supply Chain Management (PSP3).

The PSP "Logistics & Supply Chain Management" is the oldest of the three PSP's of the Department of Economics (DoE) that this EEAP has evaluated at this point in time. It started as a specialization of the first PSP organized by DoE "Management and Economy" in 2008. The PSP was established as an independent graduate programme in 2014, was reestablished in 2018, went through an extensive programmatic adjustment in 2021, and was reestablished in 2025 following new legislation. It is an English-language programme which addresses the strategy of the University for internationalization and competitiveness of its post-graduate programmes.

The self-reported emphasis of the PSP is on providing a high standards educational programme while closely monitoring the rapidly changing environments in international supply chain management. The reported focus of the programme is both in applied and theoretical treatment of the subject matter. The PSP is hybrid, with simultaneous onsite and online course delivery. The full cost of the PSP is 5.000€.

The number of applications during the past five years have fluctuated, with a significant drop in the past couple of years and stabilization around the mid 40s in the current year. This was of substantial interest to the EEAP members given that it contrasts the strong arguments by both the programme faculty and the very significant external organizations we interviewed regarding the demand surplus for experts in that field in Thessaloniki as well as in Athens.

The program of studies accounts for 90 ECTS total which are equally distributed between three semesters. Students take 5 required courses during the first semester, they reportedly select 6 out of a total of 8 courses offered in the second semester, and complete their studies in the third semester with the Master thesis and an elective internship. The programme of studies is delivered by 10 faculty members based in DoE as well as in other Universities of the country.

The PSP offers a student advisor who is available to individual students. All courses are being evaluated by the students. The aggregate evaluation results appear kind of mixed and this drew a lot of discussion in view also of the stalling of the number of applicants.

The major apparent opportunity for this PSP is the rapid development of Greece, and of Thessaloniki in particular, to a significant European logistics hub.

An informative SWOT analysis indicated the perceived strengths (interdisciplinary teaching staff, brand name, geographical position, connection with market, hybrid nature, rounded theoretical and applied education, student-centric organization, possibility of int'l career), but also some weaknesses (university bureaucracy, buildings, visibility abroad, missing elective courses, heavy programme for many students), and threats (competition from other institutions domestically and abroad, braindyain, high education funding, fast evolving context).

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

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

a) the suitability of the structure and organisation of postgraduate study programmes
b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7
c) the promotion of the quality and effectiveness of teaching at the PSP
d) the appropriateness of the qualifications of the teaching staff for the PSP
e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP
f) the level of demand for the graduates' qualifications in the labour market
g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP
h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees
i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The provided documents and the discussion with several members of MODIP and OMEA present at the interviews (see Part A.II) strongly indicates that the PSP in question follows the quality standards set by the University and the School of Economics regarding the structure and organization of the PSP, the learning objectives, the achievement off correct set of capabilities of the teaching staff, the set and evaluation of KPIs, and the quality of the provided service of the program.

The declared quality targets of the PSP include:
-- Establishing this new PSP in the European educational arena;
-- Improvement of the strategic communication of the PSP;
-- Increase of academic research;
-- Achieve high academic quality;
-- Increase the recognition of the PSP;
-- Increase the participation of the4 PSP in international organizations;
-- Increase interaction with stakeholders in the city of Thessaloniki;
-- Increase of teaching and managerial staff;
-- Improvement of educational learning environment, the offerings, and the day-to-day operation of the programme;
-- Improvement of the provision of updates and information on the programme;
-- Improvement of networking with PSP graduates.

The quality assurance policy of the PSP is uploaded on the website of the programme in both Greek and English.

II. Analysis

The EEAP read the provided materials and discussed online with various members of OMEA and MODIP as well as the representatives of the teaching staff and students. While the PSP appears with the right intensions, some concerns were raised among members of the EEAP regarding the recent decreases in the number of applications and the thinking out of the student body in more recent recruitment periods which has implications regarding the ability of the PSP to maintain the integrity of the rich teaching programme. Some student evaluations seem to divert from the set targets. They need attention.

III. Conclusions

The PSP has the correct quality objectives and declares the intension to do the best to achieve them.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 This is apparently a PSP with a potentially excellent opportunities (as emphasized by external stakeholders) for a bright future. Every effort must be made to meet this future by intensifying adherence to quality standards and responsiveness to a rapidly changing market.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The oldest of the three PSPs of the Department of Economics that this EEAP appraised, it has gone through a series of changes, reorganizations, and reestablishments (see Section AIII above). The detailed description of the most recent reestablishment and reorganization in the proposal for certification indicates that everything was done according to the standardized processes of the University and the School of Economics.

The programme allows part-time study and online study to accommodate working students as well as those who reside away from Thessaloniki. An important addition is the introduction of an internship or of an advanced research seminar (student choice). Also commendable is an effort to increase the number of Master theses based on business cases.

The newly reorganized hybrid PSP is fully offered in the English language. The reorganization was focused on three general principles:
-- Innovative concentration -- there is reportedly only one other programme in supply chain management in Northern Greece (Int'l Hellenic University] There is an expectation of attracting students from the broader East European area.
-- Increased opportunities for professional accommodation of the graduates as appear from market studies of the region and the country at large
-- Boost to the drive for internationalization of the University.

The targets of the new PSP is to eventually reach the group of best such programmes in Europe, the promotion of research and knowledge in the field of logistics and supply chain management, the creation of specialist scientists, and the preparation of business executives. The programme has been juxtaposed to other programmes of similar nature in the country.

The programme of studies accounts for 90 ECTS total which are equally distributed between three semesters. Students take 5 obligatory courses during the first semester, they select 6 out of a total of 8 elective courses offered in the second semester, and complete their studies in the third semester with the Master thesis and an additional elective course chosen out of 2 offered.

The PSP is hybrid. Online (remote) participation can fluctuate between 20% and 80% of the total hours in each section of the programme.

II. Analysis

The EEAP examined the organization of the PSP and the combination and content of courses and discussed these with the teaching staff and students. We found both appropriate for the subject matter of the PSP. The introduction of an internship of the research seminar are welcome.

The hybrid nature of teaching appeared to have worked satisfactorily in the past couple of years. No problems were reported.

However, the decreased number of students the past few years have created difficulties in offering all eight elective courses. Students have complained that there are no electives in practice. While we understand the issue, there could be solutions: either the program does not offer electives (not the most desired solution), or it allows the students to choose which ones will be offered rather than imposing the courses to them.

Moreover, the advertised visitations to external stakeholders seem to be fizzling. Again the small number of students was said to be the culprit. If so, such visitations should not be advertised.

III. Conclusions

The design and approval of the PSP followed the principles established by the current legislation and by the University. Some of the features of the program were not possible to be offered as designed primarily due to the number of students. Remedial actions are suggested.

Panel Judgement

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

Panel Recommendations

R2.1 Take appropriate actions to remedy the complications with elective courses and external stakeholder visitations.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

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

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

Higher Education Institutions are required to ensure that postgraduate programmes provide the necessary conditions that encourage students to take an active role in the learning process. The programme under review meets this requirement by fostering student engagement through participatory teaching approaches, continuous academic support, and structured interaction between students and faculty.

The assessment methods applied are aligned with this objective, promoting active learning and critical thinking. Student performance is evaluated through written examinations, coursework, laboratory work, projects, and other forms of continuous assessment that support the progressive development of knowledge and skills.

Structured feedback mechanisms are in place. Students evaluate the programme through formal questionnaires administered each semester, enabling systematic monitoring of teaching effectiveness and overall programme quality.

In addition, the programme operates under clearly defined regulations governing: the student complaints and appeals mechanism, the Academic Advisor scheme, and the overall framework of teaching and assessment methods.

These mechanisms ensure transparency, accountability, and responsiveness to student needs, while reinforcing a student-centred learning environment consistent with European higher education standards.

II. Analysis

The program adopts a student-centered approach, with courses carefully designed to address students' learning needs and prepare them effectively for the labor market. The curriculum consists of 11 courses per semester, divided into five compulsory and six elective modules. In the third and final semester, the completion of a Master's thesis is mandatory.

Assessment is primarily conducted through written examinations. Throughout the semester, courses are further supported by laboratories, interactive discussions, coursework assignments, and tutorial sessions, ensuring continuous engagement and academic support.

As part of the quality assurance process, sample completed student questionnaires are included in the submitted documents. These questionnaires are structured into the following sections: course content, teaching staff, overall evaluation, and comments/observations. Students complete the questionnaires each semester via an online platform and receive a reminder email once per week. The documentation also includes a statistical analysis of the results, along with an interpretation and commentary on the findings.

In cases of complaints or concerns, students may contact the teaching staff directly or reach out to the university's administrative services. Any issues raised

are addressed promptly.It was noted that, in at least one course, students submitted complaints requesting the inclusion of additional case studies in order to enhance the practical dimension of the subject. This indicates active student engagement and constructive feedback aimed at improving the learning experience. It was also observed that the response rate to the student evaluation questionnaires remains relatively low. While the feedback collected is valuable, increasing student participation in the evaluation process would further strengthen the reliability and representativeness of the results and contribute to the continuous improvement of the programme. Additionally, each student is assigned an academic advisor (one advisor per 4-5 students), who provides guidance on course selection, supports the choice of thesis topic, and offers continuous academic mentoring throughout the duration of the studies.Student representation is formally ensured through the participation of one elected student representative and one alternate representative, who contribute to the programme's decision-making processes and serve as a communication link between the student body and the academic administration.

III. Conclusions

The PSP is considered fully compliant with Principle 3.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

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

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

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The documents provided to the EEAP outline the comprehensive academic and administrative framework governing the PSP. It details the regulations for student selection, academic progression, recognition of studies, and award of degrees.

The selection process is clearly defined, with eligibility criteria, required documentation, and evaluation procedures. Candidates must submit applications including academic transcripts, certification of English proficiency (level B2) or other foreign languages, and other supporting materials. The evaluation is conducted in two phases: verification of formal qualifications and evaluation academic performance, professional experience, publications, and additional degrees. Then an interview follows. During studies, the rights and obligations of students are explicitly stated. Students are required to attend classes regularly, submit assignments on time and respect academic integrity. The programme includes mechanisms for monitoring student progress, including grading policies, re-examination procedures, and course evaluations. The document also specifies procedures for the master's thesis. Students must select
a topic, find an advisor and submit a short summary for approval.The final thesis is subject to plagiarism checks and must be deposited in the institutional repository. Failure to meet academic standards or deadlines may result in dismissal from the programme.

II. Analysis

The documents provided to the EEAP reflect a well-structured, transparent, and coherent academic governance model. The programme operates in accordance with its Internal Regulations and the Code of Ethics governing research, studies, internships, mobility, and the preparation of academic assignments.

The rules and regulations adopted by the Department (Decision 175/19.06.2025) are merit-based and inclusive, allowing applicants from diverse academic backgrounds to apply while maintaining rigorous academic standards. The programme awards additional points to candidates employed in relevant professional positions and would reasonably welcome the possibility of recognising alternative qualifications for admission, should this be permitted under the Ministry's regulatory framework.

During their studies, students' academic obligations are clearly defined and balanced by a transparent articulation of their rights and access to institutional resources. The programme promotes academic discipline while supporting student success through structured evaluation procedures, continuous feedback mechanisms, and opportunities for reassessment where appropriate.

The inclusion of explicit academic integrity policies, particularly regarding plagiarism, underscores the programme's strong commitment to ethical scholarship. The possibility of changing a thesis topic under strictly defined conditions provides flexibility without compromising academic quality or standards.

The programme's structure — including its duration, credit requirements, and degree award procedures — is fully aligned with European higher education standards. Upon successful completion of their studies, students are awarded a

Master's Diploma issued in Greek and officially translated into English, accompanied by a detailed transcript and the corresponding credit units.

Courses are delivered primarily in person except for students based and working outside Thessaloniki who attend online. Academic workshops and special event are conducted in person. To further support students' academic needs, the Department has recently procured new tablets to enhance access to educational resources and facilitate participation in the learning process.

III. Conclusions

The PSP is considered fully compliant with Principle 4.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The instructors are mainly academics. There are four existing, but it is also planned that courses be given by other members of staff, along with visiting lecturers from other universities, as long as lecturers with field experience.

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

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

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

Journal submission fees can be paid by the programme. Funding for conferences exists and sabbatical educational leaves are covered (department members have made use of this in the past).

Staff mobility is supported by allowing and financing visits to foreign universities with the Erasmus+ programme.

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

Instructors are evaluated by the students via surveys.

II. Analysis

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

III. Conclusions

The PSP is considered fully compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING 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 students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP is funded entirely through tuition fees, which cover staffing, infrastructure, and all operational expenses without requiring additional financial support from the Department of Economics or AUTH. The program ensures equitable allocation of resources for all student groups and provides high-quality academic and support services. The PSP is delivered in a hybrid format, with those living outside Thessaloniki and working receiving an exception to participate online. The program also independently finances a range of student-oriented services, including a dedicated website and social media.

In addition to its own services, the PSP benefits from the extensive digital infrastructure of AUTH, offering students and staff access to email, VPN, eduroam, shared software, the student records system, Moodle-based e-learning, quality assurance tools, and digital library services via HEAL-Link. These services create a comprehensive academic environment that supports teaching, learning, and administrative efficiency, ensuring that students have access to modern and adequate resources throughout their studies.

Students have full access to the wide range of institutional services offered by AUTH. These include academic tools such as the university's institutional repository (IKEE), the myAuth mobile application, Erasmus support services, the Student Ombudsman, ethics committees, the Gender Equality Committee, the Data Protection Officer, and student support services such as the Career Office, the Support Office for Vulnerable Groups, and the Counseling and Psychological Support Center. Together, these services provide a comprehensive environment that supports academic, professional, and personal development.

The program is overseen by a Coordinating Committee made up of faculty members and instructors, under the direction of the PSP's Director. Full administrative support is provided by a dedicated staff member funded by the program, who manages all postgraduate administrative issues with additional assistance from the Department's Secretariat. This specialized administrative structure ensures the efficient operation of the MSc and effectively addresses the needs of both students and teaching staff.

II. Analysis

The PSP benefits from robust learning resources and institutional infrastructures that collectively provide a solid foundation for effective student support. Its transition to and emphasis on a predominantly online delivery model demonstrate a high degree of adaptability to contemporary educational trends.

The feedback from students and graduates highlights a good performance of the administrative and counselling services. Their views attest to the teaching and administrative staff's responsiveness and professionalism.
The program distinguishes itself through its modern pedagogical approach, blending digital tools with practical resources to create a dynamic and engaging educational experience. The presence of highly qualified academic staff enhances this foundation, exposing students to leading expertise in the field. There is some evidence of collaboration between academic experts and industry professionals which may require strengthening in order to ensure that learning is closely aligned with real-world applications and provides valuable opportunities for networking.

Overall, the PSP presents a strong academic offering supported by capable staff, meaningful stakeholder engagement, and modern digital infrastructures. Addressing the absence of a formal sustainability plan and further defining the

program's strategic identity would enhance its long-term stability and reinforce its competitive standing.

III. Conclusions

While the programme of studies is compliant, there is a need to better connect to external stakeholders who will assist in both upgrading and updating the programme according to market demands.

Panel Judgement

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

Panel Recommendations

R6.1 Establish an Advisory Board and engage in activities (e.g., cases, guest lectures) that can bring the industry closer to the PSP.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

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

Study Programme Compliance

I. Findings

The PSP operates within AUTH's MODIP Quality Management System (Document M7.2). The Student Information System (SIS) includes subsystems for: student records management, course/examination administration, faculty grade submission, and quality evaluation via anonymous questionnaires. As documented in M1 (Section 7), the QMS integrates with e-learning, the Institutional Repository (IKEE), ELKE research system, and mobility databases. Faculty complete M1 forms (course descriptors) and M2 forms (course self-assessment). The OMEA produces annual reports with KPIs on completion rates, grades, and student profiles (Documents M7.1, M7.4, M9.1).

II. Analysis

The information system effectively covers the full student lifecycle from application to graduation (M7.2). Data is utilised to improve the programme through the annual self-evaluation process, organised around 10 criteria (M1, Section 9). Evaluation results inform curriculum revisions—the PSP reports implementing changes based on student feedback, including part-time study options and distance learning (M1, Section 2).

Information is accessible via the PSP website (logistics-auth.gr), electronic secretariat (sis.auth.gr), and e-learning platform. However, the PSP acknowledges low student participation in evaluations as a weakness (M1, Section 9), thereby limiting the representativeness of feedback.

III. Conclusions

The PSP demonstrates fully compliance with Principle 7.

The primary area for improvement concerns student participation in evaluations, which the PSP has identified as a weakness (M1, Section 9).

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The PSP maintains a dedicated website (https://www.logistics-auth.gr/) providing comprehensive programme information (M1, Section 8). The website includes: faculty profiles and contact details; secretariat information; programme structure and course descriptions; links to the School Library and AUTH Central Library; scholarship opportunities; national and international collaborations; and programme events.

The Study Guide is publicly available on the website and contains the department's structure and operation, as well as offered courses with objectives, content, teaching methods, assessment procedures, and a recommended bibliography. The quality policy statement is also published online (https://www.logistics-auth.gr/politikh-poiothtas-apu/). The PSP additionally maintains a Facebook presence for broader outreach (M1, Section 6).

Minor issues: facebook page https://www.facebook.com/logistics.auth mostly in english, no Linkedin webpage. Main Website mostly static with with updates.

II. Analysis

The website provides direct, readily accessible information that meets the principle's requirements. Content is objective and clearly structured, covering admission requirements, programme structure, course syllabi, and graduate outcomes. As the PSP is English-taught (M1, Section 2), the website appropriately serves international audiences, supporting the programme's internationalisation objectives.

Website maintenance is supported through the internationalisation project funding (M1, Section 6). Information on Erasmus+ mobility and practical training opportunities is disseminated in coordination with AUTH's European Educational Programmes Office. The PSP conducts orientation sessions for new students at programme commencement (M1, Section 8).

III. Conclusions

The PSP demonstrates full compliance with Principle 8.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date
b) the changing needs of society
c) the students' workload, progression and completion of the postgraduate studies
d) the effectiveness of the procedures for the assessment of students
e) the students' expectations, needs and satisfaction in relation to the programme
f) the learning environment, support services, and their fitness for purpose for the PSP in question

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The PSP's internal evaluation is organised and takes place in accordance with the internal quality assurance system, as developed by MODIP.

In particular, OMEA members are liable to collect the necessary information, using a questionnaire to collect views and insights for the internal evaluation, on student performance, student and teaching staff opinion, academic staff research output and the evaluation of learning outcomes achievement. The information collected through these processes is further utilised by MODIP and HAHE.

II. Analysis

There is a consistent and streamlined process for the periodic internal evaluation of the PSP.

With help from MODIP and OMEA, there is an abundance of information to be collected, considering the views of students and academic staff.

III. Conclusions

The PSP is considered fully compliant with Principle 9.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

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

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

This is the first external evaluation of the PSP; therefore, no previous evaluation reports exist against which progress can be assessed. Nevertheless, the PSP has established a structured process for utilising findings and recommendations from external evaluations.

This process is coordinated by the university's MODIP and the department's OMEA and includes three main components:
(a) the systematic monitoring and analysis of the evaluation's findings and recommendations,
(b) the development of a targeted action plan to address any recommendations, and
(c) the subsequent review of progress achieved during the implementation of this action plan.

This framework ensures that the PSP is well-positioned to respond constructively to external feedback and to support continuous quality improvement going forward.

II. Analysis

The PSP has established a robust and appropriate process for engaging with the findings and recommendations of external evaluations. As this is the first external evaluation of the program, there is no prior report against which the implementation of past recommendations can be assessed. Nevertheless, the

Panel notes that the PSP - represented by its director, faculty, and administrative staff - participated actively and constructively throughout the evaluation process. Their engagement demonstrates a clear commitment to quality assurance and continuous improvement.

III. Conclusions

Given the above findings and analysis, the EEAP considers this Principle fully compliant.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

a) A PSP with strong potential (incl. potential to engage with external stakeholders).

b) Programme of studies delivered fully in English.

c) Strong theoretical and applied nature.

d) Rigorous curriculum.

II. Areas of Weakness

a) Not as strong as expected collaboration and engagement with the industry. External stakeholders seemed eager to engage with the PSP, mentioned the need for its graduates, but were unaware of the possibilities for engagement.

b) Declining student intake.

c) A good share of students have difficulties to follow the curriculum.

d) Electives are not offered and their choice is decided by the programme (instead of the students).

III. Recommendations for Follow-up Actions

a) Establish and actively engage an Advisory Board that includes external stakeholders.

b) Establish a structured system to support students in securing internships.

c) Take remedial actions regarding the offering of electives.

d) Investigate the reasons behind the declining number of applications in recent years.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 5, 7, 8, 9, 10.

The Principles where substantial compliance has been achieved are:

2, 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

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