



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΑΔΙΠ  
ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ  
ΠΙΣΤΟΠΟΙΗΣΗΣ  
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ  
ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
HQA  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

**Accreditation Report**  
**for the Undergraduate Study Programme of:**

**Industrial Management and Technology**

**Institution: University of Piraeus**

**Date: 03 / 11 / 2019**

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Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο

**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 HQA to undertake the review of  
the Undergraduate Study Programme of Industrial Management and Technology of  
the University of Piraeus  
for the purposes of granting accreditation

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**Abbreviations used in this report:**

AP	Accreditation Panel
DIMT	Department of Industrial Management & Technology
ECTS	European Credit Transfer System
EDIP	Support Teaching Staff (ΕΔΙΠ)
HQA/ADIP	Hellenic Quality Assurance and Accreditation Agency (ΑΔΙΠ)
IEGs/OMEA	Internal Evaluation Groups/ Department's Internal Evaluation Committee
IMT	Industrial Management & Technology
KPIs	Key Performance Indicators
QA/QAU/MODIP	Quality Assurance / QA Unit / ΜΟΔΙΠ
QMS	Quality Management System
UGP	Undergraduate Study Programme
UniPi	University of Piraeus
ΕΣΔΠ	Εσωτερικό Σύστημα Διασφάλισης Ποιότητας
ΠΑΠΕΙ	Πανεπιστήμιο Πειραιώς

## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of the Department of Industrial Management and Technology (DIMT) of the University of Piraeus (UniPi) comprised the following five (5) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Prof. Andreas Efstathiades (Chair)**  
European University Cyprus, Nicosia, Cyprus
2. **Dr Paraskevas Dalianis**  
UniSystems S.A., Quest Group, Athens, Greece
3. **Prof. Emeritus Spyros Economides**  
California State University, East Bay, Berkeley, California, USA
4. **Dr Dimitris Kabilafkas**  
OTE, Athens, Greece

## II. Review Procedure and Documentation

The Accreditation Panel (AP) along with members of other Panels, attended a meeting organised by the Hellenic Quality Assurance & Accreditation Agency (HQA) in Athens, on Tuesday 29 October 2019 at 9:30. Staff of HQA provided information on HQA mission, standards and guidelines of the Quality Assurance Accreditation Procedure, as well as, the role and tasks of the AP members (HQA orientation meeting). Before departing to the UniPi's premises, the AP members had a short private meeting to discuss their plans regarding the initial set of meetings later that day and their overall thoughts towards the accreditation event.

The first visit to the Department of Industrial Management and Technology (DIMT) of the University of Piraeus (UniPi), took place on Tuesday 29 October 2019 at 13:30. The visit lasted until approximately 16:45.

1. During this first visit, at the welcome meeting, the AP met with Prof. G. Chondrokoukis, Vice Rector of Research and Life Long Learning, who represented the Vice-Rector of Administrative, Academic and Student Affairs and President of the Quality Assurance Unit (MODIP), Prof. P. Pantelidis, -who was with the University's Rector on business trip abroad-, and the Head of DIMT, Prof. V. Dedoussis. Professor Chondrokoukis welcomed the AP on behalf of UniPi and gave an overview of the history and current developments of the University, the QA structure and procedures of the Institution highlighting the relevant good QA practices which are present in the Department of IMT, along with strengths and possible areas of concern. Professor Dedoussis, introduced the AP to the history and evolution of the Department and provided an overview of the IMT's study programme, its aims and objectives, staffing and student numbers, along with information regarding the programme progression and completion statistics, and the preparation of students for the labour market.
2. Later on the same day, the AP had a meeting with members of OMEA and MODIP, as well as, MODIP staff. Assistant Professor A. Artikis and Mrs. E. Perantonaki (Teaching & Laboratory Staff), members of MODIP, and Mrs. V. Markou (MODIP staff) represented MODIP. The Evaluation Group (OMEA) members, Prof. S. Sofianopoulou (Chair), Prof. D. Karalekas, Assoc. Prof. C. Siontorou, Assist. Prof. K. Kostopoulos, and Assist. Prof. N. Rachaniotis also participated in the meeting. An extensive presentation was provided by Assoc. Prof. C. Siontorou, who described the quality assurance process of the undergraduate programme. Prof. Siontorou provided an introduction to the Department, its vision and mission, and the Department's approach in covering all aspects of the principles of the "Standards for Quality Accreditation of Undergraduate Programmes". Moreover, Prof. Siontorou explained graphically all quality assurance processes related to the undergraduate programme, including the department's QA process, its programme's design and approval process, and its detailed information management flow. An extensive association of the Department's programme learning outcomes to its offered courses was also discussed. A series of questions posed by the AP were answered, providing supplementary information on a number of topics.

The second visit to DIMT took place on Tuesday 30 October 2019 from 9:20 to approximately 17:15. During the day, the AP had meetings with the following groups:

3. Members of the teaching staff, Prof. D. Sidiras, Assoc. Prof. A. Flamos, Assoc. Prof. S. Moschuris, Assoc. Prof. T. Tambouratzis, Assist. Prof. P. Eirnakis, Assist. Prof. G. Giannatsis, Assist. Prof. D. Psychoyios, Mrs. Aggeliki Geronti (Teaching & Laboratory Staff). The AP had the opportunity to discuss a number of topics, including staff professional development and career advancement, teaching and research workloads, staff mobility, and funding opportunities. Additionally, there was a detailed discussion about the principles of student-centered teaching and learning, course evaluation process, the link of teaching with research, and the structure and specialisations of the study programme.
4. Undergraduate students, I. Tsemberlidis, N. Vamvatsikou, I. Travlos, D. Pateloudi, E. Spanoriga, V. Bellas, M. Chalou, G. Kourkounakis, Ch. Mogan, Ch. Panagiotopoulos, and D. Tsitouras. During this very important meeting, the AP asked students about their satisfaction with the Department and the study programme, their involvement in feedback and evaluation processes, their perception of their study programme, and the opportunities afforded to them to actively participate in research activities. Overall, the students expressed their opinion about their relationship with the members of the teaching staff which they consider an integral part of their overall academic success. They also expressed their general content with their overall learning and teaching experience.
5. Meeting with graduates Katerina Makrogamvraki (attending now the Engineering and Policy Analysis Master at Delft University of Technology), Ariadni Skliri (Crane Merchandising Systems UK, Product Engineering Intern), Olga Perdikaki (Associate Professor; Dept of Management Science, Darla Moore School of Business, Univ. of South Carolina), Charalambos Schizas (BIC Violex S.A., R&D Dept., Team Supervisor of Blade Design and Process Development), Ignatios Michailidis (PepsiCo, Global Procurement Sr Manager; Hellenic Logistics Association, Chairman of the Board), and George Broulias (Former Mayor of Athens; All About Business S.A., Owner). The first three participated in the discussion remotely (Skype meeting). The group provided their view on their past experience and confirmed that their successful professional development and career opportunities benefited greatly from their time in the Department and the study programme.
6. Employers and Social Partners, F. Spanidis (Asprofos S.A.), K. Georgopoulos (OSE S.A.), N. A. Michalaros (Small & Medium Sized Industries Chamber of Piraeus, President), A. Yfantidis (Municipality of Piraeus, EDP Manager), Boukos (Inst. Nanoscience & Nanotechnology, Demokritos), I. Vougiouklakis (Committee for National Plan for Energy and Climate, Energy Expert Advisor), and Ch. Tourkolias (Center for Renewable Energy Sources and Saving, Energy Expert Advisor). The participants expressed their positive impression about the Department and its students, highlighting the wide knowledge area students gain throughout its programme. They also expressed their willingness to provide any support needed to the DIMT towards the continuous evolution of its study programme.
7. Closure meeting with the Vice Rector, Prof. G. Chondrokoukis, the Head of DIMT, Prof. V. Dedoussis, members of MODIP, Assistant Professor E.Kopanaki, Mrs. E. Perantonaki (Teaching & Laboratory Staff), and Mrs. V. Markou (MODIP staff), and the Evaluation Group (OMEA) members, Prof. S. Sofianopoulou (Chair), Prof. D. Karalekas, Assoc. Prof.

C. Siontorou, Assist. Prof. K. Kostopoulos, and Assist. Prof. N. Rachaniotis. During this meeting the AP asked for additional information and provided an overall feedback, outlining the key findings of the accreditation visit.

8. At noon, before meeting the graduates, the AP had the opportunity to visit the main Department's facilities, including lecture halls during a departmental lecture, its dedicated building with the research and teaching labs, and the Department Administration offices in the main building. The visit was organised by the Head of Department, and it was attended by Assoc. Prof. C. Siontorou, Assist. Prof. I. Giannatsis, Assist. Prof. N. Hatzintai, along with a number of other academic staff. During the visit, the AP met with Mr. G. Floros, Head of Secretariat, A.-M. Triposkoufi, Department Chair's Office, and a number of secretariat staff, as well as doctorate students.

The AP is grateful for the very helpful and informative facilities tour, and the overall positive atmosphere in which the visit was conducted. Everyone who interacted with the AP was found to be very collaborative and supportive. The AP was provided with further information every time it was requested.

The documentation and the supporting material provided to the AP included:

- the evaluation guide created by HQA
- the mapping grid, created by HQA, mapping the contents of the different principles to questions to be answered during the site visit
- the accreditation proposal (“Πρόταση Ακαδημαϊκής Πιστοποίησης του ΠΠΣ”) prepared by the Department
- a set of annexes with the accreditation proposal, explicating various issues and providing detailed information; including the study guide, course descriptions, policies' documents, etc.
- a set of documents presenting quality indicators both for the Department and the study program
- the external evaluation report of the 2012 conducted by HQA for the DIMT
- a set of presentations used by the HQA members to present the purpose, goals and procedures of the accreditation
- the presentation provided by OMEA
- material provided to students during the Welcome day
- Departmental information material, such as brochures, newsletters, departmental general assembly minutes, samples of exam tests and scripts, evaluation forms, evaluation results, reports and statistics, student project reports, Thesis papers, surveys and statistics, samples of transcripts of Diplomas and diploma supplements, etc.



### **III. Study Programme Profile**

The Department of Industrial Management & Technology (DIMIT), was founded in 1989 as the Department of Technology and Production Systems. In 2002 its title was changed to the one that is still valid today, and in 2013 it was included in the new School of Maritime and Industrial Studies.

DIMIT aims to educate and develop executives in the production management science, focusing on the applications of new technologies in production systems. Its study programme is a four-year consolidated program leading to a diploma in Industrial Management and Technology. The curriculum corresponds to 240 ECTS and offers 61 different courses. 44 out of them are core courses and span across the first 3 year of studies, while the remaining 17 are elective. Students are required to take only 4 elective courses in order to graduate.

The Department fosters and maintains strong relationships with industry and business. The integrated technological and administrative background of the graduates offers them a competitive edge as business professionals and prepares them for post graduate studies.

DMT runs independently and in collaboration with other University Departments high-level graduate programs, and a Doctoral Programme.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Academic Unit Policy for Quality Assurance

**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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

*The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.*

*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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.*

*Particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

### Study Programme compliance

The Department of Industrial Management Technology implements a Quality Assurance policy that is in line with that of the University, aiming at the continuous improvement of the programme. The Department's Quality Assurance policy focuses on its educational, scientific, research and administrative work, and is communicated to all its members who are committed for its implementation. Through the policy statement the Department is committed to the implementation of a quality policy that supports the academic profile and orientation of the curriculum, promotes its purpose, implements its strategic objectives and determines the

means, actions and ways to achieve it. In particular, the quality policy statement requires the implementation of quality procedures, with an aim to ensure continuous improvement of the quality of the program and the service provided to the students.

The Department has set objectives and associated measurable Key Performance Indicators (KPI) which are fully compatible with the University's strategic goals. An action plan has been developed, the implementation of which ensures the achievement of the KPIs. The achievement of the above KPIs and quality objectives safeguards:

1. the proper organisation and structure of the curriculum
2. the achievement of the program learning outcomes. Evidence is provided on how individual courses support the learning outcomes and contribute towards the development of soft skills
3. the promotion of the quality and effectiveness of teaching
4. the appropriateness of the qualifications of the Faculty members
5. the enhancement of the quality and quantity of the research output among Faculty members of the Department
6. the linking of teaching and research.

The QA policy has been approved by the Department general assembly and all the Faculty members expressed their commitment towards its implementation. Although the Department General Assembly has approved the QA policy, the faculty members were not fully aware of the specific KPIs.

The department has developed a flowchart indicating the process that is followed in developing the QA policy and how this is related with the University strategic goals and objectives.

The QA Policy is uploaded on the website and is accessible to all the stakeholders.

### Panel judgement

<b>Principle 1: Institution Policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

## Principle 2: Design and Approval of Programmes

**INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).*

*Furthermore, the programme design should take into consideration the following:*

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

### Study Programme compliance

The study programme has been designed to cover identified national industry / economy needs. The curriculum is designed to prepare executives for business and organisations capable of successfully coping with today's and future technological, economic and social challenges.

There are well defined learning outcomes while the structure and delivery of the program safeguards their fulfilment.

The total number of courses that are mandatory for graduation purposes is 48, while the total number of courses offered are 61.

The structure of the program includes two categories:

- a. Core courses (basic and applied knowledge). Number of courses 44
- b. Elective courses (specialisation). Number of courses 17.

The courses offered during the first three years are compulsory. In the 4th year, 40% of the courses are electives (two courses per student / semester). Compulsory courses include foundation courses (completed in the first two years of study), general knowledge courses

(foreign languages), and science courses. The elective courses reflect the particular interests of the students.

The 40% of the courses are in the Management area, 40% in the Technology area, and the 20% in the Information Technology area.

The elective courses include an Internship and 2 courses that lead to the completion of a thesis project. This is considered as one of the major characteristics that differentiates this programme and establishes links with the industry with all the benefits that could be achieved through those links. Small number of students enroll in those courses. The Department should consider moving the Internship and Project courses to the mandatory courses.

The course curriculum does not consider any prerequisites. This is considered as a problem especially with the courses that are highly related. The Department should consider identifying highly related courses and develop precedence relationships.

The Student Guide provides information on the programme structure, curriculum and course content. However, effort should be posed towards providing fully relevant and concise course information. Evidence is provided on how individual courses support the learning outcomes and contribute towards the development of soft skills.

The curriculum is well designed and is compatible with universally accepted standards in the area. This is demonstrated by the high mobility of the students (Erasmus+ mobility).

The design of the curriculum has been developed considering the University strategy, and is adapted to meet the needs of the Greek Industry/ Economy. Related information is obtained through informal consultations with employers. Further information is obtained through monitoring the process of the industrial placement (internship) of the students. Moreover, business professionals and University graduates are invited as guest lecturers to the courses providing extra input for curriculum design and development.

The review of the programme is also supported through information that is collected by monitoring the output of the individual courses/instructors evaluation done by the students once a semester for each course.

All this information is forwarded to the Academic programme committee for further refinement. The Academic committee develops a recommendation to the Department General Assembly for final decision. The Department has developed a comprehensive process flowchart for the programme design and development. Nevertheless, evidence of the implementation of the above process was not available, perhaps due to the early stages of the whole process.

It is noted that Alumni and other external stakeholders are mentioned as major sources of information towards the design and updating of the study programme. The Department has followed an informal approach in the process of involving the stakeholders in the collection of relevant information.

## Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

1. The Department should consider establishing the internship and Project courses as mandatory courses.
2. The Department should consider identifying highly related courses and precedence relationships.
3. Encourage a form of active participation and involvement of the student body, in the annual quality assessment review process. As an example, a Quality Assurance course could include a case study related to the study programme review process.
4. The Department should continue the implementation of the programme design and development process by activating all the Committees involved and assuring the availability of their meeting minutes.
5. The Department can set up an External Advisory Board for the Programme aiming at assisting towards the identification of the industry / economy needs and adjusting the program content accordingly. The proposed membership is:
  - Representatives of the alumni association,
  - Representatives of private / public organizations  
Representatives from employer's organisations
  - Representatives of Labour Organizations
  - Distinguished members of the academic community in areas related to the course thematic areas.

### Principle 3: Student- centred Learning, Teaching and Assessment

**INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement 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, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

*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;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

#### **Study Programme compliance**

The departmental Faculty and staff take pride in the congenial, friendly and mutually respectful relationship with the students. In the AP meetings with faculty, students and graduates, this culture was evident based on the comments that were made regarding the availability, assistance and support that the students enjoy during their studies.

This student-centered approach is practiced and manifested in the learning processes, the support mechanisms, in the classroom environment and outside of it in formal or casual encounters between the students and staff.

Faculty uses various learning approaches and communication methods associated with their course instruction. They utilize available electronic technology in class for the delivery of the material, including the e-class system, presentations, tutorials, case studies, problem solving, group work, special assignments, projects, e-mail communication and even social media platforms, as indicated in examined course outline samples. Laboratory courses complement and consolidate classroom knowledge. Consideration is given by the instructors, in terms of the reevaluation and adjustment of course content and delivery approaches, based on student feedback. There are invited speakers from business and industry who bring to the class their real-world experiences.

There is a variety of approaches in evaluating student performance, such as, examinations, class projects, presentations or case studies. The course assessment criteria and methods are known in advance and contained in the course outlines that are available on the e-class platform. There are provisions to accommodate students with learning disabilities for testing.

The student evaluations of courses are taken seriously into consideration to assess the quality of instruction and may serve the purpose of providing feedback to the instructor. Possible adjustments and/or modifications in the instruction methodology or course scope and content may result and some students attested to that. Procedures are in place to handle issues, such as low rated instructor performance in a fair, confidential way. The student evaluation process is of special interest to the OMEA because it ultimately provides useful information for the maintenance and improvement of the quality of the Program of Study.

A student complaint procedure is in place covering most of the academic and administrative issues.

### Panel judgement

<b>Principle 3: Student- centred Learning, Teaching and Assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The student complaint procedure must be rationalized and fully documented.



## **Principle 4: Student Admission, Progression, Recognition and Certification**

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

*Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*

*Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*

*Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

### **Study Programme compliance**

The Department has created practices for the awarding and recognition of higher education degrees, studies duration, rules for students' progression, recognition of credits among various European academic Institutions according to the Lisbon Recognition Convention.

The Department, following the Institution's policy, has introduced and implemented a Welcome Day for its new students, which is taking place at the beginning of the academic year. Students and graduates commented on how this welcome event, provided them with a full insight into their study programme, the Department, its research and teaching activities and supporting facilities, advising services available, such as that of the Academic Advisor.

Incoming students do not find it difficult to attend university courses upon their transition from high school. Nevertheless, DIMT staff have designated and adapted some of the courses which might be difficult for some of the incoming students.

The student guide, which is available only in Greek, provides a detailed description of the courses offered, including information on learning outcomes, syllabi, bibliography and assessment strategies. Students receive detailed documentation explaining learning outcomes, context, level, content of studies.

The Department actively encourages and supports student mobility. Students have the option to enroll in Practical Training I & II ("Industrial Training") and/or complete a Thesis (Project I & II) during their fourth year of study. The latter is mainly focused on research work. All these courses are elective and are not considered as a requirement for graduation.

Upon graduation, a Diploma Supplement is automatically provided to all students, following a University-wide policy, including achieved learning outcomes and information on ECTS credits obtained, as applicable.

The Department has one elected Academic Advisor for all undergraduate students, to support the students throughout their studies. Moreover, DIMT is working towards the introduction of mentoring, where each staff member will be assigned a number of students to fully support them throughout their studies.

### Panel judgement

<b>Principle 4: Student Admission, Progression, Recognition and Certification</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

1. It is suggested that the Department develops a full Thesis Handbook, documenting all requirements, procedures and steps required for the completion of the Thesis.
2. The role of the Academic Advisor should be enhanced, probably by integrating this concept with that of mentoring, which is currently under introduction. The AP recommends that the academic advisory/mentoring duties are shared among all faculty members.

## Principle 5: Teaching Staff

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.**

*The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*

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

### Study Programme compliance

The Department of Industrial Management and Technology organizes and follows clear, transparent and fair procedures for selecting the appropriate staff and provides conditions of employment with respect to the importance of teaching and research, as determined by relevant laws and regulations.

The Department consists of 16 full time Faculty members of which 6 are full professors, 4 associate and 6 Assistant professors. The Faculty of the Department is actively involved in teaching and research. Based on the Scopus citation index the total citations of the department is 5804. The strategy of the department is to reinforce research activity with a goal of 10% yearly increase in citations.

All faculty members of the Department teach at least two (2) compulsory courses and (1) elective in each academic year. Therefore, each faculty member teaches a minimum of six (6) hours per week.

The ratio of students to faculty members is, on average, 62.44, which is considered to be very high.

The Department offers opportunities for professional development to all Faculty members. They are expected to be active in research and are offered funding to travel to conferences to present their work and interact with other colleagues, in order to remain current in their research and the fast-changing technology bringing back an extra value to the Department.

The Department should encourage scholarly activity and promote innovative research by encouraging students to do project work. Towards this direction, the department should move the research work course from the elective courses to the core courses. In this sense, the active involvement of undergraduates in research will result in a direct link between education and research.

The Department is encouraging innovation and new methods of teaching. In addition, the Department has attracted highly qualified Faculty members. This is evident by the high volume and quality of the academic research publications of the Faculty. The quality of teaching contributes to the employment and academic recognition the graduates of the programme enjoy. Students evaluate the teaching work of faculty members every semester. The feedback of this process is provided to faculty members as a useful information for course delivery improvement / development.

### Panel judgement

<b>Principle 5: Teaching Staff</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The Department should encourage scholarly activity and promote innovative research by taking advantage of students project work. The Department should consider moving the research work course from the elective courses to the core courses

## Principle 6: Learning Resources and Student Support

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND–ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*

*In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

### Study Programme compliance

DIMT has adequate infrastructure to support and enhance a variety of student learning and research activities.

The Department administrative staff is housed in the main UniPi building. It appears to be sufficiently staffed, well equipped and organized, in order to offer support to students and staff in an efficient manner.

Student support services, such as library services, dining facilities, primary health services, advisory support, student welfare, support for ERASMUS+, support for employment and career planning, practical training (Internships) support, etc. are provided centrally for all Departments at the Institutional level. Through the centralized UniPi services, DIMT offers opportunities for student exchange programmes (e.g., ERASMUS+) that encourage mobility, networking and the acquisition of new knowledge and skills or obtaining practical experience through Internships.

The University does not own any dormitories. Nevertheless, it provides a very limited boarding space for students, which are given from other universities in Attika. UniPi does not provide any sport facilities as well.

## Panel judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

1. The Department should encourage and support its graduates towards setting up and maintaining an alumni body, which is expected to significantly contribute to the Department's activities in various ways (as external stakeholders participating in reviewing / supporting committees, etc).
2. Despite the obvious space restrictions which affect virtually all campuses based in the centre of large capital cities, UniPi and DIMT might enhance their efforts to support the provision of some additional facilities for sports, cultural, volunteering, and other social activities for students.
3. The Department should enhance the range of support services available to the students, by encouraging, for example, cooperation agreements with the municipal / prefecture authorities or local sport unions, providing its students access to sport facilities.
4. It is recommended that the secretariat (administrative services) should consider to extend their "office hours" to better serve the students.
5. DIMT may also promote and support the organization of events, such as conferences of special topics in close cooperation with external stakeholders, towards enhancing the interaction of students with society and the market.
6. DIMT is also encouraged to extend the opportunities available to students to gain practical experience by establishing collaboration agreements with their extensive professional network of external stakeholders.

## Principle 7: Information Management

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

*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 as well as to the academic community.*

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

*The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

*A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.*

### Study Programme compliance

The basic information management systems involved in the gathering, analyzing and utilizing data and information relative to the Undergraduate Program of Study include:

- The University wide based MODIP system
- The Comprehensive National Quality Control Information System (ΟΠΕΣΠ) of ADIP
- The Departmental information Management System
- The ERASMUS program management system
- The Career Office (ΔΑΣΤΑ) management system.

These information systems are seamlessly integrated with each other for the exchange and sharing of information.

The ΟΠΕΣΠ system is the final recipient of all information generated and thus, sets the framework, the guidelines and requirements that must be followed by MODIP which in turn relies on OMEA to gather and consolidate the data. Thus, the purpose of maintaining and improving the quality of the Program of Study, as well as, reevaluating the strategic plan and assessing the degree of achievement of the departmental goals is served.

### **Data gathering and information processing**

OMEA gathers and inputs data and information in the departmental information system on an on-going basis about a variety of categories relevant to the Program of Study, such as:

- The instructional and research activities of the faculty
- The departmental teaching support facilities
- The administrative staff support
- Data on course evaluations by the students
- Data on Practical Training assessment questionnaires
- Data on graduate student questionnaires about their assessment of the Program of Study
- Data on career progress of graduates
- Data on Faculty and Administrative staff satisfaction questionnaires
- Student profiles
- Student academic progress
- Information from stakeholders based on personal discussions with Faculty and President of the Department.

Easy access to the departmental system is provided to the Faculty, students and staff all of whom are involved in the submission of data, which eventually is quantified in the form of KPIs that can be easily interpreted and used for measurement and assessment purposes. The Internal Evaluation Report of the Department describes and discusses the duties and responsibilities, as well as, the processes for the gathering and management of the data. Samples of all questionnaires used, were made available to the AP and are also available on the website of the Department. It is worth mentioning that the Department in its Internal Evaluation Report submitted the results of an extensive study relative to the employment history and status of its graduates.

### **ANALYSIS AND USE OF RESULTS**

Statistical packages, such as SPSS, GraphPad Prism, Excel, are used for the processing of the raw data which is eventually transformed into KPIs relevant to the monitoring and assessment of various goal categories. Several tables of statistical information are also produced for presentations and reports. The list of KPIs is extensive. It includes KPIs mandated by ΟΠΕΣΠ and others defined by the Department intended to monitor and assess the achievement of all corresponding goals. The Internal Evaluation Report includes all such tables with KPIs grouped in categories, each corresponding to a specific goal, indicating the goal current computed value (based on a predefined formula) and the targeted value to be achieved at a certain future date so that the degree of achievement can be measured.



### Panel judgement

<b>Principle 7: Information Management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

## Principle 8: Public Information

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.**

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

*Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

### Study Programme compliance

The academic and educational content of the Department, as well as, information about activities in conjunction with various university wide services of interest are made available to the Public mainly in digital form through the departmental and university websites. Information of promotional and general descriptive nature about the department is also disseminated in printed form.

The departmental website <http://www.tex.unipi.gr>, includes and displays comprehensive information about all useful aspects related to the Program of Study, including:

- The profile of the Department
- The human services of the Department
- The QA policy of the Department and information on MODIP and OMEA activity
- The student guide
- The Program of Study description, including course descriptions and syllabi
- The report of the External Evaluation of the Department
- The annual Internal Evaluation report
- The administrative services of the Department
- The student services of the Department and the ones in association with the university
- Information on the Practical Training
- Information on the student advisor and student mentor role
- Academic community access to the e-class module
- Information on the departmental laboratories
- Faculty biographical sketches and research activities and publications

- Electronic platform services, such as VPN or e-administrative services

Each one of the above categories contains detailed information for the interested user and is complemented by the university website in terms of rules, regulations and guides as they may apply to the department.

The website is logically organized and is in both Greek and English. The English version was found to be cumbersome to work with and it does not totally emulate the Greek version.

### Panel judgement

<b>Principle 8: Public Information</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

Improve the English version of the website and assure its full compatibility with the Greek version.

## Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

*Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

*Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*

### Study Programme compliance

The self-assessment procedure of the study program is scheduled to take place annually, with the cooperation of OMEA and MODIP. The first Self evaluation was concluded in 27.02.2019 and approved in 26.03.19. The last revision of the study programme was done in 2015 (and approved by the Senate on 27.07.15).

The study programme assessment is performed relative to the quality principles as dictated by HQA. The findings of the self-assessment procedure are made available to QAU/MODIP and the public. However, some KPIs seem not to be well communicated with the staff members.

The procedure resulted in a tabulated plan of action points, which is published on the website (the latest version is not yet available). The actions are related to strategic and quality goals, and KPIs are set.

### Panel judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

## Principle 10: Regular External Evaluation of Undergraduate Programmes

**PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.**

*HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

*Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.*

*The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

### Study Programme compliance

The last external evaluation took place in June 2012.

No other external review was contacted thereafter.

Based on the latest progress report available, the AP observed (Table I / Action Plan) that all recommendations of the external evaluation committee were taken into consideration. In the accompanying Table (Table II /Monitoring of results), the AP observed that a portion of recommendations have been fully accomplished, while the remaining are in progress in various stages of completion relative to their target date.

### Panel judgement

<b>Principle 10: Regular External Evaluation of Undergraduate Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

## **PART C: CONCLUSIONS**

### **I. Features Of Good Practice**

The development of a comprehensive process flowchart for the study programme design and development.

The correspondence of individual courses with the learning outcomes and the development of soft skills.

The culture of friendly relationship and congeniality between students and Faculty as well the ties between the department and the local business community.

The adequacy of student support services.

The adaptation of the programme to emerging needs, such as the introduction of Energy, Environmental Management courses.

The on-going study of tracking, compilation and organization of data regarding the employment and career history of the department graduates as it is presented in the associated report.

### **II. Areas of Weakness**

There is no long-term cohesive strategic plan for targeted research areas to promote and entice collaboration between Faculty members of the Department or colleagues from other departments to seek research funds in the academic disciplines of the Department or interdisciplinary research projects with other departments.

### **III. Recommendations for Follow-up Actions**

The Department should consider establishing the internship and Project courses as mandatory courses.

The Department should consider identifying highly related courses and precedence relationships.

Establish an Advisory Board with faculty members, alumni and local stakeholders to become a formal platform for communication, coordination and implementation of activities of mutual interest to all. Consider expanding and enhancing the Career Office management information system platform to be used for this endeavor.

The Department should develop a full Thesis Handbook, documenting all requirements, procedures and steps required for the completion of the Thesis.

Further to the development of the procedures of monitoring and periodic review of study programme, the Department should design and document relevant procedures for all academic departmental activities.

Encourage a form of active participation and involvement of the student body, in the annual quality assessment review process.

#### **IV. Summary & Overall Assessment**

The Principles where full compliance has been achieved are:

Principle 1: Academic Unit Policy for Quality Assurance

Principle 3: Student – centred Learning, Teaching and Assessment

Principle 4: Student Admission, Progression, Recognition and Certification

Principle 5: Teaching Staff

Principle 7: Information Management Principle

Principle 9: On-going monitoring and Periodic Internal Review of Programmes

Principle 10: Regular External Evaluation of Undergraduate Programmes

The Principles where substantial compliance has been achieved are:

Principle 2: Design and Approval of Programs

Principle 6: Learning Resources and Student Support

Principle 8: Public Information

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

**The members of the Accreditation Panel for the Undergraduate Programme Industrial Management and Technology of the University of Piraeus**

Name and Surname

Signature

- **Prof. Andreas Efstathiades (Chair)**, European University of Cyprus, Nicosia, Cyprus.
- **Dr Paraskevas Dalianis**, UniSystems S.A., Quest Group, Athens, Greece
- **Prof. Emeritus Spyros Economides**, California State University, East Bay, Berkeley, California, USA
- **Dr Dimitris Kabilafkas**, OTE, Athens, Greece