



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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# Accreditation Report for the Postgraduate Study Programme of:

**Executive MBA in Tourism**

**Department: Administrative in Science & Technology**

**Institution: International Hellenic University**

**Date: 13 September 2023**



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Executive MBA in Tourism** of the **International Hellenic University** for the purposes of granting accreditation.

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

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Executive MBA in Tourism** of the **International Hellenic University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Spyros Economides (Chair)**  
California State University
  
- 2. Prof. Michail Dimou**  
University of Toulon
  
- 3. Prof. Vagelis Dedousis**  
American University of Dubai
  
- 4. Erasmia Angelaki**  
Hellenic Mediterranean University

## **II. Review Procedure and Documentation**

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

### **Panel preparation for the postgraduate study programme review**

The EEAP panel downloaded the package of files submitted by the program administration to ETHAAE for the Executive MBA in Tourism of the Management Science Department of the International Hellenic University in support of the Postgraduate Program. The panel members communicated right away amongst them to divide the workload involved and indicate their preference for the Principles of the Accreditation to focus on during the meetings and subsequently do the writing for the final report. The EEAP members conducted an organizing teleconference prior to the commencement of the first meeting with Department personnel to address procedural and coordination issues.

### **The documentation provided and considered by the Panel.**

The EEAP relied on the numerous files of material in the Proposal for Accreditation package submitted by the Program administration, the presentation made by the Program director, Professor Spyridon Mamalis, and the information gathered from the various meetings to assess the degree of compliance of the Program to the requirements.

### **Dates of the review**

The EEAP panel held teleconference sessions with groups associated with the Program on Monday September 11, 2023 and Wednesday September 13, 2023.

### **Describe the review and the meetings held**

#### Monday, September 11

In the first meeting 16:00-17:00, the Program participants were:

- Prof. Spyridon Mamalis, Director of the Executive MBA in Tourism, Dept. of Management Science and Technology
- Associate Prof. Georgios Theriou Director of the Program and OMEA Member of the Dept. of Management Science and Technology.
- Prof. Efsthios Dimitriadis Head of Dept. of Management Science and Technology and OMEA member of the Dept.
- Assistant Prof. Stelios Krinidis, OMEA Member of the Dept. of Management Science and Technology
- Assistant Prof. Ifigeneia Mylona, OMEA Member of the Dept. of Management Science and Technology
- Prof. Eleftheriou Phaedra, MODIP Member Ms. Maria Tsantouka, MODIP Staff

An overview of the Executive MBA Program was presented by Prof. Theriou relative to the compliance to the requirements of each Principle of the Accreditation compliance, followed by questions and clarifications.

The second meeting, Monday September 11, 17:00-17:30, was bypassed, given that the EEAP had previously received a comprehensive video regarding the operating facilities available to the Program which the EEAP found sufficiently informative.

### Wednesday, September 13

In the first meeting (**Faculty**), 15:00-15:45, the participants were:

- Prof. Spyridon Mamalis
- Prof. Dimitrios Maditinos
- Prof. Efstathios Dimitriadis
- Prof. Irene Kamenidou
- Prof. Efstathios Velissariou
- Associate Prof. Georgios Theriou
- Associate Prof. Lazaros Sarigiannidis
- Associate Prof. Dimitrios Styldis
- Dr. Dimitrios Chatzoudes, Adjunct Professor
- Dr. Vassilis Nikolopoulos, Adjunct Professor
- Dr. Triantafyllos Papafloratos, Adjunct Professor

Highlights of the discussion included:

- The perceived competitive advantage of this Program to other similar regional ones in the country.
- The Faculty mobility and the participation of guest professional and academic speakers external to the department.
- The management of the course subject matter delivery and the student comprehension for those students in the program with diverse academic and professional background, which is not necessarily business related.
- The novelty of a new program in Tourism and the uniqueness and attractiveness of the region as an advantage for new quality Faculty recruitment.

In the second meeting (**Students**), 16:00-16:45, the participants were full time and part time postgraduate students in the Program. They all stated their satisfaction with the curriculum relations, communications, and academic environment. The EEAP informed them about its purpose for the visit and the value of Quality Assurance policy in general. They said that with the help of their instructors and opportunity for some “on demand” tutoring type instruction they managed to overcome the difficulties with any course the content of which was not familiar to their educational and/or professional background. They mentioned the reasons they enrolled in this program and that they were satisfied with the educational facilities available. They appreciate the frequent lecturing of external visiting lecturers.

In the third meeting (**Graduates**), 17:30-18:15, the participants were two graduates of the program who expressed satisfaction with the on-line delivery of all courses, convenient to their professional activities and work schedules. They mentioned their reasons for selecting this Program, they feel that the program curriculum was an appropriate knowledge supplement to their work experience. Their comments and evaluation of the courses were always taken into consideration and even though there is no formal alumni association, the Program graduates of a given year as a group is actively involved with interpersonal communications and professionally related issues. A brief discussion took place thanks to the comment of one

student within the context of the alternative tourism idea. The student suggested the development of proper infrastructure and facilities for AMEA individuals as a means of establishing a corresponding alternative tourism activity for such a population of individuals.

In the fourth meeting (**External Partners**), 18:30-19:15 the participants were:

- Representative of the Chamber of Commerce of Kavala, Christos Papadakis
- Natasa Toulaki, HR Manager of Egnatia Aviation, Kavala \_ Pilot Academy
- Mr. Sotiriou, HR Manager of Milkplan SA, Thessaloniki, manufacturing and marketing of livestock equipment and technological applications for dairy farms and industries.
- Stamatoula Karagianni, Financial Director of Intertruck AE, Thessaloniki, Greece, Logistics services -international road transport
- Miliopoulos Mihail, HR Director Antisel SA, Thessaloniki Scientific products and technologies

It was mentioned that there is no institutional Board of Advisors composed of external partners and Program personnel but there is close personal informal contact between the two entities to exchange ideas and provide two-way feedback of common issues of interest, especially with the Kavala Chamber of Commerce. It was pointed out that some “soft skills” training of students incorporated in the curriculum might be useful. These External Partners were strong advocates of alternative Tourism that could be developed around the unique products and characteristics of the natural environment of Northeastern Macedonia and Thrace and supported by trained graduates of the Program. They went as far as suggesting a course in the Program related to the climate change and how it could affect tourism and production in the area.

Last meeting (Closure), 20:00-20:30, the participants were:

- Prof. Spyridon Mamalis, Director of the Program, Dept. of Management Science and Technology
- Prof. Efstathios Dimitriadis Head of Dept. of Management Science and Technology, OMEA Member of the Dept. of Management Science and Technology
- Associate Prof. George Theriou, OMEA member of the Dept. of Management Science and Technology
- Assistant Prof. Stelios Krinidis, OMEA Member of the Dept. of Management Science and Technology
- Assistant Prof. Ifigeneia Mylona, OMEA Member of the Dept. of Management Science and Technology
- Prof. Eleftheriou Phaedra MODIP member
- Ms. Maria Tsantouka, MODIP Staff

In this final meeting the EEAP provided the Program personnel with a summary of the deliberations, conclusions, and recommendations as well as overall impressions regarding the Program’s issues of compliance with the Accreditation requirements. The issues of Program sustainability and marketing strategy were discussed and some recommendations relative to the annual internal evaluation process were made. EEAP also brought to the attention of the group the comments of the External Partners.

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

The Executive MBA Program in Tourism is administered by the Department of Management Science and Technology, School of Economy and Business Administration, at the site of International Hellenic University in the town of Kavala in Northern Greece.

After its establishment in August of 2018, it was re-established in March of 2021. It aims to produce graduates with knowledge in digital skills and marketing applied to tourist businesses and organizations and enhance the skills of working professionals in the tourist business in general. Also, to promote a culture of knowledge and adaptation to environmental changes.

Being a newly developed Program, it currently has 19 active postgraduate students. The departmental faculty involved in the Program are 3 Full Professors, 3 Associate Professors, 4 Assistant Professors, 1 Lecturer and 1 post-Doctoral fellow. Administrative support is provided by the personnel of the host Department. In terms of facilities, the Program has basic access to 5 lecture rooms of 50-60 student capacity, and 4 amphitheatres with capacity of 70-90 students. It can utilize the large amphitheatre of the university as well as the technically well-equipped Collaboration and Web Conferencing Centre.

The Program duration is 3 academic semesters, 16 weeks each. In the first semester 5 mandatory core courses are offered ranging from 3 to 7.5 ECTS credits each for a total of 30 ECTS credits. In the second semester, another 5 mandatory core courses are offered with the same range of ECTS credits offered for a total of an additional 30 ECTS credits. In the third semester, students must complete a Postgraduate Thesis for 30 ECTS units. Students can optionally choose a full time or a part time attendance schedule. The degree awarded is MSc Executive MBA in Management of Tourism Businesses and Organizations.



## **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 Department of Management and Technology implements a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE and is fully harmonized to the Quality Assurance Policy of IHU. The QAP of IHU, accredited in September 2021, is based on the fundamental values of IHU that refer to academic freedom, meritocracy, professional ethics, advancement of knowledge and social responsibility. The QAP, available on the department's website, is communicated to students before the start of study (although students did not

appear to know much about it) and to other stakeholders; however, it is the faculty who are the most aware of it. The QAP is discussed and updated during meetings of OMEA, and faculty assemblies.

Operationalizing the broader strategic direction of IHU the department has introduced a wide range of SMART quality goals for the program as listed below: Conserve energy, Upgrade energy of building infrastructure, recycle appliances, develop new self-funded Ph. D. programs in English aligned with international demand, attract high quality candidates and faculty from all over the world, Internationalize educational activities through faculty, student, and graduate mobility,

Assess on a continuous basis educational activity to maintain and improve quality education at all levels, improve administrative services to students, invite graduates holding higher positions in industry to conduct seminars,

Establish strategic alliances with foreign universities, participate in international research programs, Present the department's research work at seminars, cooperate in research with universities in Greece and overseas, Recognize quality research output,

Transfer technology and know-how to industry, follow on impact of the department's research output internationally, strengthen cooperation with local institutions to inform and raise society's consciousness about issues such as health, environment, etc. Organize seminars on topical issues of interest to the broader public, set up a dedicated website to offer articles and opinions on issues of interest to the broader public, become a credible information centre, Strengthen cooperation and transfer of technology and know-how to local industry and further beyond. All goals listed above are measurable and compared against set targets to assess whether and to what extent they were achieved. Responsibility, necessary actions, and timeframe for achieving goals are clearly defined. The learning outcomes are based on National and European framework of qualifications (EQF, NQF) for level 7. The learning outcomes are assessed periodically by MODIP and by means of student questionnaires.

## **II. Analysis**

There is no indication on what basis the value of the desired target for each goal has been set. Further, the level of achievement of a few goals, for instance the goal of assessing education activities to improve quality is based on student responses in the satisfaction survey. Given the small number of registered students and the fact that only 50% of them (against a set target of 60% participation) means that the value regarding course assessment should be treated with much caution. Likewise, the goal of improving administrative services to students, measured by the number of students/administrative employee (current value 15 against a target of 10) provides no indication as to whether/not improvement has been achieved other than assuming that the fewer student load per administrative employee the better the service for the former, which may or not be the case!

Measuring other SMART goals mentioned above, for instance internationalization of educational activities through mobility and cooperation with industry should and can be based on more than one indicator to get a more complete picture of attainment of the goal. For example, cooperation with industry can be measured by means of MOUs signed, joint projects with faculty, consulting work, etc. Likewise, internationalization is not just the Erasmus program and how many students or faculty went elsewhere or came to Kavala but it could as

well refer to an invitation to a faculty member to act as a guest editor or chair a conference session, or even an application from a foreign student to enrol in the program. Similar remarks may be also regarding other goals. For example, instead of the average value for assessing courses it may make more sense for such assessment to be split per year/semester and not be bunched together.

This is a new program, and it requires feedback on a shorter time scale so that prompt corrective action may take place if needed. Suppose that there is a high satisfaction value in the first semester while it drops in the next semester. It is much easier in this case to dig into the issue and consider what factor(s) may lie behind as opposed to looking at aggregate findings that will show an average satisfaction rate. Finally, evaluation of the educational services provided should also include employers.

### III. Conclusions

The quality assurance policy of the department is satisfactory. More KPIs should be defined and included in the goal set to enhance the goal achievement picture.

#### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

#### Panel Recommendations

**R.1.1** Enhance the goal set by clarifying the basis on which goals are set.

**R.1.2** Assess the academic progress of students during each semester of the program.

**R.1.3** Impress upon students the importance and anonymous character of satisfaction surveys to improve the level of student participation.

## 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 PROGRAMME 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 90 ECTS, Executive MBA in Tourism program, that takes one and a half years of full-time study to complete or 3 years if done on a part-time basis, was established in 2021 to address needs of specialized education in the tourism industry primarily in parts of Northern Greece. The broader aim of the program is to prepare highly qualified graduates who will possess both the academic background and skills and abilities to take up managerial positions in the private and public sectors. At the same time the program aims at preparing graduates with an entrepreneurial mindset based on innovation and an outward orientation who will be able to compete in the globalized marketplace. Responsible for the organization and operation of the program are the University Senate, the Department's Assembly, the Steering Committee, and the Director of the program, each with clearly specified duties and responsibilities. Courses in the program are assessed by means of evaluation surveys completed by students at the end of each semester. The evaluation surveys include questions on the organization, quality, and relevance of material taught, adequacy of physical and electronic infrastructure, quality of teaching, and relevance of exams and projects. The program has received a positive evaluation by the Internal Assessment Unit (MODIP) in January 2023. The learning outcomes of the program include application of specialized knowledge in tourism management to the workplace, development of organizational, technical and leadership skills so that graduates can occupy executive positions in the industry, development of critical thinking and decision making abilities utilizing modern technologies, and appreciation of the value of information and knowledge underpinning innovation and comparative advantage amid a rapidly changing social, technological, and economic environment. The learning outcomes are based on National and European framework of qualifications (EQF, NQF) for level 7. Detailed information on the contents of a course, delivery methods, assessment items, lecture outlines, student evaluation, expected learning outcomes and skills, required and recommended bibliography and other relevant material are included in the course syllabi. Both the document on course outlines and the study guide contains detailed information regarding all relevant areas that students may have questions about during their studies. The above documents are comparable, and even more detailed, to similar documents found in graduate programs elsewhere.

### **II. Analysis**

Learning outcomes, referring to knowledge students are expected to have gained upon completing a course, are clearly stated in all courses. It is noted that, in addition to the acquisition of knowledge, learning outcomes also refer to the development of skills and abilities for example, teamwork ability, critical thinking, ethical behaviour, respect for workplace diversity, ability to work in a multi-cultural and inter-disciplinary environment, effective decision making, adaptability to changes, time management, self-criticism, appreciation for continuous learning, communication skills and the like. Such "soft" skills and abilities are becoming increasingly important in today's workplace and in this regard, it is commendable that they are part of learning outcomes of courses taught. However, it may be noted that the way many of the learning outcomes are stated does not allow for easily measuring and quantifying them so that conclusions may be drawn whether such outcomes were met or not and to what extent. In a number of course outlines, learning outcomes are not succinctly stated, or they are confused with the description of the course contents, or they are not tightly mapped to the overall learning outcomes of the program. A further note refers

to the bibliography which, while for the most part current, in a few courses includes recommended readings dating back 15 years or even more.

### III. Conclusions

The program is well designed to provide a specialized educational background to graduates preparing them for managing companies and organizations in the tourism industry. The internal assessment unit has given a satisfactory assessment with many positive remarks to the program. Taking into consideration the capacity of the program to receive an annual intake of up to 40 students the small number of applicants and currently registered students' needs the careful attention of the department. Attention should be paid to learning outcomes, both those related to acquired knowledge and those related to the acquisition of skills and abilities, so that they are closely mapped to the learning outcomes of the program, can be measured, allow for the evaluation of the teaching/learning process, and help guide modification/changes if necessary.

#### Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

**R.2.1** The individual course learning outcomes should better reflect the learning outcomes of the program.

**R.2.2** Devise assessment questions with the view of measuring specific learning outcomes.

**R.2.3** Update course references as needed

### **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**

The main learning method in the program is lecturing followed by case studies, laboratory exercises and presentation of individual or group work followed by class discussion. There are several large classrooms and computer laboratories with specialized software. Access facilities

for people with mobility problems is possible by special ramps installed at the entrance of buildings.

Student assessment typically combines final exams, essays, and small projects. In a small number of courses student assessment is 100% based on results of final exams that can be made up of MCQ's. In some courses students are given the option of choosing between two different types of assessment. The assessment criteria are clearly stated in all course syllabi and made available to students prior to the beginning of the semester.

As the program is housed in a small department that serves a small number of students, frequent and close interaction between them and faculty is possible. This is valued by current students and graduates as their views and preferences are taken into consideration by faculty as, for example when they are allowed to have a choice in assessment items or when they ask for more in-depth discussion of a certain lecture topic. Some students also mentioned that close interaction with faculty helped them expand their intellectual horizons, change their way of thinking, and helped them find a "niche" area of interest and develop new skills.

All courses in the program are evaluated by means of an anonymous student satisfaction survey, made up of quantified answers and qualitative comments, regarding to course contents, assessment items, the faculty, and facilities. During discussions with the EEAP some students appeared unsure as to the anonymity of the satisfaction survey.

Every student is randomly assigned to a specific academic advisor from among the faculty who helps students navigate through the program and provide advice on difficulties students may face.

There is a clearly stated formal procedure in place, with several step to be followed, when a student wishes to lodge an appeal. If, after successive steps have been followed, the results of the appeal are not satisfactory to the student he/she can approach the student advocate. No specific case of a submitted appeal was mentioned by students during the discussion with the EEAP; however, students feel encouraged to know that such a mechanism exists.

It may be mentioned that both students and graduates expressed their satisfaction with the faculty and administrative services regarding the timely response to their queries, approachability and, finally, the close professional interaction with faculty and the mentoring they receive during their study.

## **II. Analysis**

The student-centered learning approach is evident in all aspects of the program. There are several pedagogical and flexible learning methods. There is close interaction between faculty and students and the latter feel secure and encouraged to express themselves and are often given the option of choosing between different types of assessment. Faculty showed a strong will and commitment to support students even outside regular office hours. This is something very much appreciated by students as most of them have full-time jobs. The assessment items and criteria, learning outcomes and other information about courses are clearly stated in syllabi. The formal procedure for appeal and the presence of a student advocate are also indicative of the student-centered learning approach. Student satisfaction surveys are carried out in all courses though the small number of registered students and the likelihood that not all of them take part in evaluations (as mentioned above some students appeared unsure about the anonymity of the surveys) may not allow for useful conclusions to be drawn,



### III. Conclusions

The programme is delivered in an environment that promotes mutual respect between students and faculty and places students at the very centre of the learning process.

#### 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

**R.3.1** Use assignments that enhance critical thinking and analytical skills such as case studies, projects, and the like. In a small number of courses, the sole assessment is 100% final exams that can be made up entirely of MCQs. This is hardly appropriate for an MBA course.

**R.3.2** Find ways to impress upon students the anonymity and integrity of student satisfaction surveys. As the number of students is very small everyone's participation in the satisfaction surveys counts.

## **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**

Following the interviews and consultation with the faculty members and staff of the department, the findings below summarise the current status:

- The programme has clear and well documented regulations.
- Although the maximum number of the student can be 40 only 16 students are participated in the programme. Given the number of staff (10), the student ratio is relatively low in all calculations.
- The study program consists of 20 core courses. To obtain the degree, a successful examination in twenty (20) courses is provided, as well as the preparation of a thesis which add up to a total of 90 Credit Units. The students expressed their satisfaction with the breadth and depth of the programme content.
- The Programme is evaluated in terms of the quality of its teaching and research work, curricula and other services provided by the Programme, both through the MICS and through an internal evaluation process to draw relevant conclusions that lead to corrective actions.

### **II. Analysis**

Overall, the data demonstrate a student-centered approach.

- Excellent student support throughout their first year and later in their studies.
- A variety of assessment approaches are employed, allowing students to participate in their learning.

- The given services and communication channels meet or surpass student expectations and foster strong bonds with academic staff that are defined by equality and awareness of each student's individual special requirements.

### III. Conclusions

The teaching/learning process is delivered in an atmosphere of mutual respect and shared visions. Inspired by the faculty members' altruism, the department has launched various innovative projects that enable students to continually improve and progress.

#### Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>
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 MBA courses rely upon 14 members DEP among which 7 full professors, 4 associated professors, 3 lecturers – Some of them come from other departments of the University. A Ph.D. student also participates in teaching. Several external members of the teaching staff are identified. They all work in the tourism sector in the Kavala area.

There were 28 invited professors that delivered seminars to the students over the last year. Most of the come from other Balkan universities.

The material provided by the Department lacks some information concerning the external partners and the status of the non-DEP members that contribute to the MBA.

The documents provided to the panel do not mention the research activity of the teaching staff and the members DEP who are participating in the MBA Tourism. From the internet site of the Department and the Master, one can see that the DEP teaching staff is active in terms of research and publications. There are some collective research actions such as the participation of the staff in the Euro week or in Winnability. It is not clear whether the students in the MBA Tourism also participate systematically to research activities. It seems that most students are not eager to continue on to a Ph.D. since they are already working.

## I. Analysis

No clear information was given about the recruitment of new colleagues but, as in most universities in Greece, new positions are extremely rare. A position of lecturer on economics of tourism should open next year.

More generally, the teaching staff DEP is very active in research activities, but few collective research projects seem to emerge.

## II. Conclusions

The DEP members team are quite active. Many international professors also deliver seminars to the students. A stronger link between research activity and the MBA could have been promoted through collective research programmes.

### Panel Judgement

<b>Principle 5: Teaching staff of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

**R.5.1** Identify the needs in terms of teaching staff for the MBA and consider the opening of new positions in the future.

## **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 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, 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**

For the examinations, the grades and the master's thesis (Business Consulting thesis), the provisions of the Postgraduate Studies Regulations of the programme apply. Courses may be taught with simultaneous physical presence of students and lecturers (face-to-face) or with distance modern and/or asynchronous education (without the necessary simultaneous physical presence of students and lecturers), which may constitute up to 35% of the total teaching, or hybrid with flexible forms of learning using a combination of face-to-face education and the use of information and communication technologies, but also distance teaching as a supplement. It also encourages participation in mobility programs associated with the Erasmus+ exchange programs. The language of instruction and preparation of the thesis is Greek or English.

#### **II. Analysis**

The participatory process is enhanced through the processing of learning material, which is available in advance to students through the platform asynchronous education (e-class), so that

the learning process is enhanced by the critical processing and discussion of the material in class, promoting collaborative and autonomous learning. The participatory process is also enhanced by the assignment of short student presentations of course-related material and sometimes by on-site visits to public organisations and businesses.

The Department of Management Science and Technology has five (5) classrooms with a capacity of 40-60 students per room and four (4) classrooms with a capacity of 70-90 students. In cooperation with the other departments of the Department, there is the possibility of using the large auditorium of the institution. Of these classrooms, the MSc uses mainly (but not exclusively) the amphitheatre hall "Thalia". This room has been equipped with an integrated real-time web conferencing system (Collaboration & Web Conferencing System) which includes all the necessary audio-visual products (cameras and speakers), accompanied by other additional equipment to support a hybrid model of education with parallel face-to-face and distance learning activities.

In addition, the Department of Management Science and Technology nine (9) computer lab classrooms, with 20-25 seats per lab. The "Hyperion" and "Kronos" laboratories are mainly used by the MSc.

### III. Conclusions

Overall, it appears that the academic staff, the facilities infrastructure, and, the academic tools available for use by the program are adequate.

#### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

**R.6.1** Library operational hours should be extended during the weekends.

**R.6.2** Ensure the facilities infrastructure is better maintained.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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.*

*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 Department processes data of interest gathered on an ongoing basis to serve its operational needs through the University's information system. This data includes student questionnaires, completion of studies, employability, students' profile progress monitoring, and many other data categories.

The process of data collection from the Department follows measurements according to the plan by OMEA and in relation to the objectives of the quality assurance policy under the directions of MODIP and those of HAHE Standards of Quality Assurance. The Department states that it has established a system of collecting data for assessing / evaluating the MBA programme. It operates as part of the internal evaluation of the Department.

The information gathered relates, but is not restricted to:

- key performance indicators
- student population profile
- student progression and success
- student satisfaction



- availability of learning resources and student support
- career paths of graduates

This information is collected mostly at the beginning of each year and by different means. Student Satisfaction is monitored by surveys on each semester for each module separately.

## II. Analysis

First, the Department provides some data on the MBA's students' profile. The ratio between men and women is almost equal to 1. It would have been interesting to have some additional data, but one must not forget that the MBA Tourism is very recent so probably the statistics would not have been significant.

Second, the Department establishes a questionnaire concerning the courses and asks the students to grade the overall performance of their professors. The mean of the grades is quite high, showing a clear satisfaction of the students from the programme.

Third, the information system allowing the students to interact with the professors and the administration seems quite efficient. Online courses are available and are very well organized thanks to the use of new technologies, allowing hybrid courses to take place.

Fourth, the university uses the e-class system allowing the professors to provide material to the students for every course.

## III. Conclusions

The Study Programme achieves Full compliance with this principle.

### Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	<b>X</b>
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 Department has expended considerable effort in designing its website and more particularly the MBA's website incorporating extensive, useful information including its mission, academic personnel profiles and functions, student services and research activity.

The website is also available in English, French, German, Italian and Spanish in all sub links. The MBA Tourism website could serve a dual role as an information tool and as an access portal to applications such as e-Class. Most students follow online courses. The web application allows students to search for information about courses which are offered in the curriculum, instructor assignment to classes, a variety of course related issues, access grades for courses in which they have been enrolled and obtain a variety of other documents related to their academic endeavours.

### **II. Analysis**

Next to the website, the MBA tourism has hired a person to work on the promotion of its program and curriculum, also through social networks, conferences, and public information.

However, for the time being, important information on the MBA's performance seems to be carried out by informal means, especially by exchanges between students, entrepreneurs, former students, and institutional agents.

### **III. Conclusions**

The MBA tourism possesses a quite good and useful website in different languages. The team has hired a person to promote the MBA.

## Panel Judgement

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

**R.8.10** Devise and employ more intensive marketing approaches to increase the much-needed student enrolment.

## **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**

It is recognized that the Program is new and the information submitted related to the only Internal Evaluation Process of 2021 performed so far. Material submitted relative to Principle 9 was included in file A.1 Proposal for Accreditation, file A8 Minutes of MODIP on the Results of the Internal Evaluation and file A19 Supplementary Documentation Material (ΛΟΙΠΟ ΥΛ. TEKM.new.pdf), section 6. Other documents and sources examined by the EEAP for the assessment of this Principle's compliance were:

- The presentation of the Program Director Professor Spyridon Mamalis
- The Program's website
- The MODIP website sub link <https://www.ihu.gr/modip/useful-documents/> which lists several ETHAAE documents and examples for assistance and optional consultation for both the Internal and External Evaluation Procedures, even though none of which is an absolute requirement for use for the processes. The format of the document Internal Evaluation

Template that was suggested by ETHAAE for the conduct and continuous monitoring of Internal Evaluation process in 2011 is addressing the requirements of law 3374/2005.

- The institutional Quality Manual.

## **II. Analysis**

The Accreditation Proposal file A.1 section dealing with Principle 9 was mainly a verbal repetition of the process and the requirements of Internal Evaluation without being accompanied by the required documentation to summarize results, findings, conclusions and follow up actions and decisions.

File A19.6 is merely the Quality Manual of the institution which is not clear if and how it was consulted or used and provides no documentation relative to this Internal Evaluation. As a minimum, the EEAP would have liked to see at least some sort of documentation as suggested in the forms given on pages 82-89 of the Quality Manual (see pages 254-261 of file A19).

File A8 claimed to be documentation of the Internal Evaluation of 2021. It is merely a list of strong points, weak points, and corrective actions to be taken, simply recorded in the minutes of this meeting.

In addition, if one were to examine the Internal Evaluation Template mentioned above will notice that it includes a series of tables of quantitative nature with the purpose of facilitating and standardizing the documentation of the process findings. These tables could then be used in subsequent Internal Evaluations and serve as an on-going historical record to assess progress, if appropriate.

The material submitted in relation to the 2021 Internal Evaluation has no sufficient documentation nor does it make use of any of the forms suggested in the Quality Manual relating to the documentation of the Process 4 (Διεργασία 4), Internal Evaluation. These forms are used for documenting processes that relate to data analysis, conclusions, corrective actions, required supplementary actions to the Program as well as the process of communicating all the above to the administrative units of the institution.

## **III. Conclusions**

Overall, the submitted material for the Internal Evaluation consists of verbal descriptions of the processes and requirements mandated by ETHAAE, assurances that there is an institutional level control and an annual internal evaluation process followed, and the assurances from OMEA and MODIP that the requirements are implemented or will be implemented. The EEAP believes that there is an institutional framework referred to in the Proposal for Accreditation and that there is the potential for the Program to implement the annual Internal Assessments following a fixed, organized process based on a specific adopted template, and most importantly, with documentation of the findings, results and procedures for corrections and improvements, in consultation with the Quality Manual, if and where required.

## Panel Judgement

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

## Panel Recommendations

**R.9.1** Develop a standardized Internal Evaluation Procedure that will include, track, and document all issues of interest of the Program, if any, that were manifested after the relevant data collection and analysis. Consult the Standardized Internal Evaluation Template suggested by ETHAAE and the Institutional Quality Manual for guidance. Once such a standardized procedure has been modelled, it can be repeated subject to modifications for all subsequent Internal Reviews.

## **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**

Similar documents as those for Principle 9 were submitted for this Principle as well. File A.1 Proposal for Accreditation, file A8 Minutes of MODIP on the Results of the Internal Evaluation, and file A.18 Progress Report. These were supplemented by:

- The presentation of the Program Director Professor Spyridon Mamalis
- The Program's website
- The MODIP website sub link <https://www.ihu.gr/modip/useful-documents/> which lists several ETHAAE documents and examples for assistance and optional consultation for both the Internal and External Evaluation Procedures, even though none of which is an absolute requirement for use for the processes.
- The institutional Quality Manual.

#### **II. Analysis**

There has not been an External Evaluation for the newly designed and implemented Executive MBA Program in Tourism. As a result, the EEAP cannot evaluate or comment on this Process. However, the EEAP recognizes that within the Proposal for Accreditation file A.1, a discussion demonstrates that a reasonable attempt was made to look at the External Evaluation Report of the institution and identify recommendations in that document which would be equally applicable to the Program, adopt them and include them for consideration within the Internal Evaluation Process. Document A.18, Progress Report was submitted which verbally discusses the identified "similar" recommendations applicable to the program and the advanced activities to address them. The only drawback is the structure and format of this document which is typically used as pointed out in the recommendations section below.

### III. Conclusions

There has not been an External Evaluation of the Executive MBA Program yet. However, an attempt has been made to identify recommendations from the Institutional External Evaluation Report equally applicable to the Program and adopt them for consideration.

#### Panel Judgement

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

**R.10.1** It is recommended that the Progress Report associated with any future External Evaluation of the Program should be in the standardized tabular form which for every recommendation under consideration displays:

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



## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- Frequent invitations of guest speakers
- Personalized supervision of students and their progress
- Congenial academic relationship between students and faculty.

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

- The low student enrolment implies risk for program sustainability.

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

- Expand the goal setting of the Program with appropriate associated KPI's
- Set quality standards for faculty research aiming at higher ranked journal publications.
- Streamline and strengthen the annual Internal Evaluation of the Program with appropriate documentation and quantified improvement targeting where possible.
- Search and devise a Program "niche" that can give this program a competitive advantage relative to other such programs in operation nationally.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **2, 3, 4, 5, 6, 7, 8, and 10.**

The Principles where substantial compliance has been achieved are: **1.**

The Principles where partial compliance has been achieved are: **9.**

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

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

## The Members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Prof. Spyros Economides (Chair)**  
California State University
  
- 2. Prof. Michail Dimou**  
University of Toulon
  
- 3. Prof. Vagelis Dedousis**  
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