Accreditation Report
for the Postgraduate Study Programme of:

Management and Organization of Educational Units

Department: Organisation Management, Marketing, and Tourism
Institution: International Hellenic University
Date: 5 October 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Management and Organization of Educational Units** of the **International Hellenic University** for the purposes of granting accreditation

TABLE OF CONTENTS

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 **Management and Organization of Educational Units** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Michael S. Michael (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Professor Evangelos Dedousis**
   American University of Dubai, Dubai, U.A.E.

3. **Professor Michel Dimou**
   University of Toulon, France

4. **Reader Jannis Angelis**
   KTH Royal Institute of Technology, Sweden

5. **Ms. Marianthi Sotiraki**
   Postgraduate student, University of West Attica

II.   Review Procedure and Documentation

Visit Date (online, including report production): 25/09/2023 – 05/10/2023

On **Thursday, August 31, 2023**, the EEAP was invited, via Zoom meeting, to attend HAHE's Director General, Dr. Christina Besta, on HAHE's mission, standards and guidelines of the accreditation process at 16:00pm.

On **Monday, September 25, 2023**, at 15.00, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On **Monday, September 25, 2023**, the EEAP also participated in two <u>teleconferences</u> with:

1) Meeting with the Directors of the two PSPs, the Head of the Department, MODIP, the Steering Committees/OMEA members, EEAP, Directors of Postgraduate Programmes & Heads of the Department, MODIP members, Steering Committees/OMEA members, MODIP staff. More specifically:
    - EEAP: Associate Prof. Panagiotis Kassianidis, Head of the Department of the Dept. of Organisation Management, Marketing and Tourism.
    - OMEA members of the Dept.: Prof. Georgios Stalidis, Associate Prof. Costas Assimakopoulos.
    - MODIP staff: Prof. Maria Papageorgiou, MODIP Member, Ms. Kaliopi Kazaki, MODIP Staff.
    - PSP1.   Management and Organization of Educational Units: Prof. Evangelos Christou, Director of PSP1.
    - Steering Committee: Prof. Chryssoula Chatzigeorgiou, Prof. Fotis Kilipiris, Assistant Prof. Antonios Giannopoulos and Assistant Professor Ioanna Simeli
    - PSP2. Management of Health and Welfare Units: Prof. Chryssoula Chatzigeorgiou, Director of PSP2.
    - Steering Committee: Prof. Evangelos Christou, Prof. Fotis Kilipiris, Associate Prof. Areti Tsaloglidou and Associate Prof. Theodora Kafkia.

All the people above kindly offered an overview of the PSP (history, academic profile, current status, strengths, and possible areas of concern).

2) The committee was offered an on-line tour of infrastructure and facilities such as classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSPs. Due to time pressures, the committee decided it would be more beneficial to focus the discussion on the outcomes of the departmental presentation earlier. In lieu, the committee members did a virtual tour Discussion about of the facilities presented in the video and the associated online link produced for this purpose.

3) Finally, the EEAP met at the close of the review day to reflect on impressions of the first day and prepare for the second day of the on-line review.

On **Tuesday, September 26, 2023,** the EEAP participated in six <u>teleconferences</u> with:

1) Teaching staff of the PSP in Management and Organization of Educational Units: Prof. Georgios Skoufas, Prof. Theodoros Kargidis, Associate Prof. Spyros Avdimiotis, former Prof. Nikolaow Konstantopoulos, Prof. Panagiotis Tzionas, Associate Professor Apostolos Tsagkaris, Assistant Prof. Georgios Tsekouropoulos and Associate Prof. Costas Assimakopoulos. They informed the EEAP members about professional development opportunities, mobility, workload, student evaluations; competence & adequacy of the teaching staff to ensure learning outcomes; link between teaching & research; teaching staff's involvement in research, projects & research activities directly related to the programme; identify possible areas of weakness.

2) Ten current students of the PSP. The EEAP Members discussed with the students openly and freely. The EEAP was informed about the students' satisfaction with their study experience, the quality and appropriateness of facilities, student input in quality assurance, and priority issues concerning student life and welfare.

3) Ten recent graduates of the PSP. The EEAP had the opportunity to discuss their experiences of having studied at the PSP and how it has helped them with their career paths.

4) Seven social partners of the PSP. The EEAP discussed the relations of the PSP with the external stakeholders and their hopes for future relations with the programme.

5) Private debriefing meeting among the EEAP Members to primarily discuss findings up to that point and prepare an oral report of the initial findings.

6) A "closure meeting" with: EEAP: Associate Prof. Panagiotis Kassianidis, Head of the Department, OMEA members of the Dept.: Prof. Georgios Stalidis, Associate Prof. Costas Assimakopoulos, Prof. Maria Papageorgiou, MODIP Member, Prof. Evangelos Christou, Director of PSP, Steering Committee: Prof. Chryssoula Chatzigeorgiou, Prof. Fotis Kilipiris, Assistant Prof. Antonios Giannopoulos and Assistant Professor Ioanna Simeli

From **September 28 to October 5, 2023**, the EEAP worked privately on drafting its Report.

The International Hellenic University (IHU) and the Hellenic Authority for Higher Education (HAHE) provided the External Evaluation and Accreditation Panel (EEAP) members two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide and the Report template. The University provided the Panel members a number of files on the programme's structure and internal quality assurance procedures.

The evaluation procedure was well structured and comprehensive, thus enabling the EEAP members to form a good picture of the programme, the department and university, its present status as well as its future prospective.

III.   Postgraduate Study Programme Profile

The Master in Management and Organization of Educational Units, PSP henceforth, is offered by the Department of Organization Management, Marketing & Tourism of the International Hellenic University (IHU). Its successful completion leads to a master degree. The program started in the academic year 2017-2018.

The PSP lasts for three academic semesters (18 months) and it is divided into two academic semesters (Semester 1: September - January and Semester 2: February - June) and one semester for the preparation of the master's thesis or taking two courses each one with 15 ECTS. Each semester consists of at least 13 teaching weeks and 2 weeks of exams. The exams are held at the end of each semester. In the last few years, all courses and exams are delivered online.

During their studies, postgraduate students are required to attend postgraduate courses, participation in laboratory exercises and the preparation of a thesis. The total number of courses in the programme that postgraduate students must follow is either twelve or 10 and a master thesis.

At the time of the visit, the PSP had 22 academic faculty affiliated with the IHU. The number of admitted students in 2022-23 was 120. Most of them were professional, working in the primary or secondary education.

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 programme has a quality assurance policy in place. The policy is comprehensive and covers a wide range of activities, such as in operational areas; education, sustainability, resource management, as well as more societal such as social responsibility, equality, and third tasks on external pater involvement. The quality assurance policy is communicated to all parties (e.g. faculty and members of staff, external stakeholders, students) and is publicly available on the department website. From submitted accreditation documentation as well as the meetings with the department representatives, it was evident that the quality assurance policies are in use. The faculty work closely with the Institutional Quality Assurance Unit (MODIP), which supports the programme delivery. There is an annual review process for the evaluation of individual courses and of the programme as a whole based on information available, including student course evaluations.

II.   Analysis

The EEAP found that the quality assurance policy is implemented with the engagement of faculty, administrators and students. There are several actions taken to ensure and communicate the quality policy. There is the organization of scientific conferences and workshops for the dissemination of the research work of the members of the department and the students. However, student's contribution, through the completion of end of course surveys, is limited and the department and the faculty should seek ways of further engaging the students. The quality assurance policy is posted on a special link on the programme website. For further comparative quality validation, there is an annual publication of teachers' research work in international scientific journals with impact index, although the amount could be increased. There are also invitations to external speakers from the labour market to update the teaching work with current market needs, although this could be extended further.

III.   Conclusions

Overall, EEAP's opinion is that the department is well organized with respect to internal annual quality assessment of its mission and supporting services.

Panel Judgement

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

Panel Recommendations

R1.1 The Department should continue its use of the QAP and increase the involvement of all stakeholders to ensure comparative programme quality and relevance.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

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

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I.   Findings

The 90 ECTS, Postgraduate Programme in Management and Organization of Educational Units was re-established in 2019. The programme offers three specializations and is offered on a full-time basis only, taking one and a half years to complete. The programme was designed taking into consideration market needs in the relevant area and views and suggestions of social partners. The broader aims of the programme include the development and advancement of innovative knowledge in the scientific area and transmission of such knowledge to graduates so that they can effectively satisfy the demands of private and public educational units. There is high demand for the programme as similar studies at the graduate level are only found at two other universities in Greece. The programme is reviewed every two years. Action was taken to address issues raised in a few recommendations made during the external assessment of the programme in May 2021

The learning outcomes of the program, based on the National and European framework of qualifications (EQF, NQF) for level 7, are assessed by MODIP and by means of student questionnaires. Results of student questionnaires show high satisfaction with faculty, course content and course examination. In addition to imparting necessary knowledge to students that can be applied to understand and solve issues in the workplace, the learning outcomes of the programme include several soft skills.

Detailed information regarding contents, lecture outlines, teaching/learning methods, expected learning outcomes and skills, student evaluation, assessment items, required and recommended bibliography and other relevant material is included in the course syllabi. Course syllabi and other documents provide sufficient details about the programme that are important to students

II.   Analysis

The course outlines follow the standard practice of stating learning outcomes referring to the knowledge that students are expected to have gained upon completing a certain course. It is noted that, in addition to the acquisition of knowledge, learning outcomes also refer to skills and abilities, as mentioned above, that are critical in the modern workplace especially for graduates employed in educational units. It may, however, be noted that the many learning outcomes that are stated do not make it easy to measure and quantify them so that conclusions may be drawn whether such outcomes were met or not and to what extent. Furthermore, learning outcomes are confused with the description of the course contents in

several course outlines, or they are not succinctly stated, or they are not tightly mapped to the overall learning outcomes of the program. While references used in most courses are up-to-dated there are examples of several courses using 20 year or more dated references.

III.   Conclusions

The aim of the programme is to educate and prepare highly qualified graduates who can manage effectively educational units in the private and public sector. The programme has been designed taking into account input from social partners and aims to cover a specific market niche. Given that the number of applicants exceeds by more than three times the number of the maximum annual student intake allowed (for the academic year 2022-2023 there were 804 applications versus 240 maximum annual intake) the sustainability of the programme appears assured. However, questions may be raised whether it is possible to accomplish effective teaching/learning with 40 students attending a remotely taught course and indeed meet the program's aim to prepare highly qualified graduates.

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. Learning outcomes should also be measurable, allow for the evaluation of the teaching/learning process and help guide modification/changes as necessary.

Panel Judgement

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

Panel Recommendations

R2.1 Consider balancing the need for student intake with the need for effective teaching/learning. Given the quality and experience of the students, consider reducing the number of students in each online class to ensure teaching and programme quality.

R2.2 Map course learning outcomes tightly to the learning outcomes of the program.

R2.3 Measure learning outcomes with the view to continuous improvement of the learning/teaching process.

R2.4 Update course references as required.

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

On-line lecture delivery is the main teaching method. The two items in the student evaluation survey measuring student satisfaction with the electronic support of courses (e-class, e-learning) and technologies of information and communications used in the programme have received scores just slightly above 4 (5 being the maximum); the scores for the two items are below those received for the overall organization of the course and effectiveness of faculty. The item about satisfaction with the classroom infrastructure received a low score averaging just below 3 out of 5.

The evaluation of students in all courses is heavily based on final exams that make up 70% of the grade, the remaining 30% is allocated to a project that can be completed either individually or in groups. Final exams may include MCQ's and short answers.

Each new student admitted to the programme is assigned to an academic advisor whose role is to assist students with issues related to their studies, find solutions to problems students may face, and help students navigate the program. There is a clearly stated formal procedure in place, including successive steps to be followed, regarding cases of student appeal.

During discussion with the EEAP, current and former students alike, expressed strong satisfaction with the approachability, mentoring, and professional interaction with faculty. Positive comments by graduates and students were also made regarding the timely response of administrative staff to their queries.

II.   Analysis

The student-centered learning approach is evident in all aspects of the program. There is close interaction between faculty and students. Faculty exhibit a strong will and commitment to support students even outside regular office hours. This is very much appreciated by students as most of them have full-time jobs. The assessment items and criteria, learning outcomes and other information are clearly stated in course syllabi. The presence of the academic advisor suggests strong concern about students. A further indication of the student-centered orientation of the programme is the conduct of student satisfaction surveys.

Nevertheless, as student-centered as the programme may be, the EEAP is of the view that a grade heavily based on the results of final exams, that constitute 70% of the overall grade and may include MCQs, does not benefit students other than making passing a course a relatively easy affair, as the only thing students need to do is to prepare well for the exams at the end of the course.

III.   Conclusions

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

Panel Judgement

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

Panel Recommendations

R3.1 Consider introducing assignments enhancing critical thinking and analytical skills, such as discussion/review and solution of issues related to students' workplace, while reducing the weight of final exams in the courses.

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

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

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

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

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

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

Study Programme Compliance

I.   Findings

The Master in Management and Organization of the Educational Units started in the academic year 2017-18. Student attendance is mandatory. Initially, the lectures were given in classrooms with physical presence. In the last few years, the programme lectures are given online. Students take exams online. In the academic year 2022-23, the number of applications was 804 and 120 students were enrolled in the program. For the academic year 2023-24, the number of available positions is 240. The admission of students is transparent and the procedure is well described in the PSP webpage. There is a €2200 tuition fee, which is considered low relative to national standards. Up to 30% of the students received a tuition waiver.

Incoming students receive a welcome letter that provides them with all the necessary information. They are also invited to a welcome zoom meeting where they receive more information about the programme structure, courses, timetable, the facilities, and tools available in the Department and about their rights and obligations. The PSP programme has adopted the "advisor" process where each student can receive academic advice from faculty members throughout her/his studies. Incoming students can receive exceptions for up to two courses taken in another graduate program. Upon graduation, graduates receive Diplomat Supplement, containing detail information for their studies.

Students receive information about the ERASMUS exchange programme and regarding opportunities for internships with Erasmus+, through the webpage of the programme and through personal meetings.

The Master in Management and Organization of the Educational Units webpage provides detailed documents and very clear procedures for the drafting and completion of the thesis.

II.   Analysis

The students are selected through a well-designed and implemented procedure according to the government law and the rules set by the Master in Management and Organization of the Educational Units program. This procedure is well described in the program's webpage and all the necessary documents are listed. Students can find all necessary information about the structure of the programme, timetables, studies rules and regulations, and procedures in the internet site of the Department. Students have online access to all information concerning their progress towards the degree, e.g., grades for exams, projects and courses. The Department fully implements the European Credit Transfer and Accumulation System (ECTS) for the PSP program. The total load is 90 ECTS units, either all 90 for courses or 60 for courses and 30 for the thesis. The website of the programme contains a detailed description of the courses. Students can participate in the ERASMUS and ERASMUS+ exchange programme. Only a very small number of students, however, participate. For example, in the academic year 2021-22, only two students participated in the ERASMUS exchange program.

III.   Conclusions

The **Department of Organization Management, Marketing and Tourism** has developed and applies excellent published rules and regulations that cover all aspects and phases of the master in Management and Organization of the Educational Units.

Panel Judgement

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

Panel Recommendations

R4.1 Consider the provision of scholarships beyond the ones required and stipulated by law and regulation.

R4.2 Consider the introduction of one- or two-week internships within the appropriate PSP courses.

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 Master courses rely upon 17 members DEP from the Department (5 Full Professors, 9 Associate Professors and 3 Lecturers), 5 members DEP from other Departments (1 Full Professor, 1 Associate Professor and 2 Lecturers) and 8 scientific partners who are researchers with a Ph.D. (5) or Ph.D. students (3) for 271 students in 2023-2024 (241 students in 2022-2023). 70% of the courses are delivered by DEP members and 30% by external participants. There are no members of the teaching staff coming from the professional world. Moreover, there is only one academic colleague from abroad delivering seminars to the students. The members of the teaching staff (DEP) provide to the programme around 3 weekly teaching hours.

The findings concerning the research activity of the 17 members DEP participating to the Master until December 2022 are as follows: 217 publications (which corresponds to 12.7

publications per member), with a mean h-index of 9.37 (maximum h-index: 42; minimum h-index 3). The DEP members of the Department have participated to 73 research programs; however, again, standard deviation remains high with 1 member having participated to 19 programs while several members have not participated in any programme during the previous period.

It is not clear whether the students of the PSP also participate systematically in research activities. It seems that most students are not eager to continue to a Ph.D. since they are already working.

II.   Analysis

No clear information was given about the recruitment of new colleagues, but, as in most universities in Greece, new positions are extremely rare. All new colleagues who have been recruited participate to the master program.

The research activity of the members of the Master programme is rather uneven. Some DEP members have a productive research activity while others have a lower output of publications and a lower participation in research programs over the last years. Many papers are published by the journal of the Department. This practice should be avoided because it produces negative impacts both for the researchers' curriculum (auto-publication) and for the journal itself (lack of diversity). Moreover, it seems that research programs are managed at an individual level. A collective participation to research programs would enhance the integration of Master students to research activities.

Finally, the EEAP did not find much evidence of international mobility of the DEP members. However, one would expect some in-coming and out-going mobility of researchers especially within Europe.

III.   Conclusions

The Master programme is characterized by a strong participation of DEP members. In addition, a more prominent role and participation could have been given to professional partners.

The DEP members are active but their involvement in research activities is uneven. The development of collective research programs could have helped in integrating more Master students in research activities.

Panel Judgement

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

Panel Recommendations

R5.1 The research strategy for all faculty should be further enhanced to gradually increase the number of publications in high impact academic journals.

R5.2 Faculty should be engaged more and disseminate their research through high visibility conferences and seminars.

R5.3 Consider the option of proposing to professionals to participate in lectures and seminars of the PSP courses in order to better link teaching to changes and needs in the labour market.

R5.4 Intensify your efforts to acquire European funded research projects.

PRINICPLE 6: Lʀᴀʀɴɪɴɢ **R**ᴇsᴏᴜʀᴄᴇs **A**ɴᴅ **S**ᴛᴜᴅᴇɴᴛ **S**ᴜᴘᴘᴏʀᴛ

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

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

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

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

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

Study Programme Compliance

    I.   Findings

The learning resources and support services available to the students are provided by the department or indirectly by the university. They consist of physical infrastructure, academic and administrative services, and social and other advisory services. The programme shares the use of the library, although the programme courses and associated assignments (including group work) are largely online. The library provides access to various databases, as well as electronic access to publications, books, and academic journals. The physical space is

accessible to students that are physically impaired. Special need students, for instance those with visual or hearing impairment, must provide their own equipment in order to be able to participate in the online delivery of lectures. With students in the programme primarily having already started their professional careers, or at least already are experienced students, their needs differ somewhat from traditional students. The students interviewed by the EEAP indicated that they are content with the support and accessibility they receive. The teaching staff are well prepared for online course delivery, with lectures, quizzes, exam formats etc.

II.   Analysis

The online programme delivery places strong requirements on the existing online capability. Students have access to online journals and reading materials. There is an expectation that students will have their own computer (desktop or laptop) and connectivity. Students with limited financial background could be disadvantaged in their studies, but there are PCs available for those that do not have their own. The online technology support was developed during covid, but care must be taken on its ongoing upkeep and refinement to ensure student active participation. Programme courses are mainly taught by individual staff. Given that there is some overlay in staff expertise, faculty may share courses for improved redundancies (important even in the post-covid) so that student do not unnecessarily suffer from cancelled or moved courses. Most students work full time, as well as study full time. This places significant time commitment in late evening and weekends to complete the programme successfully. Similarly, many students live or work in other part of the country, making travel to weekends or evenings difficult. Learning resources and support must take that into account, e.g. providing technical support for group work at odd hours, making reading materials accessible beyond allocated readings. As part of the practical support, feedback is viewed as mechanism for having the student voice heard. This was viewed positively by the students interviewed. Student awareness of support available is important and may need revisiting, for instance on possibilities for exchanges (online or in person).

III.   Conclusions

The EEAP found that the measures in place ensure sufficient learning resources and availability of student support.

Panel Judgement

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

Panel Recommendations

R6.1 Ensure that the student support is appropriate for the online learning environment, e.g. IT support available at odd hours, accessibility for all course participants.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I.   Findings

The 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 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 Master program. It operates as part of the internal evaluation of the Department.

The information gathered relates to student satisfaction and availability of learning resources and student support. However, some key performance indicators such as student population

profile, student progression and success, career paths of graduates are absent. Moreover, it is not clear how the Department considers the subjectivity of the student responses. For example, a question covers the conditions and size of the classrooms, while all the courses are online. This makes it unclear what the students actually are rating.

Student satisfaction is monitored by surveys in each semester for each course. The second semester results are usually higher than the first semester's ones.

II. Analysis

The Department provides some interesting data on students' satisfaction and on the program. The students' evaluation features a general satisfaction about the teaching staff, the courses, and the procedures.

It seems that some information is missing. That concerns the student profile and their career paths. The panel considers that this is important information that, if properly used, could strongly improve the program.

This type of information is missing from the document that the Panel obtained.

III. Conclusions

There are several improvements that the PSP should consider, starting with the student profiles and the career path of the graduates.

Panel Judgement

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

Panel Recommendations

R7.1 Develop new questionnaires and provide information on the students' profile.

R7.2 Acquire information on the improvement of the career or the performance of graduates in the labour market.

R7.3 Adapt the questionnaires to the complete online structure of the course. Questions about the state of the buildings are not relevant. However, further questions about the online procedures should be included.

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 dissemination of PSP activities is based on the following tools: PSP website, relevant Facebook page and Instagram account.

The internet site is only available in the Greek language. The following sections are presented: Homepage; Welcome Page; General Information about PSP structure, regulations and policies; Goal setting; About the master's degree awarded; Admission procedure; Teaching staff; Tuition and Scholarships; Announcements; Contact Section; International Conference on Management of Educational Units (ICOMEU); Study Programme Curriculum and Syllabi. In these sections, information about the mode of attendance, the Policy for Quality Assurance, the Study Guide, the Policy for Students' Complaints, the Policy for the Academic Tutor, the procedure for the drafting of the thesis and the terms for student mobility can be extracted from separate pdf files.

The website contains information for candidates, for students and teaching staff. There is no information or separate section for graduates and for those who may be interested (stakeholders, social partners or employers).

There is no information online about scholarships, awards of excellence, additional courses, teaching staff's updated CVs and their specialization, the Policy for students with disabilities and the Code of Research Ethics for the PSP. Moreover, information about the student welfare office is missing.

The content of the Website is compiled by a faculty member of the Department of Organization Management, Marketing & Tourism, who is further responsible for its maintenance. The website does not offer accessibility to the visually and hearing impaired.

There is no link for the Facebook page and the Instagram page on the website. Announcements regarding the recruitment phases, the events and activities are posted on the Facebook page and less on the Instagram page.

II.   Analysis

Despite the strong recommendation of MODIP of the Institution in 2021 that a bilingual version of the website was urgently needed, the website is still only available in the Greek language. There is an indication in the Accreditation Proposal that the required process has been initiated.

The website could develop further to become well-structured and user-friendly. The accessibility to the various documents is questionable, as there is overlap between some sections and most of the PSP information are in the Documents Section. Candidate students, current students and stakeholders should have access to the teaching staff's subject and research areas and their CVs.

Maintenance and updating of the website are performed on ad hoc manner. The current process is not well-designed to conduct this in a systematic and standardized way.

III.   Conclusions

Public information concerning the PSP requires substantial modifications for effective promotion through the internet

Panel Judgement

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

Panel Recommendations

R8.1 The PSP website must be reviewed with the objective of improving its usefulness, providing a bilingual version and offering accessibility to the visually and hearing impaired. Furthermore, a standardized template would be of an utmost importance.

R8.2 The teaching staff's subject areas and updated CVs are made available on the website.

R8.3 The information regarding PSP should be integrated into the Study Guide Section of the website. The Policy for Students with disabilities and the Code of Research Ethics should be available through the website.

R8.4 All information about awards, scholarships and specialize seminars should be accessible to all students prior to the admission procedure, via the website.

R8.5 Information about liaising and interconnection with alumni and stakeholders from the labour market is made available through a separate section on the website.

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**

There is continuous monitoring and periodic internal evaluation of all study programme courses and the teaching methods employed in them. There is a procedure in place for self-assessment of the study programme at the department, with internal monitoring and reviewing. It involves several actors, including an advisory committee, MODIP, and the secretariat. There is documentation established and available on the processes for the monitoring and evaluation. The study programme analysis is based on data gathered on course

evaluations, teaching methods used, student perceptions and the student progression, and the existing physical and digital infrastructure.

II.   Analysis

With some changes to the programme course formats, the monitoring and evaluation has been updated (e.g. assessing how online exams are managed, measuring how students perceive online classes). Such dynamic use of the internal quality assurance system must be retained, and remain pro-active. Course evaluations from current students scored very highly in a wide range of indicators, and with a high student participation rate. This was achieved through an active student body and faculty encouraging feedback. This should ensure the reliability of decisions based on the data, and strengthen the quality assurance process. With student primarily being practitioners, the current inclusion of student alumni (as external stakeholders) in the evaluation of the study programme is an important element in the pursuit of programme relevance.

III.   Conclusions

The EEAP found that the study programme is reviewed regularly involving students and other stakeholders. However, it would be beneficial with a more structured approach to including the stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Panel Judgement

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

Panel Recommendations

R9.1 Create an advisory council consisting of external stakeholders to support the evaluation and improvement of the PSP.

R9.2 Introduce a student exit survey, after completion of the program, to capture their views about the PSP.

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

There is a progress report, dated 29 May 2021, covering the results on the utilization of recommendations made in the course of the external evaluation of the Institution. This refers to the programme of Management and Organization of Educational Units housed within the Department of Management of Organizations, Marketing and Tourism.

The programme of Management and Organization of Educational Units has not been evaluated yet by a panel of experts.

      II.   Analysis

No document could be found regarding evaluation by external experts other than what was mentioned in the first paragraph above under "Findings". It may, however, be noted that during discussions with the EEAP, the importance and necessity of the external evaluation of the program, in addition to the internal evaluated conducted by MODIP, was recognized by faculty with the view to promote the programme to the wider community.

      III.   Conclusions

There has not been an External Evaluation of the PSP yet. However, the importance and necessity of the external evaluation is recognized by faculty.

Panel Judgement

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

Panel Recommendations

R10.1 A future external evaluation should be presented in a form including: Description of recommendations, anticipated results, actions necessary to achieve results, timetable, responsibilities for specific actions, and resources required.

PART C: CONCLUSIONS

I.   Features of Good Practice

- This PSP has a well-defined market in the area of primary and secondary education.
- The combination of low tuition fees and the well-qualified faculty and practitioners who teach at the programme makes this PSP a strong attraction for prospective students.
- Faculty is easily accessible to their students and are passionate about their teaching.
- Participation in local scientific and professional conferences promotes student career opportunity and experience.

II.   Areas of Weakness

- The research strategy for the faculty could be further enhanced to gradually increase the number of publications in high impact academic journals.
- Faculty should be engaged more and disseminate their research through high visibility conferences and seminars.
- The international mobility of teaching staff and students is low.
- The information management is insufficient in terms in providing relevant and up to date information to the students.

III.   Recommendations for Follow-up Actions

- Promote international relations and mobility of teaching staff and students.
- The information system should be complete and up to date.
- More information should be collected, e.g., exit questionnaire
- Enhance the participation of all faculty in research programs, with support from the Department and the PSP.
- Create an advisory council with stakeholders.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 6, and 10.**

The Principles where substantial compliance has been achieved are: **2, 5, 7, 8, and 9.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Professor Michael S. Michael (Chair)**
    University of Cyprus, Nicosia, Cyprus

2. **Professor Evangelos Dedousis**
    American University of Dubai, Dubai, U.A.E.

3. **Professor Michel Dimou**
    University of Toulon, France

4. **Reader Jannis Angelis**
    KTH Royal Institute of Technology, Sweden

5. **Ms. Marianthi Sotiraki**
    Postgraduate student, University of West Attica