



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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# **Accreditation Report**

## **for the Postgraduate Study Programme of:**

**Business Administration (MBA)**

**Department: Organisation Management, Marketing & Tourism**

**Institution: International Hellenic University (IHU)**

**Date: 12 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 **Business Administration** of the **International Hellenic University** for the purposes of granting accreditation.

Visit Date (online, including report production): 04/09/2023 – 10/09/2023

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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 **Masters in Business Administration (MBA)** of the **International Hellenic University** comprised the following four (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Ioannis Anagnostopoulos (Chair)**  
Professor, Royal Holloway University, London, UK
- 2. Prof. Michael Michael**  
Professor, University of Cyprus, Nicosia, Cyprus
- 3. Prof. George Vozikis**  
Chaminade University of Honolulu, Honolulu, USA
- 4. Prof. Nikos Voukelatos**  
University of Kent, Kent, UK
- 5. Ms. Aphrodite Markaki**  
PhD Candidate, Hellenic Mediterranean University

## II. Review Procedure and Documentation

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 4, 2023**, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On **Monday, September 4, 2023**, the EEAP participated in 2 teleconferences 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. Vasiliki Vrana, MODIP Member, Ms. Maria Tsantouka, MODIP Staff
  - PSP1. Management of Tourism Enterprises and Organizations: Prof. Evangelos Christou, Director of PSP1
  - Steering Committee: Prof. Chryssoula Chatzigeorgiou Associate Prof. Spyros Avdimiotis, Assistant Prof. Antonios Giannopoulos Assistant Professor Ioanna Simeli
  - PSP2. Business Administration – MBA@ Associate Prof. Costas Assimakopoulos, Director of PSP2
  - Steering Committee: Associate Prof. Eugenia Papaioannou, Prof. George Stalididis, Assistant Prof. Athanasios Gounas and Associate Prof. Spyros Avdimiotis.

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

- 2) The committee was also 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 **Wednesday, September 6, 2023**, the EEAP participated in 6 teleconferences with:

- 1) Teaching staff of the PSP MBA: Prof. George Stalidis, Associate Prof. Eugenia Papaioannou, Associate Prof. Iordanis Kotzaivazoglou, Associate Prof. Christos Grose, Associate Prof. Spyros Avdimiotis, Associate Prof. Apostolos Dasilas, Assistant Prof. Ourania Gkouna. They informed the EEAP 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) Nine current students of the PSP. The EEAP Members discussed with the students openly and freely. They were informed about satisfaction from study experience, the adequacy of facilities, student input in quality assurance, and priority issues concerning student life and welfare.
- 3) Nine recent graduates of the PSP. The EEAP had the opportunity to discuss their experiences of studying at the PSP and how it helped them with their careerpaths.
- 4) Ten social partners including a couple of employers. We discussed the relations of the PSP with external stakeholders.
- 5) Private debriefing meeting among the EEAP Members to primarily discuss findings up to that point and prepare an oral report.
- 6) A "closure meeting" with: Director of the PSP2 Associate Prof. Costas Assimakopoulos, the Head of the Department of Organisations Management, Marketing and Tourism Associate Prof. Panagiotis Kassianidis, Prof. Chryssoula Chatzigeorgiou, Associate Prof. Costas Assimakopoulos, Prof. Evangelos Christou, Director of PSP1 and the following members of the Steering Committee: Prof. Georgios Stalidis, Associate Prof. Spyros Avdimiotis, Associate Prof. Eugenia Papaioannou, Assistant Professor Athanasios Gounas, Prof. Vasiliki Vrana, MODIP Member.

From **September 7 to September 9, 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 successful completion of the PSP leads to the acquisition of the 'Master's Degree in Business Administration', PSP henceforth, which is awarded by the Department of Organization Management, Marketing & Tourism of the International Hellenic University.

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 (July - December). Each semester consists of at least 10 teaching weeks and 2 weeks of exams (a total of at least 12 weeks). The exams are held at the end of each semester.

Specifically, 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 twelve (12) - eight (8) compulsory core courses and four (4) elective courses. In the third semester, students must write a thesis corresponding to successfully concluding their studies and being conferred the MSc title.

At the time of the visit, the PSP had 21 academic faculty affiliated with the IHU. The number of admitted students each year, in the recent years, is around 40.

## **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 & 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*

#### **Documentation**

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

#### **Study Programme Compliance**

##### **I. Findings**

The PSP applies a quality assurance policy that promotes the academic character and orientation of the programme, promotes its purpose and subject matter, implements the objectives that have been set forth, defines the means and ways of achieving them and applies the indicated quality procedures, with the aim of continuous improvement.

The action plan of the PSP for the quality policy includes objectives, actions and measures



related to the following dimensions:

- Effective Administrative Functioning
- Modern Theoretical and Technological Education of Students
- Excellence in Education and Research
- Extroversion and Internationalization
- Contribution to Local Society and Regional Development

In addition to the bodies described in Articles 79 & 81 of Law 4957/2002 (Director of the MSc and the Coordination Committee) with the responsibilities explicitly mentioned in the Law, the PSP also provides for the following mechanisms for quality assurance: The Department's Internal Evaluation Team (OMEA), which is appointed by the assembly of the department. It is responsible for the smooth completion of the course and teaching evaluation questionnaires by students, for the preparation of the annual internal evaluation report and for the monitoring of the individual indicators. The OMEA presents the results of all the above activities to the General Assembly of the Department and proposes methods for the continuous improvement of the education provided to the students of the Department. Additional faculty members, members of the Board of Trustees, the Board of Governors, the Board of Student Affairs, and other staff of the Department support the OMEA by collecting data from courses, questionnaires, indicators, and by participating in the preparation of the annual internal evaluation report.

The EEAP has thoroughly assessed the documents provided by the HAHE as well as the University, specifically the presentation of the PSP, the strategic planning as far as the development of the programme is concerned, as well as the prospects for graduates, the needs of the Department in recruiting additional academic faculty, the structure of the programme and the feasibility and sustainability study.

## **II. Analysis**

The EEAP has determined that as far as the academic profile is concerned the current faculty are well qualified and the PSP is well-structured. Moreover, the Quality Assurance policy is appropriate and is sufficiently communicated to all stakeholders.

## **III. Conclusions**

The PSP confers a high-quality degree in Business Administration. It is a degree that connects theory with practice, and it is highly valued and appreciated by both students and employers. The faculty members are well-qualified. The students possess all the relevant skills and are eager to learn and advance professionally. The PSP has implemented a satisfactory Quality Assurance Policy. Most faculty are research active, but more emphasis should be placed on targeting publications in high quality academic journals, e.g., ABS list, EIGENFACTOR.org.

### 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	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

R1.1. The research productivity of the Department is at a satisfactory level. Despite this and given that publications at highly ranked academic journals is very important for the international visibility and ranking of the Department and the PSP, the EEAP members would like to encourage the faculty to put more emphasis on participating at high quality conferences and on high quality publications.

## 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 Postgraduate program (PSP) was developed in a strategic process in terms of a SWOT analysis. It is designed in such a way, so its purpose is to create a program that would fit with the local and regional needs and special settings. In addition, it offers individuals the skills that are required by employers and other non-profit organizations with the appropriate knowledge, critical thinking, and analytical abilities in order to provide capabilities for the analysis of threats and opportunities for the development of an effective strategy.

The program was designed after many hours of collaboration among the department's faculty, to determine the educational topics that should be included in such a program, as well as the appropriate teaching load for faculty and course load for the students. Additionally, the long-term association with significant external stakeholders in the region, as well as prospective MBA employers helped in the identification of the MBA program's educational needs and institutional strategy, through in-depth personal interviews with them. By the same token, the same institutional strategy was developed in order to identify similar needs of non-profit local and regional social and business entities. These efforts contributed to the development of the appropriate standards for the program as well as pinpointing the universally accepted "best practices" for an MBA program. The outcome of this whole process resulted in the formulation of the content of the PSP and its incorporation into the overall institutional strategy of the International Hellenic University. Furthermore, the structure of the program is rational and clearly articulated and consists of two specializations:

1. International orientation, and
2. General MBA orientation.

Each Specialization consists of 12 courses. This MBA program based on heavy consultation with external stakeholders, has been "priced" to be the least expensive in the region, and is also the first MBA program that was developed from a former TEI institution. The teaching methodology involves a great deal of case studies and includes classes both on campus and in the form of distance learning. The students consider the program to be very valuable and rich, albeit quite a heavy load since most of them are working professionals and they definitely prefer distance learning classes. The topics of theses are matched with faculty interests, resulting in publications and/or presentations in professional association conferences with six MBA students participating recently in academic conferences along with their faculty co-authors. Travel to these conferences is funded. Finally, there are opportunities for both faculty and students to participate in the ERASMUS program and sabbaticals for faculty research domestically or internationally. The demand for graduates of the program is high from both local and regional profit and non-profit organizations.

It is the responsibility of MODIP to undertake an Internal System of Quality Assurance (ISQA) which must cover all the services and activities of the department. The internal evaluation of the program is based on working paper 4 of the ISQA entitled "Internal Evaluation". The curriculum revision of the program is undertaken with the participation and consultation of students, faculty, and proposals and input from external stakeholders, business employers, and especially alumni, and is conducted every three years. Any revision of the program aims at the

identification of new targets for quality and excellence according to the A3 indices of quality.

The students are well informed and notified about the various services available to them, through the newsletters, the PSP website which is also linked to social media and with notices which are posted in the Secretariat of the PSP or the Department. There is a student complaint procedure and the overall student access to university and departmental policies and procedures seems to be adequate, complete, and appropriate.

## II. Analysis

The PSP offers a robust educational program to its students and is widely appreciated by students, alumni, and employers who have hired MBA graduates. The latter expressed their strong satisfaction with their hires and have formed a small informal group to provide advice, organize guest lectures, explain the market needs and demands, but without any real involvement or participation in the Academic Program formulation and revision.

## III. Conclusions

The Department has created a program that is well designed and conducive to outstanding pedagogy, research, and freedom of academic thought.

### 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

R2.1. The faculty could consider an Executive MBA running side by side with the regular MBA program.

### **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.**

*In the implementation of student-centred learning and teaching, the program*

- ✓ *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*
- ✓ *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.*
- ✓ *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 provided**

- *Sample of a completed questionnaire for the evaluation of PSP's class by the students*
- *Regulation 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**

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

- Clear and well documented regulations.
- There is a small number of students, a total of about 40 at the start of every academic year. Given the number of involved staff (20) the staff/student ratio is highly satisfactory.
- The study program consists of core courses for the first semester and then students are offered the opportunity to choose between 2 different specializations: MBA and International MBA. In each specialization a number of core and elective courses are offered.
- The PSP offers an academic advisor to all students.
- The delivery consists of a variety of learning methodologies and versatile learning

opportunities, such as team activities and case studies, quizzes, interactive exercises, projects, and presentations that build on student soft skills.

- Research-related activities seem to be largely aligned with the PSP incentives, with students being encouraged to participate in conferences and to publish their work in journals.
- For the assessment of students, there is a consistent combination of final written exams with usually a class project. This practice is well-documented, and students are informed in advance.
- Both functions of the formal procedure for student complaints and that of the academic advisor are appropriately documented and presented to be running smoothly.
- There is a website (Moodle) for courses Syllabus and extra material that students find very helpful.
- Additional emphasis has been put in networking via meetings with employers/social partners, students, and the academic staff.
- There is an electronic student evaluation in place regarding all PSPs, timely placed towards the end of each course. Student participation is relatively high.
- Students appreciated that the academic members of staff are approachable, available, and genuinely interested in their academic journey and experience.

## **II. Analysis**

Overall, the findings give clear evidence of a student-centred approach. Specifically:

- The program provides flexible learning paths, while each course appears to consist of a variety of modes of delivery and assessment.
- Students of this program usually have different academic and professional backgrounds, rendering them a highly diverse group at the start of the program. It is evident that great emphasis has been placed to support students to achieve the master's educational goals.
- A range of assessment practices are used.
- There is a specific procedure in place for the yearly evaluation and revision of the program's content and practices. This process involves a variety of external and internal stakeholders.
- The syllabus of the program is available for students in advance, describing assessment criteria and methods for each course.

## **III. Conclusions**

- The academic program is delivered in an environment characterized by mutual respect and shared vision.
- The plethora of practice-based activities promotes students' active involvement to the modern work environment, enhancing their hard and soft skills.
- The academic advisor policy in place seems to work effectively.

### 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:

- R3.1. The PSP could benefit by formalization of all effective practices already in place.
- R3.2. Expand the content provided for Human resources, and IT management systems 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 MBA program started in the academic year 2015-16. Student attendance is mandatory. Initially, the lectures were given in classrooms with physical presence. In the last few years, the program lectures are given online. Students take exams, however, in person. In the academic year 2022-23, 40 students were enrolled in the program. There is a tuition fee, which, however, is considered low relative to national and international standards. Up to 30% of the students received a tuition waiver.

Incoming students are invited to a welcome meeting where they receive more information about the program structure, courses, timetable, the facilities, and tools available in the Department and about their rights and obligations. The MBA program has adopted the “advisor” process where each student can receive academic advice from faculty members throughout her/his studies. Incoming students cannot receive exceptions for courses taken in another graduate program. Upon graduation, graduates receive Diplomat Supplement, containing detail information for their studies.

Students receive information regarding opportunities for internships with Erasmus+, through the webpage of the program and through personal meetings.

The MBA webpage provides detailed documents and very clear procedures for the drafting and completion of the thesis. In addition, it provides all the necessary forms that are needed to be completed in all stages of the procedure.

## II. Analysis

The students are selected through a well-designed and implemented procedure according to the government law and the rules set by the MBA program. This procedure is well described in the program's webpage and all the necessary documents are listed. Students 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 its MBA program. The total load is 90 ECTS units, 60 for courses and 30 for the thesis. The website of the program contains a detailed description of the courses. Students can participate in the ERASMUS+ exchange programme.

## 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's in business administration program.

### 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

R.4.1. The Department could consider the introduction of an ECTS-credited internship as an elective course.

## **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 PSP consists of academics with a quite successful academic career according to the files A7 and A16 of the department's report. Their accomplishments in the field consist of both instructional and research endeavours as evidenced in databases such as Google Scholar, Scopus, and Research Gate.

The selection of the teaching staff of the PSP is transparent and with strict merit-based criteria, according to law 4957/2022 for the postgraduate programs of study and the PSP operational manual (A12). These merit-based criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, their teaching and research experience, their service to the department, and finally their standing in international fora. The department is occasionally trying to enrich its teaching staff with adjunct instructors from corporations who are also subject to similar strict selection merit-based criteria according to law 4957/2023. Adjunct professors need to have professional experience in their field and hopefully research experience.

The professional development opportunities for the faculty represent a very important element in the establishment of the program as a premier MBA program in the region. The department supports the research activities of its faculty, which it deems as conducive to better instructional skills. To that effect, it grants sabbatical educational leaves of absence for research and instructional purposes in Greece or abroad. They consist of participation in academic conferences and seminars, inter-university exchanges and presentations of seminars to other universities.

Staff mobility is also supported by allowing a short-term instructional period to foreign universities and in exchange programs with universities abroad for the purpose of teaching and research, especially for research that was developed within the department and the PSP program in collaboration with the students. This mobility of the faculty members is supported from related ELKE funds for transportation, promotion of the PSP, organizing conferences and seminars.

The average teaching load for the PSP faculty consists of three hours a week for 13 weeks plus three hours for exams during the semester. It ranges between 0 and 6 hours per week, without counting any lab work or grading. It should be noted that the MBA faculty is selected based on merit and compensated extra for teaching in the MBA program.

The direct linkage of teaching and research is considered obvious and necessary. The topics of the theses are matched with faculty interests, resulting in publications and/or presentations in professional association conferences. Recently, six MBA students participated in academic conferences along with their faculty co-authors. Travel to these conferences is funded. Finally, there are opportunities for both faculty and students to participate in the ERASMUS program. The ambitious aspiration of the department to develop and sustain a prestigious PSP does not allow any deviation from a direct, continuous, and permanent linkage between teaching and research, with the assumption being that excellent teaching cannot possibly be achieved without an academically successful foray by each instructor into his/her field. And conversely, excellent academic endeavours are destined to improve one's teaching abilities with the students being the recipients of the benefits.

The instructors' evaluation by the students is accomplished via electronic surveys since 2019 within a special MODIP platform. These electronic surveys are activated by the instructors and according to the directives of MODIP, during the last three weeks of the course, and the students can anonymously evaluate the instructor, and the course *per se* by filling the survey in the specific website. There is recognition and acknowledgement for "excellent teaching" through the department's website and other practices of the faculty that scored the highest teaching evaluation by the students.

There is no defined research strategy as such for the PSP focusing on specific scientific and research areas, but throughout the references on the instructional staff research relevance is emphasized. This is expected not only during the tenure evaluation process of the individual faculty within the PSP, but also expected from any new faculty and adjunct.

## II. Analysis

It is obvious that the PSP ensures a level of knowledge and skills of their teaching staff and applies transparent and merit-based processes for faculty recruitment and further development. This way there is a continuous improvement effort for quality enhancement and fund procurement, and thus, sustainability of the program by supporting the professional development of the faculty in order to improve their teaching capabilities.

### Panel Judgement

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

### Panel Recommendations

R.5.1. A merit system should be formalised to measure the contribution of each faculty member in the areas of teaching, research, and service.

R.5.2. The research productivity of the faculty is at a good level, with some degree of heterogeneity across faculty. Despite this and given that publications at ranked academic journals is very important for the international visibility and ranking of the Department and the PSP, the EEAP members would like to encourage the faculty to put more emphasis on participating at high quality conferences and on high quality publications, e.g., ABS list, EIGENFACTOR.org.

## 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.).

*In the implementation of learning resources and student support, the program:*

- ✓ *Presents a planned long-term utilization plan for the program recourses support its learning and academic activity in general*
- ✓ *Offers students access to the department's library (physical and remote), to electronic databases, study rooms, educational and scientific equipment, IT and communication services.*
- ✓ *Provides all program's material (syllabus, lecture presentations, notes, case studies, etc.) electronically in a educational website (Moodle)*
- ✓ *Provides academic advisors for all students.*
- ✓ *Has in place a students' complains process.*
- ✓ *Provides students access to meals.*
- ✓ *Provides access to 3 research laboratories.*
- ✓ *Participates in 3 scientific conferences.*

### **Documentation provided**

- ☐ *Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- ☐ *Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)*
- ☐ *Informative / promotional material given to students with reference to the available services*

### **Study Programme Compliance**

#### **I. Findings**

Based on the relevant documentation submitted, and the information collected from the interviews of the various stakeholders:

- There are adequate facilities to accommodate the students of the PSP.
- There is a library to serve the students and the staff, however, there is a need to expand its working hours.
- There is provision for the student mobility through the Erasmus+ program.
- Internships are not part of the official program's syllabus but are greatly encouraged for students.

#### **II. Analysis**

Based on the aforementioned findings:

- There is an adequate range of support services available to the PSP students, including academic advisors.
- Students are well informed of the existence of the support services, as well as in their utilization.
- The tuition utilization plan is well-documented, taking into consideration and

supporting all facets of the program educational and research goals (e.g., conference and publication fees, travel, and transportation expenses).

### III. Conclusions

Based on various documents provided by the program and on the discussions with the various stakeholders:

- The students are very satisfied with the quality of the program's resources and the support they receive.
- In general, the program's resources appear to effectively support all students' learning process, as well as their individual research or work-related aspirations.

### 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. The panel strongly recommends extending the library's opening hours to serve the needs of students.

R.6.2. Provide instructional videos of methods taught in the more technical courses, to assist with student learning.

## **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 operates an information system for the collection, storage, management, and analysis of data related to the PSP. This data concerns students, staff, course structure and content, and teaching in general. MODIP and OMEA are mainly responsible for the operation of QA related information systems.

Several procedures are in place that feed data into the information system, such as student registration, student satisfaction surveys, student performance etc. The subsequent analysis of this information by the department feeds into the QA process primarily via the internal evaluation report that is produced by OMEA at the end of each Springterm.

#### **II. Analysis**

Through the centralized information system, the department appears able to collect and



analyse reliable and relevant data. Importantly, this information is then used to ensure the smooth operation of the PSP, for instance by identifying areas of best practice as well as areas for improvement.

Student performance seems to be closely monitored from registration to graduation, focusing mainly on student attainment, attendance, and drop-out rates. Student evaluation surveys constitute one of the key inputs to the system. These are conducted anonymously online at the end of each semester across all courses. The results are analysed by course, semester, and member of staff. It should be noted that the student participation rate in the evaluation surveys is particularly high.

The only information that seems to be collected and stored in physical form is that collected in the Academic Advisor process. As such, this information is not integrated into the department’s overall information system, and it is not immediately obvious how it is used in the QA process.

The information system is also used to support the department’s goal setting. Key performance indicators are set with the participation of all faculty members, and then monitored throughout the academic year. Performance is discussed in the department’s general assembly.

### III. Conclusions

The department has in place an appropriate and efficient system for collecting, managing, and analysing information concerning students, staff, teaching, and other academic activities.

#### Panel Judgement

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

#### Panel Recommendations

R7.1 The EEAP recommends that the information collected as part of the Academic Advisor process is fully integrated into the information system and the QA process.

## **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 website of the PSP is very well organized. Key information is provided in both Greek and English, while the website is particularly user-friendly, well designed, and easily accessible. The website has dedicated webpages that provide extensive information about the PSP. This includes all relevant information about the programme's structure (including the two distinct pathways), course structure and content, mode of attendance, teaching methods etc. The outline of each course is available as a single downloadable pdf file, while key course information (such as semester and course instructor) also appears on-page. The department's QA policy is available online, with an on-page summary providing the main principles and a downloadable document offering more information.

Separate webpages provide key information about faculty members. Each academic's profile webpage displays a brief bio on-page and also includes a full CV as a downloadable pdf file. Separate webpages provide administrative support to current and prospective students, with information and links to various digital services, FAQs, announcements etc.

The PSP director and the steering committee are responsible for checking and approving the content of the programme's website. The department's administrative staff are updating the website, while IT support and maintenance is outsourced.

### **II. Analysis**

The information provided in the PSP's website is accurate, useful, easily accessible, and regularly updated. This information is likely to be of value to current as well as prospective students. The FAQ section is comprehensive, and there is generally a lot of information provided about administrative aspects of applying to and studying at the PSP.

The website is mainly bilingual, although some information is only available in Greek (such as course outlines and key course information, fees and scholarships, entry requirements, etc.).

The information provided is predominantly of an academic nature in the strict sense. The

website contains relatively less information of a more pastoral or practical nature (such as infrastructure, accessibility, pastoral services, career/employability services etc.). Nevertheless, most of this information is available centrally at the university's webpage.

Particular mention should be made of the very high-quality standard with which the website has been designed.

### III. Conclusions

The website contains a lot of key information that is of interest to current and prospective students. Its design and depth of information on academic and administrative matters are its main strengths, although the fact that the website is not fully bilingual, and the limited information of a more practical nature are areas for improvement.

#### 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

R8.1 The department is encouraged to strengthen its efforts to create a fully bilingual version of the website. All information from the Greek version should also be available in the English version.

R8.2 The department is encouraged to provide more information of a practical and student well-being oriented nature on the PSP's website, even if this information overlaps with information provided at the central website of the university.

## **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*

### **I. Findings**

The Department has adopted a procedure for the self-assessment of its MBA program. MODIP of the University has in place a model for the internal review of the Department's programs. OMEA along with the MBA program Steering Committee are responsible for the internal evaluation of the MBA programme. They collaborate with faculty and staff, current and former students in collecting and evaluating data from various sources. More specifically, OMEA takes into consideration international developments in the field, student evaluations received through questionnaires, feedback from employers and other stakeholders. OMEA then prepares an annual self-evaluation report that submits to the Department assembly for constructive discussion and decisions. All necessary changes for improvements are incorporated into the revised program. The programme has been going through a self-assessment every year since its adoption in 2015.

## II. Analysis

The Department's ambition is to ensure that the students of its MBA program receive the best quality of education given the available resources. To achieve this, students are exposed to the most recent developments, research findings and best practices in the field of business management. This student learning experience is further enhanced by lectures given by prominent guest speakers from the industry, by working with many case studies and by participating in joint research project. In addition, faculty members and students are actively participating in international conferences. Students describe their learning environment as excellent.

## III. Conclusions

The University and the Department of Business Organization, Marketing and Tourism have in place a very good internal quality assurance system for the audit and annual internal review of their MBA programme. With minor additions, this procedure could become excellent.

### Panel Judgement

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

### Panel Recommendations

The Panel applauds the extensive consultation and dialogue of the faculty with various stakeholders and the collection of data, through questionnaires from its students, for the continuous monitoring and improving of its MBA program. However, the Department should consider the following:

R.9.1. The possibility of creating for its MBA program an Advisory Council, consisting of prominent individuals and distinguished professionals. The Department will receive from this council advisory guidance for further improvement of the program.

R.9.2. The collection of information, through exit questionnaires, from students at the end of their studies, regarding their whole experience in the program, strengths, weaknesses, and possible areas for further improvement.

## **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 realized 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**

During our review visit, it was evident that members of staff are aware of the importance of the external review and its contribution to improvement, and they are involved in follow-up actions. Finally, other stakeholders also appear to actively engage in the external review process.

### **II. Analysis**

While there is clear evidence that relates to the university's Senate decision for the creation of the MBA, understandably it is also clear that many stakeholders are fully involved, and such a procedure has been communicated to the students. It is not clear whether any external advisory boards are involved or whether this can be instituted. We recognize that, while this accreditation is not a very new quality procedure, it is the first external review after departments and institutions were merged. In that respect, we recognize the existing efforts of the Department. With regard to this aspect of communicating clearly and transparently the procedure and the associated outcomes of the external evaluation, we have a series of recommendations to make with the sole aim of improving requirement no. 10 as well as establishing a streamlined procedure below.

### **III. Conclusions**

We understand that the Department has embarked on a positive transition of culture about the improvement and quality standards, and thus, such developmental problems are anticipated. As such, the recommendations offered earlier are provided in the spirit of collegiality and goodwill in order to assist in further improvement. The recommendations outlined below are overarching and encapsulate aspects of those provided earlier.

## 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

**R10.1** For transparency purposes, it is recommended for the Department to keep a record of the rationale/conclusions behind the decisions for follow-up actions related to recommendations from this and future reviews as well as publicize the results transparently.

**R10.2** In relation to follow-up actions from this and future reviews, it is strongly encouraged the Department to focus its endeavours on actions that are directly related to the points raised in each review (e.g., focus of actions related to this review should be on the PG programme and not UG programmes).

**R10.3** In relation to initiating and implementing follow-up actions from this and future reviews, it is strongly encouraged the active participation of all relevant stakeholders (i.e., not only staff members).

**R10.4** In relation to future reviews as well as follow-up actions from this and future reviews, to the extent possible, it is encouraged that the stakeholders involved exhibit substantial variation in the level of their affiliation with the Department.

## **Part C: Conclusions**

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

- The PSP has a well-defined market in the areas of business management.
- The combination of theory with practice, the well-qualified faculty and practitioners who teach at the programme makes the PSP a strong attraction for prospective students, especially from the nearby prefectures.
- Faculty is easily accessible to current and former students and are passionate about their subject areas.
- Participation in 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 increase in time the number of publications in high impact academic journals and involve the engagement with students, and academic and non-academic audiences.
- Faculty should be engaged more in their research dissemination through high visibility, peer-review conferences, and seminars.
- The internal review process as well as the associated outcomes could be publicized more transparently

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

- Establishment of an advisory board to include stakeholders from both peer academics, program graduates in prominent positions, and representatives of organizations that tend to employ graduates.
- Establishment of an institutionalized alumni strategy.
- Consider a subscription to online databases that provides financial and accounting data to be used by students and faculty.
- Consider the library resources and availability such as extended opening times or another system that allows a working student to access such resources.
- Collect information, through exit questionnaires, from students at the end of their studies, regarding their whole experience in the program, strengths, weaknesses, and possible areas for further improvement.



#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 6, 7, 8 and 10**

The Principles where substantial compliance has been achieved are: **5, 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. **Prof. Ioannis Anagnostopoulos (Chair)**  
Professor, Royal Holloway University, London, UK
2. **Prof. Michael Michael**  
Professor, University of Cyprus, Nicosia, Cyprus
3. **Prof. George Vozikis**  
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