# Accreditation Report
# for the Postgraduate Study Programme of:

## Executive MBA

## Department: Management Science and Technology
## Institution: International Hellenic University
## Date: 12 September 2023

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

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# PART A: BACKGROUND AND CONTEXT OF THE REVIEW

## I. The External Evaluation & Accreditation Panel

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

1. **Spyros Economides**
   California State University

2. **Pr. Michail Dimou**
   University of Toulon

3. **Dr Vagelis Dedousis**
   American University of Dubai

4. **Erasmia Angelaki**
   Hellenic Mediterranean University

## II.    Review Procedure and Documentation

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

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

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

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

**Dates of the review**

The EEAP panel held teleconference sessions with groups associated with the Program on Monday September 11, 2023, and Tuesday September 12, 2023.

**Describe the review and the meetings held**

Monday, September 11

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

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

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

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

<u>Tuesday, September 12</u>

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

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

Highlights of the discussion included:

-The emphasis on the Faculty and postgraduate student research which is placed on solving practical problems associated with the individual student's professional working environment. Examples of research projects which led into respectable publications were given.

- The admission requirements to the Program

- The perceived competitive advantage of this Program to other similar regional ones in the country

- The participation of guest professional and academic speakers external to the department

- The management of the course subject matter delivery and student comprehension for the students in the program with diverse academic and professional background, not necessarily business related.

In the second meeting (**Students**), 16:00-16:45, the participants were full time and part time postgraduate students in the Program. They all stated their satisfaction with the interpersonal relations, communications, and academic environment. They said that with the help of their instructors they managed to overcome the difficulties with any course the content of which was not familiar to their educational and/or professional background. They mentioned the reasons they enrolled in this program and that they were satisfied with the educational facilities available. They expressed the desire to see expanded library hours during the weekends.

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

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

- Representative of the Chamber of Commerce of Kavala: Christos Papadakis

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

It was mentioned that there is no institutional Board of Advisors composed of external partners and Program personnel but there is close personal informal contact between the two entities to exchange ideas and provide two-way feedback of common issues of interest, especially with the Kavala Chamber of Commerce. It was pointed out that some "soft skills" training of students incorporated in the curriculum might be useful.

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

- Associate Prof. Georgios Theriou Director of the Program, OMEA Member of the Dept. of Management Science and Technology
- Prof. Efstathios DImitriadis Head of Dept. of Management Science and Technology, OMEA Member of the Dept. of Management Science and Technology
- Assistant Prof. Stelios Krinidis, OMEA Member of the Dept. of Management Science and Technology
- Assistant Prof. Ifigeneia Mylona, OMEA Member of the Dept. of Management Science and Technology
- Ms. Maria Tsantouka, MODIP Staff

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

# III. Postgraduate Study Programme Profile

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

It was established in 2019 as a special version the original MBA Program of 2012 and has undergone its latest revision in 2021. It caters to working professionals in businesses and organizations as well as to young aspiring businessmen who are interested in expanding and enhancing their background and improve their professional skills and perspective. A 2019 survey on about 85% of Executive MBA graduates indicated that 83.6% were working professionals before completing the degree, and that 16.4% found employment on average 8 months after completing the degree.

Being a newly developed Program, it currently has 16 active postgraduate students. The departmental faculty involved in the Program are 5 Full Professors, 2 Associate Professors and 1 Lecturer, supplemented by 2 technical (laboratory) support members and 3 scientific partners. Administrative support personnel of two individuals is available for the Program which also has a dedicated external administrative support person. In terms of facilities, the Program has basic access to 5 lecture rooms of 50-60 student capacity, and 4 amphitheatres with capacity of 70-90 students. It can utilize the large amphitheatre of the university as well as the technically well-equipped Collaboration and Web Conferencing Centre. It also has access to 9 laboratory rooms with 20-25 student capacity each.

The Program duration is 3 academic semesters, 16 weeks each. The curriculum consists of 18 mandatory core courses, 9 in each one of the first two semesters, resulting in 30 ECTS units. The third semester the students must attend 3 mandatory laboratory courses of Integrated Decision-Making workshops for a total of 3 ECTS units and complete a Postgraduate Thesis of business consulting nature for 27 ECTS units. Students can optionally choose a full time or a part time attendance schedule. The degree awarded is MSc Executive MBA.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

#### Documentation

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

## Study Programme Compliance

### I.    Findings

The Department of Management and Technology implements a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE and is fully harmonized to the Quality Assurance Policy of IHU. The QAP of IHU, accredited in September 2021, is based on the fundamental values of IHU that refer to academic freedom, meritocracy, professional ethics, advancement of knowledge and social responsibility. The QAP, available on the department's

website, is communicated to students before the start of study (although students did not appear to know much about it) and to other stakeholders; however, it is the faculty who are the most aware of it. The QAP is discussed and updated during meetings of OMEA, and faculty assemblies. In implementing the QAP the Department has put in place specific actions and processes that ensure and document the following: Suitability and organization of the study program, alignment of learning objectives with the national and European standard, enhancement of teaching quality and effectiveness, quality of faculty qualifications, enhancement of quality and quantity of research output, connecting teaching and research, level of market demand for graduates, sufficiency of administrative services, outward orientation of the department, enhancement of the department's social responsibility, annual assessment of QAP and cooperation of OMEA with MODIP.

Operationalizing the broader strategic direction of IHU SMART goals have been set in place in the MBA program including:

**1** Strengthening the internationalization of teaching/learning activities with effective faculty, student and graduate mobility. Achievement of the goal is based on internal data.

**2** Continuous evaluation of teaching/learning activities towards improving and maintaining quality education at all levels. Achievement of the goal is based on student feedback received through the student satisfaction surveys.

**3** Improving administrative services. Achievement of the goal is based on student feedback received through the student satisfaction surveys.

**4** Organizing meetings and seminars to present research activities of the department. Achievement of the goal is based on internal data (how many meetings/seminars took place).

**5** Strengthening cooperation and transfer of technology and know-how to industry. Achievement of the goal is based on internal data (how many agreements for cooperation materialized).

All five goals above are measurable and compared against set targets to assess whether/not and to what extent they were achieved. Responsibility, necessary actions, and timeframe for achieving goals are clearly defined. The learning outcomes are based on National and European framework of qualifications (EQF, NQF) for level 7. The learning outcomes are assessed periodically by MODIP and by means of student questionnaires.

## II.    Analysis

There is no indication on what basis the value of the desired target for each goal has been set. Further, the level of achievement of two of the SMART goals mentioned above, that is no. 2 and no. 3, is based on student responses in the satisfaction survey. Given the small number of registered students (and the likelihood that not all of them took part in the satisfaction survey) the results regarding the achievement of goals should be treated with much caution. Measuring some of the SMART goals mentioned above for instance no. 1 and no. 5, internationalization, and cooperation with industry respectively, should and can be based on more than one indicator to get a more complete picture of attainment of the goal. For example, cooperation with industry can be measured by means of MoUs signed, joint projects with faculty, consulting work, etc. Likewise, internationalization is not just the Erasmus program and how many students or faculty went elsewhere or came to Kavala, but it could as well refer to an invitation to a faculty member to act as a guest editor or chair a conference session, or even an application from a foreign student to enrol in the program. Similar remarks may be also made regarding goals 2 and 3, evaluation of teaching/learning and administrative services respectively. To get a more representative picture responses should be presented by semester/year and not bunched together. This is because a new program requires feedback

on a shorter time scale to take corrective action if required. Further, if the satisfaction survey presents separately let's say, high satisfaction with teaching/learning in the first semester and low satisfaction in the last semester, there is time to consider what may lie behind it as opposed to look at aggregate findings that will show an average satisfaction rate. Finally, evaluation of the educational services provided should also include employers.

### III.    Conclusions

The quality assurance policy of the department is satisfactory. Nevertheless, including more indicators can help provide a more complete picture of goal achievement.

**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 | |
| Substantially compliant | X |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

R.1.1 Include more KPIs to measure all goals. In particular, assess the academic progress of students through each semester of the program.

R.1.2 Impress upon students the importance and anonymous character of satisfaction surveys to improve the level of student participation.

**PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE 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.**

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*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).*

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***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, MBA program, lasting one and a half years of full-time study to complete or 3 years if taken on a part-time basis, was re-established in 2019 to address needs of Northern Greek labour markets through educational specialization. The program aims at preparing suitably qualified candidates with adequate work experience to expand their academic background, build an outward looking orientation, acquire an entrepreneurial mindset based on innovation, thus improving their employment prospects in private companies and public organizations within the context of a globalized marketplace. The University Senate, the Department's Assembly, the Steering Committee, and the Director of the program, each with clearly specified roles, are responsible for the organization and operation of the program.

The program is assessed on a yearly basis. The criteria used in assessing the program include relevance to the workplace in the light of innovation and new developments in the disciplines taught, development of skills and abilities necessary for career advancement of graduates, quality of literature used and adequacy of library services, quality of teaching and the e-class platform, satisfaction with administrative services, and feedback from and communication with faculty. Every four years there is a survey among graduates to assess the relevance of the program in relation to the knowledge imparted and usefulness to one's career progression.

In addition to imparting necessary knowledge to students and apply it towards understanding and solving issues in the workplace, the learning outcomes of the program include the development of analytical skills and critical thinking as well the development of leadership abilities, interpersonal skills, teamwork abilities, the ability to learn from experience and apply such newly acquired knowledge, and the appreciation of life learning and continuous personal development. The learning outcomes are based on National and European framework of qualifications (EQF, NQF) for level 7. The learning outcomes are assessed periodically by MODIP and by means of student questionnaires.

The course syllabi include detailed information on course contents, lecture outlines, teaching/learning methods, expected learning outcomes and skills, student evaluation, assessment items, required and recommended bibliography and other relevant material. The study guide and the document about course outlines cover all areas that students may seek information about during their studies and are comparable, and even more detailed, to similar documents found in graduate programs elsewhere.

**II.      Analysis**

All 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 commendable that, in addition to the acquisition of knowledge, learning outcomes also refer to skills and abilities, that is "soft" skills such as adaptability to changes, time management, respect for diversity and multiculturalism, appreciation for continuous learning, ethical behaviour, teamwork ability and the like that are becoming increasingly important in the modern workplace. It may, however, be noted that the way many of the learning outcomes are stated does not allow for easily measuring and quantifying them so that conclusions may be drawn whether such outcomes were met or not and to what extent. 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. A further note refers to the bibliography that is, while the bibliography is, for the most part, current, there are courses that include recommended bibliography dating back 15 years or even more.

## III. Conclusions

The aim of the program is to educate and prepare highly qualified graduates who can manage effectively private companies and public organizations or venture into entrepreneurial activities. The program is solidly designed and has received a satisfactory assessment by the internal assessment unit with many positive remarks. One point that needs the careful attention of the department is the small number of applicants and the even smaller number of registered students given that the annual intake can be up to 40 students.

Attention should be paid to learning outcomes, both those related to acquired knowledge and those related to the acquisition of skills and abilities, so that they are closely mapped to the learning outcomes of the program, can be measured, allow for the evaluation of the teaching/learning process and help guide modification/changes if necessary.

**Panel Judgement**

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

**Panel Recommendations**

R.2.1 Map course learning outcomes tightly to the learning outcomes of the program.

R.2.2 Measure learning outcomes with the view to continuous improvement of the learning/teaching process.

R.2.3 Update courses' references as appropriate.

**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**

A mix of learning methods including lectures, class discussions, case studies as well as presentations by invited speakers in the industry are used in the program. One of the teaching rooms used is equipped with a Collaboration & Web Conferencing System allowing a hybrid

mode of delivery. In addition there are several computer laboratories. Special ramps installed at the entrance of the buildings facilitate access to people with mobility problems.

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

The program is housed in a small department that serves a small number of students. This allows close and frequent interaction between students and faculty. A point mentioned by current students and graduates of the program is that their opinion, expressed through discussions with faculty, is often taken into consideration as, for example when they are allowed to have a choice in assessment items or when they ask for more in-depth discussion of a certain lecture topic. Some students and graduates also mentioned that close interaction with faculty helped them expand their intellectual horizons, find a "niche" area of interest and develop new skills.

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

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

There is a clearly stated formal procedure in place, with several step to be followed, when a student wishes to lodge an appeal. If, after successive steps have been followed, the results of the appeal are not satisfactory to the student he/she can approach the student advocate. Students were not aware of any specific case of appeal during the discussion with the EEAP; however, they feel encouraged to know that such a mechanism exists.

It should be mentioned that both students and graduates expressed their satisfaction with the faculty and administrative services regarding the timely response to their queries, approachability and, last but not least, the close professional interaction with faculty and the mentoring they receive in the course of their study.

## II.     Analysis

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

## III.     Conclusions

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

**Panel Judgement**

| Principle 3: Student-Centred Learning, Teaching, and Assessment | |
| --- | :---: |
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

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

R.3.2 Impress upon students the anonymity and integrity of student satisfaction surveys. The number of students is very small hence everyone's participation in the satisfaction surveys counts.

R.3.3 Inform the students about the way their suggestions have been taken into consideration.

**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).**

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*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.*

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

**Study Programme Compliance**

**I.      Findings**

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

The programme has clear and well documented regulations.

The maximum number of students admitted to the Program annually is 40. The number of student applicants in the referenced year were 22 but fewer were admitted based on the admission criteria of the Program. The current number of students is 16.

The study program consists of 18 mandatory core courses and 3 mandatory laboratory courses of integrated decision-making workshops. To obtain the degree, a successful examination in eighteen (18) courses is provided, as well as the preparation of three (3) mandatory laboratory courses of integrated decision-making workshops and the Postgraduate Thesis, which add up to a total of 90 Credit Units. The students expressed their satisfaction with the breadth and depth of the programme content.

The facilities provided by the Department of Management Science and Technology are also used by the Executive MBA in Tourism and are divided into two categories: the classrooms used for the theoretical teaching of the courses and those equipped with computers and specialized software, which are used for the laboratory and tutorial exercises of the courses. Students didn't mention any case of submitted appeal, but stated that they feel encouraged to express themselves, when needed.

**II.      Analysis**

The program teaching methodology and assessment is mainly based on traditional methods such as lectures, case-studies, final exams, and a semester essay, at times.

A wide range of assessment practices used, encouraging students to get involved in their learning.

The offered services and communication channels are of high standards, exceed the student expectations and create strong connections with the academic staff.

## III.    Conclusions

The academic curriculum provides an environment of mutual respect and shared visions. The department has created several modern initiatives which encourage students to continuously evolve and progress, inspired by the altruistic will of the faculty members. The EEAP feels that if the number of enrolled students in the Program does not become closer to the maximum number allowed in the future, there may be a problem with the Program sustainability.

**Panel Judgement**

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

**Panel Recommendations**

R.4.1 Diversify the recruitment sources of students and intensify the marketing efforts in order to increase the number of applicants.

**PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

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

> *The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*
>
> *More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

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

**Study Programme Compliance**

**I.     Findings**

The MBA courses rely upon 8 members DEP among which 5 full professors, 2 associated professor, 1 lecturer and 3 scientific partners, all with a Ph.D. for 16 students. 70% of the courses are delivered by members DEP and 30% by external participants, coming mainly from the professional world. Academic colleagues from abroad also deliver seminars to the students. The members of the teaching staff (DEP) have to provide from 2.5 to 5 weekly teaching hours.

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

The Department actively participates in international innovating learning activities -with the contribution of students- from the MBA, such as the strategic corporate social responsibility Erasmus + program in 2021, the Euroweek conference, every year from 2019 to 2022, The Hackoffice (2021-2023), etc. In all these international programs actively participate both members DEP and some students from the MBA.

The documents provided to the panel are not mentioning the research activity of the teaching staff and the members DEP who are participating in the MBA. From the internet site of the Department and the Master, one can see that the DEP teaching staff is active in terms of

research and publications. It is not clear whether the students in the MBA also participate systematically to 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 were given about the recruitment of new colleagues but, as in most universities in Greece, new positions are extremely rare. A position of lecturer in accounting opened in 2019; a colleague, who is teaching in the MBA, was recruited. It seems that a new position for a lecturer on economics of tourism should open next year.

More generally, the teaching staff DEP is very active to develop the MBA and actively participates in international activities that aim to promote new modes and types of learning, with the contribution of the students of the MBA. The members DEP are active in publications, but from the internet site no collective research project seems to emerge.

## III. Conclusions

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

**Panel Judgement**

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

**Panel Recommendations**

R.5.1 Better link research activity and teaching in the MBA to promote innovation and new research horizons even to students who don't aim to follow a Ph.D.

R.5.2 Intensify your efforts to acquire European funded research projects which can engage the MBA students' participation.

R.5.3 Identify the needs in terms of teaching staff for the MBA and consider the opening of new positions in the future.

**PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

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

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*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.*

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### 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 MSc is offered in the Greek language. Lectures by guest lecturers, special educational activities and the writing of the postgraduate thesis may be conducted in English. The course syllabus is communicated to the students through the course content description, which is announced in e-class by the lecturer to the students at the beginning of the semester, together with the stated obligations of the students for the specific course.

- Resources and infrastructure

The facilities available at the Department of Management Science and Technology are also used by the Executive MBA in Tourism and are divided into two categories: the classrooms used for the theoretical teaching of the courses and those equipped with computers and specialized software, used for the laboratory and tutorial exercises of the courses.

In particular, the Department has:

1. Five (5) classrooms with a capacity of 40-60 students per classroom, and four (4) amphitheatre classrooms with a capacity of 70-90 students. In cooperation with the other departments of the I.P.A.E. there is the possibility of using the large auditorium of the institution.

2. Nine (9) computer lab classrooms, with 20-25 seats per lab.

For easy access to the Department for the disabled, there are special ramps at the entrances of the building of the MSc classrooms. There is also a lift for easy access to the first floor of the Library building.

The MSc has activated the institution of the Academic Advisor for all students from the academic year 2022-2023. According to the Academic Advisor Regulation, the Academic Advisor is responsible for informing and advising students on all of the following:

- Advice regarding: course content, participation in workshops, utilization of the infrastructure of the MSc laboratories, ways of assessing course performance, encouraging the student to participate in progress tests, tests, series of exercises, ways of studying, bibliography, etc., which help the student to understand and successfully complete the courses in which he/she has difficulty.

- Advice regarding: content of required courses and electives, determining the optimal course selection minimizing failure in exams, and discussion with the student to ensure that the course selection is consistent with the student's personal interests, skills and abilities.


## II.     Analysis

Library: the Library of the University of Kavala Campus is fully equipped, enriched with new publications and staffed by qualified personnel who serve the needs of students and faculty entirely, whether it is the provision of books with lending cards. It operates under its own internal regulations and the participation of the MSc Secretariat is not necessary. The library is connected to the international and Greek databases through the academic library network.

Psychological counselling & financial support programme EKO II.PA.E : the program is addressed to the students of the I.P.A.E. of the University of Kavala campus in order to provide free psychological, counselling and financial support services to enable them to adequately meet the academic requirements and the timely completion of their studies. Students participating in the programme can receive free psychological and counselling support as well as financial support through annual scholarships. Psychological counselling is addressed to students who are experiencing emotional difficulties (melancholy, anger, anxiety), interpersonal relationships (loneliness, separation, family conflicts), existential issues (self-identity, sense of self-worth), exam anxiety - reduced performance - concentration.


## III.     Conclusions

Overall, the teaching staff recruitment procedures are transparent and fully aligned with Greek legislation. The teaching staff is well-qualified and trained. There is a need to support teaching and research excellence through publications, participation in international conferences, and attracting research funding. Seminars, training sessions, and other similar activities should be used to build a research culture.

**Panel Judgement**

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

**Panel Recommendations**

R.6.1 Expand the library time schedule to better serve the needs of the postgraduate students.

**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.**

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

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

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

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

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

---

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

**Study Programme Compliance**

**I.     Findings**

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

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

The information gathered relates, but is not restricted to:

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

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

This information is collected mostly at the beginning of each year (except for the students' profile that has only taken place once on 137 students that had accomplished their curriculum) and with different means. Student Satisfaction is monitored by surveys on each semester for each module separately.

## II.     Analysis

First, the Department provides some original data on the MBA's students profile. The ratio between men and women is almost equal to 1. The mean age of the students is of 38.5 years old with a standard deviation of 9. This means that most students of the MBA don't come from the undergraduate programme but from the business world. 85% of the students are working when following the MBA. The questionnaires also concern the relation between the courses and the specific activity of each student. For more than 2/3 of the students the programme is clearly related to their job and appears as a tool for improvement in the professional career.

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

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

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

## III.     Conclusions

The Study Programme achieves Full compliance with this principle.

**Panel Judgement**

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

**Panel Recommendations**
None.

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

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

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

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

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

**Study Programme Compliance**

**I.        Findings**

The Department has expended considerable effort in designing its website and more particularly the MBA's website incorporating extensive, useful information including its mission, academic personnel profiles and functions, student services and research activity.

The website is also available in English in all sublinks. The MBA website could serve a dual role as an information tool and as an access portal to applications such as e-Class. The web application allows students to search for information about courses which are offered in the curriculum, instructor assignment to classes, a variety of course related issues, access grades for courses in which they have been enrolled and obtain a variety of other documents related to their academic endeavours. It also serves as a tool for electronic registration for courses each semester.

**II.        Analysis**

Next to the website, the MBA uses social networks (with 1450 followers) to promote its program and curriculum.

Important information on the MBA's performance seems to be carried out by informal means, especially by exchanges between students, entrepreneurs, former students and institutional agents. While this is clearly important, the Panel feels that the "marketing" of the MBA should take place in a more dynamic way. From the discussions with the professors of the MBA, it seems that by the past, several other options have been considered on this matter.

**III.        Conclusions**

The MBA possesses a quite good and useful website. It is also present in the social networks. However a systematic marketing strategy for the MBA should be elaborated in the long run.

**Panel Judgement**

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

**Panel Recommendations**

None.

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

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

---

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

*The above comprise the evaluation of:*

a) *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
b) *the changing needs of society*
c) *the students' workload, progression and completion of the postgraduate studies*
d) *the effectiveness of the procedures for the assessment of students*
e) *the students' expectations, needs and satisfaction in relation to the programme*
f) *the learning environment, support services, and their fitness for purpose for the PSP in question*
*Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

---

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

### Study Programme Compliance

*Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.*

### I.    Findings

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

- The presentation of the Program Director Professor George Theriou

- The Program's website

- The MODIP website sub link https://www.ihu.gr/modip/useful-documents/ which lists several ETHAAE documents and examples for assistance and optional consultation for both the Internal and External Evaluation Procedures, even though none of which is an absolute requirement for use for the processes. The format of the document Internal Evaluation Template that was suggested by ETHAAE for the conduct and continuous monitoring of Internal Evaluation process in 2011 is addressing the requirements of law 3374/2005.

- The institutional Quality Manual.


## II.      Analysis

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

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

As a minimum, the EEAP would have liked to see at least some sort of documentation as suggested in the forms given on pages 82-89 of the Quality Manual (see pages 254-261 of file A19).

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

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


## III. Conclusions

Overall, the submitted material for the Internal Evaluation consists of verbal descriptions of the processes and requirements mandated by ETHAAE, assurances that there is an institutional level control and an annual internal evaluation process followed, and the assurances from OMEA and MODIP that the requirements are implemented or will be implemented. The EEAP believes that there is an institutional framework referred to in the Proposal for Accreditation

and that there is the potential for the Program to implement the annual Internal Assessments following a fixed, organized process based on a specific adopted template, and most importantly, with documentation of the findings, results and procedures for corrections and improvements, in consultation with the Quality Manual, if and where required.

**Panel Judgement**

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

**Panel Recommendations**

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

**PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

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

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

**Study Programme Compliance**

**Findings**

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

- The presentation of the Program Director Professor George Theriou.

- The Program's website

- The MODIP website sub link https://www.ihu.gr/modip/useful-documents/ which lists several ETHAAE documents and examples for assistance and optional consultation for both the Internal and External Evaluation Procedures, even though none of which is an absolute requirement for use for the processes.

- The institutional Quality Manual.

**Analysis**

There has not been an External Evaluation for the newly designed and implemented Executive MBA Program. As a result, the EEAP cannot evaluate or comment on this Process. However, the EEAP recognizes that within the Proposal for Accreditation file A.1, a discussion demonstrates that a reasonable attempt was made to look at the External Evaluation Report of the institution and identify recommendations in that document which would be equally applicable to the Program, adopt them and include them for consideration within the Internal Evaluation Process. Document A.18, Progress Report was submitted which verbally discusses

the identified "similar" recommendations applicable to the program and the advanced activities to address them. The only drawback is the structure and format of this document which is typically used as pointed out in the recommendations section below.

**Conclusions**

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

**Panel Judgement**

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

**Panel Recommendations**

**R10.1** It is recommended that the Progress Report associated with any future External Evaluation of the Program should be in the standardized tabular form which for every recommendation under consideration displays:
- The description of the recommendation
- Anticipated results
- Actions (to undertake to accomplish the anticipated results)
- Responsibilities (Individuals responsible for each action)
- Timetable for anticipated completion
- Resources required (Staff, Financing, other)

## PART C: CONCLUSIONS

### I.      Features of Good Practice

- Frequent invitations of guest speakers and foreign researchers.
- Personalized supervision of students and their progress
- A very good internet site and distance courses functioning
- Satisfaction of students from the program

### II.      Areas of Weakness

- The number of students is strictly lower than what expected.
- The self-evaluation process is insufficient.

### III.      Recommendations for Follow-up Actions

- Expand the goal setting of the Program with appropriate associated KPI's
- Set quality standards for faculty research aiming at higher ranked journals
- Streamline and strengthen the annual Internal Evaluation of the Program with appropriate documentation and quantified improvement targeting where possible.

## IV.     Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **1 and 5.**

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

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

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

# The members of the External Evaluation & Accreditation Panel

**Name and Surname**                                                           **Signature**

1. **Spyros Economides**
   California State University

2. **Pr. Michail Dimou**
   University of Toulon

3. **Dr Vagelis Dedousis**
   American University of Dubai

4. **Erasmia Angelaki**
   Hellenic Mediterranean University