



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Management of Tourism Enterprises and Organisations

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 **Management of Tourism
Enterprises and Organisations** 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 **Management of Tourism Enterprises and Organisations** 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 also 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 both PSPs (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 **Tuesday, September 5, 2023**, the EEAP participated in 6 teleconferences with:

- 1) Teaching staff of the PSP Management of Tourism Enterprises Organizations: Prof. Georgios Skoufas, Prof. Fotios Kilipiris, Prof. Theodoros Kargidis, Associate Prof. Panagiotis Kassianidis, Associate Prof. Spyros Avdimiotis, Assistant Prof. Antonios Giannopoulos, Assistant Prof. Ourania

Gkouna, Lecturer Anthia Bakalbassi. 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) Seven 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 career paths.
- 4) Eight social partners of the PSP of whom only one was an employer. 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: Associate Prof. Panagiotis Kassianidis, Head of the Department of Organisation Management, Marketing and Tourism and the OMEA members of the Dept.: Prof. Georgios Stalidis, Associate Prof. Costas Assimakopoulos, Prof. Evangelos Christou, Director of PSP1, Prof. Chryssoula Chatzigeorgiou, Associate Prof. Spyros Avdimiotis, Assistant Prof. Antonios Giannopoulos, Assistant Professor Ioanna Simeli, Ms. Maria Tsantouka, MODIP Staff. The EEAP offered a short list of findings / preliminary suggestions for possible future improvements and in turn it brainstormed with all present on various responses.

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 programme is a subsidized programme from university resources (ELKE). It is free for the selected students. The successful completion of the PSP leads to the acquisition of the 'Master's Degree in Tourism Enterprises and Organization', 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. In the first semester students attend five (5) compulsory courses carrying 6 ECTS each. In the second semester students attend five (5) courses, two of which (2) are compulsory, two are (2) specialisation courses and one (1) is elective again each course carrying six (6) ECTS. In the third semester, they must write a thesis corresponding to 30 ECTS for successfully concluding their studies and being conferred the MSc title.

Courses are taught with simultaneous physical presence of students and lecturers (face-to-face). The PSP aims to excel in the knowledge base of its students it attracts and therefore expansion is strictly constrained within a high selectivity process. 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 28.

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 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 ultimate aim of continuous improvement.

In particular, the PSP was launched for the first time during the academic year 2014-2015. At

its inception, it was designed to provide innovative interdisciplinary postgraduate education in tourism studies. In particular, the programme was designed considering the internationalised tourism environment with its developing career opportunities and the constant need for smart, competent, and operationally flexible executives. In this context, and especially since it is part of the education side of tourism as the 'heavy' industry in Greece it has become a very attractive option for postgraduate studies for students with an aptitude for tourism and hospitality studies.

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. Yet hiring of additional faculty could be a necessity. This will enable them to achieve the mission of the department and the university.

As far as the strategy of the institution in achieving its academic development, again it will depend on the growth of the PSP in terms of attracting more students. The faculty of the PSP should build more on:

- the number of conferences faculty participating could be higher,
- the number of Erasmus students, incoming and outgoing, is relatively low.

The current number of admitted students, approximately 28 per year, is on the low end and raised some concerns about the feasibility and financial sustainability of the PSP especially when this programme is subsidised. The EEAP was informed during the meetings that funding is relatively secure for the next 5 years and the management and teaching faculty of the PSP believe that this trend will continue provided the student and stakeholder feedback remains positive.

III. Conclusions

The PSP confers a high-quality degree in tourism. It is a degree that connects theory with practice, and it is highly valued and appreciated by both students and employers. The courses are taught in Greek. The faculty members are well-qualified, although more emphasis should be put on their continuous professional development. The current and past students possess all the relevant skills and are eager to learn and advance professionally. The PSP has implemented a satisfactory Quality Assurance Policy, but it should work harder in communicating it with all the involved parties and increase student participation in the faculty evaluations.

Panel Judgement

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

Panel Recommendations

R1.1. Quality Assurance Policy and MODIP minutes should be easily accessible on the PSP's webpage.

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) of Tourism Enterprises and Organizations of the Department of Organisation Management, Marketing & Tourism was developed in a dynamic fashion and provides added value to the Greek society and Economy, especially since it is estimated that 20-25 percent of the Greek Gross Domestic Product, is due to tourism. It is designed in such a way, and its purpose is to create a foundation where individuals acquire the skills that are needed to man business firms and other tourism related 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 basic characteristic of the program is a combination of topics in Management and Marketing of Hotels, Airlines, Travel Agencies, Cruises, and other Tourism Destinations. It also includes an area of Culture and Heritage Tourism and Management of Cultural Business, which is considered an innovative educational foray for a country like Greece with its distinct and prominent history and culture.

The program was designed after many hours of collaboration among the department's faculty, as well as distinguished faculty from Greece and abroad who have served in positions that deal with tourism in the public and private sectors, 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 stakeholders of the tourism market helped in the identification of the tourism market needs through in-depth personal interviews. By the same token, the same institutional strategy was developed in order to identify similar needs of local and regional social and business entities. These efforts along with contacts and assistance from foreign universities offering the same subject matter, contributed to the development of the appropriate standards for the program as well as pinpointing the universally accepted "best practices" for the study of the tourism management and marketing. The outcome of this whole process resulted in the formulation of the content of the PSP and its incorporation into the institutional strategy of International Hellenic University.

The structure of the program is rational and clearly articulated and consists of three specializations (ΦΕΚ τ.Β' 1535/4-5-2018 and ΦΕΚ 3463/Β'/13-9-2-19):

1. Hotel and Travel related Business Administration.
2. Marketing and Business Administration of Tourism Destinations.
3. Management of Distinctive Varieties of Tourism.

Each specialization consists of 12 courses. The first semester all students take the required courses, the second semester they take the courses in their specialization, the third semester consists of their thesis with 30 ECTS. The student graduates with a total of 90 ECTS. The program runs from October 1 to May 31.

There are on the average 180 applications and only 28 students selected for the program, with

heavy emphasis placed on professional experience in any field but particularly in tourism. The teaching methodology involves a great deal of case studies. Approximately 10 percent of the theses end up in publications along with the faculty and/or presentations in professional association conferences. The thesis is usually on a topic that involves Greek tourism firms in connection with the industry. Finally, there are opportunities for the students to participate in the ERASMUS program. The demand for graduates of the program is high from both local and regional tourism related firms, and even foreign firms are offering work experience to the program's graduates.

It is the responsibility of each MODIP to undertake an Internal System of Quality Assurance (ISQA) which must cover all the services and activities of the department. The purpose of this exercise is to ensure that the program is operating on a quality level, and there is continuous improvement, as well as effectiveness in the delivery of the program's instructional and research activities, according to international standards and norms, especially the ones of the European area of Higher Education, as well as the principles and the directives of HAHE. The internal evaluation of the program is based on working paper 4 of ISQA ESPA entitled "Internal Evaluation" (A19.1 Manual of Quality Assurance ISQA ESPA, pp.43-49).

The curriculum revision of the program is undertaken with the participation and consultation of students, faculty, and proposals and input from other interested parties and stakeholders, tourism business employers, and especially alumni with three rotating members included in the program evaluation committee every year. The curriculum revision procedure identifies the strengths and the weaknesses of the PSP, while at the same time aims at the identification of new targets for quality and excellence according to the A3 indices of quality.

The annual internal evaluation reports, the items to be monitored, and the related tables are published in the PSP website in order to facilitate the informational needs of all informed parties. Additionally, the individuals involved in the implementation of the results of the internal evaluation receive in their email addresses the results of the internal evaluation and the changes that caused the PSP to adapt into and adopt the various improvements and modifications for the new academic year's goals.

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. These services include email services, Wi-Fi, VPN, academic video lectures, attendance of live lectures, and reviews of electronic surveys. 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. There is a problem with the library operation hours, which are not easy to accommodate students who are also working professionals.

II. Analysis

The Postgraduate program (PSP) of Tourism Enterprises and Organizations of the Department of Organization Management, Marketing & Tourism at the International Hellenic University offers a robust educational program to its students in Greek. It organizes and offers a much needed, high added value education in the field of tourism. The students should be exposed to some more lectures and courses in English. Additionally, the Department has created a creative environment conducive to research in the field, and freedom of academic thought for everyone in its academic community, including graduate students.

III. Conclusions

The department has developed a well-designed PSP that fulfils all the necessary criteria of this principle.

Panel Judgement

Principle 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1. Even though there is a plethora of connections and ties with many external stakeholders, it is the panel's opinion that there should be more formal communication and linkages with external experts, graduates, and prospective employers. This formal communication can take the form of an advisory board to face the fast-evolving threats and opportunities in the field of tourism.

R2.2. The department should consider offering courses and lectures in English in order to enhance and enrich course content and student experience.

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*
- ✓ *has a fluid dynamic way of evaluating and delivering pedagogical methods and educational content, aiming at improvement*
- ✓ *evaluates the quality and effectiveness of teaching through informal student-teacher discussions, although the content of these discussions or/and the follow-up program's actions to that feedback are not documented and thus cannot be measured or evaluated*
- ✓ *strengthens the student's sense of autonomy and community, while ensuring adequate guidance and support from the teaching staff*
- ✓ *promotes mutual respect in the student-teacher relationship*
- ✓ *has in place appropriate procedures for dealing with the students' complaints, although informal avenues are primarily used for students' complaints*
- ✓ *provides counselling and guidance for the preparation of the thesis*

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:

- Documented mandatory regulations.
- There is a small number of students, a total of about 28 at the start of every academic year. Given the number of involved staff (12), the staff/student ratio is satisfactory.
- The study program consists of compulsory courses for the first semester. In the second semester, students are offered the opportunity to choose between 3 different specializations: Management of Hotel and Travel Businesses, Marketing and Management of Tourist Destinations, Administration of Special Forms of Tourism. In each specialization a number of core and elective courses are offered.
- Currently, the PSP offers an academic advisor to all, where each student is assigned to a member of the academic staff that will assist him/her throughout the whole duration of the academic journey and will be responsible for their entire progress. Students expressed their view of this process as complementary but unnecessary in the sense that it overlaps with informal student-teacher meetings. The students felt that the professors go above and beyond to help their students.

- The program consists of a variety of learning methodologies and versatile learning opportunities. The framework of the learning process mainly includes team activities and case studies, quizzes, interactive exercises, projects, revision of current published research on the field, and presentations. The students themselves highlighted their strong interest towards this dynamic and “playful” learning process that they perceive as a significant boost to their soft skills.
- Research-related activities seem to be largely entangled to the PSP incentives and function, with students being encouraged to participate in conferences and to publish their work in journals.
- Additional educational seminars that lead to specific certification.
- For the assessment of students, there is a tendency to combine a plethora of assessment methods, in a more or less dynamic manner. Projects and final exams, however, seem to be an indented mandatory inclusion for the assessment of most courses.
- The variety of assessment criteria and methods available for each course are published in advance. The dynamic and ongoing assessment-feedback process of the courses receives the students’ appreciation.
- Both the function of the formal procedure for student complaints and that of the academic advisor, although formally stated at the PSP’s regulations, are overlapped in their function by informal student-teacher meetings. This means the records for their evaluation may overlap and are unclear.
- There is emphasis on building student’s soft skills through activities such as presentations.
- There is an electronic student evaluation in place regarding all PSP’s courses, timely placed towards the end of each course. It is still unclear to this committee the number of participants at these surveys. Some have a notably high number of (83%) some do not.
- Regarding student complaints, there is a formal process that admittedly has never been activated since its installation.
- There is a website (Moodle) for courses Syllabus and extra material that students find very helpful.
- 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 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 academical and professional backgrounds, rendering them a highly heterogenous group at the start of the program.
- It is evident that great emphasis has been placed by the PSP to give all students an abundance of time and opportunities to tune in with the master’s educational goals.
- A range of course specialisms are offered.
- A range of assessment practices are used.
- Other than the word of the academic staff, and the students themselves, there is limited (or not transparently documented) evidence that has come to this committee’s attention of how students have been thus far active partners in the teaching /learning process. However, written regulations regarding student evaluation, and student complains do exist, but as already

mentioned it is not directly clear how they have been implemented or displayed.

- A programme syllabus is available for students in advance, describing assessment criteria and methods for each course.
- The program also relies on informal student teacher discussion of the subject. However, that is not a directly measurable process, nor are any measurable actions initiated by that feedback.
- There is a formal procedure for student appeals in place and a function of academic advisor. However, complaints or issues seem to be met by informal avenues of practice thus, the effectiveness of such procedures cannot be evaluated.
- In general, the PSP’s learning environment has a student-centred character based on mutual contribution and mutual respect.

III. Conclusions

- The academic program is delivered in an environment characterized by mutual respect and shared visions.
- The plethora of practice-based activities promotes students’ active involvement to the modern work environment, enhancing their hard and soft skills.
- The large variety of assessment methods that evolve dynamically arises a flexibility of the PSP and possibilities of a more personalized experience of the program for the students.
- Although, students’ input and feedback on the PSP’s operations are considered as important and there is evidence of activities that contribute to their development, exceeding the formal regulations in place, there is no written and shared account of these activities and their effectiveness.

Panel Judgement

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

Panel Recommendations

- 3.1. The PSP could consider utilizing both descriptive and measurable information regarding the program functions, putting in place procedures to gather and process them.
- 3.2. Clearly articulate the skill set, and map how, the offered courses aim to develop. Both subject skills and soft skills are expected to be parts of the total graduate skill set.
- 3.3. Not only mention but provide adequate educational material on alternative types of tourism.
- 3.4. Act as links and promoters of the local tourism by having more locally focused research assignments that can act as problem solving for the local authorities. Promote research funding by the local businesses.

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*

I. Findings

1. Students find all available information about the programme, timetables, studies rules, and procedures in the internet site of the Department. The number of incoming students annually is around 28. There is no tuition fee.
2. Students can participate in the ERASMUS+ exchange programme and substantial percentage of them does it. On average, around 40% of them have participated in the last three years.
3. The Department fully implements the European Credit Transfer and Accumulation System (ECTS) across the whole curriculum of the PSP. The total load is 90 ECTS units, 60 for courses and 30 for the dissertation. The website of this PSP contains a detailed description of the courses.
4. Incoming students with a graduate degree can receive exemptions for up to two courses from the course requirement.

II. Analysis

The students are selected through a well design and implemented procedure according to the government law and the rules set by the PSP. Students' attendance of the courses is mandatory. Incoming students receive all the information needed for the successful completion of the program. They receive a welcome letter that gives information about the facilities and tools available in the Department. In a zoom meeting, faculty members give more details about the structure of the PSP program and highlight its goals. The PSP has adopted the "advisor" principle where each student can receive academic advice from faculty members throughout her/his studies. The PSP provides information, on its webpage

and through meetings, to the students, regarding opportunities for internships with Erasmus+. A detail and well explain procedure for the drafting of the thesis is found in a document in the PSP webpage. This document is well designed and provides all the information needed by students for a successful completion of the thesis. Students describe their learning experience in the program as excellent.

III. Conclusions

The Department of Organization Management, Marketing and Tourism has developed and applies excellent published regulations that cover all aspects and phases of studies of the PSP of Management of Tourism Enterprises and Organizations.

Panel Judgement

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

Panel Recommendations

4.1 The Department should consider incorporating internships as a credit-bearing 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 instructors of the Postgraduate program (PSP) in Tourism Enterprises and Organizations of the Department of Organization Management, Marketing and Tourism at International Hellenic University (IHU) consist of academicians with a quite successful academic career in their field according to the files A7 and A16 of the department's report.

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, his/her teaching and research experience, his service to the department, and finally his standing in international fora. The teaching hour allocation of the staff assigned to the PSP depends on their predetermined teaching load. There is an open invitation for faculty to express an interest and develop a course that relates to the content of the program. The Department is also trying to enrich its teaching staff for this

PSP with adjunct instructors from tourism related organizations, alumni, and prospective employers of the graduates, to share their multilayered knowledge of their field and experience. There is also a systematic effort to attract distinguished faculty from foreign universities from the existing close collaboration with prominent foreign universities, which the program is aspiring to emulate.

The professional development opportunities for the faculty of the PSP represent a very important element in the establishment of the program as a premier tourism program in the region. The criteria relate to the structure and content of the course, its quizzes, practical applications, the organizational structure of the student term papers, the examinations, the educational framework of teaching, teaching skills, and student self-evaluation reporting. The Department supports the research activities of its faculty, which it deems as conducive to better instructional capabilities down the road. To that effect, it grants sabbatical educational leaves of absence for scientific and instructional purposes in Greece or abroad and within the legislative framework. They consist of participation in scientific conferences and seminars, inter-university exchanges, presentations of seminars to other Universities, etc.

Staff mobility is also supported by allowing a short-term instructional period to foreign universities and/or 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 designated ELKE funds and is strongly encouraged by the Department. These funds along with the PSP budget which are also managed by ELKE, provide funds to the faculty for transportation, publicity and showcasing of the PSP, organizing conferences and seminars, etc. Finally, there are opportunities for faculty to participate in the ERASMUS program and sabbaticals for faculty research domestically or internationally. The ambitious aspiration of the department is to develop and sustain a prestigious Tourism Management PSP and does not allow any deviation from a direct, continuous, and permanent linkage between teaching and research. Excellent academic endeavours are destined to improve one's teaching abilities with the students being the recipients of the benefits.

The minimum weekly workload of the faculty consists of 9 hours a week, and the maximum is 12 hours a week for a duration of 13 weeks plus three hours for exams. The academic period runs from October 1 to May 31 since tourism activity is seasonal and takes place in the summer.

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. Therefore, there is an active participation of students in research in collaboration with faculty, and in the development of pilot tourism related research studies. Travel to these conferences is funded. Additionally, the open access journals,

allow students to seek supplemental scientific knowledge and literature. There is also the opportunity to present faculty research in the classroom and in departmental seminars to receive feedback from colleagues and participating students that may enhance the possibility of a research study getting published in a journal or in the department's own journal.

The instructor's evaluation by the students is accomplished via electronic surveys since 2019 within a special MODIP platform. These electronic surveys are activated according to the directives of MODIP, during the last three weeks of the course. The students can anonymously evaluate the instructor, and the course *per se* by filling the survey in the specific website.

There is no defined research strategy as such for the Tourism Management PSP focusing on specific scientific and research areas, but throughout the references on the instructional staff the "relatedness" of the research undertaken to the main theme and field of study of the PSP 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 Postgraduate program (PSP) Master's in Tourism Enterprises and Organizations of the Department of Organization Management, Marketing and Tourism at International Hellenic University (IHU) ensures a level of knowledge and skills of their teaching staff and applies transparent and merit-based processes for faculty recruitment, training, and further development.

III. Conclusions

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 research and teaching capabilities.

Panel Judgement

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

Panel Recommendations

R5.1 A merit system should be in place to measure the contribution of each faculty member in the areas of teaching, research, and service. Such a system could reveal strengths and weaknesses of the group and allow for better allocation of resources and a more efficient use of the human capital and research potential of the department.

R5.2. 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:

- ✓ *Presented a 5 year plan of economical sustainability, to support its learning and academic activity in general, including library, access to electronic databases, study rooms, educational and scientific equipment, IT and communication services.*
- ✓ *Provides academic advisors for all students.*
- ✓ *Has in place a students' complains process.*
- ✓ *Provides students access to meals.*

Documentation provided

- ☐ *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*
- ☐ *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 sufficient classrooms to accommodate the students of the PSP.
- In their majority, all supportive physical and electronic facilities of the program are sufficient for the students' needs.
- There is a library to serve the students and the staff.
- There is provision for the student mobility through the Erasmus+ program, offering sufficient guidance to the students during this process.
- Internships are not part of the official program's but are greatly encouraged for students.
- The program has a laboratory (tour lab), that promotes research.
- The funding of this program is provided by IHU's Special Account for Research Grants (ELKE).

II. Analysis

Based on the aforementioned findings:

- In general, the academic unit make available to the PSP the necessary facilities (classrooms, laboratories, IT infrastructure, access to digital libraries and databases, etc) to ensure an appropriate teaching and learning environment.
- A significant exception is the access to the library, due to its opening hours which are limited and difficult for someone who works to access them after hours.
- Other needs that might not be met in this respect, are stated to be covered by benefactor contributions to the program (software).

- Students find support from their respective teachers, in all matters related to their student life. There is no evidence of the sufficiency of any existing supportive services available to them through the PSP. Even in instances where specialized services are in place and are formally presented to the students, as a general practice, the PSP seem to rely on more informal and individualized practices.
- All supportive services available to PSP's students derive from the respective department, thus it is appreciated that this is out of the direct control of the program itself.

III. Conclusions

Based on the readings of the various documents provided by the program and on the interviews with the various stakeholders:

- The students are very content and satisfied with the quality of their instructors and the knowledge and support they receive. The teaching staff exceeds their duties and responsibilities, taking on their shoulders the workload of over supporting services provided by the program, in an individualized and informal manner.

Panel Judgement

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

Panel Recommendations

- 6.1. There is a strong need to expand the library's working hours and library staff.
- 6.2. Make use, and promote the use, of more of the department's offered support services.
- 6.3. Adhere more in step-by-step practices already in place to alleviate teachers' workload, thus investing in the sustainability of the function of the program.

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 has in place a set of procedures to collect, manage, and analyse information concerning students, courses, staff, and general academic activities. A large part of this information system is managed by MODIP, while the department's OMEA is also tasked with the analysis of several KPIs and other output that results from these processes.

A key component of this information system refers to the student evaluation surveys. These are conducted anonymously once per semester for each course via MODIP's platform. The results are processed by MODIP and then analysed by the department's OMEA before being discussed in the department's general assembly.

II. Analysis

The department's information system allows it to collect and analyse data in a way that supports the QA process. The electronic platforms used to collect and store data are in line

with established practice in other Greek universities.

The department places a lot of emphasis on closely monitoring student performance and progression, with procedures in place to identify issues early on. Importantly, the analysis of student feedback by OMEA feeds into the general assembly and it forms the main driver of the department's efforts towards the continuous improvement of the PSP. Although discussion of student feedback is recorded in the general assembly minutes, it is not obvious whether this discussion and subsequent actions are formally recorded in specific documents (such as an internal evaluation report, action plan, etc.).

Two types of information that do not appear to be integrated in the information system are those from the academic advisor process and the complaints management process. As a result, it is not immediately obvious how this information is used in the QA process.

The information system is also used in the context of goal setting, with KPIs and staff performance 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

Principle 7: Information management	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 The EEAP recommends that the information collected as part of the Academic Advisor process and the complaints management 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 well organized. The website provides key information in Greek, and to a relatively lesser extent in English. The website is generally 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, 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, course instructor, ECTS etc.) is displayed on-page. A separate webpage lists the faculty members involved in teaching at the PSP.

Separate webpages provide administrative support to current and prospective students, with information about applications, departmental regulations, conferences and seminars, the department's academic journal etc. A video that presents the department's facilities and infrastructure is also available on the website.

The management and maintenance of the website is the responsibility of an academic member of staff. The extent to which other faculty members and/or administrative staff are involved on the website is not obvious.

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 section on the PSP's structure and the content of the various courses is comprehensive, and there is generally significant information provided about administrative aspects of applying to and studying at the PSP.

However, the website does not appear to be quite fully bilingual. While the Greek version contains a lot of information, the English version contains noticeably fewer webpages and generally much less information.

Another potential limitation is the lack of sufficient information about faculty members. While members of the teaching team are listed on the webpage, no further information (such as faculty members' CVs and teaching duties) is provided. No regular announcements seem to be made available on the website, despite the existence of a dedicated announcements webpage. Moreover, the QA policy document appears to be available only on the MODIP website.

Finally, 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 accessibility, pastoral services, career/employability services etc.). Nevertheless, most of this information is available centrally at the university's webpage.

III. Conclusions

The website contains a lot of key information that is of interest to current and prospective students. Its depth of information on academic and administrative matters are its main strengths. However, the fact that the website is still far from fully bilingual, the lack of regular announcements, the absence of staff profiles, and the limited information of a more practical nature are certainly areas for improvement.

Panel Judgement

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

Panel Recommendations

R8.1 The department is encouraged to urgently accelerate 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 EEAP recommends that the department provides more information about faculty members on its website. Each member of staff should have its own dedicated profile page on the website, with a brief bio and ideally a downloadable CV.

R8.3 The EEAP recommends that the department's QA policy is made available and easily visible on the departmental website.

R8.4 The department is encouraged to provide more information of a practical/pastoral 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*

Study Programme Compliance

I. Findings

There is a procedure in place for the self-assessment of this PSP. MODIP has implemented a model for the internal review of the Department's PSP. OMEA is responsible for the internal evaluation of the programme. It collaborates with MODIP, 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, feedback from employers and other stakeholders. OMEA then prepares an annual self-evaluation report that submits to the Department council 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 2016.

II. Analysis

The Department's goal is to ensure that the students of the PSP in Management of Tourism

Enterprises and Organizations receive a very high quality of education. Students are exposed to the recent developments and research results in the field of management of enterprises and organizations. To further enhance the student learning experience and motivation, the teaching staff takes a number of initiatives such as the invitation of executives from the industry to give lectures during class and the use of in-class projects. In addition, the Department is organizing international conferences and is assigning an academic advisor to each student. Students describe the learning environment of the program as excellent.

III. Conclusions

The University and the Department of Organisation Management, Marketing & Tourism have in place a very good internal quality assurance system for the audit and annual internal review of their PSP in Management of Tourism Enterprises and Organizations. With minor additions, this procedure could become excellent.

Panel Judgement

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

Panel Recommendations

The Panel applaud the extensive consultation and discussion of the faculty with various stakeholders and graduate students for further improvement of this PSP. However, The Department should consider the following.

R.9.1 The possibility of creating for this PSP 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 To collect information, through exit questionnaires, from students at the end of their studies, regarding their whole experience in the program, strengths, weaknesses, and possible ways 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 realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

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

Study Programme Compliance

I. Findings

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 with the external review process.

II. Analysis

There is evidence that all/most stakeholders are fully active in developing and promoting the programme. This is also something that could be communicated to students with the aim of establishing a quality level in the department. For example, the presence of an external advisory board could significantly contribute to this. We recognise that this can be a challenging and very new quality procedure and we recognise the existing efforts of the Department. With regards to the 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 principle no. 10 as well as establishing a streamlined procedure below.

III. Conclusions

We realise that there have been some very recent merger waves in the Hellenic Higher Education industry as we understand that as a result of this the Department has embarked on a positive transition of culture about the improvement and quality standards. As such, teething problems are anticipated. Thus, the recommendations provided earlier are provided in the

spirit of collegiality and good intentions to assist in further improvement. The recommendations outlined below are overarching and encapsulate aspects of those provided earlier.

Panel Judgement

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

Panel Recommendations

R10.1 For transparency purposes, it is recommended 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.

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 UG programme and not PG 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 area of tourism in Greece which is the country's 'heavy' industry in terms of its GDP contribution.
- The combination of theory with practice, the well-qualified faculty and practitioners who teach at the programme and the delivery of some courses and lectures in English makes the PSP a strong attraction for prospective international and domestic students.
- Faculty are easily accessible to current and former students and passionate about their subject areas.

II. Areas of Weakness

- The research strategy of the faculty should be enhanced to increase in time the number of publications in high impact academic journals and guide the engagement with students, academic and non-academic audiences.
- Faculty are not engaged enough in their research dissemination through high visibility conferences and seminar.
- Website lacking full and transparent information that is also difficult to navigate.
- Quality control procedures such as any internal programme reviews and their outcomes are not clearly publicised in a clearly signposted link. These should be made available and easily visible on the departmental website.
- Not well documented/transparent quality procedures, relating to faculty performance and programme reviews.

III. Recommendations for Follow-up Actions

- Constitution 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.
- Develop an institutionalized alumni strategy.
- Exit questionnaires, should be sought from students graduating, gauging their whole experience in the program, strengths, weaknesses, and possible ways for further improvement.
- The website needs to become fully bilingual and to provide transparent information relating to faculty profiles, QA policy documents, pastoral services, and library resources.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **3, 5, 7, 8 and 9.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. 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