



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Public Administration

Department: Business Administration
Institution: International Hellenic University
Date: 20 October 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Public Administration** 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 **Public Administration** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. MICHAEL MICHAEL (Chair)

Department of Economics, Faculty of Economics and Management, University of Cyprus

2. DEDOUSIS EVANGELOS

The American University in Dubai (AUD)

3. ECONOMIDES SPYROS

California State University, East Bay

4. EFSTATHIADES ANDREAS

European University Cyprus

5. PAGANOU SAVVINA

University of Western Macedonia

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, October 9, 2023, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On Monday, October 9, 2023, the EEAP participated in 2 teleconferences with:

1) Meeting of EEAP members with the Directors of Postgraduate Programmes & Heads of the Departments, MODIP members, Steering Committees/OMEA members, MODIP staff. More specifically:

- EEAP
- Associate Prof. D. Aidonis, Head of the Department of Supply Chain Management (PSP1),
- Associate Professor Ch. Achillas, Director of PSP1,
- OMEA members of the Dept.: Prof. D. Folinas, Associate Prof. Ch. Keramidas,
- Steering Committee: Prof. D. Triantafillou and Assistant Prof. I. Kostavellis,
- PSP2. Master in Public Administration – Prof. D. Paschaloudis, Director of PSP2,
- Associate Prof. I. Kotzaivazoglou, Head of the Department of Business Administration,
- Steering Committee: Assis. Prof. C. Konstantinidis, Assis. Prof. N. Tsolakis,
- Assoc. Prof. G. Fragidis, Assoc. Prof. M. Tsourela, Assoc. Prof. X. Chapsa,
- Prof. P. Eleftheriou, MODIP member and Ms M. Tsantouka, MODIP staff.

All of the above kindly offered an overview of the two 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 online review.

On Wednesday, October 10, 2023, the EEAP participated in 6 teleconferences with:

1) Teaching staff of the Master in Public Administration (PSP2): Prof. V. Vrana, Vice-Rector of IHU, Prof. E. Kehris, Prof. S. Dimitriadis, Assoc. Prof. D. Aidonis, Assoc. Prof. X. Achillas, Prof. F. Kilipiris, Assis. Prof. E. Papaioannou, Assoc. Prof. M. Pazarskis. They discussed with 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) Six 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) Six 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 careers.

4) Seven social partners including employers. We discussed the relations of the PSP with external stakeholders.

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

6) A "closure meeting" with: Associate Prof. I. Kotzaivazoglou, Head of the Department of Business Administration, Prof. D. Paschaloudis, Director of PSP2, Steering Committee: Assis. Prof. C. Konstantinidis, Assis. Prof. N. Tsolakis, Assoc. Prof. G. Fragidis, Assoc. Prof. M. Tsourela, Assoc. Prof. X. Chapsa and Prof. P. Eleftheriou, MODIP member.

From October 12 to October 14, 2023, the EEAP worked privately on drafting its Report.

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

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

III. Postgraduate Study Programme Profile

The Master in Public Administration, PSP henceforth, is a program that is offered jointly by three Departments. The Department Business Administration, the Department of Supply Chain Management and the Department of Organization Management, Marketing and Tourism of the International Hellenic University. The PSP started in 2018 with the collaboration of the first two Departments. The program in its current form started in the academic year 2020-21.

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. Each semester consists of at least 13 teaching weeks and 2 weeks of final exams. The final exams are held at the end of each semester. From the academic year 2022-23, all lectures are delivered online. The exams are also taken online.

Specifically, during their studies, postgraduate students are required to attend postgraduate courses, participation in laboratory exercises and the preparation of a thesis. The total number of courses in the programme that postgraduate students must follow is 10 and a master thesis. In the academic year 2022-23, the number of applications was 239 and 202 students were admitted in the programme. According to the results of 2022 study between students who graduated in 2020 and 2021 (i) most of the post graduate students were professional, working in the public sector (80%-90%) and in the private sector (10%-20%) and (ii) more than 90% of the graduates move to a better job within a year after graduation.

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 Quality Assurance Policy of the Department of Organization and Management has been prepared in collaboration with the Quality Assurance Unit (MODIP) of the University, adopting and reflecting the University Quality Policies and strategic goals. The Department recognizes quality as a central concept that distinguishes the academic orientation of all its study programs, so that supports the achievement of a high level of academic and research work. It develops a Quality Policy, which is in line with the Quality Assurance Policy of the university. The

Quality Policy of the Department is implemented by all study programs of the Department at both the undergraduate and postgraduate level of study.

The purpose of the Quality Policy of the Master program in Public Administration is to safeguard its smooth operation and the continuous improvement of the educational and research activities, according to contemporary international academic and research practices.

The Quality Policy of the Master's program aims:

a) to constantly respond to the international challenges of education and research in the scientific field of Organization and Administration in the Public Sector, as well as to the expectations of all members of the academic community, its alumni and society and

b) to its differentiation from corresponding similar programs through:

- teaching of modern cognitive subjects related to the upcoming technological developments and new trends in the public sector, such as e - governance, smart cities, digitization, etc.
- broadening the professional perspectives of students and
- adopting the student-centred approach and mentality.

The departments have set SMART goals for the program and all parties involved are committed for the achievement of those goals.

The quality goals are paired with appropriate KPIs which are updated and communicated to all parties involved.

II. Analysis

The Interdepartmental Academic committee is responsible for monitoring and implementing the evaluation procedures of the program. For this purpose, the committee collaborates with the MODIP of the University. The committee suggests ways of improvement, ensuring the effective implementation of the Programs quality policy.

For continuous improvement the programme benefits from informal feedback received from external stakeholders as well as from linking and integrating academic staff research activities in the curriculum. One important source of feedback for monitoring and improving quality is student questionnaires.

The programs quality policy is available on the School's website. The quality policy and the corresponding actions and procedures implemented by the program, are presented to the newly admitted students in a special briefing meeting at the beginning of each academic year. The quality policy is presented at various informative events held by the three collaborating departments for the promotion of the undergraduate and postgraduate programs.

III. Conclusions

Based on the documentation provided, feedback from interviews of all the stakeholders, students, academic and administrative staff, employers and other social groups, the panel reached the conclusion that the program has in place an effective quality assurance policy and related procedures. This policy is published

on various venues accessible by all stakeholders. Future efforts should focus on formalizing the feedback process with external stakeholders.

Panel Judgement

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

Panel Recommendations

R1.1 The program should consider formalizing the feedback process with the external stakeholders by formulating an Advisory Board with representatives of the stakeholders (Employers Federations, Union representatives, Industrialists, and alumni representatives).

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 full-time post-graduate program in Public Business Administration, re-established in 2019, takes three academic semesters to complete. The program is worth 90 ECTS and aims at generating and disseminating knowledge, methods, know-how, and research findings in the area of Public Administration and Management and Organization of units in the broader public sector.

Several learning outcomes are expected upon completing the program such as, developing a holistic way of thinking taking into consideration different aspects of challenges faced by organizations, preparing students for starting new ventures, self-employment or employment in the public or private sector, disseminating knowledge about Management and Organizations in the context of a broader academic education. The learning outcomes of the program, based on the National and European framework of qualifications (EQF, NQF) for level 7, are assessed by MODIP and by means of student questionnaire surveys.

In addition to imparting knowledge in Public Administration and Management the program aims at developing a range of skills and abilities for example, understanding trends and developments impacting upon the operations of organizations such as technological developments, globalization and protection of the natural environment, understanding issues related to entrepreneurship, establishment, organization and operations of a business unit, awareness of major theories, concepts, and principles of economics, operations research, marketing, accounting, and similar. Critical thinking, synthesizing knowledge from different fields and contexts to offer innovative solutions, developing sustainable approaches and strategies, using new technologies to gain a competitive advantage, developing written and oral communication skills and teamwork spirit are some of the abilities and skills that the program aims at developing.

The program has been designed taking into consideration current trends in the discipline and research as found in similar programs offered by universities in Greece and elsewhere and developments in educating and training qualified personnel in Public Business Administration adapted to the context of the Greek economy. The curriculum has a sharp focus on the area, is well-structured and comparable to similar programs offered by other universities. Demand for the program is strong especially among public sector employees as the degree offered helps them advance in their career.

There is close professional interaction between faculty and current students, employers, graduates of the program and other social partners. This allows for

feedback to be received and modifications to the program to be made. Based on personal relationships the feedback takes place on an ad hoc basis but it is not institutionalized.

The program is assessed by means of student evaluation surveys using several criteria in a standardized questionnaire. There is also an annual evaluation by MODIP; the last such evaluation was carried out in January 2023. During discussions the EEAP had with graduates the latter mentioned that they took part in an overall evaluation of the program just prior to graduation.

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 containing course outlines cover all possible areas that prospective and current students may seek information about admission, courses taught, assessment criteria, infrastructure, services offered to students, graduation requirements and the like and are comparable to similar documents found in other universities.

II. Analysis

Detailed information on the program is available in the documents examined by the EEAP while additional information was provided during the meetings with faculty and other stakeholders. High student satisfaction with faculty and courses taught is recorded in the questionnaire surveys. Two remarks regarding the curriculum may be made. One, is that student assessment is heavily based on final exams in several courses. Two, learning outcomes in some courses are not succinctly stated, or the way they are stated does not allow for easily measuring and quantifying them so that conclusions may be drawn whether and to what extent such outcomes were met.

III. Conclusions

The program is mostly attended by people working in the broader public sector providing them with up-to-dated knowledge applicable to the workplace while enhancing their career prospects. The program has been solidly designed with a sharp focus on Public Business Administration and has received many positive comments in MODIP's assessment. There is high demand for the program. Learning outcomes in several courses should be stated succinctly and closely mapped to the learning outcomes of the program. Aligning course learning outcomes to those of the program and measuring them (this is different than measuring satisfaction in student surveys) can help in the evaluation of the teaching/learning process and guide modifications/changes if needed.

Panel Judgement

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

Panel Recommendations

R2.1 Align course learning outcomes tightly to the learning outcomes of the program.

R2.2 Measure learning outcomes with the view to continuous improvement of the learning/teaching process.

R2.3 Increase the weight of project, cases, short papers while decreasing the weight of final exams in courses.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The program is conducted online. All required information regarding course content and delivery, assessment items, bibliography, and similar is available to students before the commencement of the academic semester. The director of the program serves as student advisor guiding students and monitoring their performance. The procedure for handling student complaints and grievances is clearly stated. Students and graduates expressed satisfaction with the approachability of faculty and the professional interaction they enjoy with them; they also appreciated the readiness faculty show to discuss suggestions made by

students. Positive comments were also made by students regarding the efficiency of administrative services.

Student satisfaction with the curriculum and faculty is high as evidenced by answers to the student surveys; the scores are above 4 in a 5-point scale. Given that participation rate in the surveys is high the results are representative of student opinion. However, one remark may be made at this point. This refers to the low score (3.02/5) regarding the use of the Library and the low score (3.71/5) regarding the use of web resources for study purpose. Coupled with the low scores regarding systematic study and average hours/week spent to study material in a course, 3.96/5 and 3.34/5, respectively as reported by students the effectiveness of the teaching/learning process may need receive attention.

While it is true that, nowadays, information (regardless of quality) can be accessed from anywhere, and the fact that the Library is not open on week-ends when students, free from work obligations, can have a chance to visit it does not certainly help with the use of Library, the “Library is the heart of the University”. However, low Library use coupled with low web use for study purposes in conjunction with little time spent on studying may leave one wondering where students look for sources in order to conduct research or write the graduation thesis. In this connection comments made by graduates that on-campus interaction is superior to online interaction are quite pertinent.

II. Analysis

The student-centered learning approach is evident in all aspects of the program. There is close interaction between faculty and students and the latter are encouraged to express themselves. Faculty are committed to supporting students and ready to consider their suggestions. The assessment items and criteria, learning outcomes and other information is clearly stated in course syllabi. The presence of the academic advisor suggests strong concern for students. The high student participation rate in evaluation surveys and the high scores for all items referring to the curriculum and faculty are good indicators of overall student satisfaction with the student-centered orientation of the program.

Nevertheless, consideration should be given to the low use of the Library, low satisfaction with physical facilities and low amount of time students spend on studying (it may be actually less than shown on results of questionnaires as students tend to overstate the time they devote to study).

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

R3.1. Consider ways to impress upon students the importance of using resources available at the Library and increase student visits to and use of the Library.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The master in Public Administration since the academic year 2022-23 is offered completely online. In the academic year 2022, 203 students were admitted. Student attendance is mandatory. There is a tuition fee of €3000, which, however, is considered relatively low. Up to 30% of the students receive a tuition waiver.

In the website of the PSP, prospective and current students can find some relevant information about the program, e.g., the content and the structure of the program, description of some courses, teaching staff, application forms, timetables, the facilities, and tools available in the Department and about their rights and obligations. The PSP has adopted the “advisor” process where each student can receive academic advice from faculty members throughout her/his studies. Incoming students cannot receive exceptions for courses taken in another graduate program. Upon graduation, graduates receive Diplomat Supplement, containing detail information for their studies.

Students receive information regarding opportunities for internships with Erasmus+, through personal meetings. The PSP website, however, does not contain any information about the Erasmus and Erasmus+ exchange programs.

II. Analysis

The students are selected through a well-designed and implemented procedure according to the government law and the rules set by the PSP program. Students find some necessary information about the structure of the programme, timetables, studies rules and regulations, and procedures in the internet site of the PSP. Some necessary information, however, are not listed, e.g., description of all courses, all teaching staff CVs. Some necessary forms such as the application forms are listed. Students have online access to all information concerning their progress towards the degree, e.g., grades for exams, projects and courses. The Department fully implements the European Credit Transfer and Accumulation System (ECTS) for its PSP program. The total load is 90 ECTS units, 60 for courses and 30 for the thesis. The website of the program contains a detailed description of some courses. Students can participate in the ERASMUS+ exchange programme. In recent years, however, the number of students that participated in the Erasmus and the Erasmus+ exchange programs is zero.

The PSP webpage provides all forms that are needed to be completed in all stages of the thesis. It does not provide, however, any details for the drafting and completion of the thesis.

III. Conclusions

The PSP in Public Administration has developed and applies very good published rules and regulations that cover all aspects and phases of the master's programme.

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

Panel Recommendations

R4.1. The PSP should publish on its website all the relevant information that is needed by current and prospective students, e.g., description of all courses, all teaching staff CVs

R4.2 The PSP should increase its efforts in convincing its students to participate in the Erasmus and Erasmus+ exchange programs.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

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

Study Programme Compliance

I. Findings

The Master's Program in Public Administration is taught by a total of thirty-two (32) Faculty members from the three collaborating Departments, as well as ten (10) external collaborators, faculty members of other Institutions, and working managers holders of doctoral degrees. External collaborators contribute to teaching courses that require specialized knowledge not covered by the faculty members of the Faculty of the three collaborating departments. All the members of the teaching staff possess the relevant academic and research experience in their field.

The selection of the external collaborators is carried out on the basis of their

academic qualifications as well as their work experience. Courses are assigned to each instructor by the Interdepartmental Academic program committee following a recommendation from the academic courses' coordinators.

The minimum teaching load of the faculty members is determined by legislation, and the allocation of teaching work is decided by the Interdepartmental Academic program committee. Faculty members who teach postgraduate courses they do it over and above their teaching load.

II. Analysis

The staffing of the programme shows a diverse range of teaching staff categories, ensuring expertise and coverage of specialized subjects. The presence of external collaborators further supports the quality and organization of teaching. Although the research output of faculty is good, the EEAP believes that published work should be aimed at higher impact journals.

Appropriate selection procedures are in place but those are not complemented with the proper training and development practices. Faculty members attend training and development courses on an ad hoc basis.

Although the university provides opportunities and there are in place initiatives that encourage teaching staff mobility, a limited number of faculty members have taken advantage of such opportunities (i.e. sabbatical leaves, Erasmus programs etc.).

Teaching staff is regularly evaluated by the students through surveys. The evaluation of teaching work and the emphasis on teaching ability contribute to the continuous improvement of instruction. The workload allocation process provides flexibility while considering faculty members' teaching, research, and administrative responsibilities.

III. Conclusions

The program is supported by well qualified faculty members and external collaborators. Faculty members should be encouraged to take advantage of mobility opportunities while the university should develop proper faculty development procedures.

Panel Judgement

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

Panel Recommendations

R5.1. The university should develop a formal professional Development program to cater with the identified developmental needs of the faculty members.

R5.2. Faculty members should aim to publish their work at higher impact journals.

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 LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP Programme in "Public Administration" is offered by three departments. The Department of Organization and Business Administration consists of 16 faculty members and 3 Scientific Associates. Its administrative staff consists of two people. The Department of Supply Chain Management has 7 faculty members, 1 person as a Research Associate and 1 person in secretarial support. Also, the Department of Marketing and Tourism Organization Management has 13 faculty members and 1-person administrative staff. Furthermore, there are 5 external lecturers.

Postgraduate students have access to online education support services such as electronic classrooms (zoom), electronic secretary (e-gram), e-learning platform, the examination and assignments platform (exams.ba.ihu), and email.

Teaching and study classrooms, networking infrastructure, computer classrooms, libraries, and other educational and scientific equipment comprise the

infrastructure. The services include supporting student consultation and communication.

II. Analysis

According to the student evaluation of the courses, students consider that the infrastructure is adequate. Students are informed about issues related to their studies or their progress through the website. The electronic support of the courses (e-class, e-learning, etc) is sufficient, as well as the IT and communication technologies which are used are appropriate. The software for the e-learning is working sufficiently.

The PSP program in public administration provides an academic advisor for each student, who has the responsibility to support students in their postgraduate studies and their personal careers.

Other services, such as the Department of Student affairs, the Library, the Student Advocate, the Training and Research Committee, the Office of International Relations and Erasmus, the Technical Service, the Internship Office, the Centre of Computing and Networks, the Institute of Economic and Social Affairs and the Administration of Personnel.

The revenue management of the PSP is distributed as follows: Seventy percent (70%) to the costs of teaching, administrative and technical support, equipment, software, granting scholarships to postgraduate students for research, educational, training activities, conferences, workshops, and publishing scientific papers/articles, organizing seminars, symposium and training programs of scientific content and thirty percent (30%) to cover the operating expenses of the PSP.

III. Conclusions

The quality of the infrastructure needed to deliver this online program is adequate.

Panel Judgement

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

Panel Recommendations

R6.1 Both students and teaching staff should have in person meetings occasionally to exchange experiences and ideas in a more relaxed environment.

R6.2 Train students in the use of software tools needed to conduct empirical analyses.

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 Public Administration OMEA team has at its disposal administrative personnel and automated systems both from the university and the Department to manage the collection, processing, analysis, and presentation, if needed, of the data that is vital to monitor the quality of the Postgraduate Program of study.

Resources available to the EEAP to assess the Information Management capabilities for the Program included:

- The presentation of Professor Dimitris Paschaloudis
- Document A1 Proposal for Accreditation
- Document A17 Data reports for the Public Administration Postgraduate

Program

- The video presentation of the on-line tour on facilities
- The website of MODIP <https://modip.ihu.edu.gr/>
- Φοιτητολογία <http://egram.cm.ihu.gr/>

II. Analysis

Since the Interdepartmental Postgraduate Program in Public Administration is administered within the Department of Supply Chain Management, the same computerized systems as those serving the needs of the Supply Management Postgraduate Program are available for its information management needs and include:

- The ETHAAE comprehensive national information system for quality (ΟΠΕΣΠ). It stores annually quality data from the MODIP teams of all Greek institutions of higher education.
- The university information system for managing all categories of quality data gathered by MODIP
- The system of electronic secretariat (φοιτητολόγιο)
- The system for electronic education, such as e class
- The system for managing the funds for research and special projects (E.L.K.E)
- A system (Turnitin) for monitoring plagiarizing
- Other special purpose systems for activities such as evaluation of prospective new faculty or postgraduate students, processes of collecting information from faculty members, and surveys from graduates and firms.

The main categories of data gathered, processed, and analysed include:

- Student related data, including personal, registration, academic progress data, and course evaluation results.
- Academic staff related data, such as professional activity profiles, research activities and projects, academic service, and others.
- Data related to the support infrastructure, such as office equipment, consumables, research apparatus, if applicable and others.
- Data for the Postgraduate Program structure such as courses taught, student number per class, average student grade per class and per semester and others.
- Data related to assorted student services and requests.

III. Conclusions

The EEAP feels that the combination of human services and computer systems available constitute a solid information gathering, processing and dissemination mechanism which serves the entire range of the information flow that must be managed for the Postgraduate Public Administration Program.

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

On the website of the program, one can find information about the objectives and structure of the program, the curriculum, faculty CVs, quality assurance policy, and other documents. The website includes links dating back to the time before the institution became part of IHU. As a result, although presented in a clear way the information is not always complete or up-to-dated. For instance, there are no links to some courses while links to others provide nothing more than very scant information. The website is only available in Greek.

II. Analysis

Information available on the website can perhaps satisfy the curiosity of a casual visitor of the general public but it is less than sufficient to address questions a prospective student may have. Absence of an English version restricts the visibility and marketability of the program and does not help with faculty and student mobility.

III. Conclusions

The website of the program is lacking detailed information.

Panel Judgement

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

Panel Recommendations

R8. 1 Develop an up-to-dated and complete website.

R8. 2 Develop an English version of the program's website.

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

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

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

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

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

Study Programme Compliance

I. Findings

The Postgraduate Program of Public Administration is an Interdepartmental Program involving personnel and resources from the departments of Organization and Business Administration, Supply Chains Management and Organizations Management, Marketing and Tourism.

Regarding the sources listed below, the Internal Evaluation report of this Postgraduate Program of studies for 2019-2020 is included in the Internal Evaluation report of the Department of Organization and Business Administration.

The 2020-2021 misdated report is included in the Internal Evaluation report of the Supply Chain Management Department as is the 2021-2022 report.

The following sources of information were examined by the EEAP to assess compliance of Principle 9 with the requirements of the ETHAAE Accreditation:

- The presentation of the Program Director Professor Dimitris Paschaloudis
- The MODIP sub link of the institutional website <https://www.ihu.gr/modip/internal/>

which contains the Departmental Internal Evaluation Reports of 2019-2020, 2020-2021 and 2021-2022 among other Internal Evaluation Reports for the School of Economics and Science

- The institutional Quality Manual.
- Document A1 Proposal for Accreditation
- Document A8 Results of Internal Evaluation by MODIP
- The website for the Department of Supply Chain Management, <https://msclogistics.ihu.gr>

- The main sources of information for assessing the Internal Evaluation process of the Program were the Internal Evaluation reports of the Departments of Organization and Business Administration and Supply Chain Management which include a section for the Postgraduate Program evaluations of the Public Administration Postgraduate Program and are available on the MODIP website (<https://www.ihu.gr/modip>

[/internal/](https://www.ihu.gr/modip)), for the following academic years:

2019-2020 (file I - DSE_Esoteriki_Axiologisi_2019-2020.pdf)

2020-2021 (file 2020-2021-ΔΙΟΙΚΗΣΗ-ΕΦΟΔΙΑΣΤΙΚΗΣ-ΑΛΥΣΙΔΑΣ.pdf)

2021-2022 (file I - ΔΕΑ_Εσωτερική_Αξιολόγηση_2020-2021.pdf).

II. Analysis

The Accreditation Proposal file A1 section dealing with Principle 9 was only a verbal repetition of the process and the requirements of Internal Evaluation which include:

1. Reassessment, readjustment, and update of the Program's course content.
2. The process for correcting the negative aspects of the Program and improving its structure and learning process.
3. The mechanisms utilized for adjusting the strategy and goal setting of the Program as well as certain decision-making processes needed for continuous improvement.

The presentation of the Program director for this principle focused on student evaluations and statistical presentation of results for 2021-2022, and the sources to seek advice and feedback for Program course revisions or new course additions.

File A8 Results of the Internal Evaluation referred to the 2021 process and was a verbal description of findings, Program strong and weak points, preventative, and corrective actions to be undertaken.

The EEAP examined the latest one and focused primarily on the Internal Evaluation report sections that concerned this Postgraduate Program of Studies. It was observed that collectively, the annual report documents were somewhat confusing and overlapping. For example, the report for 2020-2021 was dated as 2021-2022 and both were almost duplicates of each other, even in terms of some of the quantitative indicator values that were entered in accompanying tables.

Even though it is not a mandatory requirement, the Internal Evaluation Report was also modelled after the ETHAAE template (file):

2498-ypodeigma_ekthesis_esoterikis_aksiologisis2011.docx which includes numerous verbal statements and inquiries about many issues of interest that must be tracked regarding the evaluation and assessment of any Postgraduate Studies Program. The answers are either verbal statements or measurable indicators extracted from data that has been gathered. These quantitative values are entered in appropriate tables which are part of the template. It was observed that the inclusion of such tables did not quite match the number of tables included in the Internal Evaluation report of the Supply Chain Management Postgraduate program.

Just as in the case of the Postgraduate Program of the Supply Chain Management, the template becomes a standard model which can be reused over time by just updating the information and the tabular entries, making the task of the Internal Evaluation process easier in the future, and serving as a tool for historical comparisons.

The EEAP believes that even though a disciplined approach of verbal assertions and established metrics, as accurate they may have been, were combined to conduct the Internal Evaluation of the Program, the process can be improved especially in terms of the documentation, as dictated in the institutional Quality Manual, which besides providing the Internal Evaluation process roadmap, makes available several standard documentation forms (Διεργασία 4, Έντυπα). Some of these forms can be utilized, as may be appropriate, for documentation of the results.

III. Conclusions

Disregarding any possible inaccuracies in the data included therein, the procedure and execution of the Program's Internal Evaluation report presented by MODIP was satisfactory. Several improvements and enhancements, especially as they pertain to the consultation of the Institutional Quality Manual and the use of some of the forms suggested for documenting results and procedures, will result in a substantial improvement. It must be pointed out that the way the Internal Evaluation reports were organized, assembled and presented was very confusing and misleading.

Panel Judgement

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

Panel Recommendations

R9.1. Improve and enhance the Internal Evaluation process by utilizing the Quality Manual 's process 4 (Διεργασία 4) and the accompanying forms for the documentation.

R9.2 Incorporate as many goal KPIs from the Departmental and Program goal attainment tables and track them in the Internal Evaluation process to enhance its quantitative content and facilitate assessments and comparisons for issues of concern in the future.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

Similar documents as those for Principle 9 were submitted for this Principle. File A1 Proposal for Accreditation, file A8 Minutes of MODIP on the Results of the Internal Evaluation and file A18 Progress Report. These were supplemented by:

- The presentation of the Program Director Professor Dimitris Paschaloudis.
- The Program's website
- The MODIP website sub link <https://www.i.hu.gr/modip/useful-documents/> which lists several ETHAAE documents and examples for assistance and optional consultation for both the Internal and External Evaluation Procedures. The Postgraduate Program Internal Evaluation report followed the structure of the ETHAAE template 2498-ypodeigma_ekthesis_esoterikis_aksiologisis2011.docx.
- The institutional Quality Manual.

II. Analysis

Evaluation of this Principle has not been included in the External Evaluation report of the Postgraduate Program in Public Administration. As a result, the EEAP cannot evaluate or comment on this Principle. However, the EEAP recognizes that text material presented in file A18 Progress Report, demonstrates that a reasonable attempt was made to look at the latest 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 and discuss

them within the context of the Internal Evaluation Process. The only drawback is that this document should follow the standard structure and format which is typically used in the A18 Progress Report document, as pointed out in the recommendations section below.

III. Conclusions

There has not been an External Evaluation of the Postgraduate 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

- The master in Public Business Administration has a well-defined market which is mostly public employees.
- The well-qualified faculty and practitioners who teach at the programme makes the PSP a strong attraction for prospective students.
- Faculty is easily accessible to students and are passionate about their work.
- Very good cooperation with stakeholders.

II. Areas of Weakness

- The website of the PSP is not up-to-date, it does not contain necessary information and an English version does not exist.
- The research strategy for the faculty could be further enhanced to increase in time the number of publications in high impact academic journals.
- Faculty should be engaged more in their research dissemination through high visibility, peer-review conferences.
- Limited staff international mobility and students do not participate in Erasmus and Erasmus+ exchange programs.
- In some courses the student numbers are relatively high, especially in participative online learning environment.

III. Recommendations for Follow-up Actions

- Establishment of an advisory board to include stakeholders from academics and representatives of organizations that tend to employ graduates.
- Consider reducing the number of students in some courses.
- The PSP website should be improved by displaying more information about the program. Introduce an English version
- Consider establishing informative sessions to guide students in the preparation of thesis research proposal.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 6, 7, 10

The Principles where substantial compliance has been achieved are:

4, 5, 8, 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

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