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HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Executive MBA

Department: Humanities, Social Sciences and Economics

Institution: International Hellenic University

Date: 11 November 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 **Executive MBA** of the **International Hellenic University** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

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

1. Prof. Michel Dimou (Chair)

University of Toulon

2. Prof. Kostantinos Serfes

Drexel University

3. Prof. Ioannis Violaris

City Unity College and Visiting Professor at the Frederick, European and Neapolis Universities'

4. Ms. Erasmia Angelaki

Postgraduate Student, Hellenic Mediterranean University

II. Review Procedure and Documentation

The present accreditation has taken place between the 6th of November 2023 and the 13th of November 2023. The External Evaluation and Accreditation Panel (EEAP) had downloaded the package of files submitted by the program administration to ETHAAE for the Executive MBA program of the International Hellenic University. The material included inter alia the accreditation guidelines, acronyms, the European qualifications framework, the PSP (postgraduate study programmes) standards, the mapping grid, the Report template, the Accreditation Guide, and the Accreditation management system manual.

During the first three days several meetings have taken place as follows: on Monday 6th, the EEAP met with the Director of the postgraduate programme under review, the Internal Evaluation Team (OMEA) and the Internal Evaluation Unit Supervisor and members (MODIP)

On Tuesday 7th, the EEAP has met with the teaching staff, students' and graduates' representatives and representatives of employers and other social partners related to the programme.

The meetings were concluded with a meeting with the Programme's Director, and the MODIP and Steering Committee/ OMEA representative, during which the preliminary findings of the accreditation process were discussed.

III. Postgraduate Study Programme Profile

The Hellenic International University is the first and only Greek public University where all postgraduate programs were taught exclusively in English. The University is based in Thessaloniki. After merging, with three former TEI, the IHU is now located in several campuses in Northern Greece.

The program under review started being offered in 2008. It is the inaugural and cornerstone program of the UCIPS. The program has been revised in 2022 to meet market conditions and demands.

The Executive MBA program allows to access to a vast range of career opportunities in international, national, and regional organizations and to focus on strategic issues across various industry sectors.

The duration of the program is of 1 1/2 years full-time. All courses are delivered exclusively on-line. Teaching takes place during long weekends (one weekend per month). Students must accomplish different tasks every month for their final evaluation. All courses are taught exclusively in English.

The program is composed by core and elective modules as well as a field trip project. 100 ECTS are required for the accomplishment of the program. The academic team is international. Some of the teaching staff comes from the International Hellenic University but there are also many courses delivered from professors in foreign universities such as the Bocconi, Cardiff, Bays, Birmingham, or Lausanne's universities.

The program hosts 16 students in 2023-2024. They are all working in companies specialized in different fields. To be considered for the executive MBA program, candidates are required to have an undergraduate degree from a university, a good IELTS (academic 6.5 and above), TOEFL (IBT, 95 and above) or TOEIC (745 and above) score, or proficiency in English of C1 level and 3 years relevant experience.

The current tuition fees are 6000 euros for full time study (they have been reduced from 9000 euros previously). The University offers several scholarships covering a significant portion of the fees. Award criteria include the quality of the first degree and the undergraduate grades of the candidate.

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)*

Study Programme Compliance

I. Findings

The structure and organization of the programme are well organized. The main characteristic of the programme is that it is delivered exclusively in English and that the teaching staff comes from many other foreign Universities. This allows to find well experienced and qualified researchers and academic staff for every course. Such an organization can only be done with a complete remote teaching.

The program implements a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE and is fully harmonized to the Quality Assurance Policy of IHU. The QAP, available on the department's website, is communicated to students before the start of study.

The QAP is discussed and updated during meetings of OMEA, and faculty assemblies. In implementing the QAP the Department has put in place specific actions and processes that ensure and document the following: Suitability and organization of the study program, alignment of learning objectives with the national and European standard, enhancement of teaching quality and effectiveness, quality of faculty qualifications, enhancement of quality and quantity of research output, connecting teaching and research, level of market demand for graduates, sufficiency of administrative services, outward orientation of the department, enhancement of the department's social responsibility, annual assessment of QAP and cooperation of OMEA with MODIP.

The programme thus is consistent with the quality assurance requirements, goal settings and academic unit's endeavour for excellence. In 2023, new core and elective courses have been added to the program in 2023, thanks to this policy.

II. Analysis

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

- 1.** Strengthening the internationalization of teaching/learning activities with international professors and foreign student's recruitment.
- 2** Continuous evaluation of teaching/learning activities towards improving and maintaining quality education at all levels. Achievement of the goal is based on student feedback received through the student satisfaction surveys.
- 3** Improving administrative services. Achievement of the goal is based on student feedback received through the student satisfaction surveys. The program benefits of a very efficient web and AI environment.

All these goals above are measurable and compared against set targets to assess whether/not and to what extent they were achieved. However, the setting of new goals is not clear, and the new targets are just marginal improvements of the existing situation. The learning outcomes are based on National and European framework of qualifications (EQF, NQF) for level 7. The learning outcomes are assessed periodically by MODIP and by means of student questionnaires.

III. Conclusions

In view of the above findings and analysis, the EEAP considers this Principle as Substantially compliant.

Panel Judgement

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

Panel Recommendations

R1.1 The exclusively remote teaching has somehow loosen the relations with the stakeholders. We highly recommend that the Programme Director and the Department in general, further explore all possibilities in strengthening the relations of the private sector.

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).

Study Programme Compliance

I. Findings

The programme under review was designed in such a way as to serve the needs of working professionals; additionally, the mode and days/time of delivery has been scheduled to offer the lectures at times that suit their other obligations. The lectures are offered online during long weekends (Fridays to Sundays). The programme was approved by the university's Senate and the courses chosen are in line with similar Executive programmes of renowned universities. The expected learning outcomes are blending theory with market realities, according to the EQF requirements.

The permanent teaching staff involved is well qualified and supported by part time faculty, that is carefully chosen to have the necessary qualifications and experience.

The students are able to have regular contact with their instructors through the teaching platform, emails and personal visits if they so wish, as well as virtual meetings.

II. Analysis

Through the documentation provided, such as documents: A4, A5, A6, A7, A14 it has been assessed that the programme was carefully and professionally designed to create a master programme of high quality that meets the needs of local and foreign students and that considers the particularities of students enrolled from other countries.

III. Conclusions

Given the above, the principle is fully compliant

Panel Judgement

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

Panel Recommendations

R2.1 We recommend that at least 3 physical meetings take place during the course of the programme at least for students who can attend.

R2.2 We also recommend the adoption of exams' software that will ensure reliability of the remotely delivered final exams.

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.*

Study Programme Compliance

I. Findings

The Executive MBA is an 18-month programme. It is taught in block weekends (Fridays to Sundays') and involves a total of 37 days of activities, of which only 11 are regular business days. The Executive MBA core courses offer a thorough grounding in key functional areas within an organisation and, most importantly, in their critical interactions and impact on the organisation. The core courses enable students to acquire practical concepts and skills directly relevant to their careers.

The examination of the courses is conducted at a distance.

II. Analysis

The Professional Skills Development seminars are a series of compulsory seminars of 16 hours duration in total. These aim to give students an opportunity to sharpen their communication, presentation, negotiation, persuasion, and team building skills at the highest organizational levels. They set the foundation for delivering successful professional presentations and for developing a creative mindset. Furthermore, they provide the necessary knowledge for developing the ability to bargain successfully and ethically in any situation and for building effective teams as students learn to handle the challenges of working with different personalities and work styles. These are all skills that are considered important in high-pressure and rapidly changing work environments. Students are required to submit an individual coursework for these seminars. Participation in the seminars is obligatory.

The Field Trip Project is an integral part of the EMBA programme. The Field Trip Project not only helps to integrate the theory with a practical application, but also places important emphasis on the aspect of social contribution. It provides students with the opportunity to explore and understand first-hand the practices and needs of not-for-profit organisations. Groups of students visit a not-for-profit organisation in Greece and/or other country in the region and have to formulate and manage consulting assignments that focus on various business development issues, such as marketing strategies, fund-raising, business plans, financial, accounting, and general operational and managerial functions of the organisations concerned.

International Hellenic University – School of Humanities, Social Sciences and Economics 8 The Learning Outcomes are:

- Learn to formulate and manage a consulting assignment, from initial contact regarding the focus and scope through to the delivery of the agreed output
- Experience the particular conditions applying in community-involved operations
- Understand and appreciate the importance of social responsibility
- Deal with various aspects of business growth and development
- Combine prior work experience and expertise with recently gained knowledge

In order to provide assistance where most needed, small and local not-for-profit organisations are preferred. Not-for-profit organisations that have already participated in the programme will be eligible again for selection after 3 years. Upon completion of the project, students submit their report, present it in class, and discuss their findings. The students' presence in all sessions and during the final presentations is obligatory. The Field Trip Project is evaluated as follows: The Presentation of the project corresponds to 50% of the total mark, with the submission of the project representing the remaining 50%.

The Business Consultancy Proposal presents an overview of a research investigation proposition to be completed and submitted by the stipulated submission deadline. It is a checklist of fundamental elements of the business project that students need to consider and include in their finished project. It must be approximately 1,000 words in length. The proposal

should include the following: draft title; motivation/background information on the topic; objectives/research questions; initial review of the literature and key references; methodology; sources of data; expected outcomes and main contribution of the project. The deadline for submission of the Business Consultancy Proposal is 8 January 2024.

The business consultancy project (dissertation) allows students to demonstrate their ability to produce original work, conduct independent research, make a real contribution to knowledge, and extend and compliment their previous studies.

The choice of subject for the business consultancy project lies with the student and may arise from the material taught during the core or elective modules of the EMBA programme and/or the student’s wider professional work and experience. In any case, it should address a real-life business and management problem with the aim to achieve coherent results beneficial to the respective organizations, industries, and

markets. Students receive regular personal guidance from a supervisor throughout the project’s process. They submit an individual 10,000-word business project or a group project of 15,000 words in length. Group projects are only allowed in exceptional cases and when the Business Consultancy Proposal meets certain criteria as far as the workload is concerned. International Hellenic University – School of Humanities, Social Sciences and Economics 9 The Business Consultancy Project is supervised by an academic and is marked by t supervisor plus two markers (3-member committee). The final Business Consultancy Project will be presented to the respective Committee. The deadline for submission of the Business Consultancy Project is 26 July 2024.

III. Conclusions

In general, the third principle is presented in a good way. However, there is one weakness with the way the examination is conducted that must be addressed.

Panel Judgement

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

Panel Recommendations

R.3.1: Exams should be properly supervised with a management system that can better monitor the students.

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.

Study Programme Compliance

I. Findings

All matters from the beginning to the end of the students' studies are regulated by the internal Operating Regulations of the PSP. In particular, the selection procedures of students and the required supporting documents, rights and obligations, the monitoring of student progress, internship matters, the granting of scholarships, the procedures and conditions for the preparation of assignments and diplomas, the awarding and recognition diplomas, the duration of the studies, the conditions for the promotion and ensuring the progress of the students in their studies, the terms and conditions for enhancing their mobility, etc. All the above, as well as specific study issues, are published in the PSP Study Guide (Handbook).

The taught courses are defined in the Study Guide of the PSP and are divided into compulsory and optional. Attending the courses of the PSP is mandatory and is determined by the School's Secretariat. Attendance statistics per course are shared with the course instructor.

The duration of the studies for the award of the degree is four (4) academic semesters but that can be taken in a shorter time, usually 18 months.

II. Analysis

The EEAP's findings suggest that the PSP's student admission, progression, recognition of studies and certification are well-structured and serve the students well. The student admission procedures follow standard good practices, and the student rights are protected and respected. The PSP tries to create a relaxing and collegiate atmosphere for the students

and faculty. The PSP's webpage contains detailed information about the structure and the requirements of the PSP.

III. Conclusions

Support of the incoming students is satisfactory. The EEAP concludes that the PSP address the needs of the students adequately.

Panel Judgement

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

Panel Recommendations

None

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.

Study Programme Compliance

I. Findings

The recruitment of academic personnel is conducted in a transparent way following guidelines set by the national laws. The selection criteria are in line with international academic standards and career progression follows standard procedures and principles.

The conditions of employment offered are satisfactory in terms of working environment, equipment, and administrative support.

All staff members are well qualified and have ample teaching experience in their respective areas of expertise.

A feedback and evaluation mechanism by students is in operation.

The department offers support and opportunities for the professional development of faculty members.

The department supports and encourages the introduction and use of new technologies in teaching.

II. Analysis

The department has been successful in attracting well qualified academic staff, although a high number of visiting faculty are teaching in this PSP. This is a strong feature of the PSP, as these visiting faculty are well-established scholars in their fields with strong publication records and extensive teaching experiences.

The members of the faculty enjoy ample academic freedom and independence in performing their duties. Within the limits of funding by the central government, the institution encourages and supports participation to conferences and other research activities that promote the professional development of staff members.

Faculty members are given enough discretion in developing coursework in a way that links their own research to the coursework content. Staff members are committed to their teaching responsibilities and have shown laudable willingness to provide student support at the post graduate level.

With respect to faculty conference attendance and presentations, the information provided to the EEAP is insufficient.

In terms of published research of the resident faculty in peer reviewed outlets in recent years there is heterogeneity across faculty, with some faculty being much more productive than others. There are relatively few publications in high impact peer reviewed outlets reported for the PSP faculty members in the last 5 years (for instance, ABS list).

III. Conclusions

The incentive structure to encourage staff members to pursue publications in widely acclaimed outlets is weak. There is no documented evidence of some formal peer review mechanism that explicitly identifies expectations, records targets, and corresponding rewards for staff members.

Panel Judgement

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

Panel Recommendations

R5.1. A formal annual personal development review where expectations, publication targets and corresponding rewards for staff members are clearly documented would serve well as an incentive mechanism for quality publications

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.

Study Programme Compliance

I. Findings

The university has sufficient resources and means on a planned and long-term basis in order to support learning and academic activity in general, in order to provide students of the MBA with the best possible level of study. These diverse resources are, for example, the library and access to electronic databases, study rooms, educational and scientific equipment, and IT services, as well as professional support and guidance services.

The allocation and distribution of resources takes into account the needs of all students of the MBA (e.g., full-time or part-time, working and international students, students with student-centred learning and the adoption of flexible modes of learning and teaching).

II. Analysis

The existing equipment of the International University of Greece is used for the operation of the MBA. Hellenic International University (laboratories, audiovisual media, library, IT services and applications), communications and internet services, secretarial infrastructure, classrooms and lecture halls). In addition, educational activities of the MBA, of any nature, take place in Thessaloniki and in other cities of Greece and the rest of the world. in Greece and in other Greek and foreign countries. This category includes expenses such as: scholarships and student awards, student allowances for the provision of auxiliary services, student travel expenses for travel expenses of students for educational purposes, allowances for doctoral

candidates for the provision of services, and allowances for post-doctoral research. This category includes all operational costs of the programme (e.g., purchase of paper, photocopies, computer consumables, photocopier consumables, books for postgraduate courses, publications in newspapers and/or on the Internet, etc. etc.), as well as the costs of publicity/publicity or events of the costs of organizing a conference and other costs of an operational nature which are not directly related to the Programme.

Conclusions

Given the above, the principle is fully compliant

Panel Judgement

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

Panel Recommendations

None.

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.

Study Programme Compliance

I. Findings

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

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

The information gathered relates, but is not restricted to:

- key performance indicators
- student population profile
- student progression and success
- student satisfaction
- availability of learning resources and student support
- career paths of graduates

This information is collected mostly at the beginning of each year (except for the students' profile. The Panel didn't find the information on how many students have effectively responded to the evaluation process, however, when discussing with students, they all seemed to have participated.

II. Analysis

First, the Department provides some original data on the MBA students' profile. The ratio between men and women is almost equal to 1. The mean age of the students is of 34.5 years old with a mean 9 years' professional experience. 25% of the students are foreign students. This means that most students of the MBA don't come from the undergraduate program but from the business world.

The questionnaires also concern the relation between the courses and the specific activity of each student. For more than 2/3 of the students the program is clearly related to their job and appears as a tool for improvement in the professional career.

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

Third, the information system allowing the students to interact with the professors and the administration seems quite efficient. Online courses seem to work quite well, and students have access to all university resources.

III. Conclusions

The Study Programme achieves Full compliance with this principle.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Study Programme Compliance

I. Findings

The academic unit's webpage is designed in a professional way. Internal communications are adequate with the use of electronic resources. The administrative secretarial office, supported by the IT staff, has moved towards electronic processing of procedures such as student record keeping, registration and communication which is critical to the needs of students and staff.

Information regarding the structure, CVs of the academic staff etc. are partially available online (for example faculty CVs).

Course outlines are available online and the information provided are complete.

The academic unit Policy for Quality Assurance is available online, with both Internal and External evaluation reports. The text is written in a way that is understandable by anyone who visits the webpage even to a visitor that isn't aware of such policies.

Whenever the information published online is present it is up-to-date and understandable by anyone.

II. Analysis

External visitors can easily access comprehensive information about the university, its faculties (except for the absence of detailed CVs for all faculty), departments, study and research programs, study guide and administration services. In addition, the website is in both Greek and English, though, some of the biographies of the teaching staff are not available online in English. It also contains information on the internal evaluation carried out by the Quality Assurance Unit (QAU).

III. Conclusions

Overall, the website offers adequate information for anyone looking to further their knowledge or satisfy their queries.

Panel Judgement

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

Panel Recommendations

R8.1 Provide on the web-page links to detailed faculty CVs for all the faculty.

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.*

Study Programme Compliance

I. Findings

The programme Director in cooperation with the MODIP of the Institution have set up the expected procedures so as to ensure that the PSP is kept up to date; additionally, that the ever-changing society needs are taken into consideration.

In this respect the students' workload, progression, and completion of their studies, is appropriately monitored and corrective measures are taken as needed. Furthermore, in each of the programme's courses appropriate assessment methods are applied.

II. Analysis

All faculty members, full and part time, as well as the students, primarily through the end of the semester questionnaires, are involved in the process of reviewing and revising the programme. This is done additionally by each lecturer for his/her own course in preparing their course outlines and course portfolios. The instructors are also in constant contact with the Programme's Director.

III. Conclusions

This Principle is considered substantially compliant as there is still room for additional internal evaluation procedures to be adopted.

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 We recommend, if possible, to allow students to choose more than 2 electives.

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.

Study Programme Compliance

I. Findings

This is the first external evaluation of the postgraduate programme. Consequently, there is a lack of established protocols governing changes within the programme. Nonetheless, since its establishment, the programme has undergone minor adaptations in response to shifts in the external landscape and in consideration of students' needs, as well as instructors' suggestions.

II. Analysis

The programme exhibits a notable upturn in its international ranking, coupled with a steady ascent in student evaluations. These metrics substantiate the ongoing enhancements realized over the years, attributable to valuable feedback.

III. Conclusions

We consider the principle as fully compliant especially because it has not been externally evaluated in the past.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- Being offered in English is a good practice in the context of Greek realities.
- The assignment of courses to lecturers working abroad brings into the programme an international context.
- The IT department is well organized, thus serving the needs of students in supporting their smooth progression.

II. Areas of Weakness

- The permanent faculty is limited; needs to be increased.
- The current students' number is critically low; every effort needs to be made to at least reach a total of 25 students in each cohort, to ensure sustainability.
- The relations with the stakeholders are rather weak.

III. Recommendations for Follow-up Actions

- The Institution needs to further organize the Alumni Association
- The Programme's Directorate needs to set up an Advisory Board – even an informal one.

IV. Summary & Overall Assessment

The principles where full compliance has been achieved are: **2, 3, 4, 5, 6, 7, 8, and 10.**

The principles where substantial compliance has been achieved is: **1, 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

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