



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report

for the New Undergraduate Study Programme in operation of:

Business Administration

Institution: International Hellenic University
Date: 17 June 2023

Report of the Panel appointed by the HAHE to undertake the review of
the New Undergraduate Study Programme in operation of **Business
Administration** of the **International Hellenic University** for the purposes
of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation	5
III. New Undergraduate Study Programme in operation Profile.....	7
Part B: Compliance with the Principles	8
Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit.....	8
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit.....	15
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes	20
Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students.....	24
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes.....	28
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes	31
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes...	34
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes	36
Principle 9: Public Information Concerning the New Undergraduate Programmes	38
Principle 10: Periodic Internal Review of the New Study Programmes.....	40
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes.....	42
Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones.....	45
Part C: Conclusions	47
I. Features of Good Practice	47
II. Areas of Weakness	47
III. Recommendations for Follow-up Actions	47
IV. Summary & Overall Assessment	49

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Business 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. Prof. Cleopatra Veloutsou (Chair)**
University of Glasgow, Glasgow, United Kingdom
- 2. Assoc. Prof. Christina Koutra**
Abu Dhabi University, Abu Dhabi, United Arab Emirates
- 3. Reader Maria May Seitanidi**
University of Kent, Canterbury, United Kingdom
- 4. Mr Ioannis Michiotis**
Economic Chamber of Greece, Athens, Greece
- 5. Ms Eleftheria Madika**
Student of Business Administration, University of Western Macedonia, Kozani, Greece

II. Review Procedure and Documentation

The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to conduct an assessment of the compliance of the study programme of Business Administration (BA) of the International Hellenic University (IHU or DIPAE) in accordance with the Quality Assurance requirements. The assessment was conducted online through document reviews (related to the undergraduate study programme of the Department of Business Administration), its operation and quality assurance initiatives, interviews, and online observation of premises (through video). The assessment aimed: a) to evaluate the fulfilment of the HAHE requirements of the relevant quality standard of the study programme and b) to comment on its compliance, effectiveness, and applicability for the scope of the requirements.

First Day Schedule - Monday the 12 June 2023

- At 16:00, the External Evaluation and Accreditation Panel (EEAP) had a private online meeting to discuss the proposal report, allocate tasks and list issues related to the accreditation process.
- At 19.00, EEAP attended an online meeting with the President of MODIP and Vice President of DIPAE Prof. Kalliopi Makridou and the Head of the Department, Assoc. Prof. Iordanis Kotzaivazoglou gave a presentation of the BA department profile, its aims and objectives, staffing and their achievements, student numbers, SWOT Analysis and structure and overview of the programme.
- At 19:45, the EEAP had a meeting with OMEA: Evangelos Kechris (Prof./Head of OMEA), Vasiliki Vrana (Prof.) and Garyfallos Frigidis (Assoc. Prof.) and MODIP: Faedra Eleftheriou (Prof.) and Mrs. Kalliopi Kazaki (MODIP Staff). They discussed the ways that the BA programme was operating in terms of assuring compliance with standards and internal programme monitoring and evaluation. During the meeting the EEAP had the chance to ask OMEA and MODIP members questions. Various clarifications and explanations were provided on the overall accreditation process.
- Before the closing of the Zoom meeting, the panel had a debriefing meeting where the members shared the findings of the day's session and organised the next day's online meeting with the department.

Second Day Schedule - Tuesday, the 13 July 2023

- At 16:00, EEAP had a meeting with the department's teaching members: Sotirios Dimitriadis (Prof.), Nikolaos Giovanis (Prof.), Dimitrios Paschaloudis (Prof.), Athanasia Karakitsiou (Assoc. Prof.), Maria Tsourela (Assoc. Prof.), Xanthippi Chapsa (Assoc. Prof.), Alkiviadis Karagiorgos (Assist. Prof.) and Dr. Triantafyllos Papafloratos (Part-time Lecturer), Dr. Georgios Karavasilis (Part-time Lecturer) and Mr. Alexandros Vakalos (EDIP-Lab Teaching Staff). During this meeting the EEAP had an extensive discussion about the student-centred teaching and learning processes, methods being used to link teaching with research, staff workload, professional development and career advancement, link between teaching and research, teaching staff's involvement in applied research, funding of the departmental staff, staff and student mobility, the structure, content and evolution of the curriculum, as well as various other topics. The EEAP also requested for additional documents from the BA (such as staff publications in scientific journals, student to faculty ratio, etc.), in order to gain a wider overview of the department's activities.
- At 17:00, the EEAP had a private online meeting with the 10 undergraduate students studying in different levels of the programme. During this meeting, the students expressed their overall satisfaction with the department, its study programme and their overall learning experience.

- At 18:00, the EEAP had the opportunity to watch a video with the facilities of the university, such as classrooms, lecture halls, amphitheatres, the library, gym and fitness rooms, teacher's offices, the canteen and IT laboratories. Through this video as well as discussions with the teaching staff: Iordanis Kotzaivazoglou (Assoc. Prof. and Head of BA Dept.), Garyfallos Frigidis (Assoc. Prof.), Alexandros Vakalos (EDIP-Lab Teaching Staff) and the administrative staff: Ms. Fani Gavezou (Chief of the Secretary Office), Ms. Ioanna Seferidou (Secretary Office) and Ms. Agni Sioula (Librarian) it was ascertained that the learning materials, equipment and facilities are adequate for the successful provision of the programme under review.
- At 19:30, the EEAP had a meeting with employers/social partners: Mr. Panagiotis Spyropoulos (Vice Head of Region of Central Macedonia), Mr. Alexandros Chrysafis (Mayor of Serres), Mr. Athanasios Malliaras (President of Chamber of Industry & Commerce of Serres), Mr. Theologis Venetis (President of Economic Chamber of Serres, Drama, Kavala), Mr. Dimitrios Sotiriadis (Director of Secondary Education of Serres, Mr. Dimitrios Vlachopoulos (Plant Manager of FIBRAN Energy Shield), Dr. Zacharias Papanikolaou (Production Manager of KRI-KRI), Ms. Eleni Topali (PR Manager, Interlife Insurance Company) and Ms. Maria Linga (Therapeutic Horse Riding Centre). All employers and social partners provided positive comments regarding the department and its students, highlighting their willingness to employ graduates of the department in the future and to cooperate with the department for its further development, as well as to provide input for the updating of its curriculum. The stakeholders came from the private and the public sector.
- At 20:15, the EEAP had a debriefing to discuss the outcomes of the online review and the drafting of the overall report.
- At 20:45, the EEAP members had a meeting with the OMEA: Evangelos Kechris (Prof./Head of OMEA) and Garyfallos Frigidis (Assoc. Prof) and MODIP: Faedra Eleftheriou (Prof.) and Mrs. Kalliopi Kazaki (MODIP Staff) to discuss on several points and findings and ask them additional information and clarifications to help them in their overall evaluation.
- Finally, at 21:15, during a closing meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA and MODIP, the EEAP members informed the Department's representatives about their findings.

III. New Undergraduate Study Programme in operation Profile

The Undergraduate programme on Business Administration (BA) is offered from the Department of Business Administration of the IHU. The department is located in Serres (Central Macedonia) and constitutes the evolution of the Business Administration Department of the Technological Educational Institution (TEI) of Central Macedonia.

The Undergraduate programme on Business Administration (BA) last for four years (8 academic semesters) and correspond to 240 academic units. In the first two years of studies, general infrastructure courses and special infrastructure courses are taught, which are compulsory for all students. In the third year of study, students are asked to choose one specialization from: Economic and Financial Management, Management and Marketing and Information Systems and Business Research. Depending on their specialisation they are expected to complete a different colloquium in year 3 and 4.

The Study Program in Business Organization and Management is aimed at individuals who wish to obtain a University degree that can help them deal with the organization and management of business activities and become entrepreneurs, consultants or high-ranking executives of companies and organizations. The qualification awarded is Bachelor's Degree.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).
- **Learning process:** Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).
- **Learning outcomes:** Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.

f. The number of admitted students

- The proposed number of admitted students over a five-year period should be specified.
- Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.

g. Postgraduate studies and research

- It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.
- In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.

Relevant documentation

- Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation
- Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)
- Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme
- Four-year business plan

Study Programme Compliance

The panel sees as “academic Unit” the undergraduate programme that was asked to assess. Over and above this particular academic unit, there is in this section some reference to the department and the University in its totality, since they both provide resources to the academic unit under investigation.

I. Findings

Information provided in the documents and the meetings addresses the issues related to this principle in the mapping grid. In particular:

- The Undergraduate Programme on Business and Management is offered from Department of Business and Management of the International Hellenic University the Department of Business Administration. It started its operation during the academic year 2018-2019 (Law 4521/2018 Establishment Gazette 38/02.03.2021, section A). The department is located in Serres and the programme is offered face to face there. In addition to this programme, that is the academic unit of analysis, the department also offers 3 Master programmes and has introduced recently a PhD programme.
- The current programme under evaluation is an evolution of a programme that started in 1979 providing college education (KATEE). The department evolved to a Technological Educational Institution (TEI) in 1983, and so did the programme offered. As a Technological Educational Institution (TEI), the department was first managed locally in Serres, while in 2013 it was incorporated in a larger institution of Central Macedonia. In 2019 the department became a part of the International Hellenic University. In all discussions a lot of emphasis on the history and the heritage of the programme was given.
- The scientific field of the undergraduate programme is based on UNESCO's international categorization of scientific fields in education (ISCED 2013), is structured as follows: Broad field: 04 Business, Administration and Law, Narrow field: 041 Business Administration, Detailed field: 0411 Accounting and Taxation, 0412 Finance, Banking and Insurance, 0413 Management and Administration, 0414 Marketing and Advertising.
- There is no clear budget allocated to the Undergraduate programme.
- The academic staff employed from the department has qualifications relevant to the areas they are teaching. A number of the academic staff employed has been working for the department for many years and it was noted that staff has a similar way of thinking in terms of academic matters.
- The number of students admitted to the programme is high, and many students admitted to the previous programme also need to be served from the same resources. The staff student ration is over and above what is expected, and in these calculations the engagement with the masters and the PhD provision are not taken into account. A clear presentation of the academic staff that is full time working EXCLUSIVELY for the undergraduate programme (full time equivalent) is not provided, making the already high numbers anticipated to be even higher.
- The documentation and the presentation provide information on the department. For example, there is information and a SWOT analysis at department – a report that even reports information on the provision on the Masters level.
- In all discussions the role of the department in the local community was highlighted. As examples, most companies invited were local, most students are coming from the area and there is extensive activity to attract students from the local area.
- The offered programme has many courses, and the students need to complete 50 courses to graduate. Many of these courses have either compulsory or the option of more than one assessment.
- Specific characteristics of the programme that make it different from other programmes in Greece and abroad were not offered. Its differentiation from other programmes offered from other departments even of the same University was not made clear. No competitive advantage or direction in line with programmes of a University level were provided, although asked multiple times. The answer to this question was focusing on the department and NOT the programme and was in the lines of: (a) provide practical knowledge (b) being

innovative and (c) developing personal relationships with the students who we listen to and respect.

- The content of the programme clearly focuses on 'how' (often referred as practical knowledge), rather than 'why' that is what is expected from University level education.
- There is established interaction with the local industry.
- There is very little consultation from the industry for the development of the programme. When this happens, it is ad-hoc.
- The department and therefore the undergraduate programme has very few established alliances with other academic units in Greece or in the EU. It is notable that some of these alliances are on a personal level (associated with a specific member of staff only).

II. Analysis

- The information above it becomes apparent that the detailed thinking needed for the transition of the undergraduate programme from the one offered in the Technological Educational Institution (TEI) and the one offered from the University (AEI) was not made clear.
- The Academic Unit of analysis (Undergraduate Programme in Business Administration) is very rarely presented as an independent entity. Information on the vision, mission and goals of the programme were not communicated. A clear strategy with well-defined objectives is missing. The existing proposed differentiation point at the departmental level [(a) provide practical knowledge (b) being innovative and (c) developing personal relationships with the students who we hear and respect], where (a) and (c) are more appropriate for lower-level education (technological institution/college level) while there was no real extensive evidence of really implement and capability to fully implement (b). As a result, the overall competitive advantage of the programme and its differentiation is yet to be defined and clarified, which is important to multiple stakeholders including faculty, students, market representatives.
- Prioritising exclusively the local approach in positioning the undergraduate programme raises questions regarding the role of the Department as a unique contributing unit that aims to develop high quality specialised skills at a University level attracting students across the country and beyond. Focusing almost exclusively in all discussions on the need to produce graduates capable of serving the everyday operations of local business further implies that the thinking is more of a technological institution/college, rather than University, level. Avoiding to develop a national or international positioning approach will delay the full transition from serving exclusively the requirements of a very small geographical area to developing significant competitive advantage.
- The number of courses is too high for the international academic standards and there is a lot of assessment.
- There are courses that are assessed in more than one way [with non-compulsory assignments that add to the overall mark]. This is not a practice acceptable in most European Universities and needs to be eliminated.
- Given the number of programmes offered from the department, and courses and students in the undergraduate programme under assessment, it is very unclear if there are resources to properly service the programme in terms of the number of academic and administrative staff.
- The existing academic staff has very limited real exposure to similar academic programmes offered internationally in terms of level and overall objectives of these programmes. When programmes are discussed as benchmarking, only courses are considered, without any appreciation to the overall programme strategic objectives. Given the background and

knowledge it is not very likely that they can successfully push the undergraduate programme to become comparable with programmes of international standards.

- The established interaction with the local industry does not seem sufficient and sufficient. There are visits and lectures, but no clear involvement in placement or colloquium development.

III. Conclusion

Given the findings and the above analysis the conclusions of the Committee are summarised in the following points:

- A revised strategy that will increase the academic visibility, provide a distinctive identity, and support decisions related to the curriculum and the research output of the faculty is needed.
- A revised curriculum that will reflect the strategic orientation of the Undergraduate Programme, offer future-proof skills to the graduates, and enhance their employability over and above the local level.

Without a clear competitive advantage and reasons to want to join this PARTICULAR programme, the level of the students who choose the programme will not improve. Candidates have to find reasons to want to study in this particular programme over and above the location it is offered.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The Committee has identified the following points, which need the attention of the decision-makers at all levels:

- The Undergraduate Programme aim in the development of a competitive advantage, that does not exist at this point in time. In particular, the programme needs an 'identity' and a clear academic character that is based on a gap in the market and relevant competencies of the staff, the department and the University. The academic staff and the management of the department and the programme should decide after consultation and deliver a set of clear objectives for the undergraduate programme. These objectives should guide (a) the development and use of available resources and (b) inform all research, education, didactic approach decisions and tactics for the programme's academics and courses.
- The strategic objectives for the undergraduate programme should be conferred and decided upon from the involved stakeholders (e.g., the faculty, the management of the university, the regional industry, the Ministry of Education). The shift of addressing the 'how' (in the past) to the 'why' (in the future), as a result of the evolution is a strenuous task and an arduous process that should be reflected in the new strategy and the revised undergraduate programme (courses).
- The new strategy should also identify the 'attributes' that make the programme unique vis-a-vis the offering of other academic units in Greece, as well as position the programme in a cluster of similar academic programmes in Europe, where synergies and cooperation will be sought. There must be a clear indication for candidates to choose this programme rather than other similar programmes in Greece. The positioning of the programme in a European context or cluster of similar offerings, will provide the necessary paradigm for benchmarking and practice, as well as for the development and evolution (such as research capacity and delivery).
- When the new strategy is decided, a substantial restructuring of the overall programme and the modules offered is necessity. The revision of the delivered modules (programme level) should be considered on two axes (a) the update of the content and its streamlining with the strategic objectives and competitive advantage/differentiation of the unit and (b) the enhancement of soft skills of the students and the examination of every module (verification of the educational procedure at module-level). The overall workload per semester should be considered to make sure that it is manageable. Clear documentation that incorporates these points need to be produced.
- Courses should have one and clearly explained way to be assessed.
- Better link with the environment and the industry requirements is needed with more sophisticated interaction with national, local and regional stakeholders. An institutionalised and regular exchange of views with the local industry and generally with industrial partners and the society is necessary. The current informal exchange does not suffice, and a structured communication of the development and progress of the Undergraduate Programme, as well as feedback, input, and support from the stakeholders is required in the next growth stage.
- The issue of practical experience - on the job training - should be addressed if it remains a part of the revised undergraduate programme.

Although the aim of the accreditation was to evaluate the undergraduate programme and not the postgraduate offering (Masters and PhD), it can be said that the undergraduate programme under evaluation can be used as a basis for a postgraduate programmes.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

I. Findings

- In the Business Administration and Organisation program (Τμήμα Οργάνωσης και Διοίκησης Επιχειρήσεων), the curriculum is structured into two years of shared core courses for all students, followed by two years of specialization. There are three different specializations available for students to choose from: Economic and Financial Administration (Οικονομική και Χρηματοοικονομική Διοίκηση); Management and Marketing (Διοίκηση και Μάρκετινγκ); Information Systems and Business Research (Πληροφοριακά Συστήματα και Επιχειρησιακή Έρευνα).
- During the first two years of the program, all students take core courses that provide a foundation in business administration and organization. After completing the core courses, students can choose one of the three specializations mentioned above to focus their studies on a specific area of interest.

- In the Business Administration and Organisation program, the permanent members of the academic staff, as well as the adjunct lecturers, hold PhD degrees. This ensures that the faculty members have advanced knowledge and expertise in their respective fields, contributing to the quality of education and research.

Regarding the syllabus (Perigrama spoudon), there are several areas that could be improved. It appears that there are some concerns regarding the evaluation and grading methods in the Business Administration and Organisation program. Based on the information provided, the following issues can be identified:

- **Overemphasis on exams:** It is mentioned that the majority of the course evaluation is based on exams, with weights ranging from 70% to 95%. This heavy reliance on exams may not be aligned with the European framework, which typically encourages a more diverse and comprehensive assessment approach. It is important to consider incorporating other assessment methods such as assignments, projects, presentations, or group work to provide a more holistic evaluation of students' knowledge and skills.
- **Discrepancy in grading distribution:** The mention of bonus assignments and elective-level grading suggests a potential disparity in grade distribution. Offering bonus exercises can create an uneven playing field, as some students may have additional opportunities to earn extra points or improve their grades. It is important to ensure fairness and consistency in grading across all students, avoiding any potential advantages or disadvantages.

In terms of other processes:

- There is no Documentation and formalization of deadline coordination.
- There is no evidence of conference organisation for externalization and internationalization.
- Dependency on PhD students for publications
- Collaboration with external stakeholders
- Restricted resources and support services
- Insufficient use of social media

II. Analysis

Regarding the syllabus the following is suggested:

- **Clear indication of course details:** The syllabus should clearly state the semester or term in which the course is taught, as well as the specific weeks during which certain topics are covered. This helps students in planning their schedules and staying organized throughout the academic term.
- **Course learning outcomes (CLOs) and program learning outcomes (PLOs):** While the syllabus mentions the course learning outcomes, it would be beneficial to also include the program learning outcomes. The program learning outcomes represent the broader skills and knowledge that students are expected to acquire upon completing the entire program. Aligning the course learning outcomes with the program learning outcomes helps ensure that the individual courses contribute to the overall goals of the program.
- **Alignment of content with CLOs and PLOs:** The syllabus should provide a clear explanation of how the content taught in the course aligns with both the course learning outcomes and the program learning outcomes. This helps students understand the relevance and significance of the topics covered and how they contribute to their overall learning and development.
- **Assessment alignment:** The assessment methods and criteria should be aligned with the course learning outcomes, ensuring that they effectively measure students' achievement of

the desired outcomes. Additionally, the assessment should also comply with the program learning outcomes, reflecting the broader skills and knowledge expected from program graduates. This alignment ensures that the assessments are meaningful and accurately evaluate students' progress and understanding.

- Extensive and updated bibliography: Providing an extensive and updated list of bibliography is crucial for students to further explore the topics covered in the course. The bibliography should include a diverse range of relevant books, scholarly articles, research papers, and other credible sources. Ensuring that the bibliography is up to date allows students to access the latest research and resources in the field.
- Improving these aspects of the syllabus can enhance the clarity, effectiveness, and alignment of the course content, learning outcomes, assessments, and recommended resources, ultimately contributing to a more comprehensive and impactful learning experience for the students.

Regarding grading the following is suggested:

- Diversify assessment methods: Introduce a variety of assessment methods beyond exams to evaluate students' understanding and application of course material. This can include assignments, case studies, presentations, group projects, or practical assessments. By incorporating multiple assessment methods, students can demonstrate their knowledge and skills in different ways, catering to diverse learning styles and providing a more comprehensive evaluation.
- Establish clear grading criteria: Develop transparent grading criteria that align with the course learning outcomes and program learning outcomes. Clearly communicate these criteria to students, ensuring they understand the expectations and standards for each assessment. This helps promote fairness and consistency in grading.
- Review bonus exercises: Evaluate the use of bonus exercises to determine their impact on grade distribution and potential unfairness. Consider alternative ways to encourage student engagement and reward effort without creating disparities in grading. This could include providing additional learning resources, offering optional enrichment activities, or incorporating participation and attendance as factors in the grading process.
- Regularly review and update evaluation methods: Continuously assess the effectiveness of the evaluation methods and make necessary adjustments based on student feedback and educational best practices. Regularly reviewing and updating the evaluation methods helps ensure that they align with the program's goals, promote fair assessment, and provide a comprehensive evaluation of students' performance.
- By addressing these concerns and implementing appropriate changes, the program can strive for a more balanced and equitable evaluation process, better aligning with European standards and promoting fairness among students.

Regarding documentation and formalization of deadline coordination:

- It is important to establish a formalized process for coordinating and documenting deadlines for submitted student work. This ensures consistency and helps students manage their workload effectively. By implementing clear guidelines and communication channels, students can have a better understanding of assignment due dates and avoid any confusion.

Regarding insufficient research output and awareness of international benchmarks is suggested:

- Encouraging and supporting research activities among staff members is crucial for the academic development of the department. The program should prioritize research and provide resources, training, and incentives to foster a research-oriented culture. It is essential for the staff to have awareness of international benchmarks, high-quality journals, and conferences to enhance their research productivity and scholarly contributions.

Regarding conference organisation for externalization and internationalization

- Organizing conferences and participating in external events can provide opportunities for knowledge sharing, networking, and international collaboration. These activities contribute to the visibility and reputation of the department and enhance its internationalization efforts. The program should actively support and facilitate such initiatives to promote academic exchange and engagement with the wider scholarly community.

Regarding partial dependency on PhD students for publications:

- While involving PhD students in research is a valuable aspect of their training, it is essential to ensure that instructors are actively engaged in their own research activities. Instructors should take the lead in their research projects and publications, with PhD students providing support and assistance. This helps maintain the expertise and credibility of the instructors while also fostering a collaborative research environment.

Regarding collaboration with external stakeholders

- Engaging with external stakeholders in the development of the undergraduate program is a positive step towards ensuring its relevance and alignment with industry needs. However, it is important to expand this collaboration and involve a diverse range of stakeholders to gather comprehensive feedback and perspectives.

Regarding restricted resources and support services

- The program should address the limitations and challenges related to resource allocation and support services. Advocating for increased resources, streamlining administrative processes, and ensuring sufficient support staff are crucial for providing a conducive learning and research environment for both students and faculty members.

Regarding the utilization of social media and website development

- Leveraging social media platforms can be an effective way to promote the program and engage with students and the wider community. Additionally, completing the development of a functional website is important for disseminating information, showcasing program offerings, and providing a centralized platform for communication and resources.
- To enhance the program's quality and address these areas of improvement, it is crucial to prioritize ongoing evaluation, active communication with stakeholders, and strategic planning to foster a supportive and thriving learning environment.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should give strong consideration to the conclusions and recommendations of the expert committee in order to continuously enhance the Undergraduate Study Program in the future and ensure its successful re-certification after four years.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- Senate decision for the establishment of the UGP
- Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.
- Labour market data regarding the employment of graduates, international experience in a related scientific field.
- Student Guide
- Course outlines
- Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)
- QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards

Study Programme Compliance

I. Findings

Based on the provided information and stakeholder input, the following observations can be made about the programme:

- **Course Coverage:** The programme covers a range of courses in the fields of Organisational and Business administration, indicating a diverse curriculum.
- **Enthusiastic Teaching:** The teaching is described as being delivered in a very enthusiastic manner, suggesting that the instructors are engaging and passionate about their subjects.

- Programme Structure: The study programme consists of core and elective courses. In the 3rd and 4th year, students can choose from three different specializations by taking specific core courses. Additionally, students have the option to complete an internship for practical experience or write a thesis to enhance their scientific thinking and qualifications.
- Credit Transfer System: There is a credit transfer system in place, both at the national level and through international programs like Erasmus. This allows students to transfer credits earned at other institutions.
- On-Campus Accommodation: The institution provides halls of residences for students, indicating that there is on-campus housing in not available. It was reported that there is a discussion on ways to provide accommodation.
- Final Year Project: The final year project is optional, suggesting that students have the choice to undertake it or pursue other academic activities.
- Link between Teaching and Research: While academics mention a link between teaching and research, there is no clear evidence provided to support this claim.
- Introduction of Digital Skills Courses: Academics state that courses for digital skills have been introduced, and computer labs have been shown as evidence of this effort to enhance students' digital literacy.
- Communication of Programme Structure: The structure of the study programme is effectively communicated to students when they arrive in their first year, ensuring clarity about the courses and requirements.
- Course Outlines: The course outlines are reported to be below the required standards and need improvement. This indicates that there may be issues with the clarity and comprehensiveness of course descriptions.
- Specialized Teaching Staff: Teaching staff offer courses in their areas of specialization, suggesting that students benefit from the expertise of instructors in specific fields.
- Teaching Methods: The adopted teaching methods include lectures, assignments, projects, traditional lectures, and partial visiting/invited lectures. This variety of methods indicates a diversified approach to instruction.
- Student Evaluations: Only 25% of students respond to student evaluations, which raises questions about the effectiveness of internal evaluation processes. However, feedback from students suggests that some lecturers become more flexible after receiving comments, indicating that student feedback is considered.
- Industry Input: The programme is not designed with clear and formalised input from the industry, which is obtained through formal discussions and on the programme in general and specific records associated with student placements.
- Employability Data: Data on student employability is captured from the University, and there are plans to develop processes for more detailed capture at the department level. This indicates a focus on tracking and improving students' career prospects.

II. Analysis

Curriculum

- Best Practices: It is suggested that the curriculum should be renewed and updated based on best practices from top European universities, particularly those ranked among the top 50 by Association to Advance Collegiate Schools of Business (AACSB). This will ensure that the curriculum remains contemporary and competitive, considering the current trends and advancements in the field, such as AI.

Teaching

- **Visiting Professors:** It is recommended to introduce a visiting professors' scheme, where academics can visit and provide teaching, research, or leadership expertise. This will enrich the teaching experience for students and provide an opportunity for knowledge exchange.
- **Student-Centric Approach:** Even though there is an array of teaching methods, it is thought that methods of teaching and content delivery should be improved to enhance the student-centric approach. Currently, only 25% of students attend regularly, so efforts should be made to increase engagement and attendance.

Study Programme

- **Lengthier Courses:** The number of courses offered in the programme is too high, and it is recommended to replace them with lengthier courses. This will give students more time to focus on studying and allow academics to engage in other areas, such as research, leadership and service which is very much needed.
- **Business-Related Project:** It is suggested that a compulsory project related to businesses be included in the programme to further enhance students' knowledge and their network within the local community.
- **Plagiarism Process:** A formal and documented process for handling plagiarism should be established. Students should be reminded about plagiarism policies at the beginning of each semester and informed via email before exams.

Administration and Internationalization

- **Auditoriums and Conference Room:** The programme is fully administered and has two auditoriums and a conference room. It is recommended to organize external and internal conferences at both national and international levels to enhance the programme's visibility and establish itself on the educational and academic map.
- **Internationalization:** Internationalization efforts, such as attracting more Erasmus students, should be increased. This can be achieved by signing MOUs targeting exceptional universities abroad and according to the AACSB list, in order to benefit from their wealth of experience, in terms of best practice (Visiting professorships should be offered in these institutions as well); and by participating in international conferences and promoting the programme as an attractive option for student exchanges.

Structure of the Programme

- **Online Availability:** The programme's structure should be made available online. Despite previous mentions that it would be functional by 2022, it appears that it is not currently accessible online.

Internal Evaluation

- **Peer Assessment:** An internal evaluation system should be implemented, where lecturers are peer-assessed. Highly rated lecturers by students can act as mentors for others, especially junior staff members, and organized seminars can be conducted to improve teaching skills (this does not require funding).

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should give strong consideration to the conclusions and recommendations of the expert committee in order to continuously enhance the Undergraduate Study Program in the future and ensure its successful re-certification after four years.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling 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 application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces 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 students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

- The Department reports efforts to promote student-centred learning and describe the following components as contributing factors: teacher-student interaction in the classroom during lectures, seminars, discussions during office hours, online provision of course material, student evaluations at module and programme levels (the latter evaluation is designed by MODIP), interaction during the supervision of the optional final year dissertation and the internship, delivery of guest lectures. The above constitute conventional methods for the delivery of higher education learning and teaching. The discussions with members of staff and students contributed evidence of the active engagement of staff in providing guidance and student support and similarly of student opportunities to contribute their views. Evidence was not available on how the student views informed learning and teaching, the content of the programme of study, the modes of delivery and overall direction and general provisions in place. The department promotes mutual respect in the student-teacher relationship and provided evidence on how it applies appropriate procedures for dealing with students' complaints.
- Student diversity is respected and attended by enabling flexible learning paths in cases of disability such as dyslexia where provisions (appropriate hardware and software is available) are in place, including modes of assessment to cater for the condition. Other forms of flexible learning paths are related to the curriculum allowing for the selection of primary and secondary programme of study (three pathways are currently available) with a total of 39 elective modules offered to students enabling the students' sense of

autonomy. In addition, the Department offers modules in English for the ERASMUS students, also available to all the student population. There was no evidence for the need of any additional flexible learning paths catering, for example, for part-time or online learning modes which might address the needs of the mature student population. Furthermore, the department made the programmatic decision to exclude Friday from teaching allocations, as mentioned by students which appreciated this decision. Hence, evidence was available for the uses of different modes of delivery in case of identified needs.

- The Department flexibly uses a variety of pedagogical methods, regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement and regularly evaluates the quality and effectiveness of teaching, as documented through student surveys. However, the above do not seem to be associated with clear criteria and internal moderation processes to allow for consistency across the programmes of study and course delivery to ensure systematically high-quality experience for all students. In addition, it is not clear how the student 'voice' informs such decisions, hence demonstrating to students how the student-centred approach is practiced.

II. Analysis

- The Department's understanding of student-centred learning aligns with the high-quality delivery of higher education conventional provisions, which, as evidenced by the students' evaluations, are met at a high level. In addition, the Department's student-centred learning approach allows for flexibility in *what* the student's wish to focus on their studies (three pathways and 39 elective modules), to a certain extent *how* (optional attendance of lectures and other opportunities such as dissertations and internships, in Greek or English for certain modules) given the online provisions in place but not necessarily *why* the specific pathways are available. More specifically, a clear rationale of the pathways is not available to safeguard competitiveness, strategic direction, student understanding and preparedness offering a justification of the available pathways and additional specialisations through the elective modules. Furthermore, although student-centred learning is a priority it is not necessarily used as the organising principle for teaching and assessment practices and for re-evaluating the direction of the programmes of study. Such an enhanced approach to student-centred learning could contribute to student active engagement, increased responsibility and accountability on students' involvement, increased sense of autonomy in the learner, interdependence between teacher and learner and demonstrate a reflexive approach to the teaching and learning process on the part of both teacher and learner.
- The urgent need to develop flexible learning pathways (FLPs) for all students in higher education systems is emphasized in the 2030 Education Agenda and the United Nations' Sustainable Development Goal (SDG#4). For example, providing multiple entry points to and progression routes between institutions, courses, or educational levels could bring benefits for students and society, particularly in terms of equity, employability and efficiency in the management of resources. The Department adequately caters for identified needs; however, it could pursue additional identification of needs informed by students and their challenges, the competitive environment, the market and future research advancements in the broad field of business and management and use such analysis to inform its programmes and initiatives. The current staff/student ratio (SSR) (total undergraduate student number 1074; total in post and associate staff 37 (16 in post, 18 external and 3 specialisation-related) is 29 and 67 when considering only the permanent members of staff. The SSR increases further when considering the in post staff responsibilities to the postgraduate students. Reducing the ratio through the provision of

additional staff would facilitate further improvements associated with teaching, learning and research.

- The Department undertakes appropriate actions to flexibly uses a variety of pedagogical methods, evaluates and adjusts the modes of delivery however the criteria and justification of such actions are not clear and consistent. Hence, developing clear and consistent criteria for pedagogical methods and assessments informed by student voice could enhance the transparency, accountability and fairness across all the provisions and further improve student engagement. Referring, for example, to the trigger point for corrective actions if a course repeatedly receives less than 25% of the score would provide clarity as to the mechanisms the Department employs to take appropriate action.

III. Conclusions

In the three years since its establishment as a Higher Education Provider (previously TEI) the Department is making good progress in meeting the criteria associated with student-centered learning and address the needs of the students and market. There is scope for further improvements in establishing strategic direction and appropriate justification regarding the programmes of study, mapping additional needs and developing adequate provisions informed by the student-centered teaching and learning enhanced approach and improving the clarity and consistency of the criteria employed for pedagogical methods and assessments.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Maintain the high-quality engagement already in place with the students, who are highly appreciative of the Departments' efforts.
- Given the high numbers of SSR and if resources are made available aim to recruit additional academics to decrease the current workload per staff member.
- Link student feedback (per module and across programmes of study) with Departmental actions to develop evidence of student-informed actions (include qualitative and quantitative student feedback).
- Develop additional opportunities for student voice by inviting student representatives to attend Board of study meetings and develop a Staff-Student Committee per programme of study and year to discuss issues of concern and good practice, encourage peer to peer interaction among students to bring issues to the relevant committees.
- Develop a mapping exercise to identify needs for additional flexible learning paths and develop accordingly strategic actions (e.g., mature students, international students, long-distance study, considering multiple challenges).
- Ensure consistency of delivery and assessment across all modules and programmes of study by developing clear criteria for the programme development, module provisions, assessments and all pedagogical decisions taking under consideration also the views of the students and reporting back how you have included their views.
- Develop an up-to-date and maintain regularly a database of all available support services to students provided by the Department, University and local authorities addressing issues of learning support, welfare and wellbeing provision and other relevant services to the student experience.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

It needs to be noted that the undergraduate programme is running for 3 years, and it is a 4-year programme. Therefore, there are no graduates and some of the qualification aspects have not been applied yet.

The admissions are related to the central system of University departments' selection that is common for the country as a whole.

There is evidence of the competence of the students' admission, progression, recognition of academic qualifications and award of degrees and certificates. Specifically:

- Clear academic and administrative induction is offered to newly admitted students, further supported by the academic advisors.
- The students' rights and obligations are clearly stated during the induction, but also in documentation (see document B20).
- The students' progression is recorded using the University wide processes.
- There is no real evidence of extensive internships in terms of the students participating in this. When the employers and social partners were asked about this aspect, they hardly could provide evidence of internships from this particular programme – and those who did were from the chamber of commerce.
- There is limited evidence of student mobility via ERASMUS. Very few partner institutions and very few students both going out and coming in.
- There is evidence of the option to write a thesis. Procedures are set but there are no students at this level in the undergraduate programme yet.
- There is little evidence of scholarships, primarily through the nationally offered scholarships of the State Scholarships Foundation (IKY).
- This is a 4-year programme of studies that is still evolving. The department does not have any graduates, so it is difficult to discuss the awards.
- The website of the programme has been redesigned and will be updated for the new academic year.

II. Analysis

The long experience of the Unit provides a good framework of procedures.

Some areas that the External Evaluation & Accreditation Panel felt that need attention are the following:

- There is very little thinking on improving administrative procedures over and above the norm suggested and used by other University departments.
- At present student mobility seems to have received very limited attention. The student mobility numbers via ERASMUS and ERASMUS + from the programme to other programmes is extremely small for both students going abroad and students visiting given the size of the programme (less than 5 and about 10 a year respectively). It is also interesting to see that, considering the size of the visiting students, many resources are needed (number of courses).
- The student numbers involved in internships were not communicated and seem very low. More effort is needed on this front.
- There is the option of a thesis/dissertation, but, given the number of students and the staff/student ration, it is totally unclear if there are resources to support it.
- The department/university should try to secure scholarships.
- The existing website needs improvement, and a new version it is due to become live this summer.

III. Conclusions

The panel feels that there are issues that the department needs to reflect on in relation to the student admission and progression.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Given the above, we could offer the following suggestions:

- The department needs to revisit internships that are offered in the programme.
- There is a clear need to look for more scholarships that could be channelled to support internships or other activities.
- The feasibility of the dissertation needs to be considered.
- The student mobility needs to be enhanced and better organised.
- Focus first on aspects related to the identity of the department and its strategic goals, rather than secondary and peripheral issues [i.e., accounting certification].

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

- The Department's faculty consists of a total of 37 teaching staff, 16 permanent members, 18 associate members (hourly paid) and 3 specialisation-related staff. The department is supported by 2.5 professional service staff. The eligibility and qualification criteria for teaching staff is established by law for all higher education institutions and applied diligently by the University and Department during the recruitment process ensuring the adequacy of qualified staff. All members of the teaching staff are trained at Doctoral level or are currently pursuing Doctoral study. The average weekly teaching allocation across all the categories of teaching staff is 7.4 i.e., 1.4 hours more than the minimum required standard. However, this number does not reflect the total number of hours that Departmental staff are required to work to support all teaching, administration and research-related activities. Some staff appear to work excessive hours which is a concern achieving a work-life balance while employed by the Department. The faculty members are well-qualified to teach the assigned courses and bring diverse experiences to the classroom. However, according to the student surveys there is no evidence of cross-module thinking and there is absence of relevant references to highlight interfaces across the curriculum. Overall, students appreciate the quality of instruction, adequate preparation and clear delivery of module and lab content by Department faculty, as evidenced in the student survey. Similarly, the

market stakeholders applauded the students' performance as experience in recruiting either interns or graduates. As per the section H, p. 32 under the subsection on 'Research Strategy', the Department is yet to develop a clear strategic research direction. Currently there are three research groups, two of which are relevant to information technology, a shared field of interest across many faculty members. Upon the development of the forthcoming research strategy clarifying the strategic direction specialisation gaps might need to be addressed. There is unequal emphasis on qualitative and quantitative research and no faculty member seems to have qualitative research as part of their expertise. Despite the information provided during the discussion that qualitative methodology is taught as part of a research methods module, the programme does not seem to provide equal provision for qualitative research which limits the students' exposure to a large sets of associated methods, research strategies (e.g., focus groups, ethnography, interviews) and relevant software (e.g., NVivo).

- The Department encourages faculty members to pursue professional development opportunities, including participation in academic and industry conferences, events, and participate in other mobility opportunities (e.g., through ERASMUS+). The available documents make reference to the lack of resources for staff professional development. Yet, in the discussion with staff members this concern was not equally emphasised, offering a contradicting view. Developmental opportunities are available, but it is not clear if established policies are in place. For example, there seems to be no teaching qualification available to staff, including PhD students, for developmental purposes or a teaching annual event for the exchange of good teaching practice. Although the intention to establish teaching awards is noted, it is not clear how currently teaching innovation is practised in the department and how excellence in teaching is rewarded. Staff recruitment, retention and promotion seems to be associated with national level legislation and the central government making somewhat redundant student and staff evaluations as it is not possible to reward excellence and call for corrective measures in cases of problematic performance. Overall, it is not clear whether the Department has or is appropriate to establish Departmental policies or if these are available by the University and whether they have been made available to the faculty. For example, research policies, research assessment, research seminars, doctoral supervision guidance, annual PhD internal conference, opportunities for PhD students to participate in international conferences, early career researcher policies, internal self-assessment systems for faculty, faculty mentoring among others.
- Detailed research outputs were made available upon the panel's request demonstrating the efforts of the faculty to publish in international journals. Given the combined teaching and administration workload and the only recent new status of the institution as a University research efforts are to be commended. However, research needs to be elevated urgently as a critical priority if students are to be exposed to research-led teaching. It is expected that once the research strategy is in place emphasis should be made in explicitly prioritising research and targeting high quality outlets, engaging in research funding and developing a research culture within the department which will benefit all students.

II. Analysis

- Given the high SSR (29 and 67, see section on Principle #4) for a research-led higher education institution indicating that the department might be understaffed and the recent change in status the Department is making significant efforts to align with the new expectations. Staff members have a solid background with sufficient experience and the students' regular assessments demonstrate high satisfaction.

- Central government and University policies are in place to support faculty in delivering high quality teaching and research. However, a clearer delineation of responsibilities would be beneficial in addition to establishing local policies supported by raising funding to support relevant initiatives.
- A clear research strategy needs to be developed providing clear strategic direction and implementation guidance.

III. Conclusions

- The teaching staff is well-qualified and trained. The recruitment procedures for teaching staff are transparent and fully aligned with the Greek legislation.
- There is a need to support teaching and research excellence in publications, participation in international conferences, and attracting research funding. Actions should be taken to cultivate a research culture with seminars, training sessions, and similar initiatives.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- In line with the research strategic direction pursue additional recruitment of staff to reduce the SSR
- Encourage cross-disciplinary understanding by identifying interfaces across modules by referring to the content of other modules to help students understand the relevance across the curriculum and to real life.
- Develop urgently a research strategy clarifying the strategic research priorities and aligning the content of the programme accordingly (core and elective modules), the research groups, recruitment of staff and all other relevant initiatives.
- Develop a module on qualitative methodology to expose students to all types of qualitative methods; add NVivo or a similar software programme for qualitative analysis to the provisions.
- Make available to all staff the University policies and establish explicit detailed local policies, procedures and incentives that encourage excellence in teaching and research.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

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

Study Programme Compliance

I. Findings

- The Department has sufficient resources to achieve its purpose and ensure the delivery of satisfactory quality of teaching and learning regarding its human resources (teaching and professional service staff), infrastructure for all students, including those with disabilities (modern and well maintained spaces, adequately equipped classrooms, labs, library with access to physical and electronic sources, reading space, fully equipped gym, restaurant, dormitories with small capacity available only to Erasmus students), services (local provisions including dedicated offices such International Relations, Technical support, online services, Career Advisory Service, Placements Office, administrative support among others). There was no mention of a medical unit for the provision of basic services in addition to first aid. Discussions with the faculty and students highlighted the need for increasing the members of the faculty (with reference to the optimal number 25 faculty members), increasing the number and availability of professional service staff (currently 2.5 people), the need for upgrading IT systems for the faculty members, building a high-capacity lecture theatre (capacity 120 students minimum) and a lab (capacity 60 students).

- Unlike other higher education institutions that customary provide dormitories for all their student population this is not the case with the Department and no such plans are in place. The above will allow the Department to optimise its delivery and improve the student experience.

II. Analysis

- Identified requirements are pertinent to meet the Department's teaching, facilities and service provisions. Increasing administrative support was highlighted by the students as an important improvement.
- Students are informed of all the provisions in place at the start of the academic year.

III. Conclusions

Securing additional resources is a priority in order to meet at a higher level the teaching and research requirements.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Implementation of maintenance and upgrading infrastructure and services through EU and Government aid programmes every two years.
- Reviewing human resources according to strategic direction and applying for additional funding.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

Findings/Analysis

- The Department processes data of interest gathered on an on-going basis to serve its operational needs through the university's information system. Large sets of data, such as student questionnaires, student completion of studies, student employability and student progress monitoring.
- Student evaluations of individual courses are conducted at the end of every semester. The evaluation includes information related to the Programme of Studies, learning outcomes, workload and Faculty member performance, teaching material and resources, and other information related to the Undergraduate Program goals. The evaluation results and student remarks are examined by the OMEA and MODIP, summarized well and submitted to the Department chair who examines the results and, if needed, may raise individual issues with the teaching staff and take corrective action.
- In general, data collection, processing, analysis, and interpretation of information is established and functioning. Associated KPI's are not updated at this time, and it is very evident how the QA improvement cycle and the follow up implementation of results and feedback are completed. This is perhaps due to the early stages in the operation of the newly formed Department, and the internal review process has been applied only once so far.

Conclusion

The EAAP observed that the Department has in place an adequate data collection mechanism and suitable information processing capability to generate a variety of reports to statistically analyse, assess, interpret and monitor the results as needed to implement its

functions and policies in accordance with the requirements of the Quality Assurance framework.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Initiate a data collection process for tracking the careers of alumni. Establish an alumni information database of graduates. Seek and use alumni feedback to modify and enhance the Undergraduate Program of studies as it may seem appropriate.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- Dedicated segment on the website of the department for the promotion of the new study programme
- Bilingual version of the website of the academic unit with complete, clear and objective information
- Provision for website maintenance and updating

Study Programme Compliance

Findings/Analysis

It appears that the Department has expended considerable effort in designing its website and incorporating extensive, useful information including its mission, comprehensive Undergraduate Program detail, academic personnel profiles and functions, and also student services.

- The website is also available in English in some sub links.
- The OMEA and the Secretariat of the Department are tasked with controlling the content of the website three times a year, ahead of each semester and the examination periods. However, it was clear that the online website was not updated and a lot of the information in it was dated. Having said that, an almost totally ready to be released new version of the website was demonstrated to the panel.
- The Department's website could serve a dual role as an information tool, available to students, and as an access portal to applications such as e-Secretariat and e-Class.
- The web application of the electronic secretariat allows students to search for information about courses which are offered in the curriculum, instructor assignment to classes, a variety of course related issues, access grades for courses in which they have been enrolled, receive a confirmation of studies instantly in electronic format, and obtain a variety of other documents related to their academic endeavours. It also serves as a tool for electronic registration for courses each semester. The access to this application is simple, by using the student username and password, ensuring its confidentiality.

Conclusion

The EEAP thinks that the website is user-friendly, well-maintained and informative.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The department has to strength more its website, especially in English, following its external valuation and accessibility to international markets, so far to attract the interest of foreign students and academics (both for research and teaching collaborations).

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. 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.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

I. Findings

- The Undergraduate programme under review has a duration of 4 years. It was introduced as a new programme (previous TEI) in 2019. The Department has an obligation to the Annual Internal Report, which is drafted following the legal requirements, as well as the guidelines of the Hellenic Authority for Higher Education (HAHE). As this is a new programme only one Internal Evaluation Report has been prepared in anticipation of the present accreditation procedure. This report was shared with the Panel and is expected to be made publicly available online.
- It is positive noted to hear that the International Hellenic University is committed to build a culture of academic excellence through ongoing assessment efforts. The fact that the Department has produced a recent Quality Assurance report and a well-defined internal review process is in place, is a positive sign that they are taking this commitment seriously. It is encouraging that the Department is utilizing student feedback and providing procedures for students to file grievances. These measures demonstrate a commitment to hearing and addressing student feedback, essential for improving the overall quality of education.
- The involvement of external partners, such as the establishment of an Advisory Industry Board is not yet in place, something that the EEAP considers needs to be introduced as soon as possible. The establishment of an Advisory Board will enhance the quality assurance

procedures and bring into the programme first hand experiences from industry professionals.

- The stakeholders that the EEAP met were keen to be part of such Board and the Panel's discussion showed that their input could offer substantial benefits. By engaging with external stakeholders and local chambers, the Department can ensure that its educational programmes meet industry standards and provide students with the skills and knowledge necessary for success in their chosen fields.
- Overall, the Panel applauds the Department's efforts and hopes the International Hellenic University will continue prioritizing ongoing assessment and improvement in its educational programmes.

II. Analysis

It is understandable that since this is the first accreditation of the UGP, there is no history of such an internal reviewing process or its results. However, it's important to note that having a well-defined and well-described process is a good starting point for ensuring the success of the accreditation process.

III. Conclusions

- Overall, the Panel applauds the Department's efforts and hopes the International Hellenic University will continue prioritizing ongoing assessment and improvement in its educational programmes.
- The internal review process has been set up according to international standards but should be repeated more often.
- It was clear to the Panel that the extend the internal review was discussed and communicated with the faculty and/or students was satisfactory. Efforts should be made to enhance the necessary involvement of external partners (e.g., Advisory Board, MOUs).

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Strategic actions to engage industry stakeholders should be promoted.
- More frequent internal review evaluation of the Undergraduate Programme from MODIP needs to be conducted.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with 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.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

- The Hellenic Authority for Higher Education is mentioned as the governing body responsible for overseeing the external evaluation process of higher education programs in Greece.
- The Undergraduate Study Program of the Department of Organization Management, Marketing and Tourism is described as new (2019), indicating that it is relatively recent and has not yet undergone periodic external evaluation.
- Since the Undergraduate Study Program is new, this external evaluation being conducted is the first of its kind for the program. This suggests that the program is undergoing an evaluation to assess its compliance with the established standards and recommendations.
- The compliance with Evaluation Result is according to Axis 11 which refers to the compliance of the Undergraduate Study Program and the Department with the results and recommendations of the external evaluation. This indicates that the program is expected to align with the evaluation findings and implement the necessary improvements or adjustments based on the recommendations provided.
- The certification report from the Internal Quality Assurance Unit (IQAU) of IHU took place in 2022. This report provides an assessment of the program's internal quality assurance processes and its compliance with relevant standards and guidelines.

Evaluation based on the above indicated the following:

- Lack of academic participation in the ERASMUS+ programme
- Insufficient incoming and outgoing number of students on the ERASMUS programme
- Insufficient partnerships with top universities at an international level
- Incomplete webpage

- Overall, the information provided highlights the ongoing process of external evaluation and certification of the new Undergraduate Study Program. It underscores the importance of aligning the program with evaluation results and implementing any necessary improvements to ensure compliance with established standards.

II. Analysis

- Lack of ERASMUS Academics:** If there are no visiting ERASMUS academics either coming to your institution or leaving from it, it may be beneficial to explore opportunities to attract and facilitate such exchanges. You could reach out to partner institutions participating in the ERASMUS program to establish academic exchanges and encourage faculty mobility.
- Insufficient Number of Visiting Students:** While there are students present, if the number is not sufficient, it could be worth considering strategies to increase student participation in ERASMUS. This could involve promoting the benefits of studying abroad, providing more information about available opportunities, and actively encouraging students to participate in exchange programs.
- Seeking Partnerships with International Institutions:** Enhancing internationalization through partnerships with international institutions is indeed a beneficial approach. Collaborating with foreign universities or organizations can provide opportunities for faculty and student exchanges, joint research projects, and cultural exchanges. Seek partnerships that align with your institution's goals and areas of interest and establish formal agreements or memoranda of understanding to facilitate collaboration.
- Incomplete Webpage:** If your institution's webpage is still not fully functional, it's essential to address this issue promptly. A functional and up-to-date website is crucial for providing information to students, faculty, and potential partners. Ensure that the webpage includes comprehensive details about the institution, its programs, exchange opportunities, contact information, and any other relevant information. Consider engaging a web development team to address any technical issues or redesign needs.
- Overall, by prioritizing faculty and student mobility, seeking partnerships with international institutions, and improving your institution's webpage, you can enhance internationalization efforts and provide valuable opportunities for staff and students.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should give strong consideration to the conclusions and recommendations of the expert committee in order to continuously enhance the Undergraduate Study Program in the future and ensure its successful re-certification after four years.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I. Findings

Based on the documentation (document B1) and the conferring with the students and faculty, the following findings summarize the input taken by the Committee:

- There are all necessary procedures in place to accommodate the needs of former Technological Educational Institution (TEI) students in the new University (AEI) curriculum. The transitional procedures and the additional associated workload if they would like to get a University degree, seem sufficiently communicated with the students enrolled in the TEI programme from both the secretariat and the faculty.
- Transitional issues related to modules and the mandatory practice seem to be fully addressed.
- Former TEI students seem effectively and smoothly enrolled in the current transitional curriculum that leads to the AEI title, with some of them have already graduated (although the new programme does not have graduates who entered in it and fully followed it as yet).

II. Analysis

There are all necessary procedures in place to accommodate the needs of former graduates of TEI as students in the new AEI curriculum. The transitional procedures seem sufficiently communicated with the students enrolled in the TEI programme, and the secretariat along with the faculty have actively created awareness or informed the students.

III. Conclusion

What is offered here is in line with the thinking and direction of the department.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The issues associated with the transition are in line with the abilities and current direction of the department, and given that the transition has taken place, the committee has no credible suggestion to add.

PART C: CONCLUSIONS

I. Features of Good Practice

- The transition from the TEI to AEI framework is completed as planned.
- There is a quality culture in place for many aspects, since the Department consists of a group of enthusiastic and highly motivated academics who support the programme and there is evidence of a culture of collegiality with a focus on student satisfaction.
- The pastoral services to the students as well as the organization of events that increase the visibility of the department at a primarily local and secondary international level support further the positive perception of the Committee.
- The available infrastructure (physical and virtual) is adequate and serves the current needs of the programme.
- The presented documentation and procedures are in parity with expectations for similar institutions and programmes.

II. Areas of Weakness

The Committee considers two main weakness in terms of the undergraduate programme:

- The lack of a clear strategic orientation at the programme-level.
- The exclusively local focus on thinking in all levels.

Other weaknesses are:

- There are too many modules both in terms of what is needed for graduation for kai local programme (50 – with many more on offer) and offered to visiting students (15 exclusively offered to the less than 10 visiting ERASMUS and ERASMUS ++ students).
- Limited staff resources, both for academic and administrative level.
- The presented structure of modules as well as their content has issues. The presented Programme reflects experiences and good practices of the past (TEI Status) and how things operate rather than the future needs of the industry and of the graduates (as professionals) in the University level. It is necessary to shift the educational and didactic approach from the ‘how’ (TEI-focus) to the ‘why’ (AEI-objective).
- There is unclear assessment, with students finishing the same unit assessed in various ways.
- The lack of evidence of systematic integration of external stakeholder views on programme review processes both in the local level and wider. Although external stakeholders have been consulted at various stages, this consultation is ad hoc and outside any formal process.
- There is very low participation in Erasmus and Erasmus+ programme and other mobility opportunities – that also requires a high investment in resources to run as it is.
- The expectations of staff research engagement and output is low compared to what one typically encounters in the University level, with an interesting expressed reliance on the research contribution/output of potential contribution of the researchers participating in the PhD programme.
- A web site that does not provide up to date information.

III. Recommendations for Follow-up Actions

The Committee recommends immediate actions for the definition of a new strategy that addresses all issues analysed before and serves the needs of further growth and development.

- Develop procedures for determining the budget and the allocation of resources for the programme, as budgetary constraints and decisions determine the resources available to the faculty members.
- The Undergraduate programme urgently needs to develop a strategy with a specific focus in terms of topic or methods that can help it develop a competitive advantage. This should be linked with the Department's priorities – that also seem missing in terms of specialisations and competitive advantage declaration.
- Interact and work with other departments of the University to share experience and co-ordinate decisions to make sure that each programme offered in the University has unique features and differentiation.
- Appoint (formally or informally) an undergraduate programme director/coordinator, a *primus inter pares*, to coordinate the effort of developing a strategic plan and of revising the curriculum (it could also be the chairperson of the department); in this regard, the role of the undergraduate programme director/coordinator in consultation with the resident faculty, is no other but to coordinate the project of developing a strategy as well as to suggest changes and amend either the content or even the structure of modules in consultation with the faculty, in order to achieve the overall goals of the programme.
- Appoint academics with work experience in the higher education (preferably international) in high levels. If this is not possible, then consider appointing a committee of academics with such an expertise that should help in the development and the implementation of the strategic orientation of the programme.
- Put into operation a formalized "ADVISORY BOARD" involving Faculty, External Stakeholders, local and national chambers (such as the Economic Chamber of Greece) and Alumni to improve interaction and communications to explore common interests and mutual benefits.
- The committee strongly suggests to the faculty to redesign and restructure the curriculum consistent with the new strategic orientation and objectives.
- Taking into consideration the need of equipping the graduates with sufficient soft skills as part of the requirements of the modern industry and society, it is also suggested to include a compulsory module (with or without grading), improving the skills and competences of the students in 'presenting', 'debating', 'intercultural teamwork', etc. Successful completion of this module will strengthen the confidence of students when presenting their views and cases. Should this 'vertical' approach be not streamlined with the pedagogic approach and practice of the faculty and the department, then it is strongly recommended to address this issue 'horizontally', i.e., by considering alternative examination methods, such as group assignments, presentations, and debates in other modules, to enhance the soft skills of the students (examinees).
- The procedure of assigning a SPECIFIC examination method per module - any decision should serve didactic objectives, learning goals, and ensure a levelled playfield for all intakes and cohorts of the programme.
- Setting higher and more specific targets for staff research output will secure that academics serving the programme have an up-to-date engagement with their academic discipline appropriate for contributing to University level teaching.
- Make sure that changes happen in a timely way and there is periodic updating – see as an example the delays in relation to the redesign of the web site.

Taking into account the above, the Committee strongly advises for the redesign and update of the curriculum as well as the clarification or improvement in the relevant flows and procedures before the enrolment of students in 2025 if possible.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **7, 9, 10, and 12.**

The Principles where substantial compliance has been achieved are: **1, 2, 3, 4, 5, 6, 8 and 11.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Prof. Cleopatra Veloutsou (Chair)**
University of Glasgow, Glasgow, United Kingdom
- 2. Assoc. Prof. Christina Koutra**
Abu Dhabi University, Abu Dhabi, United Arab Emirates
- 3. Reader Maria May Seitanidi**
University of Kent, Canterbury, United Kingdom
- 4. Mr Ioannis Michiotis**
Economic Chamber of Greece, Athens, Greece
- 5. Ms Eleftheria Madika**
Student of Business Administration, University of Western Macedonia, Kozani, Greece