



**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](http://www.ethaae.gr)

# **Accreditation Report** **for the Postgraduate Study Programme of:**

**MSc in Management**

**Department: Humanities, Social Sciences and Economics**

**Institution: International Hellenic University**

**Date: 11 November 2023**

Report of the Panel appointed by the HAHE to undertake the review of  
the Postgraduate Study Programme of **MSc in Management** of the  
**International Hellenic University** for the purposes of granting  
Accreditation.

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b> .....	<b>4</b>
I. The External Evaluation & Accreditation Panel .....	4
II. Review Procedure and Documentation .....	5
III. Postgraduate Study Programme Profile .....	6
<b>Part B: Compliance with the Principles</b> .....	<b>7</b>
<b>PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT</b> .....	<b>7</b>
<b>PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>10</b>
<b>PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT</b> .....	<b>12</b>
<b>PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION</b> .....	<b>15</b>
<b>PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>15</b>
<b>PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT</b> .....	<b>19</b>
<b>PRINCIPLE 7: INFORMATION MANAGEMENT</b> .....	<b>20</b>
<b>PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>22</b>
<b>PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>25</b>
<b>PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>27</b>
<b>Part C: Conclusions</b> .....	<b>28</b>
I. Features of Good Practice.....	28
II. Areas of Weakness.....	28
III. Recommendations for Follow-up Actions .....	28
IV. Summary & Overall Assessment.....	29

## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

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

**1. Prof. Michel Dimou (Chair)**

University of Toulon

**2. Prof. Kostantinos Serfes**

Drexel University

**3. Prof. Ioannis Violaris**

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

**4. Ms. Erasmia Angelaki**

Postgraduate Student, Hellenic Mediterranean University

## **II. Review Procedure and Documentation**

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

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

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

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

### **III. Postgraduate Study Programme Profile**

The Hellenic International University is the first and only Greek public University where all postgraduate programs were taught exclusively in English. The University is based in Thessaloniki. After merging, with three former TEI, the IHU is now located in several campuses In Northern Greece. The HIU doesn't offer an undergraduate program.

The MSc Management program offers a multicultural environment, where teaching involves practical exercises, software, business simulation games, etc. The program organizes events, seminars by Careers Office, a Career Fair for students. There are strong links with the industry and society (such as consulting projects and management seminar series).

The program under review started being offered in 2008. Its duration is of 14 months (full-time) or 2 years part-time. The teaching mode is hybrid: on campus or online. The teaching takes place during weekday afternoons from 18h to 21.30. All courses are taught exclusively in English. The aim of the program is to allow students to access to a vast range of career opportunities in international and local organizations, have a thorough understanding of theory and practice in the areas of management, decision-making, leadership and competition and acquire a highly flexible qualification suitable for a wide range of career openings in many sectors.

The program is composed by core (30 hours) and elective (16 hours) modules as well as a field trip project. 90 ECTS are required for the accomplishment of the program. The courses take place on 3 semesters. A fourth semester concerns a 5-month project.

The program hosts 16 students in 2023-2024. Half of them is already part-time employed in different companies and seek new career paths, through the accomplishment of their studies.

To be considered for the MSc Management program, candidates are required to have an undergraduate degree, a good IELTS (academic 6.5 and above), TOEFL (IBT, 95 and above) or TOEIC (745 and above) score, or proficiency in English of C1 level and 3 years relevant experience.

The current tuition fees are 3900 euros for full time study (they have been reduced from 5000 euros previously). The University offers several scholarships covering a significant portion of the fees. There is 40% tuition discount to candidates who are rated in the top 5% of graduates and a 25% tuition discount to candidates who hold a university degree of 7.5/10 and above.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

### Study Programme Compliance

#### I. Findings

The structure and organization of the programme are well organized. The main characteristic of the programme is that it is delivered exclusively in English and that it allows a hybrid teaching, either in the Campus or online.

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

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

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

By considering internal evaluation, adopting systematically new feasible goals, the program undergoes changes to better fit to the international markets' needs. In 2023, 3 core courses and 4 elective courses have been changed or introduced on this basis.

## **II. Analysis**

Operationalizing the broader strategic direction of IHU goals have been set in place in the MSc programme including:

1. Strengthening the internationalization of teaching/learning activities with international professors and foreign student's recruitment. For the MSc programme this clearly leads in recruiting more foreign students.
2. Continuous evaluation of teaching/learning activities towards improving and maintaining quality education at all levels. Achievement of the goal is based on student feedback received through the student satisfaction surveys. This is systematically done, with more or less participation, however a more systematic analysis of future careers through the constitution of an alumni association seems important.
3. The IHU doesn't provide any undergraduate programme. This explains the structure and the constitution of the teaching staff. Putting in common internal and external resources for several programmes in economics, could improve the sustainability of the programme, which by the way has a sufficient number of students – but may meet difficulties if the number of applicants decreases one year - and is less expensive compared to other similar programmes in Greece.

All these goals above are measurable and compared against set targets to assess whether/not and to what extent they were achieved. It is not however quite clear how the new targets are defined (document A3).



### III. Conclusions

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

#### Panel Judgement

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

#### Panel Recommendations

**R 1.1** Reinforce the sustainability of the programme by putting in common the teaching resources of different programmes offered by the IHU.

**R. 1.2** Enhance the goal set by clarifying the basis on which new goals are set.

**R. 1.3** Assess the academic progress of students during each semester of the program.

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

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### Study Programme Compliance

#### I. Findings

The design and approval of this programme has been thoroughly discussed at the Department level under the guidance of the Director of it, as well as the Department Head and in coordination with the faculty members and due care has been given to the content and structure of the programme, its content and delivery mode. It has been decided to adopt a hybrid learning mode to accommodate the students' needs, given that most of them are employed, as well as with family responsibilities.

Additionally, particular emphasis was given to the learning outcomes set which comply with the current academic, theoretical, and pedagogical post graduate programmes' requirements, especially in Management PSPs

In this respect and utilizing the IT facilities and expertise, the Department has decided to offer the programme in hybrid mode, thus giving interactive possibilities to students who can't be in class.

## **II. Analysis**

The EEAP has determined based on the meetings with the programme's officials, as well as the digital material provided, especially files A5, A10, A14 among others, that the programme's design and approval have professionally taken place and comply with HAHE's guidelines, as well as international standards.

## **III. Conclusions**

The principle is fully compliant.

### **Panel Judgement**

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

### **Panel Recommendations**

**R2.1** We recommend that students get more actively involved in the future improvements of the programme

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

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

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

*The student-centred learning and teaching process*

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

*In addition*

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

#### Study Programme Compliance

##### I. Findings

The IHU MSc in Management programme promotes learning and teaching characterized by diversity of resources and teaching styles and techniques which recognize that the University operates in an ever-changing environment. Teaching and learning methods should assist the development of these skills by encouraging not merely the capacity for abstract reasoning, but also the students' capacities for independent and self-motivated learning, problem-solving skills and some of the knowledge and skills which are common to employment in many fields. The traditional lecture supported by PowerPoint and lecture notes continues to be the principal method of delivery. However, classes will be supported by comprehensive e-learning material. Most classes will take place on weekdays.

## **II. Analysis**

Lecturing emphasises interactive activities, making full use of the University facilities. The methods chosen to reflect the needs of the students, the aims and target learning outcomes of the programme or the individual course and the resources available. Learning, teaching, and assessment methods are regularly reviewed. Theory, understanding, and information are imparted through problem solving and class discussions. Students also learn through reading relevant literature. Coursework and assignments (individual and in small groups) develop the ability of students to solve problems. Project allow the students to study a subject in depth, working more independently where possible. Group projects are also used, which help develop team-working skills. Teaching and learning methods include the opportunity for students to apply their knowledge and expertise to problems beyond those generally encountered. Higher level skills are fostered and encouraged. Students are expected to spend at least an equivalent amount of time working on their own, going through their notes and studying suggested textbooks and specialist readings as well as making use of the support provided through e-learning materials.

### **Foundation/Supporting Classes**

A series of lectures, up to 10-15 hours, whose content is Quantitative (e.g., Accounting, Statistics, Operations, Databases and other specialized software) or ICT-related (e.g. MS Excel, MS Power Point), in order to bring students of different backgrounds to an approximately similar level. These classes, although strongly recommended, are not compulsory and hold no credits.

### **Research Methodology Seminar**

A research project methodology seminar will be held during the teaching semester to help students with their Dissertation. Students will receive guidance on how to conduct research and write a successful dissertation. The aim is to consider methods used to generate ideas for relevant projects, give insights into various qualitative and quantitative research methods, and ensure that students are aware of commonly used sources of data/literature available and understand the prerequisites of academic writing. Students' research project methodology is initially assessed through the Dissertation Proposal.

### **The Dissertation Proposal**

The Dissertation Proposal should present an overview of a research investigation proposition that can be completed and submitted by the stipulated submission deadline. It is a checklist of fundamental elements of the dissertation that students need to consider and include in their finished project. The Dissertation Proposal should be around 1,000 words in length. The proposal should include the following: draft title; motivation/background information on the topic; objectives/research questions; initial review of the literature and key references; methodology; sources of data; expected outcomes & main contribution of the project.

### **The Consulting Project Proposal**

The Consulting Project Proposal should present an overview of the project that can be completed and submitted by the stipulated submission deadline.

### The Dissertation

As a part of the MSc programme, students work on a one academic semester project on a subject relating to their academic interests and career aspirations. The Dissertation provides a good opportunity to apply theory and concepts learned in different courses to a real-world business environment. The Dissertation examines the ability a) to apply a certain methodology or approach to analyse a given problem and b) to demonstrate reasonably original hypotheses. The indicative length of the dissertation is 10,000 words. Students are supervised throughout their projects by a member of the academic faculty. The supervision is delivered through face-to-face meetings at the University and through the e-learning platform of the University.

### The Consulting Project

During the second semester, students have the opportunity to participate in a consulting project in the place of the dissertation. Students, individually or in groups, undertake a real-life problem of a particular firm or organization, they analyse it and they offer concrete and practical solution(s). Each student / group of students is guided and supervised by a management member of the firm or organization and an academic member of the University. The final report is critically reviewed by both supervisors and presented to the firm's/ organization's representatives. For further details, see after the Elective Course Details.

## **III. Conclusions**

Overall, the International Hellenic University (IHU) MSc in Management programme offers a thorough understanding of the Management Science in theory and practice, providing graduates with highly qualifications suitable for a wide range of career opportunities in all industries.

### **Panel Judgement**

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

### **Panel Recommendations**

None

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

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

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

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

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

#### **Study Programme Compliance**

##### **I. Findings**

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

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

The duration of the studies for the award of the degree is four (4) academic semesters.

##### **II. Analysis**

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

### III. Conclusions

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

#### Panel Judgement

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

#### Panel Recommendations

None



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

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

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

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

### **Study Programme Compliance**

#### **I. Findings**

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

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

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

A feedback and evaluation mechanism by students is in operation.

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

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

#### **II. Analysis**

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

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

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

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

### III. Conclusions

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

#### Panel Judgement

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

#### Panel Recommendations

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

## **PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

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

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

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

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

### **Study Programme Compliance**

#### **I. Findings**

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

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

#### **II. Analysis**

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

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

### III. Conclusions

Given the above, the principle is fully compliant

#### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

None

## PRINCIPLE 7: INFORMATION MANAGEMENT

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

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

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

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

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

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

### **Study Programme Compliance**

#### **I. Findings**

The structure and organization of the programme are well organized. The main characteristic of the programme is that it is delivered exclusively in English and that it allows a hybrid teaching, either in the Campus or online.

The program implements a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE and is fully harmonized to the Quality Assurance Policy of IHU. The QAP, available on the department's website, is communicated to students before the start of study. The QAP is discussed and updated during meetings of OMEA, and faculty assemblies. In implementing the QAP the Department has put in place specific actions and processes that ensure and document the following: Suitability and organization of the study program, alignment of learning objectives with the national and European standard, enhancement of teaching quality and effectiveness, quality of faculty qualifications, enhancement of quality and quantity of research output, connecting teaching and research, level of market demand for graduates, sufficiency of administrative services, outward orientation of the department, enhancement of the department's social responsibility, annual assessment of QAP and cooperation of OMEA with MODIP. The programme thus is consistent with the quality assurance requirements, goal settings and academic unit's endeavour for excellence. In 2023, new core and elective courses have been added to the program in 2023, thanks to this policy. By considering internal evaluation, adopting systematically new feasible goals, the program undergoes changes to better fit to the international markets' needs. In 2023, 3 core courses and 4 elective courses have been changed or introduced on this basis.

## II. Analysis

Operationalizing the broader strategic direction of IHU goals have been set in place in the MSc programme including:

1. Strengthening the internationalization of teaching/learning activities with international professors and foreign student's recruitment. For the MSc programme this clearly leads in recruiting more foreign students.
2. Continuous evaluation of teaching/learning activities towards improving and maintaining quality education at all levels. Achievement of the goal is based on student feedback received through the student satisfaction surveys. This is systematically done, with more or less participation, however a more systematic analysis of future careers through the constitution of an alumni association seems important.
3. The HIU doesn't provide any undergraduate programme. This explains the structure and the constitution of the teaching staff. Putting in common internal and external resources for several programmes in economics, could improve the sustainability of the programme, which by the way has a sufficient number of students – but may meet difficulties if the number of applicants decreases one year - and is less expensive compared to other similar programmes in Greece.

All these goals above are measurable and compared against set targets to assess whether/not and to what extent they were achieved. It is not however quite clear how the new targets are defined (document A3).

## III. Conclusions

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

### Panel Judgement

Principle 7: Information management	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

**R 7.1** Improve the participation rate of the students to the questionnaires.

**R 7.2** Perform information analysis and collect data on the career paths of the students who have graduated.

**R 7.3** Collect and organize information about the students' profile.

## **PRINCIPLE 8: Public Information Concerning The Postgraduate Study Programmes**

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

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

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

### **Study Programme Compliance**

#### **I. Findings**

The academic unit's webpage is designed in a professional way. Internal communications are adequate with the use of electronic resources. The administrative secretarial office, supported by the IT staff, has moved towards electronic processing of procedures such as student record keeping, registration and communication which is critical to the needs of students and staff. Information regarding the structure, CVs of the academic staff etc. are partially available online (for example faculty CVs).

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

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

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

#### **II. Analysis**

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

#### **III. Conclusions**

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

## Panel Judgement

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

## Panel Recommendations

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



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

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

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

*The above comprise the evaluation of:*

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

### **Study Programme Compliance**

#### **I. Findings**

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

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

Students are able to receive their transcripts of records and other necessary documentation by online applying for them; this facilitates their communication with the Programme's officials and the Secretariat.

#### **II. Analysis**

As far as possible, faculty members, full and part timers, as well as the students, (primarily through the end of the semester questionnaires), are involved in the process of reviewing and revising the programme. This is done additionally by each lecturer for his/her own course in

preparing their course outlines and course portfolios. The instructors are also in constant contact with the Programme's Director.

### III. Conclusions

The Principle is considered as substantially compliant as there is room for further internal procedures' procedures.

#### Panel Judgement

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

#### Panel Recommendations

**R9.1** We recommend the use of the safe exam's browser or similar tools, for conducting the remote final written exams.

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

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

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

### Study Programme Compliance

#### I. Findings

Since this is the first external evaluation it was not possible to do a follow-up exercise, which in other cases could act as a yardstick

#### II. Analysis

Not applicable

#### III. Conclusions

Under the circumstances the Principle is considered fully compliant

### Panel Judgement

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

### Panel Recommendations

None.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The adoption of a consulting project in lieu of a dissertation.
- The language of instruction: English.
- The adoption of the guest speakers practice, such as CEOs and/or CFOs.
- The possibility for students to earn professional certifications – soft skills.
- The multiculturalism of the programme.

### **II. Areas of Weakness**

- The critically low number of students.
- The internal evaluation process seems to be incomplete.
- The setting of new targets should be better documented.

### **III. Recommendations for Follow-up Actions**

- The need to formalize both an Alumni Association as well as an Advisory Board.
- The organization of regular seminars on current topics, for graduates and the general public (in the context of the lifelong learning goal).
- Improve the internal evaluation process.

#### IV. Summary & Overall Assessment

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

The principles where substantial compliance has been achieved is: **1, 7, and 9.**

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. Prof. Michel Dimou (Chair)**

University of Toulon

**2. Prof. Kostantinos Serfes**

Drexel University

**3. Prof. Ioannis Violaris**

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

**4. Ms. Erasmia Angelaki**

Postgraduate Student, Hellenic Mediterranean University