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
Τ. +30 210 9220 944 • E. secretariat@ethaae.gr • www.ethaae.gr

Αθήνα, 22/03/2024
Αρ. πρωτ.: 41907

ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α΄/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.

2. Την υπ΄ αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).

3. Την υπ΄ αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ.΄ ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)».

4. Τη σχετική Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΜΣ Διοίκηση Επιχειρήσεων-MBA του Πανεπιστημίου Θεσσαλίας.

5. Την 34η/20-12-2023 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2. «Έγκριση εκθέσεων πιστοποίησης ΠΠΣ και ΠΜΣ – Χορήγηση πιστοποίησης».
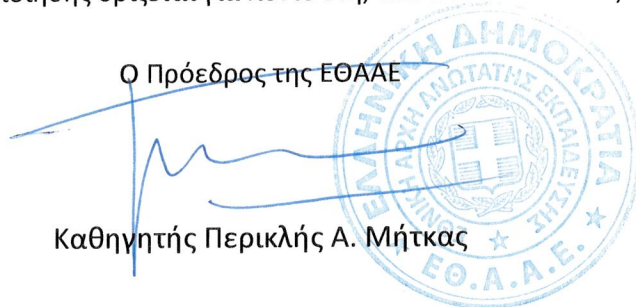
ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Μεταπτυχιακών Σπουδών

Διοίκηση Επιχειρήσεων-MBA
του Πανεπιστημίου Θεσσαλίας

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Προγραμμάτων Μεταπτυχιακών Σπουδών της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 7 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 20-12-2023 έως 19-12-2028.

Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας

Accreditation Report

for the Postgraduate Study Programme of:

Business Administration (MBA)

Department: Business Administration

Institution: University of Thessaly

Date: 21 October 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Business Administration (MBA)** of the **University of Thessaly** for the purposes of granting accreditation.

TABLE OF CONTENTS

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 **MBA** of the **University of Thessaly (UTH)** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Konstantinos Serfes (Chair)**
   Drexel University, Philadelphia, USA

2. **Professor Dimitris Petmezas**
   University of Durham, Durham, UK

3. **Professor Nikias Sarafoglou**
   George Mason University, Virginia, USA

4. **Dr. Nikolaos Voukelatos**
   University of Kent, Kent, UK

5. **Mr. Konstantinos Spanos**
   Ph.D. Candidate, Department of Logistics, International Hellenic University, Greece

II.   Review Procedure and Documentation

On **Monday, October 16, 2023**, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On **Monday, October 16, 2023**, the EEAP participated in 2 teleconferences with:

1) **Prof. Leonidas Anthopoulos**, Head of the Department of Business Administration and Director of "MSc in Agile Management Methods (AMM)", **Prof. Kleanthis Sirakoulis**, Vice Head of the Department of Business Administration, **MODIP members: Prof. Ioannis Anagnostopoulos**, MODIP President, **Prof. Theodore Metaxas**, MODIP member, **Prof. Ioannis Papadopoulos**, MODIP member, Ms **Eleni Tsironi**, MODIP Coordinator, Ms **Eftichia Delizisi**, MODIP staff, Mr **Alexandros Rouvolis**, MODIP staff, **OMEA members: Panagiotis Fitsilis**, Professor of Department of Business Administration **Vasiliki Kazantzi**, Professor of Department of Business Administration, **Director of the MBA Prof. Themistokles Lazarides** and **Steering Committee of MBA: Athanasios Koustelios**, Professor of Department of Business Administration and **Dimitrios Belias**, Assistant Professor of Department of Business Administration and **Steering Committee of AMM: Stylianos Koukoumialos**, Professor of Department of Business Administration and **Dimitrios Tselios**, Associate Professor of Department of Business Administration. They offered an overview of both PSPs—MBA and AMM--(history, academic profile, current status, strengths, and possible areas of concern). They also gave the EEAP members an on-line tour of the facilities.

2) The EEAP Co-Panellists met to debrief on the information gathered during the day and to compare notes.

On **Tuesday October 17, 2023**, the EEAP participated in <u>6 teleconferences</u> with:

1) Teaching staff of the PSP: **Athanasios Koustelios**, Professor of Department of Business Administration, **Stylianos Koukoumialos**, Professor of Department of Business Administration, **Tselios Dimitrios**, Associate Professor of Department of Business Administration and **Dimitrios Belias**, Assistant Professor of Department of Business Administration. They informed the EEAP Members about professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; and identify possible areas of weakness.

2) Four current students of the PSP. The EEAP Members discussed with the students openly and freely. They were informed about satisfaction from study experience, the adequacy of facilities, student input in quality assurance, and priority issues concerning student life and welfare.

3) Five recent graduates of the PSP. The EEAP had the opportunity to discuss their experiences of studying at the PSP and how it helped them with their career paths.

4) Five employers and social partners of the PSP. We discussed the relations of the PSP with external stakeholders.

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

6) A "closure meeting" with: **Prof. Themistokles Lazarides**, Director of the PSP, **Prof. Kleanthis Sirakoulis**, Vice Head of the Department of Business Administration, **Athanasios Koustelios**, Professor of Department of Business Administration, **Dimitrios Belias**, Assistant Professor of Department of Business Administration, **Prof. Ioannis Anagnostopoulos**, MODIP President, **Prof. Theodore Metaxas**, MODIP member, **Prof. Ioannis Papadopoulos**, MODIP member, Ms **Eleni Tsironi**, MODIP Coordinator, Ms **Eftichia Delizisi**, MODIP staff, Mr **Alexandros Rouvolis**, MODIP staff, **and OMEA members Panagiotis Fitsilis**, Professor of Department of Business Administration and **Vasiliki Kazantzi**, Professor of Department of Business Administration. The EEAP offered a short list of findings/preliminary suggestions for possible future improvements and in turn it brainstormed with all present on various responses.

From **October 19 to October 22, 2023**, the EEAP worked privately on drafting its Report.

The University of Thessaly (UTH) and the Hellenic Authority for Higher Education (HAHE) provided the EEAP members two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide, and the Report template. The university provided the EEAP members several files on the programme's structure, internal quality assurance procedures.

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

III. Postgraduate Study Programme Profile

The MBA, PSP henceforth, is offered by the Department of Business Administration of the UTH. The Department of Business Administration of the UTH is based in Larissa and was founded in September 2019. The Department of Business Administration became part of the Faculty of Economics and Administrative Sciences of the UTH, which was also founded in 2019. The Department has **16** permanent faculty members.

The PSP was launched in its current form in **2022** and its purpose is to evolve into one of the most attractive PSPs recognizable in Greece and internationally, emphasizing excellence in education, the production of high-level research and in its decisive contribution to the development of the University's local communities in Thessaly.

The duration of studies is 1.5 years. The PSP admits more than 40 students every year and in the two years that has been in existence has graduated 61 students. The tuition is 3,500 euros.

The PSP consists of twelve (12) courses, of which ten (10) are compulsory and two (2) are optional. Students who will not attend the two courses are invited to prepare a postgraduate thesis. The attendance of the courses and the educational process in general with the development and utilization of appropriate educational material and teaching methods is mandatory and requires the physical presence of the students or the remote provision of postgraduate education.

Each semester of study lasts (13) full weeks and corresponds to a workload of 30 credits (ECTS), which correspond to the five (5) taught courses per academic semester. In the third semester, the two elective compulsory courses are offered instead of a diploma thesis with a workload of 15 (ECTS) each or the preparation of a diploma thesis with a workload of 30 (ECTS).

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

    I.   Findings

The quality assurance policy of the PSP, in collaboration with MODIP and the relevant services of the UTH, is harmonized with the quality assurance policy of the University and focuses on the continuous improvement of the quality of the study program and its educational, research and administrative work. The Quality Policy of PSP harmonizes and fully follows the standard of operation of UTH, as it is formed by MODIP. For the internal evaluation of the PSP, critical indicators of its operation are collected and used, based on the guidelines of the MODIP of the University of Thessaly for the achievement of its objectives, such as the effectiveness of the teachers, the identity elements of the student population and the available educational infrastructures and their costs.

The aim of the PSP is to achieve the highest possible quality of operation, but also the continuous improvement of the educational and research work, according to international models and best practices. These principles are specified as follows:

    a) Appropriateness of the structure and organization of the PSP program.

    b) Pursuit of learning outcomes and qualifications in accordance with the European and National Framework for Higher Education Qualifications.

    c) Promotion of the quality and effectiveness of the teaching work.

    d) Suitability of teaching staff qualifications.

    e) Promotion of the quality and quantity of the research work of the members of the academic unit.

    f) Ways of connecting teaching with research.

    g) Level of demand for the acquired qualifications of the graduates in the labour market.

    h) Quality of support services, such as administrative services, libraries, and student welfare services.

    i) Copyright and plagiarism.

    j) Research Ethics and Ethics Committee.

The EEAP has thoroughly assessed the documents provided by the HAHE as well as the University, specifically the presentation of the PSP, the strategic planning as far as the development of the programme is concerned, as well as the prospects for graduates, the needs of the Department in recruiting additional academic faculty, the structure of the programme and the feasibility and sustainability study.

The PSP applies a quality assurance policy that promotes the academic character and orientation of the programme, promotes its purpose and subject matter, implements the objectives that have been set forth, defines the means and ways of achieving them and applies the indicated quality procedures, with the aim of continuous improvement.

II. Analysis

The EEAP has determined that as far as the academic profile is concerned the current faculty are well qualified. The pursuit of learning outcomes and qualifications are in accordance with the European and National Qualifications Framework for Higher Education. The Department promotes the quality and effectiveness of the faculty who teach at the PSP. The faculty is research active and many of them have a high number of citations. However, more emphasis should be placed on targeting high quality academic journals, e.g., ABS list, EIGENFACTOR.org. It also sets annual quality goals for the improvement of the PSP and the achievement of these goals is assessed on a frequent basis.

The graduates of the PSP are well-qualified and equipped with the needed tools to advance their careers or to enter the labour market in search of a new career. The EEAP was impressed with the quality of the support services, such as the administrative services, the libraries, and the support of the teaching faculty to the students of the PSP.

III. Conclusions

The PSP confers a high-quality degree in MBA. It is a degree that connects theory with practice, and it is highly valued and appreciated by both students and employers. The faculty are well-qualified, although more emphasis should be put on their continuous professional development. The current and past students possess all the relevant skills and are eager to learn and advance professionally. The PSP has implemented a satisfactory Quality Assurance Policy.

Panel Judgement

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

Panel Recommendations

We encourage the faculty to put more emphasis on targeting highly ranked journals.

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 PRORAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation
- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

    I.   **Findings**

The PSP provides postgraduate students with knowledge and skills that are immediately applicable in the professional field. At the same time, the fact that it does not consider as a prerequisite knowledge and skills of Business Administration from the undergraduate level, but provides comprehensive knowledge and skills at this level, makes the PSP in Business Administration ideal for people who wish to supplement their financial-administrative knowledge and skills and to combine Business Administration with the academic subject of their undergraduate studies.

One of the main objectives of the PSP is to contribute to the competitiveness and development of the local and more distant businesses and to strengthen the prospects of expanding their activities at home and abroad. Additionally, it aspires to create executives characterized by dynamism, ethical principles, and a sense of duty towards the business/organization they work for or lead, but also the society in which they operate.

The PSP has been designed in accordance with the quality assurance procedures in higher postgraduate education provided for in each case. The attendance of the courses is compulsory, and the teaching takes place in Greek or in English. The duration of studies is 1.5 years. The PSP admits more than 40 students every year and in the two years that has been in existence has graduated 61 students. The tuition is 3,500 euros.

The PSP consists of twelve (12) courses, of which ten (10) are compulsory and two (2) are optional. Students who will not attend the two courses are invited to prepare a postgraduate thesis. The attendance of the courses and the educational process in general with the development and utilization of appropriate educational material and teaching methods is mandatory and requires the physical presence of the students or the remote provision of postgraduate education.

Each semester of study lasts (13) full weeks and corresponds to a workload of 30 credits (ECTS), which correspond to the five (5) taught courses per academic semester. In the third semester, the two elective compulsory courses are offered instead of a diploma thesis with a workload of 15 (ECTS) each or the preparation of a diploma thesis with a workload of 30 (ECTS).

In addition to the teaching of PSP courses, parallel educational and research activities may take place, such as workshops, conferences, lectures, publishing books and special studies, undertaking research projects, educational visits, and preparatory introductory courses.

II.   Analysis

The PSP is linked with the high-quality requirements of the Department and the UTH. It offers a robust program to its students both in Greek and in a foreign language by organizing and proffering a high added value education in the field of MBA, the Department has created a creative environment conducive to research in the field, and freedom of academic thought for everyone in its academic community.

III.   Conclusions

The PSP offers a very informative and added value program for its students and the business community.

Panel Judgement

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

Panel Recommendations

Expand the involvement of external experts in curriculum revision to gain more diverse perspectives and ensure the program remains at the forefront of industry trends.

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

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

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

The student-centred learning and teaching process

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

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

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

Study Programme Compliance

I. Findings

The majority of the students are between 30 to 45 years, they work in the public or private sector and they have a family. It seems that this programme is designed for working adults.

The program provides students with a combination of traditional courses and e-classes during the first two terms of studies (8 courses) and the preparation of Diploma Thesis during the third term. All courses are regularly evaluated by the students taking them every semester using the online system. This feedback on the students´ perceptions of course material and lectures is very useful to the Department.

Staff members (faculty and administrators) are open to interactions with the students, as stated by most of the students interviewed by the Panel.

II. Analysis

The students have no international interactions with any foreign institutions. These interactions, should they occur, would be administrated by AISEC, IASTE and Erasmus and others.

Due to the climatic change, it is extremely important that the future managers and current students and faculty have some knowledge of sustainability principles. The PSP can facilitate this knowledge.

III. Conclusion

The Department is making a genuine effort to meet the needs of modern student-centred learning.

Panel Judgement

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

Panel Recommendations

- The members of this Panel suggest that the Department should encourage international interactions, and the Department and University should give spatial facilities and provide necessary financial support.
- Due the severe climatic changes in Greece and Thessaly, our second suggestion would be a new, perhaps elective, course: "Sustainability, Ethics and Leadership".

PRINCIPLE 4: Student Admission, Progression, Recognition Of Postgraduate Studies, And Certification.

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

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

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

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

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

Study Programme Compliance

I.   Findings

Based on the documents provided to the Panel, there are well outlined procedures with respect to all phases of studies (admission, progression, recognition of studies and certification).

Throughout the study year(s) the student progression is monitored by the academic advisor as well as the academic staff that teaches the courses. The course sequence ensures that the students acquire the necessary knowledge to take the more advanced courses in subsequent semesters. There are individual assignments, group assignments and exams in place. The student assessment allows the students to demonstrate what they have learnt. However, it has been pointed out by the Panel that there are not consistent types of assessments across all modules. Several meetings with students are conducted to ensure that the progression is smooth and to resolve any potential problems faced by the students. Finally, the Panel was able to confirm that a formal procedure for student appeals is in place.

For the students who decide to write a dissertation at the end of their master's studies, the program also offers seminars on researching and writing the master's thesis. There is also a well-defined set of quality requirements for the implementation of the thesis and a Thesis handbook available. There is also a well-defined code of research ethics.

Currently, there is not an established External Business Advisory Board, but the Director of the Programme has mentioned that they are in the process of creating one which will consist of a cross-section of business leaders from a variety of organizations from Greece and a

distinguished alumni body. The Panel commends this initiative in terms of highly sought-after, market-based skills building.

There are scholarship opportunities which either follow academic or social and economic criteria for the candidates.

With regards to progression, 100% of the registered students graduate within the expected study tenure. With regards to marking distribution, the average score was 8.3 and 8.5 for the two student cohorts that have so far completed their master's degree studies.

The master's degree applies and recognises the European Credit Transfer System (ECTS) consistently across the curriculum and is in line and harmonised with international guidelines. The students should receive, in total, 90 ECTS to obtain their master's degree (either 10 courses of 6 ECTS credits each and a thesis dissertation which accounts for 30 ECTS credits or two extra courses of 15 ECTS credits each).

Furthermore, the Department provides the diploma supplement in both Greek and English language that officially recognizes and certifies the skills and knowledge acquired, the context within which the culmination of knowledge took place as well as the status of the studies.

Apart from the Erasmus+ programme opportunities the department has not signed an MOU with a foreign institution, which could further facilitate students' mobility.

II.   Analysis

The Department has established well-defined admission criteria. There is a highly structured process for newly admitted students from the point of entry (welcome week) where students are welcomed and provided with guidance and activities related to the question of managing their transition from their bachelor's studies to the Master's studies.

The students become aware of the facilities provided by the University which is communicated by both the academic and administrative staff. This procedure ensures that new students have a smooth transition.

In addition, the Department has institutionalised the role of academic advisors as a supplementary contact point. The academic advisor informs, discusses and advises students regarding the structure and curriculum of the program in order to optimize performance in the program's examinations, the syllabus/student guide and outlines of the elective courses, the job placement opportunities, and available liaisons with the labour markets.

III.   Conclusions

Very good procedures with respect to all phases of studies (admission, progression, recognition of studies and certification).

Lack of internship opportunities and of an external advisory board.

Panel Judgement

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

Panel Recommendations

- The Panel encourages the Department to seek for collaborations with companies which could offer internship opportunities for the students. The internship can be offered as an option in the third semester (if students decide not to do a dissertation or attend the two extra courses). This will possibly allow to attract younger students as well as diversify the age base of students that are mostly admitted currently.
- The Panel welcomes the initiative of the Programme team to seek the opportunity of creating an External Advisory Board. We encourage the department to continue this effort.
- The Panel encourages the Programme team to seek for collaborations with foreign institutions by signing MOUs, which can further facilitate students' mobility.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

> *The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training-development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*
>
> *More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

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

Study Programme Compliance

    I.   Findings

The Department will encourage staff mobility via the Erasmus Programme, but we observe that more use should be made of the Erasmus Programme.

Staff participation in scientific conferences, seminars, interuniversity exchanges etc. are rather good, but they could be enhanced, especially with visiting scholars from abroad. This will help generate greater activity from the international teaching staff, a shortcoming noted by the panel.

The gender balance of instructors is 4 women and 12 men. The gender balance can be more equal.

The publication of research results makes possible for researchers to share their knowledge and to communicate with the rest of the world. Bibliometric analysis reveals that the staff publication index and citation index are relatively good. The highest citation per item of the

instructors at this PSP is 487 citations according to Google Scholar bibliometric database. The Impact Factor of the journals in which the faculty publish can be improved. These statistics show the obvious linkage between research quality and teaching quality.

The students verified that staff have an "open door policy" and sufficient guidance and support of the students. The staff workload appears acceptable.

Doctorate students are supervised also. Evaluation by these students of the academic staff is performed by an electronic system submission. Although the evaluation system is systematic, the students had some comments for the rationality of the evaluation.

Overall, the panel is pleased to report that the institution has achieved some success in increasing student's feedback in the evaluation process.

II. Analysis

It is obvious that the PSP ensures a level of knowledge and skills of their teaching staff and applies transparent processes for faculty recruitment, training, and further development. This way there is a continuous improvement effort for quality enhancement and fund procurement, and thus, sustainability of the program by supporting the professional development of the faculty to improve their teaching capabilities.

III. Conclusions

There is evidence of substantial research output, however, the EEAP believes that more emphasis should be placed on publishing in highly ranked journals.

Panel Judgement

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

Panel Recommendations

To the extent it is feasible, the Department should try to establish a merit system to measure the contribution of each faculty member in the areas of teaching, research, and service. The PSP may consider adopting an incentive scheme for research active faculty. For example, a course release if a faculty has a revise & resubmit at a top journal so that there is more time to work on the revision. If the paper gets finally accepted, then a second course release is offered. Given that the basic teaching load cannot change by law, the course release will apply to courses taught at the PSP (to the extent this is feasible), i.e., the faculty gets paid but is not teaching a course.

The research productivity of the faculty is at a very good level, with a degree of heterogeneity across faculty. Despite this and given that publications at highly ranked academic journals is very important for the international visibility and ranking of the Department and the PSP, the EEAP members would like to encourage the faculty to put more emphasis on participating at high quality conferences and on targeting high quality publications, e.g., ABS list, EIGENFACTOR.org.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

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

Study Programme Compliance

I.   Findings

The Panel had a virtual tour at the Campus. The Panel also virtually observed one classroom with capacity of 90 students and the big amphitheatre with capacity of 500 students (these are fitted with reasonably modern teaching equipment) as well as the University library. Most of the students informed us that they mostly make use of the online resources of the library. The Panel also virtually visited the offices of the student support services. Nevertheless, it should be noted that student needs are also served online. Additionally, students have the facility to request books which are in the library of a different city where the University has branches at (e.g. Volos), which can be delivered to them.

Apart from the virtual tour, we have also asked for the opinion of the students about the facilities and infrastructure, and they were, generally, very happy with them.

During the Panel's virtual visit, it was noted that provisions have been taken to serve individuals with special mobility needs (e.g., existence of elevators and stair rails). Panel discussions revealed that students with other physical and/or learning disabilities (i.e., sight

issues and dyslexia) have access to special examination provisions following the guidelines of the "Prosvasi programme".

The Panel has been informed by students about other services offered by the University: for instance, student international mobility services (ERASMUS). Additionally, there are career events organized for the students. Moreover, the administrative team regularly informs students about job offerings, which are made by companies in Greece that are interested in students with the background of those who attend the MSc program.

II.   Analysis

Students receive the relevant material of the courses via an online platform (e-class). The Department operates two research laboratories which also support students' learning. The Panel also virtually observed one of the three computer labs (with capacity of 30 students) in which the computers are fitted with reasonably good software. Postgraduate students have access to commonly used databases (such as Thomson Reuters/ Eikon and Statista), statistical/econometrics packages (e.g., SPSS, Gretl (Open Source), Minitab, MaxQDA, and Stata) and other packages (e.g., ENTERSOFT and ORANGE).

Students become aware of the services and available facilities from the beginning of their studies and these services are functional and easily accessed by the students. In general, there was evidence of sufficient and competent administrative staff to ensure the smooth operation of the student support services.

III.   Conclusions

Overall, the Panel believes that the Department's students have access to satisfactory infrastructure and services for learning and student support.

Panel Judgement

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

Panel Recommendations

Given the increasing number of students at the University and the Department, the library and available student study spaces might get constrained. This is exacerbated during exam periods. Hence, the Panel recommends some of the teaching space to be temporarily offered to students as a quiet study space during exam periods.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

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

Study Programme Compliance

I. Findings

The department operates an information system for the collection, management, and analysis of data related to the PSP. This data concerns students, staff, and teaching in general. The operation of QA related information systems is the joint responsibility of the university's MODIP, and the department's OMEA and steering committee.

Several procedures are in place that feed data into the information system. Data collection is conducted primarily through the MODIP's information system which produces standardized reports per course, student, etc. The e-Γραμματεία information system collects and manages additional data throughout students' registration periods.

The subsequent analysis of this information by the department feeds into the QA process primarily via the PSP's annual internal report that is produced by the department's OMEA and steering committee towards the end of the academic year.

II.   Analysis

Through the centralized information system, the department appears able to collect and analyse reliable and relevant data. This information is then used to ensure the smooth operation of the PSP, for instance by identifying areas of best practice as well as areas for improvement.

Student performance seems to be monitored from registration to graduation. Student evaluation surveys constitute one of the key inputs to the system. These are conducted anonymously across all courses. The results are then analysed by the PSP's director, OMEA and MODIP, who are jointly responsible for the PSP's QA process. It should be noted that the student participation rate in the evaluation surveys is relatively high by Greek Higher Education standards.

Importantly, the information obtained through student evaluation surveys is complemented by information from staff surveys. This allows the department to form a more comprehensive view of the PSP's performance during the year, feeding into the annual internal report.

It is not immediately obvious whether (or to what extent) the complaints management process and the academic advisor process are integrated into the department's information systems.

III.   Conclusions

The department has in place an appropriate and efficient system for collecting, managing, and analyzing information concerning students, staff, teaching, and other academic activities.

Panel Judgement

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

Panel Recommendations

The EEAP recommends that the information collected as part of the complaints management process and the academic advisor process is fully integrated into the information system and the QA process.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation
- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I.   Findings

The department has created and maintains a well-organized website which, alongside its presence on social media, constitutes the main source of information about the PSP. Key information is provided in both Greek and English, while the website is particularly user-friendly, well designed, and easily accessible. The website has dedicated webpages that provide important information about the PSP. This includes information about the programme's structure, course structure and content, mode of attendance, teaching methods, etc. The outlines of the PSP's courses are available as a single downloadable pdf file, while the respective webpage displays key course information (such as semester and credits). The department's QA policy is available online as a downloadable document (in English).

Separate webpages provide key information about faculty members. Each academic's profile webpage displays a brief bio, and it also includes a full CV as a downloadable pdf file. Separate webpages provide administrative support to current and prospective students, with information and links to various digital services, FAQs, announcements, etc.

The PSP director, the steering committee and the department's administrative staff are jointly responsible for approving and updating the content of the PSP's website.

II.   Analysis

The information provided in the PSP's website is accurate, useful, easily accessible, and up to date. This information is likely to be of value to current as well as prospective

students. The FAQ section is comprehensive, and there is generally a lot of information provided about administrative aspects of applying to and studying at the PSP.

The website is to some extent bilingual. However, a lot of information is only available in the Greek version, with the English version being noticeably "thinner". For instance, while the PSP's general structure is available in English, more detailed information about specific courses is only available in the Greek version. Somewhat surprisingly, the QA policy is only available in the English version of the website.

The announcements webpage contains relative few items, with only a handful of announcements during a 12-month period.

The information provided is predominantly of an academic nature in the strict sense. The website contains relatively less information of a more pastoral or practical nature (such as infrastructure, accessibility, pastoral services, career/employability services etc.). Nevertheless, most of this information is available centrally at the university's website.

III.   Conclusions

The website contains a lot of key information that is of interest to current and prospective students. Its design and accessibility seem to be its main strengths, although the fact that the website is not fully bilingual, and the limited information of a more practical nature are areas for improvement.

Panel Judgement

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

Panel Recommendations

- The department is encouraged to strengthen its efforts to create a fully bilingual version of the website. All information from the Greek version should also be available in the English version (and vice versa).
- The EEAP recommends that the department places a greater emphasis on more regular announcements that highlight key departmental news and activities.
- The department is encouraged to provide more information of a practical/pastoral nature on the PSP's website, even if this information overlaps with information provided at the central website of the university.

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

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

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

The above comprise the evaluation of:

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

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

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

Study Programme Compliance

I.   Findings

- Every academic semester, the evaluation of the teaching work of the MBA is carried out as follows: anonymously, students evaluate the courses and lecturers by filling in questionnaires through a special electronic platform.

- an annual internal evaluation of the MBA is carried out on the same electronic platform, with the teaching staff of the Department entering data on an annual basis concerning their scientific and research work, the courses taught for the given academic year.

The MODIP has developed a 18-question questionnaire for the annual internal evaluation of the MBA which will reflect both the students' opinion of each course and their preference for certain elective courses or the teaching staff that is distributed in the above mentioned way additionally they developed an extra questionnaire under the title STUDENT ABSORPTION STUDY with 54 questions for their career development.

For the 1st questionnaire they presented results and for the second they still gathering information from graduate students.

Therefore, the data from the course census forms are an indication of where the MBA curriculum needs to be adjusted or updated.

The next stage of the internal evaluation is, based on their subject areas, the course lecturers and the OMEA propose possible changes and the Departmental Assembly approves or rejects these changes. Then the Faculty Senate decides on these changes. Finally, the decisions are incorporated into the study guide and made public through the MBA website.

The process followed is clear and mapped out based on targeting.

II. Analysis

To further enhance the process of study programmes revision, the Panel recommends an expansion of the topics covered in the questionnaire. We understand that in many cases this information is collected and discussed in the Unit's General Assembly. However, we believe that a more systematic follow up of this information through the internal evaluation process could enhance the quality of programme. Specifically, this relates mostly to:

- Section 2 - Design and approval of programmes
- Section 3 - Student-centred learning, teaching, and assessment
- Section 5- Teaching staff: Monitor and support balance between teaching and research workload to promote the staff's scholarly activity and strengthen the link between education and research.
- Section 6 - Learning resources and student support

III. Conclusions

The academic unit's commitment to thorough self-assessment, transparency, and engagement with teaching staff signifies a dedication to continuous improvement. The consideration of past student surveys and the involvement of external stakeholders further enrich the assessment process, fostering a holistic approach to quality enhancement. This action-oriented method ensures that findings lead to tangible improvements in curriculum and teaching staff when necessary.

Panel Judgement

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

Panel Recommendations

- Integrate all questionnaires into the process and code them, also set targets in terms of desired values/averages.
- Increase the percentage of respondents to the questionnaires.
- Inform all the participants for the results of the internal evaluation.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Study Programme Compliance

I.   Findings

This is the first external evaluation of the study programme. Substantial efforts have been made towards four directions: develop and improve new teaching materials for students; work on the relation between academic staff and students; organize student evaluations; organize and improve the information for students regarding different concentrations, elective courses, and post-graduate perspectives. (For more on this topic see Principle 3).

During our review visit, it was evident that members of staff are aware of the importance of the external review and its contribution to improvement, and they are entailed in follow-up actions. Finally, other stakeholders also appear to actively engage in the external review process.

II.   Analysis

While there is clear evidence that relates to the university's Senate decision for the creation of the MBA understandably it is not yet clear whether all stakeholders and external advisory boards are fully active and whether such procedure has been communicated to students. We recognise that this is a very new quality procedure as well as recognise the existing efforts of the Department towards compliance. With regards to the aspect of communicating clearly and transparently the procedure and the associated outcomes of the external evaluation, we have a series of recommendations to make with the sole aim of improving requirement no. 10 as well as establishing a streamlined procedure below.

III. Conclusions

We understand that the Department has embarked on a positive transition of culture about the improvement and quality standards and as such teething problems are anticipated. Thus, the recommendations provided earlier are provided in the spirit of collegiality and good intentions to assist in further improvement. The recommendations outlined below are overarching and encapsulate aspects of those provided earlier.

Panel Judgement

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

Panel Recommendations

In relation to initiating and implementing follow-up actions from this and future reviews, it is strongly encouraged the active participation of all relevant stakeholders (i.e., not only staff members).

PART C: CONCLUSIONS

I.   Features of Good Practice

- The PSP has a well-defined market niche in MBA.
- The combination of theory with practice, the well-qualified faculty who teach at the programme makes the PSP a strong attraction for prospective students.
- Faculty are easily accessible to current and former students and passionate about their subject areas.
- Good links with the industry.

II.   Areas of Weakness

- The research strategy of the faculty should be enhanced to increase in time the number of publications in highly ranked academic journals and guide the engagement with students, academic and non-academic audiences.
- Limited number of collaborations with foreign institutions.

III.   Recommendations for Follow-up Actions

- Create a list with highly ranked journals and encourage the faculty to make an effort to publish in those journals.
- Develop an institutionalized alumni strategy.
- Seek collaborations with foreign institutions.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **4 and 5.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Professor Konstantinos Serfes (Chair)**
   Drexel University, Philadelphia, USA

2. **Professor Dimitris Petmezas**
   University of Durham, Durham, UK

3. **Professor Nikias Sarafoglou**
   George Mason University, Virginia, USA

4. **Dr. Nikolaos Voukelatos**
   University of Kent, Kent, UK

5. **Mr. Konstantinos Spanos**
   Ph.D. Candidate, Department of Logistics, International Hellenic University, Greece