



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# Accreditation Report for the Postgraduate Study Programme of:

## International Negotiations

**Institution: Athens University of Economics and Business.**  
**Date: 24 June 2023**



Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση  
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **International Negotiations** of the **Athens University in Economics and Business** for the purposes of granting accreditation.

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

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

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

- 1. Professor Symeon Giannakos (Chair)**  
Salve Regina University, Newport, RI, USA
  
- 2. Professor Emeritus Joseph Joseph**  
University of Cyprus, Nicosia, Cyprus
  
- 3. Professor Thomas Skouteris**  
American University of Cairo, Cairo, Egypt
  
- 4. Ms Evangelia Lekaki, Student**  
Department of International and European Affairs, University of Piraeus, Piraeus, Greece

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

It should be stated at the outset that the review of the Public Policy and Management postgraduate program in the Department of Management Science and Technology at the Athens University of Economics and Business took place during the same week as the review of the postgraduate program in International Negotiations of the Department of International and European Studies at the same university. Subsequently, some of the meetings overlap and this is made clear to avoid any confusion. Also, parts of the two reviews will overlap as well.

In preparation for the review, Dr Christina Besta, General Director of HAHE, held an online orientation meeting on Friday, June 16 at 15:00. On Monday, June 19, at 15:00 the External Evaluation and Accreditation Panel (EEAP), met online for one hour to plan the review process. HAHE had already made available to the AP preparation material such as guidelines, accreditation standards, and the accreditation template along with the Program's accreditation proposal and supporting documentation.

At 16:00 PM, the EEAP held its first official meeting of the review process. It met with the Director of the Public Policy and Management program, the director of the International Negotiations program, the Head of the Department of Management Science and Technology, the Head of the Department for International and European Studies, the Head of MODIP, MODIP staff, members of OMEA and members of each program's steering committee. Each program director presented the program overview, discussed each program's history and development, and answered questions from the EEAP. The Head of MODIP discussed each program's degree of compliance with the standards for quality accreditation.

At 17:00 of the same day, the EEAP met for 30 minutes with members of the teaching and administrative staff to discuss facilities, the library, classrooms, and laboratories. The EEAP was provided with links to video presentations of the various facilities of the University building each program is housed. The first day of the review concluded with a debriefing meeting of the EEAP.

On Wednesday the 21<sup>st</sup> at 15:00 the EEAP met with members of the faculty of the International Negotiations program and discussed hiring processes, teaching methods, student evaluations, research agendas, and faculty workloads. At 16:00 the EEAP met with current students in the program and discussed academic issues and concerns, academic advising, and the students' overall degree of satisfaction with their academic experiences. Following a short break, the EEAP then met with program graduates followed by a meeting with employers and social partners. They discussed the program's strengths and weaknesses and their relationship with the program and its faculty. Following a debriefing meeting, the EEAP came together for the closing meeting with the Department Head, the Program's director, the Head of MODIP, OMEA staff and faculty members of the program's steering committee.

All meetings were conducted in a cordial and professional manner and the review process was efficient and effective.

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

The International Negotiations program is an interdisciplinary program, the only one in Greece, which serves a much-needed academic specialty. It was created during the 2018-19 academic year and produced its first graduates in 2020. For its completion, the program requires the completion of ten courses (six obligatory and four electives) and a thesis. Accordingly, the objective of the program has been the education of highly quality graduates in the subject of international economic negotiations with practical cross-cultural negotiation skills. Furthermore, the program has been aiming to prepare graduates to respond professionally to a demanding and diverse environment and be able to demonstrate effective communications and conclude agreements.

The coursework of the program can be completed in two academic semesters with additional time needed to complete the thesis. It can also be completed on a part-time basis. Although the program encourages students to pursue internships, one is not required. The program attracts highly qualified applicants and the vast majority find employment after graduation. Finally, the program maintains contact with its graduates who are invited to participate in guests lectures and attend courses.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

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

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

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

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

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

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

#### **Documentation**

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

#### **Study Programme Compliance**

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

The Quality assurance policy of the Department of Department of Management and Technology at Athens University of Economics and Business is stated clearly and the Departments website: [Quality Policy | Athens University of Economics and Business \(aueb.gr\)](http://aueb.gr)

It is well integrated into quality assurance policy of the University: [Quality Policy | Athens University of Economics and Business \(aueb.gr\)](#) Overall the policy aims in the implementation of procedures which ensure:

- *the adequacy of the structure and organization of the curriculum,*
- *the pursuit of learning outcomes and qualifications in accordance with the European and National Higher Education Qualifications Framework,*
- *promoting the quality and effectiveness of teaching,*
- *the suitability of the qualifications of the teaching staff,*
- *promoting the quality and quantity of the research work of the members of the academic unit,*
- *the ways in which teaching is linked to research,*
- *the level of demand for graduates' qualifications in the labour market,*
- *the quality of support services, such as administration, libraries and student care services,*
- *Carrying out the annual internal evaluation of the Undergraduate Program in the framework of the Internal Quality Assurance System in collaboration with the Internal Evaluation Team of the Department and the Quality Assurance Unit of the Institution.*

The program's accreditation application makes references to goals, but it is not clear what these are and what is the specific strategy applied to achieve them. When they are stated, they are done so in general terms.

## **II. Analysis**

As it will be demonstrated by this review, the program is structured in a sensible and logical way with highly qualified faculty and teaching standards. It provides a much-needed educational service much needed in the Greek context and for that reason it is a highly sought-after program. It enjoys the availability of university services which are of high quality and adequate for graduate study.

## **III. Conclusions**

There is no doubt that the program provides a quality education. Documentation however is not always available or adequate. In addition, state regulations allow for courses to be offered in either Greek or English. At the point of the accreditation visit courses in English are offered only if it is required by the existence of non-Greek speaking students enrolled in the course. The program recognized the need for more courses to be offered in English and will implement a gradual approach to switching from Greek to English. All in all, the quality assurance structure is in place and is well integrated with the department's OMEA and the university's MODIP.



## Panel Judgement

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

## Panel Recommendations

Implement a gradual change of instruction from Greek to English in at least most courses offered.

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

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

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

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

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

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The institution's blueprint for postgraduate studies emphasizes a comprehensive and transparent design procedure. The curriculum focuses on active participation from students, alignment with the institutional strategy, engagement of external stakeholders, and accordance to European standards. Additionally, there's evidence on intertwining teaching and research, providing work experience opportunities, and continual assessment of learning outcomes to ensure the efficacy of the program. The EEAP has noted, however, a discrepancy between the description of the program in the accreditation proposal (a focus on economic negotiations), and the description presented by the program director and faculty on the other (as a generalist negotiations program).

### **II. Analysis**

The program's structure fosters a robust academic profile, as the learning outcomes align with European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors. This standardization guarantees a high level of academic integrity and transferability of credits. The use of research-focused courses and hands-on project experiences promotes deeper learning and skill acquisition, crucial for postgraduate studies. Moreover, by incorporating feedback from the labour market, the institution ensures that the program remains relevant and beneficial for the students' future employability. The explicit inclusion of student workload management and the active involvement of students in the program design further highlights the institution's student-centered approach.

### **III. Conclusions**

The institution's framework for designing and approving postgraduate study programs is commendable. Its emphasis on stakeholder involvement, market relevance, and continual assessment of learning outcomes ensures a high-quality, rigorous, and relevant educational experience. The combination of research-intensive learning, hands-on work experience, and continual evaluation instils a culture of innovation and continuous improvement. Thus, the program is likely to produce graduates with a robust set of skills, ready to contribute significantly to their respective fields.

## 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

- Create a focus group with potential employers and social partners to regularly provide feedback to the program.
- Resolve the discrepancy on the program focus and title, and develop consistency

### **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**

There is evidence that the PSP offers enough flexibility to comply with this Principle. It actively motivates students to develop their skills and academic profile by participating in external

events and debate conferences. Teaching methods incorporate a variety of delivery modalities for students to best obtain knowledge of the subject. Course evaluations are conducted on a regular basis at the end of each term to evaluate the teaching's quality and effectiveness. Also, there is enough guidance and support from teaching staff concerning the preparation of the thesis. Finally, students' complaints regulations are in place for students to use if needed.

## **II. Analysis**

The program is available in both full-time and part-time formats, catering to working students. To ensure inclusivity and equal access to learning, if there is a student who cannot understand Greek, the instruction language switches to English. Course evaluations are regularly conducted at the end of each term; however, the participation rates have consistently remained below 40%. When it comes to thesis preparation, teachers provide extensive support and guidance. They are also willing to consider modifications to the topic to better align with the student's interests and accommodate their preferences, even after the official submission of the thesis topic. The option to conduct research in Greek or English is also up to the student's choice. There is also a wide range of elective courses, allowing students to shape their academic profile according to their interests. An elective is offered based on a minimum enrolment requirement of 8 students, with exceptions made under certain circumstances. This approach ensures accessibility and allows for a greater range of students' preferences to be accommodated, promoting overall satisfaction with their studies. Moreover, students have the opportunity to choose electives from other PSPs, promoting flexibility and ownership of their learning experience. Whenever appropriate, the program takes advantage of state regulations regarding the maximum allowable online teaching, ensuring the program's smooth operation. Although there is a variety of teaching methods used to ensure students' engagement, it is recommended to explore additional student-centred approaches in teaching, to promote students' critical thinking and ownership of learning. The teaching staff is readily available, highly responsive to student's needs, and maintains regular contact with graduates as well. They offer guidance, adapt teaching styles to clarify complex concepts, provide additional hours for further explanations, and offer mock tests to ensure comprehension if students require it. Additionally, the program has established efficient academic advisor regulations, enabling students to receive personalized support. A clear and logical procedure is in place for students to address complaints and appeals. Assessment methods are communicated to students in advance, although the criteria for assessment, while shared orally, are not currently included in the Study Guide. Lastly, it is essential to highlight that the program proactively encourages and empowers students to engage and actively participate in academic activities beyond the university. This initiative not only enhances their extroversion but also provides them with opportunities to apply and practice their knowledge. Moreover, it fosters the development of essential skills while nurturing their autonomy and independence.

## **III. Conclusions**

This program is overall compliant with Principle 3. It offers several flexible solutions to accommodate as many students' needs as possible at different levels. The program provides all the necessary conditions to ensure quality in teaching and learning, through the regulation

for complaints as well as through course evaluations. Teacher-student relationships are exceptional with teachers fully and actively supporting students in their academic journey and encouraging them to develop their individual skills.

### Panel Judgement

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

### Panel Recommendations

- Strengthen the role of academic advisors by increasing their presence and communication channels, establishing a proactive and accessible advising system for students.
- Implement a transparent and comprehensive assessment framework that clearly outlines precise criteria for each course, aligning with the intended learning outcomes stated in the Study Guide.
- Include peer assessment in group projects.
- Reconsider the student-centred approach in teaching and embrace more such methods. Maybe also provide training to teaching staff.
- Include information on the minimum enrolment requirements for each elective course in the Program's regulations or/and Study Guide. This will ensure that students have access to essential details about the availability of electives and can make informed decisions regarding their course selections.
- Extend the time limit for completing course evaluations to encourage higher participation rates and obtain a more comprehensive overview of students' perspectives on the quality of teaching.

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

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

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The International Negotiations PSP fully complies with Principle 4. The Study Guide is concrete and adequately refers to student's rights and obligations and it covers all aspects related to internships, scholarships and opportunities for international mobility. Students and interested parties can consult it to become informed about the duration of studies, content and details of the courses, the conditions of progression as well as the procedure for award and recognition of their degree. Instructions on thesis implementation are also defined and there is also a Thesis Handbook and Code of Research Ethics available.

### **II. Analysis**

A student or any other party interested can find all information about this program through the Study Guide as well as the website. The Study Guide also provide information for course outlines, the preparation of the thesis, mobility opportunities and the internship regulation. This comprehensive resource ensures that students have access to all the necessary information before starting their studies, during their duration, and all the way up until graduation. Faculty diligently monitors students' progression throughout all trimesters, maintaining consistent attendance records during the course. The program's adherence to the principles and rules of the European Credit Accumulation and Transfer Systems (ECTS) is integrated into the curriculum, ensuring a standardized credit system across the program's



offerings. As for thesis preparation, apart from the guidelines provided, students receive great support from their teachers and are also encouraged to attend seminars hosted by the university's Library, where they can learn how to properly write their theses. Additionally, the program offers plenty of opportunities for networking among students, teachers, and external stakeholders. Students are highly encouraged to participate in various competitions and events, activities that are strongly supported by the faculty and the program. Feedback from graduates and external stakeholders, including employers and social partners, indicates a strong alignment between the context of the studies and the labour market.

### III. Conclusions

Overall, the program adheres to this Principle as it has developed and applies all required regulations regarding its operation covering all issues from the beginning to the end of studies. The Study Guide is fully comprehensive and exclusive, containing all necessary information and offering guidelines for all aspects and phases of studies. Documents such as the Code of Research Ethics and Thesis Handbook are also included for students' reference.

#### Panel Judgement

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

## Panel Recommendations

- Include student admission required documents and selection criteria of candidate students in the Study Guide. The latter is not included in the relevant section on the website as well.
- Formalize and activate the internship regulation in a way that provides motivation to the student and ensures that they receive financial compensation for their work.
- Apart from Erasmus+ International Mobility for studies, provide opportunities for internship under the same program.
- Since the program's website redirects to AUEB's website, add the English version to the Erasmus+ section and ensure the appropriate Regulation is attached to the "General Information about Erasmus+ Internship".
- Develop relationships with related postgraduate programs abroad, organize joint academic projects and research collaborations, and provide the choice to students to attend courses at partner institutions to foster their extroversion and exposure to diverse perspectives.
- Expand partnerships with private businesses and involve them further in the learning process, to engage students who have industry-focused interests, offer more applied knowledge and inspiration, and bridge academia and the corporate world.
- Offer applied knowledge in practical and useful tools for their upcoming career.
- Consider increasing English-taught courses to internationalize and raise the program's visibility abroad, providing students with global opportunities and advanced level of studies as well as gradually attracting international students.
- More rational distribution of the courses in the trimesters based on their content and level.
- Explore how you could possibly offer a hybrid delivery mode to attract and enable access regardless of geographic constraints, for domestic students in other cities and students from abroad.
- Mention the admission required documents in the Study Guide and include selection criteria in both the website and the Study Guide.
- Since the PPS's website redirects to OPA's page for the Erasmus internship, make sure English version of it is also provided, and attach the relevant regulation there (ΦΕΚ).
- It is important to be mindful of the language used when addressing inclusive matters. For instance, in the Certification Proposal, instead of stating "emphasis is given to procedures for dealing with special cases" it could be expressed as "care is taken to support students with diverse needs, including AMEA students".

## **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, recognising the importance of teaching and research, follows a clear, transparent, and fair process for the recruitment of qualified staff. Their expertise, international background, high qualifications, and enthusiasm enhance the quality of classroom teaching and research output. As this is an interdisciplinary programme, the teaching staff comes from different disciplines. All of them are Ph.D. holders, active researchers, productive scholars, and dedicated teachers. New technologies are widely used in the classroom and in communicating with students. The staff-student ratio is very good.

#### **II. Analysis**

The teaching staff follow innovative and widely used pedagogical practices and instructional methods. There is enthusiasm and skill in utilizing new technologies, both in the classroom and in interaction among faculty and students. The EEAP had the opportunity to interact with students and received the impression that they think very highly of their teachers. Current

students, as well as graduates, talked with respect, gratitude and admiration about their professors, the departmental culture, and the learning environment. They confirmed that their teachers are committed, accessible, understanding, and ready to provide support and guidance. Overall, the teaching, encouragement, and advising provided by faculty members are evident and highly appreciated by the students.

### III. Conclusions

The Department and the University provide encouragement and adequate opportunities for the professional development of the faculty, although there is room for improvement. All teaching staff should be commended for the firm commitment, concentrated effort, and enthusiasm in maintaining high-quality teaching and research despite the obstacles and difficulties created by limited resources and other external factors for which the Department cannot be blamed. It is pointed out that there is a collaborative climate in the Department built on, and reflecting, mutual respect and collegial spirit, not only among faculty members, but also between students and teaching staff.

#### Panel Judgement

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

### **Panel Recommendations**

- The excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced, as it is instrumental in sharing experiences and getting feedback.
- Faculty members could intensify their efforts and enhance their high-quality research output, especially by publishing in international peer-reviewed journals and publishing houses.
- The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects. This is in line with the broader need to address the general systemic problem of an inadequately funded public university system. Addressing this issue could also help meet, to some degree, the broader challenges which universities and departments are facing, such as attracting and retaining more faculty of international calibre.

## **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.*

### **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 program effectively fulfils the requirements of this Principle. It is equipped with the necessary infrastructure to meet its needs, and all services are readily accessible and communicated to students. The support staff demonstrates exceptional responsiveness and competence, with their roles and rights clearly defined in the Study Guide. Tuition fees are efficiently allocated to address the teaching and learning requirements of the PSP, ensuring their optimal utilization.

#### **II. Analysis**

The Institution provides a comprehensive infrastructure to meet the program's requirements, ensuring that all necessary services are readily available to students. Information about these

services is communicated through the website, Study Guide, new-student welcoming ceremony, and email sent by the program's Secretary. As a reference, graduates have reported receiving excellent support and guidance from the Job Market and Entrepreneurship unit even after completing their studies. Additionally, the Department offers various Research and Teaching Labs to facilitate the academic growth of students, equipped with extra technological resources. The Study Guide clearly outlines the qualifications, responsibilities, and opportunities for professional development for administrative staff. The support and administrative staff promptly address students' needs and maintain effective communication channels. The library maintains a diverse collection of print, digital, and audio-visual resources to cater to students' academic interests. While the program's tuition fees are managed by ELKE, a portion is allocated to cover the program's expenses, including scholarships, operating costs, support staff salaries, database subscriptions, and marketing initiatives, ensuring the program's sustainability.

### III. Conclusions

The program successfully meets the criteria outlined in this Principle. The Institution's infrastructure and financial resources effectively cater to the program's needs. Students and graduates alike benefit from the wide range of services, Labs, and units available to them, providing significant assistance and guidance. The Study Guide serves as a valuable resource, offering clear insights into the qualifications and responsibilities of administrative staff who play a crucial role in informing and supporting students throughout their educational journey.

#### Panel Judgement

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

#### Panel Recommendations

- Ease the procedure of students' participation in the Research & Teaching Labs offered by the Department.
- Allocate study rooms available to students in buildings of postgraduate programs.
- Provide more breakout rooms for group work during lectures.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The graduate program appears to be effectively implementing Principle 7 of Information Management. The institution has set up a functioning and cohesive information system that manages and monitors various data points related to students, faculty, course structure, and support services. Key performance indicators, student profiles, progression metrics, satisfaction rates, and learning resources' availability are all consistently taken into account. Both students and staff are actively involved in the data collection and analysis process, lending to the system's integrity. The program leverages the National Information System for Quality Assurance in Higher Education (NISQA) at several levels and keeps a data collection system specifically for the Postgraduate Study Programme (PSP) implementation. The Committee has found evidence that a quality assurance system is in place that appears to be taking regularly into account that data collected.



## II. Analysis

The institution's data collection and analysis methodologies appear comprehensive, potentially offering valuable insights for decision-making. The practice of involving students and staff in the process adds a layer of authenticity to the collected data, promoting transparency. Using various data sources contributes to an overarching understanding of the program's performance. These practices likely assist in highlighting both strengths and areas needing improvement, supporting an evidence-based approach to program enhancement. While a feedback loop appears to be in place, the Committee would have liked to see more evidence of how the data collection has impacted on the improvement of the program curriculum and teaching practices.

## III. Conclusions

The institution shows a positive alignment with Principle 7. The use of data collection, analysis, and the application of findings suggests a degree of dedication to the ongoing improvement of the graduate program. The inclusive involvement of students and staff in the process adds a crucial perspective, potentially improving the quality and applicability of the data. Overall, the graduate program utilizes information management as a strategic tool for maintaining quality standards and promoting student success, although a continued focus on these areas will ensure its sustained efficacy.

### Panel Judgement

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

### Panel Recommendations

- Find more active ways of incorporating the perspectives of students and potential employers in program design.
- Make use of data more actively on the level of curriculum reform.

## **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 Institution maintains a dedicated segment for the International Negotiations Program on its website. The information provided covers all necessary details about the program, including intended learning outcomes, degrees awarded, teaching and assessment procedures, pass rates, and career prospects of graduates. The bilingual nature of the site (English and Greek) extends its accessibility to a wider audience. However, there is room for improvement in terms of website design and technology employed, which currently appears somewhat out-of-date compared to contemporary web standards.

### **II. Analysis**

The Program has adequately covered the required elements of Principle 8: Public Information. The website delivers a clear, objective, and direct outline of the postgraduate program, meeting the needs of a range of stakeholders, from prospective students to graduates and other interested parties. The use of bilingual language supports inclusivity and broad accessibility. However, the website's design could be updated to improve its overall aesthetics and user experience. The current layout, while functional, lacks the modern design elements that one might expect from a leading educational institution. An example is the website's navigation system that could benefit from a more intuitive structure to facilitate user interaction. Accessibility options for all people would also be a welcome addition.

### III. Conclusions

In conclusion, the Program exhibits compliance with Principle 8 by providing readily accessible and transparent information about its postgraduate program. The program's website carries all the requisite details in a clear, bilingual format, making it highly functional for its intended audience. However, an update in design and technology would significantly enhance the user experience, making it not only a source of information but also a platform that is engaging and aesthetically appealing to users. Incorporating more modern design principles and interactive elements could help bring the website in line with current digital standards. In this regard, ongoing website maintenance and updating should be a priority to ensure that the site continues to meet the evolving needs of its users.

#### Panel Judgement

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

#### Panel Recommendations

To the extent that the budget resources permit, modernize the website with the use of new technologies and accessibility features.

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

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

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

*The above comprise the evaluation of:*

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department and the University have in place internal self-assessment procedures and mechanisms, which are part of an efficient quality assurance system, providing for regular monitoring, review, and revision of the Programme. The internal quality assurance system aims at maintaining academic standards and an appropriate level of education while creating a supportive and effective learning environment for students. MODIP (Μονάδα Διασφάλισης Ποιότητας), OMEA (Ομάδα Εσωτερικής Αξιολόγησης), and the departmental Study Programme Committee (Επιτροπή Προγράμματος Σπουδών) play a central role throughout the various stages of internal self-assessment. The outcomes of self-assessment are properly recorded, analyzed, shared and utilized, especially in formulating and communicating recommendations and action plans.

## II. Analysis

Constant efforts are made to review and revise the Programme to ensure that it is up-to-date and in line with the latest research and pedagogical approaches. Revisions are also aimed at harmonizing its objectives and content with students' needs and expectations, maintaining international standards and following best practices. They also take into consideration the changing needs of society and the expectations of students who provide evaluations of courses and faculty, as well as the overall learning environment.

## III. Conclusions

The EEAP is convinced that the commitment of the Department and the on-going internal monitoring and evaluation ensure that high quality teaching and research are firm and clear objectives embedded in the Programme. The internal review and monitoring of the Programme reflect an academically rigorous and open departmental and internal university quality assurance process. All actions taken are communicated to all parties and stakeholders concerned. Overall, the internal quality assurance system in place works efficiently in monitoring, updating, and promoting the continuous improvement of the Programme.

### Panel Judgement

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

### Panel Recommendations

The departmental quality assurance committee may wish to consider having a more structured procedure -- such as scheduled meetings and time-frames -- to ensure that on-going monitoring and periodic reviews are sustained and further enhanced.

## **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 Postgraduate Study Program has not been externally evaluated before. During the current external review, all stakeholders were actively engaged. The Department and the University worked diligently in preparing materials, presentations, as well as in organizing and hosting the virtual meetings with the EEAP. All the meetings included presentations, discussions, and question and answer sessions. The EEAP had the opportunity to meet, talk, and interact with all the participants of all meetings. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

#### **II. Analysis**

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders are aware of the importance of external review, its usefulness and the contribution it can make in improving the Programme. Throughout the current external evaluation process, it was convincingly demonstrated that the University and the Department are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they

pointed out during the meetings, it will help them become better by enabling them to identify any problematic areas and find suitable solutions.

### III. Conclusions

It is the impression of the EEAP that the Department and the University are committed to external evaluation as a key component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to have a positive impact on the Programme and contribute to its continuous improvement. However, more tangible results and a more meaningful assessment regarding this Principle will be possible when a second external evaluation is carried out.

#### Panel Judgement

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

#### Panel Recommendations

Maintain and further enhance the existing positive attitude toward the external review process, its findings, and recommendations.

## **PART C: CONCLUSIONS**

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

- Faculty committed to students' academic welfare
- Well qualified faculty with strong research agenda
- Great support services for the students
- Highly capable students
- Well-structured program
- Program enjoys a special niche in the market

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

- Inconsistent Website
- Limited student-centered teaching and learning
- Limited internship availability
- Lack of internationalization especially in the language of instruction

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

- Create a focus group with potential employers and social partners to regularly provide feedback to the program.
- Strengthen the role of academic advisors by increasing their presence and communication channels, establishing a proactive and accessible advising system for students.
- Implement a transparent and comprehensive assessment framework that clearly outlines precise criteria for each course, aligning with the intended learning outcomes stated in the Study Guide.
- Include peer assessment in group projects.
- Reconsider the student-centred approach in teaching and embrace more such methods.
- Include information on the minimum enrolment requirements for each elective course in the Program's regulations or/and Study Guide. This will ensure that students have access to essential details about the availability of electives and can make informed decisions regarding their course selections.
- Extend the time limit for completing course evaluations to encourage higher participation rates and obtain a more comprehensive overview of students' perspectives on the quality of teaching. Include student admission required documents and selection criteria of candidate students in the Study Guide. The latter is not included in the relevant section on the website as well.



- Formalize and activate the internship regulation in a way that provides motivation to the student and ensures that they receive financial compensation for their work.
- Apart from Erasmus+ International Mobility for studies, provide opportunities for internship under the same program.
- Since the program's website redirects to AUEB's website, add the English version to the Erasmus+ section and ensure the appropriate Regulation is attached to the "General Information about Erasmus+ Internship".
- Develop relationships with related postgraduate programs abroad, organize joint academic projects and research collaborations, and provide the choice to students to attend courses at partner institutions to foster their extroversion and exposure to diverse perspectives.
- Expand partnerships with private businesses and involve them further in the learning process, to engage students who have industry-focused interests, offer more applied knowledge and inspiration, and bridge academia and the corporate world.
- Offer applied knowledge in practical and useful tools for their upcoming career.
- Consider increasing English-taught courses to internationalize and raise the program's visibility abroad, providing students with global opportunities and advanced level of studies as well as gradually attracting international students.
- More rational distribution of the courses in the trimesters based on their content and level.
- Explore how you could possibly offer a hybrid delivery mode to attract and enable access regardless of geographic constraints, for domestic students in other cities and students from abroad.
- The excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced, as it is instrumental in sharing experiences and getting feedback.
- Faculty members could intensify their efforts and enhance their high-quality research output, especially by publishing in international peer-reviewed journals and publishing houses.
- The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects. This is in line with the broader need to address the general systemic problem of an inadequately funded public university system. Addressing this issue could also help meet, to some degree, the broader challenges which universities and departments are facing, such as attracting and retaining more faculty of international calibre.
- Ease the procedure of students' participation in the Research & Teaching Labs offered by the Department.
- Allocate study rooms available to students in buildings of postgraduate programs.
- Provide more breakout rooms for group work during lectures.
- Find more active ways of incorporating the perspectives of students and potential employers in program design.
- Make use of data more actively on the level of curriculum reform.

- The departmental quality assurance committee may wish to consider having a more structured procedure -- such as scheduled meetings and time-frames -- to ensure that on-going monitoring and periodic reviews are sustained and further enhanced.
- Maintain and further enhance the existing positive attitude toward the external review process, its findings, and recommendations.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 6, 7, 9, and 10.**

The Principles where substantial compliance has been achieved are: **3 and 8.**

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. Professor Symeon Giannakos (Chair)**  
Salve Regina University, Newport, RI, USA
  
- 2. Professor Emeritus Joseph Joseph**  
University of Cyprus, Nicosia, Cyprus
  
- 3. Professor Thomas Skouteris**  
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