



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece  
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • [www.ethaae.gr](http://www.ethaae.gr)

# Accreditation Report for the Postgraduate Study Programme of:

**Business Administration International**

**Department of Business Administration and Technology  
Institution: Athens University of Economics and Business**

**Date: 21 October 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 **Business Administration  
International** of the **Athens University of Economics and Business** for the  
purposes of granting accreditation.

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b> .....	<b>4</b>
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation .....	5
III. Postgraduate Study Programme Profile.....	6
<b>Part B: Compliance with the Principles</b> .....	<b>7</b>
<b>PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT</b> .....	<b>7</b>
<b>PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>9</b>
<b>PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT</b> .....	<b>12</b>
<b>PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION</b> .....	<b>16</b>
<b>PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>19</b>
<b>PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT</b> .....	<b>23</b>
<b>PRINCIPLE 7: INFORMATION MANAGEMENT</b> .....	<b>26</b>
<b>PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>28</b>
<b>PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>30</b>
<b>PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>33</b>
<b>Part C: Conclusions</b> .....	<b>35</b>
I. Features of Good Practice .....	35
II. Areas of Weakness .....	35
III. Recommendations for Follow-up Actions .....	35
IV. Summary & Overall Assessment .....	36

## **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 International** of the **Athens University of Economics and Business** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

**1. Prof Ioannis Violaris (Chair)**

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

**2. Prof George Vozikis**

Chaminade University of Honolulu, Honolulu, USA  
California State University, Fresno

**3. Prof Michel Dimou**

Universite de Toulon, Toulon, France

**4. Prof Polymeros Chrysochou**

Aarhus University, Aarhus, Denmark

**5. Mrs Vasiliki Matika**

PhD Candidate, University of Patras, Patras, Greece

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

The present accreditation has taken place between 16.10.2023 and 21.10.2023

During the first three days several meetings have taken place as follows:

On Monday 16.10.2023 the External Evaluation and Accreditation Panel (EEAP) briefly met with the University's Rector who welcomed the EEAP members and expressed his determination in cooperating with them in completing this accreditation. The EEAP has also met with the Director of the postgraduate programme under review, the Head of the relevant Department, the Steering Committee members, the Internal Evaluation Team (OMEA) and the Internal Evaluation Unit Supervisor (MODIP).

The EEAP has been provided with all necessary material from HAHE (Hellenic Authority for Higher Education); the material included inter alia the accreditation guidelines, acronyms, the European qualifications framework, the PSP (postgraduate study programmes) standards, the mapping grid, the Report template, the Accreditation Guide and the Accreditation management system manual.

The University has also provided the EEAP a total of 19 files containing inter alia: the quality assurance policy, the Senate's decision for establishing this programme of study, the courses' outlines, the outcomes of MODIP's internal evaluation, the students' questionnaire for evaluating the courses and the programme, the procedure in dealing with complaints, the MSM internal operation procedures, the studies' guide and the diploma supplement.

On Wednesday 18.10.2023, the EEAP has met with the teaching staff, students' and graduates' representatives and representatives of employers and other social partners related to the programme.

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

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

The programme under review started being offered in 1999, yet it has assumed its present form in 2018. The students have to complete in 5 mini-mesters including a supervised Master thesis. Currently about 15 students are full time and 50 students part time learners. Prior to the commencement of classes, an orientation session is taking place in order to achieve the necessary bonding among professors and students. So far, a large number of students have graduated from this programme since its original establishment. The current tuition fees are 9700 euros for full time study and 9900 for part time study. The qualification awarded is a Master in International Business Administration which is highly prestigious coming from a university with a long history and educational tradition. Many students are also engaged in research activities, many times cooperating with their Professors in publishing at scientific journals and/or presenting their work at international events. The programme regularly organizes study tours abroad thus cooperating with foreign universities and institutions and offering students the opportunity to expand their networks and future career paths. The students have to cover only the travelling costs.

Due to the topics covered, the graduates are able to find employment in a variety of both private and public sectors; additionally, students' backgrounds in most cases fit well into the programmes courses (for instance even a medical doctor has attended the programme and has given us testimonial that it has benefited her a lot in her professional endeavours).

The Athens University of Economics and Business is world – wide known and highly respected in the circles of the academia, especially that related to the programmes offered.

## 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 Panel has been able to assess that both the structure and organization of the programme are well organized and smoothly running offering maximum benefits to the enrolled students.

The courses offered are in line with the European and National Qualifications Framework for Higher Education – level 7.

The available academic faculty is well experienced and qualified to support the programme.

The programme thus is consistent with the quality assurance requirements, goal settings and academic unit's endeavour for excellence.

## II. Analysis

As far as the annual quality goals these are clearly stated and KPIs (key performance indicators) are set by MODIP in collaboration with the Director of the programme and the Department Head are communicated to all faculty and recorded so as to be followed up in future semesters.

The graduates of the programme are well received in the labour market which positively considers that the said graduates are well educated and suitable to be offered employment in a variety of sectors.

It has been also assessed that due to the relative limited number of enrolled students and the relatively low tuition fees, additional financial resources are needed to support and expand the programme, perhaps from private funds coming from cooperating firms and organizations in the form of scholarships.

## III. Conclusions

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

### 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

**R1.1** We highly recommend that the Programme Director and the Department in general, further explore all possibilities in engaging and achieving the financial support of the private sector.

**R1.2** We also recommend that in each semester MODIP ensures that all faculty members are actively engaged and informed on the quality assurance processes and achieved results.

## **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 programme has been designed by the relative department in cooperation and under the guidance of the Director of the programme and the Department Head in collaboration with the faculty of the programme and has been approved by the Senate.

The curriculum structure (courses, their content, ECTS's, expected learning outcomes in accordance to the EQF) have been prepared through the collaboration of all involved faculty.

Additionally, the networks that do exist with the labour market, enable the programme officials to adjust the offered courses as required by the market, in conjunction of courses' content to theory and research. The EEAP has also determined that a detailed study guide is available giving learners an overview of the programme and the important requirements for a successful academic experience.

### **II. Analysis**

Course outlines and thesis' outlines are provided to the students through Eduportal – Moodle platform and act as a guideline as to what will be covered in each course and the assessment methods as well the grading mode.

The programme officials additionally give the necessary importance in linking teaching to research and many times involve students into their own research and/or through the students' theses they encourage them to get engaged in journals paper writing.

### **III. Conclusions**

The principle is considered fully compliant.

## Panel Judgement

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

## Panel Recommendations

**R2.1** We highly recommend that more since most of the students are part-time ones, the courses take this into consideration, as far as their context is concerned.

**R2.2** We also recommend that full time students are also encouraged to get part time employment, as this will definitely help them link the theory taught with the real market needs and requirement and will prepare them in becoming better professionals upon graduation.

### **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 MBA International, totalling 90 ECTS, can be completed within 16 months on a full-time basis or 27 months part-time. In the last term students take an immersion graduation project

(full-time: 8 ECTS; part-time: 4 ECTS). Students who pursue to study the programme should at minimum have a 3-year work experience.

The main aim of the programme is to equip graduates with in-depth, up-to-date knowledge in their fields so they can use it effectively in their jobs. Graduates are also expected to have strong theoretical, analytical, and adaptability skills to keep up with the ever-changing demands of business and academia. In meetings with employees and social partners, it was emphasized that the programme actively listens to and follows market developments, making necessary curriculum adjustments. Overall, the teaching content is of high quality and up-to-date. However, during the EAAP meetings and the assessment of material provided to the committee, it was noted that student evaluations concerning study material was lower than the institutional mean (mean = 3.74; institution mean = 3.99). This may require a more careful consideration and possible update of the study material.

The teaching approach is student-centered, and the programme offers various opportunities, including company days, events, guest speakers from the industry, case studies, competitions, and collaboration with research labs. During the meeting with graduate students, an expression was made on the need to introduce more business case-studies. The programme also conducts international study trips. One aspect that EAAP members discussed is the “international” aspect of the programme. Students and staff members expressed that this is reflected by the English language, the teaching staff (a small proportion of courses are offered by international academics), and the international network of students and alumni. Another aspect discussed during the meetings with was the need to appreciate interdisciplinary and transdisciplinary research, which can support them in strengthening their entrepreneurial skills.

The programme supports career development through a dedicated career office and with strong bonds with the industry. Besides, the alumni association is very engaged, as evidenced from the discussions with the EAAP members. In a similar fashion, the advisory board further supports its ongoing development providing useful feedback through regular meetings (1-2 per year).

In discussions, the EAAP members found that current students and graduates of the programme expressed high satisfaction with the teaching and learning process. They particularly appreciated the approachability, mentoring, and professional interaction with faculty. Students also value the opportunities they have to interact with employers and industry professionals during lectures and meetings. Several graduates mentioned that they still maintain professional relationships with faculty, and the student alumni association contributes to this effort.

The building facilities are suitable, and the addition of the new building on Trias Street has improved the overall infrastructure. In meetings with students, the EAAP members received positive feedback regarding building facilities and the overall environment. Nevertheless, space is still short, which hinders possibilities for future expansion. In a similar vein, students expressed their satisfaction with the online teaching platform.

In terms of course and programme evaluations, the EAAP members noted a generally positive assessment. While the overall evaluations are below the institution averages this can be

explained by the higher expectations from students and the diversity of courses (compared to regular MSc programmes). Nevertheless, there is a steady score over the last three years indicating that there is a possibility for future improvement. Besides, there is an internal mechanism to address instances where scores raise concerns. However, EAAP members observed that a more qualitative assessment is needed to gain a deeper understanding of the reasons behind scores that may require further attention and corrective actions.

## **II. Analysis**

The programme prominently features a student-centered learning approach, permeating every facet of its design. This approach is underpinned by the unwavering commitment of the faculty to support students in their academic journey, fostering a closely-knit student-faculty interaction. This engagement has not gone unnoticed, as students have expressed their satisfaction with the mentoring, they receive from faculty members.

Another key strength is the programme's clear and transparent approach to assessment. Assessment items, criteria, and learning outcomes are readily available in course syllabi, offering students a clear understanding of expectations and fostering accountability in their learning process.

The programme also actively seeks and values student input through the presence of professor advisors and the administration of satisfaction surveys. This practice underscores a genuine concern for students' opinions and a readiness to address their study-related issues. This demonstrates a proactive approach to enhancing the overall learning experience.

In summary, the programme excels in its student-centric approach, faculty support, transparency in assessment, and responsiveness to student feedback. As the student body diversifies, it is vital to accommodate evolving educational needs, ensuring that the programme remains adaptive and inclusive, thereby securing its ongoing success.

## **III. Conclusions**

The programme's success is rooted in its unwavering dedication to student-centered learning. By continuing to maintain this strong student-faculty interaction and responsiveness to evolving educational needs, the programme not only upholds its commitment to excellence but also paves the way for a bright and dynamic future in the field of business administration.

Overall, the programme is underpinned by a resolute commitment to a student-centered approach, fostering a learning environment where mutual respect between students and faculty thrives. It fully aligns with the stipulations set forth in Principle 3.

## Panel Judgement

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

## Panel Recommendations

**R3.1** Consider familiarizing students with inter-disciplinary and trans-disciplinary research.

**R3.2** Seek richer qualitative feedback from student evaluations. This could involve introducing open-ended questions in the assessment questionnaire and engaging in discussions with students regarding course assessment results, adhering to applicable legislation.

## **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**

In our evaluation of the institution's adherence to Principle 4, which emphasizes the importance of developing and applying published regulations covering all aspects and phases of postgraduate studies, including admission, progression, thesis drafting, recognition, and certification, the following findings were made:

#### **Student Admission Procedures and Supporting Documents:**

The institution has well-defined and published student admission procedures, outlining the required supporting documents for application, in Greek and English language as the program is delivered in the English language.

The admission criteria are transparent and consistently applied, ensuring fairness in the selection process.

#### **Student Guide:**

All the information related to the above-mentioned aspects is made public and accessible in the Student Guide.

#### **Documentation:**

The institution maintains essential documentation, including internal regulations for the operation of the Postgraduate Study Program, a Research Ethics Regulation, a Regulation of

studies, an Internal Regulation, internship, mobility, and student assignments, and a Degree certificate template.

#### **Diploma:**

The Diploma Supplement is issued in the Greek and English Language according to the European Commission, the Council of Europe and the UNESCO, on order to improve their national transparency and fair academic and professional recognition of qualifications.

#### **Student Rights and Obligations:**

The institution has established clear guidelines regarding the rights and obligations of students. Monitoring of student progression is regularly conducted, with mechanisms in place to address academic or behavioural concerns.

#### **Support of Students:**

The institution of the Counsellor is active in the Institution and also a Career Office, the Secretariat and an active Alumni Association. All the above support the students to take full advantage of the available services and also inform them of their future opportunities.

#### **Student Mobility:**

Terms and conditions for enhancing student mobility, such as credit transfer and exchange programs, educational trips abroad, are clearly communicated.

#### **Internship and Scholarships:**

The institution provides information on internship opportunities where applicable, in collaboration with the External Counsellor Committee. Clear guidelines are in place for the granting of scholarships, ensuring a fair and merit-based process.

#### **Supporting network:**

After graduation the students are in touch with the members of the External Counsellor Committee, which consists of representatives of the largest commercial companies in Greece, in order to find a job.

## **II. Analysis**

The findings indicate that the institution is generally in compliance with Principle 4. It has well-defined and documented regulations covering various aspects of postgraduate studies, ensuring transparency and fairness in its processes. The institution's commitment to student rights, monitoring, and support is evident. It has established clear procedures for thesis drafting, assignment submission, and degree recognition.

## **III. Conclusions**

The institution demonstrates a strong commitment to the principles outlined in Principle 4. It adheres to the spirit of transparency, fairness, and consistency in its postgraduate programs.

The availability of comprehensive documentation, including regulations and the Student Guide, ensures that all stakeholders are well-informed about the processes and requirements.

### 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

While the institution is generally in compliance with Principle 4, there are a few areas that could benefit from further attention:

**R4.1** Continuously monitor and assess the effectiveness of admission and scholarship processes to ensure fairness and equal opportunity for all students.

**R4.2** Promote the Student Guide more actively to ensure that students are fully aware of the available resources and guidelines throughout their studies.

## **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 instructors of the Postgraduate program (PSP) Master's in Business Administration (MBA) International at Athens University of Economics and Business (AUEB) consist of academicians with a quite successful academic career in their field according to the files A7 and A16 of the department's report.

The selection of the teaching staff of the PSP is transparent and with strict merit-based criteria, according to law 4957/2022 for the postgraduate programs of study and the PMS operational manual (A12). These merit-based criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, his/her teaching and research experience, their service to the department, and finally their standing in international fora. The department is assigning the PSP teaching hours to the faculty according to their predetermined by legislative directives teaching load. There is an open invitation for faculty to express an interest and develop a course that relates to the content of the program. The PSP department is also trying to enrich its teaching staff with adjunct instructors from internationally related

organizations, alumni, and prospective employers of the graduates, to share their multi-layered knowledge of their field and experience. There is also a systematic effort to attract distinguished faculty from foreign universities from the existing close collaboration with prominent foreign universities, which the program is aspiring to directly compete with.

The professional development opportunities for the faculty of the Postgraduate program (PSP) Master's in Business Administration (MBA) International at AUEB represent a very important element in the establishment of the program as the premier international program in the nation and takes shape directly through the Group of Internal Evaluation (OMEA) of the Department in collaboration with a similar indirect evaluation by ESPA's Unit of Quality Assurance (MODIP) based on a MODIP related questionnaire. The criteria relate to the structure and content of each course, its quizzes, practical applications, the organizational structure of the student term papers, the examinations, the educational framework of teaching, teaching skills, and student self-evaluation reporting. The Department supports the research activities of its faculty, which it deems as conducive to better instructional capabilities down the road. To that effect, it grants and funds participation in scientific conferences and seminars in Greece and abroad, inter-university exchanges, presentations of seminars to other Universities, etc., especially for research that was developed within the department and the PSP program in collaboration with the students. These funds along with the PSP's budget, provide the resources to the faculty and the students for transportation, publicity and showcasing of the PSP, organizing conferences and seminars, etc.

Staff mobility is also supported but inhibited by the strict legislative impediments in terms of set and predetermined salaries according to rank and years of service, however, no release time is provided to faculty for professional development. The ambitious aspiration of the department is to develop and sustain a prestigious International MBA PSP and does not allow any deviation from a direct, continuous, and permanent linkage between teaching and research, with the assumption being that excellent teaching cannot possibly be achieved without an academically successful research foray by each instructor into his/her field. And conversely, excellent academic endeavours are destined to improve one's teaching abilities with the students being the recipients of the benefits.

The minimum weekly workload of the departmental DEP members consists of four courses in the undergraduate program and four courses maximum in the PSP. However, there is a legislative ceiling to the maximum PSP teaching compensation.

The direct linkage of teaching and research is considered obvious and necessary. The topics of final theses are matched with faculty interests, resulting in publications and/or presentations in professional association conferences, therefore there is the possibility of an active participation of students in research in collaboration with faculty. Travel to these conferences is funded, as mentioned earlier. Additionally, open access journals are available, in order to seek supplemental scientific knowledge and literature. There is also the opportunity to present faculty research in the classroom and in departmental seminars to receive feedback from colleagues and participating students that may enhance the possibility of a research study

getting published in a journal or in the department's own journal. Finally, there are opportunities for both faculty and students to participate in the ERASMUS programs. The overall assumption here is that excellent teaching cannot possibly be achieved without an academically successful foray by each instructor into his/her field. And conversely, excellent academic endeavours are destined to improve one's teaching abilities with the students being the recipients of the benefits.

The instructor's evaluation by the students is accomplished via electronic surveys within a special MODIP platform. These electronic surveys are activated by the instructors and according to the directives of MODIP, during the last three weeks of the course, and the students can anonymously evaluate the instructor, and the course *per se* by filling the survey in the specific website. The survey includes and relates to:

1. The course (purpose, material organization, quality of teaching materials, difficulty level).
2. The tests, and term papers (topic, comments, and instructor guidance)
3. The instructor (organization and delivery of the lectures, responses to questions, professionalism, and availability to the students)
4. EDIP's contribution to the course
5. The labs (level of difficulty, notes, equipment)
6. The student (attendance and individual response to the academic obligations)

There is no defined research strategy as such for the PSP Master in Business Administration (MBA) International focusing on specific scientific and research areas, but throughout the references on the instructional staff the "relatedness" of the research undertaken to the main theme and field of study of the PSP is emphasized. This is expected not only during the tenure evaluation process of the individual faculty within the PSP, but also expected from any new faculty and adjunct that is examined and approved by the PMS.

## **II. Analysis**

It is obvious that the Postgraduate program (PSP) Master in Business Administration (MBA) International at AUEB ensures a level of knowledge and skills of their teaching staff and applies transparent and merit-based 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 in order to improve their teaching capabilities.

## **III. Conclusions**

It is concluded that the Postgraduate program (PSP) Master in Business Administration (MBA) International at AUEB is fully compliant with the requirements of Principle 5.

## Panel Judgement

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

## Panel Recommendations

**R5.1** A merit system should be in place to measure the contribution of each faculty member in the areas of teaching, research, and service. Such a system could reveal strengths and weaknesses of the group and allow for better allocation of resources and a more efficient use of the human capital and research potential of the department.

**R5.2** All efforts must be undertaken to raise the average faculty student evaluation grade, which is in the upper three level, where it should be in the four level.

**R5.3** The program has a Business Advisor Council (BAC), since 2004, which meets 1-2 times per year and informally in between. We therefore recommend if possible that this is further improved and its functions enhanced, so that its recommendations become more useful.

## **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 Master is offered in the English language to attract foreign students but also to allow Greek students to better insert in the international labour markets. Several seminars by guest lecturers and special educational activities are delivered by foreign researchers. The writing of the postgraduate thesis is in English.

The course syllabus is communicated to the students through the course content description, which is announced in e-class by the lecturer to the students at the beginning of the semester, together with the stated obligations of the students for the specific course. In each e-class, students may find different documents, published papers and material to support the course.

## **Resources and infrastructure**

Different services are offered to students such as personalized career coaching and counselling sessions, exposure to employment opportunities, network opportunities, participation to company days or annual career fairs.

The students use the facilities available at the Athens University of Economics & Business, however the buildings need some rehabilitation. There are no study rooms available – or at least they are not mentioned in the Report. The students of the Master programme have access to research labs, fully equipped with computers and specialized software.

## **Library**

The students use the library of the Athens University of Economics & Business which provides sufficient material, with new publications of Greek and English books and journals. The library catalogue may be accessed through internet. The library is staffed by qualified personnel who serve the needs of students. The provision of books takes place with lending cards. The library is connected to the international and Greek databases through the academic library network.

## **International experience**

There are several exchange agreements with the USA, Belgium, China, India, Colombia. There is also a collaborative online international learning for full time students that run a start-up project with the MBA Athena School of Management of Bombay.

There is a possibility to defend the postgraduate thesis in front of a mixed commission of professors from the Department and from the Stevens Business School in New Jersey.

Information on Erasmus mobility is given to students, however international mobility of students remains low, since most of them have a job during their studies.

## **Alumni association**

The students that graduate from the i-MBA international can apply to be members of the alumni association of the Faculty of Economics as well as of the alumni association of the i-MBA. The latter is very active and helps the new graduates to enter existing local and national business networks.

## **II. Analysis**

The learning resources and existing infrastructures provide sufficient student support. After graduating, students keep exchanging through the network that has been created by the alumni association of the MBA international. Introducing students to national and international business networks is one of the most important services the Master offers to its students, during their studies or after graduating through the alumni association.

## **III. Conclusions**

The Committee considers that the existing measures ensure sufficient learning resources and availability of student support.

## Panel Judgement

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

## Panel Recommendations

**6.1.1** There should be a policy of rehabilitation of old buildings. However, this concerns rather the University and not the MBA international.

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

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

The information gathered relates to the students' satisfaction and student support but also to some key performance indicators such as student progression and success and career paths of graduates. A questionnaire is sent to the students that have graduated, six months after graduation, to enquire about the way the MBA has affected their professional choices and career.

## II. Analysis

The Department provides interesting information on the graduates' progression and career. This clearly helps in improving the program and allows to consider the MBA's future strategy. Graduate students consider that the program has met continuous changes to better fit the labour market's needs.

Student satisfaction is monitored by annual surveys. The Department publishes all the results in a very transparent way. On the basis of this evaluation, the Department sets new targets to improve its most recent performances in an incremental way.

The Committee didn't get information on the students' profile. This is important information, allowing to adjust the program to the students' expectations. Students are professionals who enter the MBA to improve their knowledge and accelerate progress in their career; they pay expensive fees, so they are quite demanding on the program's organization since they wish it fits their expectations, the best possible way their expectations. The equation is hard to resolve because the students come from different backgrounds.

## III. Conclusions

The information management is well performed. Important information on the students' performances and expectations and the graduates' performances in the labour market is also available. The Department proceeds on the systematic evaluation of the courses and of the teaching staff from the students. Information on the students' profile would help improving the program to better fit the students' expectation. The MBA international gets fully compliance for this principle.

### Panel Judgement

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

### Panel Recommendations

**R7.1** Apply more systematic procedures to define new targets for the MBA through the student evaluation

**R7.2** Acquire information on the students' profile.

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**  
**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

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

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

**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 dissemination of the MBA International activities is based on the following tools: the website, the alumni's association network, the LinkedIn, Facebook, Instagram and X (Ex Twitter) pages and the alumni LinkedIn and Facebook pages.

The internet site is available in English and Greek. The following sections are presented on the website: Homepage; Welcome Page, General Information about the structure, Quality Assurance Policy, Goal setting and culture, Strategy advisory Board, Careers and partner companies. Information is also given about the master's degree awarded, the admission procedure, the teaching staff, the international activities (study tours), the alumni association, the study Program curriculum and syllabi, the fees, and scholarships.

There is a Newsletter – need subscription to be accessed with all the recent information of the MBA, especially conferences, speeches, activities.

It is a quite complete site which also makes the promotion of the MBA with announcements of new conferences or by reminding – in the opening page – the achievements and the international rankings of the program.

The students have access to the Eduportal – Moodle with full material for each lesson.

There is a Facebook page for the Master with 11 000 followers but the last information available published goes back to June. The Alumni Association also holds a Facebook page.

## II. Analysis

The website is in English and provides all the necessary information for candidates. The Facebook page is less active although has a lot of followers. Public information strongly relies upon the existing network of alumni students and the business network developed by the MBA thanks to its consulting committee.

## III. Conclusions

Public information concerning the Postgraduate Study Program achieves fully compliance.

### Panel Judgement

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

### Panel Recommendations

No specific recommendations for this principle.

## **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 quality assurance policy of the PSP Department is in harmony with the policy of quality of MODIP (Μονάδα Διασφάλισης Ποιότητας/Quality Assurance Unit) of the Athens University of Economics and Business PSP Master of Business Administration (MBA) International, which is the central coordinating body of quality assurance and evaluation procedures for all AUEB departments. It aims to support the people and assessment processes of the Department on the achievement of its general strategic objectives, and in particular: the cultivation of academic and professional excellence of students, excellence in faculty research, distinction in education excellence, and the development of the local community and the contribution to the well-being of citizens.

To fulfil these strategic objectives, it continuously evaluates and considers: the appropriateness of the structure and coordinating organization of the undergraduate program of study by comparing it with similar national and foreign institutions; the learning outcomes which must be in accordance with the European and National Qualifications Framework Higher Education; the quality and effectiveness of the teaching effort; the suitability of the Faculty; the quality of student qualifications and the labour market; and finally, conducts an annual review of the quality of the procedures through the cooperation of the OMEA with the ΜΟΔΙΠ, in order to ensure that an internal quality assurance system for the audit and annual internal review of the PSP is in place.

## **II. Analysis**

In the PSP Master of Business Administration (MBA) International Department, the process, and procedures of developing and assessing the internal quality assurance policy constitute a participatory process of all members of the PSP's teaching, administrative and technical staff. The main means of improving Quality Assurance is the continuous monitoring, evaluation, development, and revision of the PSP Curriculum as the socio-political and financial trends evolve on a global scale. The design and constant redesign and implementation of a quality PSP Program is based to its continuous improvement.

To this end, the Department is committed to the implementation of the Quality Assurance Policy, to strengthen its academic character and improve the quality of the education provided, on an ongoing basis. The implementation of the quality policy of the PSP Program includes the following control procedures which are continuously recorded, evaluated, and assessed: the Programme of Studies based on its strategic orientation; the Learning Outcomes in accordance with the European and National Higher Education Qualifications Framework; the quality and effectiveness of the teaching by the Faculty; the suitability of each Faculty's knowledge field; the quality and quantity of academic research; the linkage of teaching with research; the student qualifications in relation to the labour market; the quality of support services and finally, the quality of procedures which evaluate the educational and research results of every academic year.

## **III. Conclusions**

The EEAP found these internal monitoring, periodic assessment practices are continuously recorded, evaluated, and appraised and result in effective and productive outcomes, with beneficial results for the Athens University of Economics and Business PSP Master of Business Administration (MBA) International the PSP program. The various findings are shared within the academic unit using distinct procedures and processes resulting in action plans which are implemented in a timely fashion. The EEAP has seen enough evidence to confirm that these instituted practices are well established, and it believes that the guiding standards of HQA's Principle 9: *"on-going monitoring and periodic internal evaluation of the Postgraduate Study program"* are followed.

## 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

**R9.1** Distinctly and transparently publicize internally both the procedure for the internal program review, as well as its relation and comparison with the forthcoming and past external reviews.

**R9.2** Distinctly and transparently publicize externally the results of internal program quality reviews in the English version especially to external stakeholders, such as alumni and employers of graduates.

**R9.3** Establish a formal and structured external advisory board that would provide valuable feedback for the sustainability of the PSP program, to enhance the functionality of the existing Business Advisor Council (BAC), which is in place since 2004, which meets formally 1-2 times per year and informally in between.

## **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 postgraduate programme. Nevertheless, the programme is fully accredited by the Association of MBAs (AMBA) since 2005, and this process has formed as an external (international) evaluation. In addition, the programme ranks as number one in Greece and high in international ranking lists (e.g., No 33 in GQ ranking of European MBA programmes).

Established procedures are in place, something that was evident to the EAAP members during the meetings. Since its establishment, the programme has undergone numerous adaptations in response to shifts in the external landscape and in consideration of student needs.

### **II. Analysis**

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

### **III. Conclusions**

The programme is of high quality and well-positioned in Greece and internationally, making it an exceptional MBA programme that offers great opportunities for its graduates.

## 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

None.

## **PART C: CONCLUSIONS**

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

- This is a well-developed MBA programme with an on-going development since its foundation, that also shows an improving trajectory in international rankings.
- A high standards selection of students
- Important networking both for students and alumni

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

- The campus facilities seem to be still somehow not up to the standard of the University
- Evaluations are slightly lower than institution averages.
- Targets set are rather modest.
- A broad range of courses difficult to adapt to a diversified group of students
- A data management that should also focus on the students' profile

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

- Motivation needs to be offered to those actively involved in directing and supervising the programme
- Link further some of the taught material to start-up development
- Consider the internationalization of the MBA by attracting more international students.
- Consider exposing students to inter-disciplinary areas (i.e., other science fields) and engage them in business development discussions (e.g., start-up).
- Acknowledge efforts from study programme coordinators (perhaps a need for an extra financial compensation).
- To enhance the active and regular participation in the programme's development of the Advisory Board and Alumni Association members.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.**

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

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

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

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

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

**1. Prof Ioannis Violaris (Chair)**

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

**2. Prof George Vozikis**

Chaminade University of Honolulu, Honolulu, USA  
California State University, Fresno

**3. Prof Michel Dimou**

Universite de Toulon, Toulon, France

**4. Prof Polymeros Chrysochou**

Aarhus University, Aarhus, Denmark

**5. Mrs Vasiliki Matika**

PhD Candidate, University of Patras, Patras, Greece