



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
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for Higher Education

Αριστέδου 1 & Ειρηίδου 2 • 10559 Αθήνα | 1 Αριστέδου str. & 2 Ειρηίδου str. • 10559 Athens, Greece
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaac.gr • www.ethaac.gr

Accreditation Report

for the Postgraduate Study Programme of:

Marketing and Communication

Department:

Institution: Athens University of Economics and Business

Date: 06/06/2024



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



NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Marketing and Communication** of the **Athens University of Economics and Business** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	5
I. The External Evaluation & Accreditation Panel	5
II. Review Procedure and Documentation.....	6
III. Postgraduate Study Programme Profile	7
Part B: Compliance with the Principles	9
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT	9
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES	12
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT	15
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION	17
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES	20
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT	23
PRINCIPLE 7: INFORMATION MANAGEMENT	27
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES	30
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	32
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	34
Part C: Conclusions	36
I. Features of Good Practice	36
II. Areas of Weakness	36
III. Recommendations for Follow-up Actions	36
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 Marketing and Communication 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. DIMOU MICHEL (Chair)
(Title, Name, Surname)
Université du Sud Toulon-Var
(Institution of origin)

2. Papathomas Aristides
(Title, Name, Surname)
University of Western Macedonia
(Institution of origin)

3. SARAFI GLOU NIKIAS
(Title, Name, Surname)
Clarewood University
(Institution of origin)

4. Tsopanakis Andreas
(Title, Name, Surname)
Cardiff University
(Institution of origin)

5. VOUKELATOS NIKOLAOS
(Title, Name, Surname)
University of Kent
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Hellenic Authority for Higher Education (HAHE) provided the Panel members with several documents, including quality indicators, standards and guidelines, the mapping grid assessment guide, and the Report's template. Additionally, the University provided the strategic plan produced by MODIP (the university's quality assurance unit) and OMEA (the department's internal evaluation unit), the quality policy, planned targets, study guide, course outlines, exams, internal operation policies, and information about the academic faculty involved.

The University also shared presentations related to the establishment of the programme under review, the faculty involved, and the available resources. The review of the programme took place remotely on Monday, the 27th, and Tuesday, the 28th of May, 2024. During these days, the Panel met virtually with the Vice Rector for Academic Affairs and President of the MODO, the Head of the Department of Marketing and Communication, the MODIP and OMEA representatives, teaching staff, students' representatives, graduate students, and other external stakeholders.

Interesting discussions took place during the various virtual meetings. The interaction with the above-mentioned groups has enabled the Panel members to form a first-hand understanding of the programme structure, the vision and mission of the department and the university, as well as the planned development of the Department and programme under review.

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The program under review was first offered in 1998. In 2008, an international dimension was added, and the program took its present form in 2018, with some additional changes made in 2024.

The program offers three options:

- A full-time option for Greek students who have completed their undergraduate studies. It lasts 3 semesters: two semesters of courses and one semester for the thesis.
- A part-time option for Greek students who have been working for at least three years. It lasts 5 semesters, with the last semester dedicated to the thesis.
- A full-time option in English for foreign students who have completed their undergraduate studies. It also lasts 3 semesters: two semesters of courses and one semester for the thesis.

The program awards 90 ECTS.

Currently, around 75 students are enrolled in the program, with a nearly equal distribution among the three options. Each year, there are over 300 candidates, and the selection process is highly competitive, reflecting the program's quality and attractiveness. Many students have graduated from this program since its establishment.

The current tuition fees are €6900 for the first and third options and €7500 for the part-time option. Upon completion, students receive a Master's degree in Marketing and Communication from a prestigious university with a long history and educational tradition. The program is also highly ranked among other European marketing programs, holding the 25th position. The Athens University of Economics and Business is globally recognized and respected in academic circles, especially in relation to the programs offered.

The program regularly organizes study tours abroad, collaborating with foreign universities and institutions, providing students with networking opportunities and potential career paths. Most of the travel costs are covered by the program. Due to the program's content, graduates are well-equipped to find employment in various private and public sectors. Their backgrounds often align well with the program's courses, and the national labor market

demonstrates the capacity to integrate more graduate students.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The panel has assessed that the structure and organization of the program are well-planned and effective, providing maximum benefits to the enrolled students.

The courses offered align with the European and National Qualifications Framework for Higher Education – level 7. The academic faculty available is experienced and qualified to support the program.

The program, which began 26 years ago, has undergone major changes in 2008, 2018, and 2024, as well as continuous incremental changes based on student concerns and proposals from the consulting committee, which includes academics and professionals. Therefore, the program meets the quality assurance requirements, goal settings, and academic unit's pursuit of excellence.

II. Analysis

The annual quality goals are clearly stated, and MODIP sets Key Performance Indicators (KPIs) in collaboration with the program director and the Department Head. These are communicated to all faculty and recorded for future follow-up in future semesters.

Graduates of the program are well-received in the labor market, as employers consider them well-educated and suitable for employment in various sectors. It has also been assessed that due to the relatively limited number of enrolled students, the quality of actual students is quite good despite high demand. The program's tuition fees are relatively high, but scholarships are provided, including funding from private sources.

Furthermore, the Digital Marketing Institute certifies the program's students, which ensures international quality recognition.

III. Conclusions

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

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The programme is delivered under two academic options: marketing and communication and marketing and communication at the international level. The first option is full-time (three semesters) and part-time (five semesters) for students working for at least three years.

The second option is offered full-time (3 semesters) for international students. Its courses are delivered in English.

The programme delivers 90 ECTS, of which 30 come from the thesis. In all options, the last semester is dedicated to the thesis. It's important to note that the thesis contributes to the overall grade in proportion to the ECTS.

In the first option, the programme is designed around eight mandatory courses and four optional courses among eight offered by the two Departments.

The second option's programme is also designed around eight mandatory and four optional courses. There are some differences between the courses offered in the two options.

Although some courses are the same between the two options (for example, digital marketing), they lead to different classes since one is in Greek and the other one is in English.

II. Analysis

The Master's program in Marketing Studies has achieved a high international ranking in Europe and around the world. The program has a strong academic curriculum and offers students the unique opportunity to select elective courses, a rare feature among other Master's programs in Greece. Recently, the program underwent an internal evaluation, leading to modifications in some courses.

An important consideration for the program director is the introductory Marketing course. While some incoming students have already taken marketing

courses and do not find this particular course very engaging, others believe it is essential to ensure that all students start at the same level.

III. Conclusions

The programme is Fully compliant.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The program is supporting with its structure and focus the student-centered learning, teaching and assessment. It has, following departmental decision, defined formally the role of Professor-Advisor (tutor). It has also established a course design that allows for student involvement including group case studies, gamification, group participation in market events and has also clearly defined internally available procedures as to how and when teachers should be offering their assistance. The quality and effectiveness of the teaching work of the faculty members of the Department is evaluated by the students electronically through a structured questionnaire and with the supervision of MODIP. A series of measures and procedures are applied in the postgraduate course aimed at transparent assessment of students during the examination process. There is a defined procedure also for feedback on separate subjects as well as the course itself. Teachers are aware of all such formal procedures while the president of the PSP and relevant bodies participate actively. There is also provision for special needs students. A formal procedure for student appeals is in place. Staff is also supported in their academic pursuits.

II. Analysis

The PSP has a well-established and documented series of procedures that ensure fair student assessment, assignments are followed by one-to-one feedback sessions both in lessons and during teachers' office hours. Tutoring is also an established teaching practice, one that is very well received by the students. Teaching practices ensure active participation of students throughout and weaknesses are identified and addressed.

III. Conclusions

The PSP has a well-established framework for engaging, keeping on course and eventually assessing the students, with clearly defined and well tested procedures, and support as required. The panel considers this Principle as Fully compliant.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

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

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

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

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

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

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

There are appropriate procedures in place to manage all phases and aspects of studies, including admission, progression, recognition of studies, and certification.

The programme recognizes and applies the European Credit Transfer System (ECTS) consistently across the curriculum. Students need to obtain a total of 90 ECTS to graduate. The department provides the diploma supplement in both Greek and English.

Throughout the three semesters for the full-time degree (and the five semesters for the part-time degree), student attainment and progression are monitored by the academic faculty who teaches in the courses as well as by the academic advisor. The assessment mix comprises individual assignments, group assignments, and final exams. Student assessment allows students to demonstrate how they have achieved the programme's learning outcomes.

There is a well-defined set of guidelines and requirements for the dissertation.

A formal process is in place to manage appeals and complaints.

II. Analysis

The department has established well-defined and appropriate admissions criteria. There is a well-structured process for newly admitted students from the point of application to the point of entry, when new students are welcomed and supported with various induction activities. Students are made aware of the facilities available to them by academic and administrative staff, ensuring that new students have a smooth transition to the programme.

The academic advisor serves as a supplementary contact point for students.

III. Conclusions

There are appropriate and well-designed procedures in place with respect to all aspects of studies, from admission to certification.

Panel Judgement

Please tick one of the following:

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

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The department's policy on the recruitment, training, and further development of academic staff is in line with the overall framework in the Greek Higher Education sector and compliant with local laws and regulations.

There are 10 academic members of staff who teach in the full-time degree, and 9 members of staff who teach in the part-time degree. In total, there are 15 members of staff involved in teaching across the full-time and part-time offerings, with 4 of those members of staff teaching in both. All members of the teaching team are resident faculty at AUEB, with the majority coming from the department

of marketing and communication.

Teaching performance is evaluated via anonymous student feedback and by an internal evaluation process. The department rewards annually with a teaching award the member of staff who has achieved the highest student evaluation in their course.

II. Analysis

The academic staff teaching in the PSP are well-recognized experts in their fields, with significant research activity and very good scores in teaching evaluations.

The student-staff ratio is within commonly accepted norms in comparable institutions. The additional workload per member of staff who teaches in the PSP is reasonable.

There is evidence that academic members of staff are encouraged to pursue research, focusing on publications in high-quality journals and attending academic conferences. Research activity is supported via internal funds. Staff have the opportunity to go on a sabbatical to further develop their research profiles.

III. Conclusions

The department has in place an appropriate and effective process to support staff recruitment and development. The resident faculty teaching in the PSP consists of highly qualified academics with substantial research profiles and high teaching evaluation scores.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R5.1 The department could consider establishing an anonymous internal staff survey where members of staff can bring to light areas of excellence as well as areas for further improvement.

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

*Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. **Findings, analysis of judgement and conclusions** should be developed below in **three distinct parts**.*

I. Findings

The institution provided a detailed description, in the format of links, of the infrastructure and services available to the department for the PSP, including the main premises, laboratories, as well as auxiliary buildings. As stated, there is a continuous commitment to the financial support of these facilities and services from the university.

The MSc degree uses the infrastructure of the Institution that is addressed to postgraduate students, regarding classrooms for teaching, meeting rooms, auditoriums and ceremony rooms as well as network, computing, research and other services. The PSP itself is based on a separate building in walking distance

from the central one and it systematically uses the computer center B.C.Lab (Business Communication Lab) of the Department for laboratory courses as well as the Marketing Research Laboratory (Marketing Laboratory). A list of the PSP staff, including their posts, qualifications, their fields of expertise as well as research track records, has been compiled. Information material about the services offered is available to students in both electronic and printed formats, in detail.

The program is expected to offer supporting and consulting services for the students. These include a dedicated tutor for each student who will guide and advise each individual student about their studies, courses, access to facilities. A formalized process for complaints submission and handling is set. Likewise, instructions for dissertation and detailed subject descriptions, expectations, delivery methodology and bibliography are available electronically. Since 2023 the program has formally established a service (alumni) for connecting its graduates with the market and for advising on matters such as the CV update. Postgraduate students have access to the services provided for the graduate students, including housing, foreign languages, subsidies etc., via generic offering of the university. A career management and advice office are also offered. One of the three options (full time, part time & International) offered is exclusively on English language (International Marketing). A Study Guide as well as subject contents, timelines and engagement expectations are presented in electronic format. Access to students with disabilities is also provided, yet, old infrastructure may be prohibiting at times.

II. Analysis

The tuition fees >€6k are set at the high end of the postgraduate spectrum of the Greek market. Yet, that has not stopped the application flow and the notably high demand. The number of students is set to increase to accommodate for the demand. The resources provided to the students are deemed sufficient. There is adequate support in terms of access to laboratories, libraries, other facilities and software licensing, especially on remote access. Hardware as well as building facilities may be somewhat outdated, although premises that the main body of the lessons takes place, is a fully and newly renovated building, away from the main camp. On-boarding procedures are helpful and well accepted and the site of the PSP, as well as the general university site, provide all necessary data. English speaking foreign student who needs information for life outside the university will not find enough information, and the gap will be covered after their registration through the Erasmus program of the university, which may not be timely enough. Students have adequate and unconditional access to Faculty and Administration. The alumnae office that is offered as a service to existing and past students, connecting them with companies and the market is operational and can be of

good help. As stated by past and current students and stakeholders, there is adequate connection with market and employers through an Advisory Board, the student support office and other external bodies and the market seems to have embraced this long-standing program. Verbal evidence was presented on running courses & seminars for enriching skills and connecting with graduates of previous years. Bureaucracy, related to the overall function of the university and not specific to the PSP may hinder change and adaptation. The program could benefit from a wider choice of subjects (e.g., digital), although students have expressed their satisfaction with the current structure. Assistance in terms of extra help has been provided as needed by teaching staff, willingly and unofficially.

III. Conclusions

The program, in its three options, provides adequate access to physical and electronic resources for the students and has a well-documented student support set up for the course and afterwards. Teaching staff is supportive and of strong caliber. The mix of hard and soft skills that needs to be provided requires a careful balance, but the course seems flexible enough to achieve it. An opportunity lies in attracting foreign students in the English-speaking option, that seems under exploited.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R6.1 It is advised that, in a possible cooperation with the Erasmus office of AUEB, a more specialized induction (accommodation options, living in Athens, lifestyle etc.) is given to foreign students in advance so that they can find their way easier into living in Athens.

R6.2 Given the diversity of backgrounds of the applicants for the program, and in order to assume a common starting point for beginners and advanced students in marketing, some formalized, preparatory, courses in marketing, key financials, key statistics/analytics is

advisable.

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

*Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. **Findings, analysis of judgement and conclusions** should be developed below in **three distinct parts**.*

I. Findings

The PSP has developed and maintain a sophisticated information management system, covering different aspects of the programme's features. In particular, there is extensive use of technology to record and utilise information related to student cohorts, different electronic platforms facilitating the learning process and their career destinations after graduation. There is also a systematic effort to collect and manage information on the programme and modules evaluations, which are further employed by the PSP management team in order to design the aims and future direction of the PSP. There is a clear commitment and dedication in preserving the programme quality, as indicated by the stakeholders' collective

efforts to incorporate any recommendations, coming from these evaluations, into the PSP decision making process and action plan.

II. Analysis

The PSP's approach to managing information is comprehensive and well-aligned with the principle in information management. A fully developed electronic portal supports the programme, providing support to students and staff members. There is the "e-class" platform, facilitating the communication of students with staff and the dissemination of teaching and learning material to the student cohorts. There is an IT system in place, collecting information for academic staff research quality, as well as other type of quality indicators that are further used by MODIP to develop measures of the programme quality. Important part of this quality measurement are the student evaluations, for both the PSP as well as the individual courses. Students feedback is then used from stakeholders in order to help PSP achieving some quality improvements. An important part of this process is the PSP graduate destination report, as an indication of the quality of the PSP graduates skills and the maintenance of connections to the programme.

III. Conclusions

The PSP's information management system is effective and supports the program in various aspects. It adheres to information management principle by collecting and analyzing data for decision-making and improvement. The systematic use of feedback mechanisms is a consistent indicator of a culture of quality and accountability.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The SPS official website provides a sub domain address of the marketing department in Greek and English, the central webpage for the post graduate degree and three separate locations for the three different options the department provides. In it, information is quite easily accessible in user-friendly drop-down menus. Data includes staff and their backgrounds, course guide with subjects' content and description, quality assurance management, course regulation, infrastructures available to the students, enrolment and on-boarding information, any other related news of the faculty. The Study Guide is available in electronic format including all the necessary information on programs, regulation, expected outcomes of the subject, teaching procedures, general information regarding the course department and the university. The SPS is also present in Facebook, Instagram, YouTube and LinkedIn, either within the pages related to AUEB or in a standalone format as a post graduate Master of Science. In Instagram and Facebook, a distinction is made between the three different options. The website of the PSP includes a section of contemporary events related to the department. Other than social media and official websites, the SPS is also supported by advertised sponsorship, ranking very high (1st page google) on relevant searches. The department also enjoys a strong push in its public image by a series of promotional activities e.g. 30-years anniversary public event, interviews of teaching staff, organized and publicized student visits to companies, other related events.

II. Analysis

Navigation and information gathering on the site is easy, flawless and with enough data to cover pretty much all related questions. It may lack a more modern look and feel. Nevertheless, all teaching and academic activities are readily available, with running events easily accessible and frequently updated. Other supporting activities, either by teachers' initiatives or via the established connections of the department with the market contribute to its strong academic image and fame in Greece.

III. Conclusions

The PSP has built a strong public image by the readily available and up-to-date information that is provided on the website as well as by a series of off-line varied activities. By all those means, students can get a very rounded picture of the department's offerings and successes. The panel considers this Principle as Fully compliant.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R8.1 THE PSP should support further with direct advertising, sponsorships/cooperation and presence to local school selection fairs, its English speaking international marketing option in countries of student origin i.e. Asia and Southeast Europe .

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP internal evaluation is organised and takes place in accordance to the internal quality assurance system, as it is built by MODIP. In particular, together with OMEA members, there is a questionnaire used to collect views and insights for the internal evaluation, collecting information on students performance, the views of students and teaching staff, academic staff research output and the evaluation of learning outcomes achievement.

The advisory board view is requested, in case any of the PSP modules needs

revising or restructuring. Factors that are taken into account for such a decision is students performance, any major breakthroughs in the teaching topics, modules evaluations and good practices from other similar PSP programmes.

There is a structured way through which the improvement of the PSP learning outcomes is achieved. It is mainly done by employing the internal evaluation recommendations, the improvement and revision of the quality assurance policy of the university and the impact that the advisory board and students' views have on the PSP changes.

II. Analysis

There is a consistent and streamlined process for the periodic internal evaluation of the PSP. With help from MODIP and OMEA, there is an abundance of information collected, considering the views of students and academic staff. Based on these findings, the department and the PSP director decide upon any changes or improvements to current modules, or the restructuring and introduction of new ones.

III. Conclusions

There are appropriate mechanisms established for the ongoing monitoring and the periodic internal evaluation of the PSP.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

This is the first external evaluation of the postgraduate programme. Nevertheless, the Digital Marketing Institute has provide international recognition to the Master's students. The Digital Marketing Institution is a global organization that offers internationally recognized certification in the field of marketing.

Moreover, Quacquarelli Symonds (QS) and Eduniversal are two educational ranking institutes that have included the program among the 25 best programs in marketing in Europe. The programme is classified in the following fields:

1. "Corporate Communication" is recognized as one of the leading MSc programs in Western Europe.
2. "Marketing" is also considered among the leading MSc programs in Western Europe.

The MSc in Marketing & Communication of the University of Athens is the only Greek MSc program that is recognized as one of the best in Europe. It is considered to be among the leading MSc programs in Western Europe in the field of Corporate Communication by Eduniversal.

The "MSc in Marketing & Communication with International Orientation of the AUEB" is the leading Greek MSc program included among the leading MSc programs in Western Europe in the field of "Marketing", according to

"Eduniversal".

The evaluation criteria for the "Eduniversal Best Masters Rankings" include:

- a) The reputation of the programs, as assessed through the opinions of ranked companies.
- b) The satisfaction of recent graduates, as determined through a survey conducted by Eduniversal.

II. Analysis

The "MSc in Marketing & Communication with International Orientation of the AUEB" is the leading Greek MSc program included among the leading MSc programs in Western Europe in the field of "Marketing", according to "Eduniversal".

The evaluation criteria for the "Eduniversal Best Masters Rankings" include:

- a) The reputation of the programs, as assessed through the opinions of ranked companies.
- b) The satisfaction of recent graduates, as determined through a survey conducted by Eduniversal.

This is one of the very few Greek programmes with international recognition under external evaluation.

III. Conclusions

The programme is fully compliant.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

1. A strong and established brand name and image of the programme.
2. A strong relation with professionals and foreign academics. There is a close cooperation with the Advisory Board.
3. The teaching staff consists of well-recognised experts in their fields.
4. There are 3 options (Full-time, Part-time, English-speaking) within the same programme.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

1. An opportunity lies in attracting students in the international option.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

1. Improve on-boarding processes for international students.
2. Introduce preparatory courses for students with different academic backgrounds.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 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	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
DIMOU MICHEL	Signed by DIMOU MICHEL - 06/06/2024 23:16:02 +03:00
Papathomas Aristides	Signed by Papathomas Aristides - 06/06/2024 23:16:02 +03:00
SARAFOGLOU NIKIAS	Signed by SARAFOGLOU NIKIAS - 06/06/2024 23:16:02 +03:00
Tsopanakis Andreas	Signed by Tsopanakis Andreas - 06/06/2024 23:16:02 +03:00
VOUKELATOS NIKOLAOS	Signed by VOUKELATOS NIKOLAOS - 06/06/2024 23:16:02 +03:00