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HELLENIC REPUBLIC

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Accreditation Report
for the Postgraduate Study Programme of:

MSc in Human Resource Management

Department: Marketing and Communication

Institution: Athens University of Economics and Business

Date: 16/06/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **MSc in Human Resource Management** of the **Athens University of Economics and Business** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of MSc in Human Resource Management of the **Athens University of Economics and Business** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. CHRYSOCHOU POLYMEROS (Chair)
   (Title, Name, Surname)
   Aarhus University
   (Institution of origin)

2. GEORGANAS SOTIRIS
   (Title, Name, Surname)
   City University London
   (Institution of origin)

3. PASALIDOU SYMELA
   (Title, Name, Surname)
   International Hellenic University
   (Institution of origin)

4. PRIPORAS CONSTANTINOS-VASILIOS
   (Title, Name, Surname)
   Middlesex University
   (Institution of origin)

5. VONORTAS NICHOLAS
   (Title, Name, Surname)
   Institute for International Science and Technology Policy & Department of Economics, The George Washington University, USA
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The present accreditation review of the MSc in Human Resource Management of the Athens University of Economics and Business (AUEB) took place between 2 and 7 June 2026 and was conducted entirely online.

On Tuesday, 2 June 2026, the EEAP convened in a private session (15:00–16:00) to review the documentation and prepare for the meetings with the Institution. This was followed by a joint meeting (16:00–17:00) with the Vice Rector and President of the Quality Assurance Unit (QAU) Prof. Leonidas Doukakis, the Head of the Department Associate Prof. Eirini Nikandrou, the Director of the MSc in Human Resource Management Prof. Maria Vakola, the member of the Steering Committee and OMEA member Assistant Prof. Konstantina Georgiou, and the Supervisor of the QAU Mrs. Panagiota Ioakeim. During this meeting, an overview of the MSc programme under review was presented, covering its history, academic profile, and current status. An online tour of the Institution's facilities followed (17:00–17:30). The day concluded with a private EEAP debrief session (17:30–18:00) to consolidate initial impressions.

On Thursday, 4 June 2026, the EEAP held separate meetings with: the teaching staff of the MSc in Human Resource Management (15:00–15:45); current students of the programme (16:00–16:45), representing both full-time and part-time students from different years of study; graduates of the programme (17:30–18:15); and employers and social partners (18:30–19:15). Following a private debrief (19:30–20:00), the day concluded with a closure meeting (20:00–20:30) with the Director of the PSP, the Head of the Department, and MODIP/OMEA representatives, during which preliminary findings were discussed informally.

The days of 5 to 7 June 2026 were dedicated to the drafting, revision, and finalisation of the present Accreditation Report.

The EEAP has been provided with all necessary material from the Hellenic Authority for Higher Education (HAHE), including the accreditation guidelines, the PSP standards, the mapping grid, the Report template, the Accreditation Guide, and the Accreditation management system manual. The Institution submitted the accreditation proposal along with supporting files.

III. Postgraduate Study Programme Profile

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. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The MSc in Human Resource Management is an inter-departmental programme (ΔΠΜΣ) offered jointly by the Department of Marketing and Communication and the Department of Management Science and Technology of the Athens University of Economics and Business (AUEB). Founded in 2003, it was the first HRM programme offered by a Greek public university. In 2018, it successfully completed the re-establishment procedures required by applicable legislation, renewing its operational structure. The programme has built a strong presence in both the academic and business community, supported by an active alumni association - HR Society - founded in June 2005.

The programme is housed primarily at the AUEB Postgraduate Studies Building at Evelpidon 47A & Lefkados 33, with additional teaching space at the university building at Troias 2. Students have access to a dedicated computer laboratory at Derigni 12, as well as the university's library and information services.

The programme's orientation is simultaneously educational, professional, and research-oriented. Its objectives are to develop strong conceptual and theoretical foundations in HRM, equip graduates with methodologies and tools to address complex HRM challenges, build specialised competencies across core HRM functions (recruitment, remuneration, appraisal, training, development, and change management), and develop leadership and strategic thinking capabilities. Upon completion, graduates are expected to be able to identify organisational HRM needs, plan and organise HR activities, apply and manage HR policies and systems, and evaluate and revise practices to improve effectiveness.

The programme offers two modes of study. The full-time track is designed for recent graduates seeking to specialise in HRM and is completed over three semesters, with classes held during morning and midday hours. The part-time track targets working professionals with at least two years of post-degree work experience and is completed over four semesters, with afternoon classes. In both tracks, the total workload is 75 ECTS - 60 ECTS from 16 compulsory courses (30 ECTS per semester) and 15 ECTS from the master's thesis; part-time students may substitute the thesis with four additional courses (with the thesis being the least popular option). An optional three-month internship is also available, carrying no ECTS credit. The qualification awarded is a diploma in Human Resource Management (EQF/NQF Level 7), with a Diploma Supplement issued automatically in both Greek and

English. Tuition fees are €5,000 for the full-time track and €6,800 for the part-time track. Merit scholarships are awarded annually to the top-performing graduate in each track, sponsored by external partners including Netcompany-Intrasoft, Cenergy Holdings, and Edenred.

Enrollment statistics are strong, with both programme formats consistently reaching their capacity limits: 35 students in the full-time track and 40 students in the part-time track.

Graduate employment outcomes are strong. The programme connects students with the labour market through AUEB's Career Office, an internship scheme running since 2007 (approximately 25 students per year), regular job vacancy dissemination, and the HR Case Study Series — four real case studies per year discussed with HR executives, academics, and students. The Advisory Board, established in 2016 and comprising alumni, public and private sector representatives, and professional association representatives, meets regularly to provide feedback on curriculum relevance. The programme is also recognised by the Society for Human Resource Management (SHRM) as fully aligned with its HR Curriculum Guidebook and Templates, providing international curriculum benchmarking. In the Eduniversal Best Masters Ranking 2022/2023, the programme ranked 8th in Western Europe in the Human Resources Management category among 60 European and UK programmes.

Teaching staff are drawn from the Departments of Marketing and Communication and of Management Science and Technology, as well as other AUEB departments, external collaborators holding doctoral degrees, and EDIP members. Guest speakers from the academic and business communities are regularly invited. Assignments are reviewed annually on the basis of student evaluations. A Teaching Excellence Award has been institutionalised by Senate decision since January 2023. The programme secretariat is staffed by two administrative members.

Admission to the full-time track is open to holders of a first-cycle degree from a recognised institution. The part-time track additionally requires at least two years of post-degree professional experience. Selection is based on application documents and an interview conducted by an admissions committee. Introductory preparatory courses in Accounting and Economics are available for students from non-business backgrounds.

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 MSc in Human Resource Management operates a quality assurance policy that is fully aligned with the quality assurance policies of both the lead department (Department of Marketing and Communication) and the collaborating department (Department of Management Science and Technology), as well as with the institutional quality assurance policy of AUEB. The quality policy is publicly available on the programme's website and is disseminated to all members of the academic and administrative staff and to students, so that each party assumes responsibility for quality assurance in accordance with their respective role.

The policy commits the programme to implementing quality procedures covering: the suitability of programme structure and organisation; the development and improvement of the curriculum in line with current scientific developments; the pursuit of learning outcomes in accordance with the European and National Qualifications Framework (Level 7); the promotion of the quality and effectiveness of teaching and of the research output of programme instructors; the suitability of teaching staff qualifications; the link between teaching and research incorporating labour market needs; the drafting, implementation, and monitoring of annual quality goals; the level of labour market demand for graduates' qualifications; the efficient use of tuition fee revenue; and the annual internal evaluation of the programme within the Internal Quality Assurance System (ΕΣΔΠ) in cooperation with the Department's ΟΜΕΑ and the institutional MODIP. Notably, the policy also explicitly commits the programme to broadening and exploiting external collaborations to strengthen its profile and societal contribution.

The quality goal-setting process drew on the institutional strategic plan for postgraduate programmes and quality indicators from the OPESEP-ETHAAE system.

II. Analysis

The quality assurance framework of the programme is well established, coherent across programme, department, and institutional levels, and benefits from over two decades of continuous operation. The programme draws on longitudinal quality data and a mature set of monitoring mechanisms, including systematic student course evaluations supervised by MODIP, annual internal evaluation reports, and a graduate employment survey (conducted in 2021 based on associated materials).

A particular strength is the programme's structured engagement with external stakeholders in its quality assurance cycle. The Advisory Board, established in 2016 and comprising alumni, private and public sector representatives, and professional association members, provides systematic external input. The SHRM curriculum alignment offers international benchmarking. The internship scheme and the HR Case Study Series create further channels through which labour market feedback reaches the programme. This constellation of external quality

inputs is well above what is typically observed in comparable programmes and represents a notable feature of good practice.

The annual quality goals are clearly formulated, documented, and monitored through the OPESEP system. The explicit inclusion of outward reach (εξωστρέφεια) as a quality goal reflects a forward-looking strategic orientation.

III. Conclusions

The quality assurance policy of the programme is clearly formulated, publicly communicated, and aligned at programme, department, and institutional level. The goal-setting process is systematic, consultative, and formally approved. The programme's mature quality assurance structures, strong external stakeholder engagement, and longitudinal monitoring data collectively demonstrate a robust quality culture. The EEAP considers this Principle fully compliant.

Panel Judgement

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

Panel Recommendations

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The MSc in Human Resource Management was founded in 2003 and re-established in 2018 in accordance with the applicable legislation. Its design follows the formal programme approval procedure of AUEB, which involves the Programme Studies Committee, MODIP, and the University Senate. A full feasibility study was conducted at the time of the 2018 re-establishment.

The academic profile and orientation of the programme are clearly articulated: the programme is simultaneously educational, professional, and research-oriented, targeting both recent graduates wishing to specialise in personnel management and working professionals seeking to combine practical experience with theoretical and scientific HRM training. The programme has been in continuous operation for over twenty years and has developed a distinctive identity in the Greek higher education landscape as the first HRM programme offered by a Greek public university.

Learning outcomes are defined in accordance with Ministerial Decision Φ5/89656/Β3/13-8-2007 and are specified at both programme and course level. Programme-level outcomes include the ability to identify HRM department needs, distinguish effective from ineffective HRM practices, plan and organise HR activities, apply HRM policies in practice, manage HRM functions and systems, and evaluate and revise practices to improve organisational effectiveness. Course-level learning outcomes are published in course outlines available on the programme website, the Study Guide, and the e-Class platform. Assessment criteria and grading methods are communicated to students at the start of each course. The achievement of learning outcomes is tracked through the student course evaluation questionnaire administered by MODIP.

The curriculum structure is rational and progressive, designed to move students from foundational to more specialised courses across successive semesters. The ECTS distribution is clearly set out: 16 compulsory courses totalling 60 ECTS (30 ECTS per semester) and a master's thesis worth 15 ECTS, for a total of 75 ECTS. Part-time students may substitute the thesis with four additional courses of equivalent credit (with the choice of additional courses being the most popular choice among students). The programme is explicitly described as intensive and compliant with the ECTS application framework for Level 7.

Curriculum governance and revision are supported by a well-established Advisory

Board, comprising distinguished alumni, public and private sector representatives, and representatives of related scientific organisations and employers. The Board provides feedback on the achievement of learning outcomes, the professional qualifications of graduates in relation to evolving labour market needs, and the general structure and content of the programme.

The programme has provided a formal internship scheme since 2007, allowing students to undertake an optional three-month placement in a private or public sector organisation. Approximately 25 students per year take up this opportunity. The internship carries no ECTS credit but constitutes a meaningful pathway to work experience and professional network-building.

II. Analysis

The programme's design process is thorough, formally documented, and benefits from nearly two decades of iterative refinement. The curriculum is coherent, the learning outcomes are clearly defined and tracked, and the progressive structure supports an effective transition from foundational to advanced content.

The governance structures for curriculum oversight are mature and functional. The Advisory Board has been in operation since 2016 and includes alumni who can provide direct feedback on the relevance of the programme to career progression. The internship scheme, the active alumni association (HR Society), and the HR Case Study Series together create a rich and differentiated ecosystem for connecting the programme with the labour market - significantly strengthening the professional dimension of the curriculum in practice.

The strong and well-documented graduate employment outcomes provide compelling evidence that the programme's design is achieving its stated objectives. The EEAP notes no significant gaps in the programme's design or approval process.

III. Conclusions

The MSc in Human Resource Management is designed through a well-defined and formally documented procedure, with clearly articulated learning outcomes mapped to EQF Level 7, a coherent and progressive curriculum structure, mature and functional governance mechanisms, a robust international benchmark through SHRM alignment, and strong evidence of graduate employment outcomes. The EEAP considers this Principle fully compliant.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	

Partially compliant	
Non-compliant	

Panel Recommendations

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

I. Findings

The PSP on Human Research Management encourages students to take an active role in the learning process through participatory teaching approaches, team learning, continuous academic support, and structured interaction between students and faculty. The assessment methods applied promote active learning and critical thinking. Student performance is evaluated through written examinations, coursework and laboratory work, projects, and other forms of continuous assessment that support the progressive development of knowledge and skills.

Structured feedback mechanisms are also in place. Students evaluate courses through formal questionnaires administered each semester, enabling systematic monitoring of teaching effectiveness and overall course quality.

The programme operates under clearly defined regulations governing the student complaints and appeals mechanism, the Academic Advisor scheme, and the overall framework of teaching and assessment methods.

II. Analysis

The programme adopts a student-centered approach, with courses carefully designed to address students' learning needs and prepare them effectively for the labour market. The programme offers introductory preparatory courses in economics and accounting before the first period to new students with a non-economics background. It is delivered in two cohorts, full-time and part-time. For full-time students, the course extends to three academic seminars divided into four terms. The first three terms are common and consist of 16 courses, while the fourth is devoted to the Master's thesis. An elective paid internship is also offered. For part-time students, the course extends to two years, corresponding to four academic semesters, divided into eight terms. The first seven terms are common to all students, while the eighth is devoted to the MA thesis. There is the possibility of substituting the thesis with four courses during the eighth term. The curriculum consists of 75 ECTS total, corresponding to 60 ECTS of coursework and 15 ECTS MA thesis. The programme is fully presential. Seminars and presentations by business representatives connecting students to real-world situations are also organized regularly throughout the year.

Assessment is primarily conducted through written examinations and group or single projects. Throughout the semester, courses are further supported by laboratories, interactive discussions, coursework assignments, and tutorial sessions, ensuring continuous engagement and academic support.

As part of the quality assurance process, student questionnaire results are included in the submitted documents. These questionnaires are structured into the following sections: course content, teaching staff, overall evaluation, and comments/observations. Students complete the questionnaires each semester via an online platform.

In cases of complaints or concerns, students may contact the teaching staff directly or reach out to the academic advisor. Frequent check-ins four times a year in groups of eight students, also provide feedback. Any issues raised are addressed promptly. Interviewed students referred to specific cases where their observations about coursework were taken directly into consideration by the programme. Very good, close relations between faculty and students, as well as between faculty members and programme graduates, were reported.

III. Conclusions

The PSP is considered fully compliant with Principle 3.

Panel Judgement

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

Panel Recommendations

None.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The documents provided to the EEAP outline the comprehensive academic and administrative framework governing the PSP in question. The framework details the regulations for student selection, academic progression, recognition of studies, and award of degrees. The selection process is clearly defined, with eligibility criteria, required documentation, and evaluation procedures. Candidates must submit applications including academic transcripts, certification of English proficiency (C1), two recommendation letters (from academics for full-timers plus employers for part-timers), and other supporting materials. The evaluation is conducted in three phases: the back-office makes a first selection of those applicants who fulfil all the prerequisites, then the Evaluation Committee of the programme selects the applicants above the bar, followed by interviews.

The rights and obligations of students are explicitly stated. Students are required to attend classes regularly, submit assignments on time, and respect academic integrity. The programme includes mechanisms for monitoring student progress, including grading policies, re-examination procedures, and course evaluations. The documentation also specifies procedures for the master's thesis. Students must select a topic, find an advisor, and submit a short summary for approval. A thesis defense requires a three-member committee.

II. Analysis

The documents provided to the EEAP and the interviews with stakeholders reflect a well-structured, transparent, and coherent academic governance model. The programme operates in accordance with its Internal Regulations and the Code of Ethics governing research, studies, internships, mobility, and the preparation of academic assignments.

During their studies, students' academic obligations are clearly defined and balanced by a transparent articulation of their rights and access to institutional resources. The programme promotes academic discipline while supporting student success through structured evaluation procedures, continuous feedback mechanisms, and opportunities for reassessment where appropriate.

There is an Academic Advisor who follows the progress of programme participants. There is formal recognition of students excelling in their studies and partial fellowships for the top performers of both the full-time and part-time programs, contributed by private sector companies. Paid internships are voluntary and available to full-time students. Needy students are exempt from programme fees.

The culture of the programme — including its duration, credit requirements, and degree award procedures — is fully aligned with European higher education standards. Upon successful completion of their studies, students are awarded a Master's Diploma issued in Greek and officially translated into English, accompanied by a detailed transcript and the corresponding credit units.

III. Conclusions

The PSP is considered fully compliant with Principle 4.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

None.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

This PSP is run by highly experienced academics who are active researchers in their respective areas of research. As a result, the required policies are in place from the department as a whole, thereby attracting highly qualified academics. The PSP's policy on staff recruitment, development, training, and mobility is clear and transparent, following the usual practices, procedures, and criteria of the Greek Higher Education sector.

According to the accreditation proposal, the academic team involved in delivering the PSP consists of 15 resident faculty members at various levels of seniority, 3 staff members from other universities, and 8 external collaborators from industry. The PSP's academic staff has a diverse range of specializations consistent with the

programme's orientation. All of them are productive researchers and dedicated teachers with great enthusiasm to teach in this PSP. The overall ethos of the department is to be fully supportive of research, and this development is also evident from the quality of the postgraduate modules that are offered.

It offers a supportive and attractive environment to them (e.g., through the provision of funding for active conference attendance, sabbatical leave, funding for research activities), staff mobility, and recognition for outstanding teaching (awards). The teaching staff is regularly evaluated by students through questionnaires. Current teaching loads seem to be appropriate.

II. Analysis

The PSP aligns well with European and national quality assurance standards regarding academic staff. The new programme is staffed with highly qualified academic staff and experts with diverse backgrounds and specialisations related to the PSP. All academics are experts in their fields, with significant research and teaching experience in their disciplines, and are expected to support the proposed programme's objectives.

The PSP's 16 core courses and the dissertation are expected to be delivered mainly by a team of 15 resident faculty members, 3 external staff members from other universities, and 8 external collaborators from industry. It is pointed out that the department encourages and supports research activities (i.e. participation in conferences, publications).

The academics' research quality is also evident in the supporting documentation. Faculty members are given enough discretion in developing coursework in a way that links their own research to the coursework content. The department's collaborative and collegiate climate is reflected in the staff's enthusiasm to teach in this new PSP.

III. Conclusions

The department and PSP follow all the standard procedures and criteria for staff recruitment, obligations and development. It provides encouragement and adequate opportunities for staff's professional development through a well-structured policy. In terms of individual research performance and teaching expertise, the staff is highly qualified and well-suited to deliver a high-quality learning and teaching experience to the students of the PSP. Finally, the individual research performance of the teaching staff, based on internationally recognised systems of scientific evaluation, is at a high level and comparable to very good foreign institutions.

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	**X**

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, 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 Postgraduate Study Programme (PSP) in Human Resource Management operates within a structured framework of learning resources and student support services. Students have access to lecture rooms, library services, computer facilities, and digital learning platforms, which support their learning experience and the achievement of programme learning outcomes.

The programme corresponds to a total of 90 ECTS credits, which are required for the award of the Master's degree. It is organised in two study modes, full-time and part-time, which accommodate different student profiles. The full-time track

mainly targets recent graduates, while the part-time track addresses working professionals. This structure allows students to participate in the programme under different study conditions while following a common academic framework.
Specifically, the two study modes are delivered with the same total number of teaching hours and the same course content, and despite the different scheduling, the academic workload and contact hours remain equivalent across both tracks, while the minimum duration of studies is four (4) academic semesters, according to the available information on the website. The distinction between full-time and part-time study is primarily based on the timing of delivery, with full-time courses scheduled in the morning and part-time courses delivered in the afternoon to accommodate working students.
Tuition fees are set at €5.000 for the full-time track and €6.800 for the part-time track.

Teaching and learning activities include lectures, group work, assignments, and project-based activities. Students also benefit from applied exposure through presentations and seminars delivered by academic staff and invited professionals from the field. Student support is provided through an academic advising system and administrative services that assist students throughout their studies. Formal feedback mechanisms are in place, including course evaluation questionnaires completed by students on a regular basis, as well as procedures for complaints and academic issues. Financial support is available through merit-based scholarships awarded to high-performing students, as well as tuition fee exemptions for students in financial need.

The programme maintains structured links with the labour market through its advisory structure, alumni network, and collaboration with employers. These links support the alignment of the programme with professional requirements and facilitate students' transition into employment. Internship opportunities further strengthen this practical dimension.

According to interviews with students, alumni, academic staff, and representatives of employers, the programme is perceived as adopting a student-centred approach, with emphasis on accessibility, interaction with academic staff, and responsiveness to student needs. Interviewees also highlighted the importance of internships and labour market connections for their professional development. Erasmus mobility opportunities were also reported by students during the interviews.

II. Analysis

The programme provides an adequate and structured framework of learning resources and student support services that covers academic, administrative, and professional needs of students. The existence of two study modes (full-time and part-time) contributes to accessibility and flexibility, allowing students with

different backgrounds and professional obligations to participate effectively in the programme.

The identical number of teaching hours across both study modes indicates that the differentiation between full-time and part-time study is primarily organisational, relating to delivery timing rather than academic workload, with the minimum duration of studies set at four (4) academic semesters.
Student support mechanisms, including academic advising, administrative assistance, and systematic feedback collection, ensure continuous monitoring of the student experience. These mechanisms contribute to a generally student-oriented learning environment, as also reflected in stakeholder interviews.
Merit-based scholarships and tuition fee exemptions contribute to improving equity and accessibility, while internship opportunities enhance students' practical exposure and professional development.

Based on interviews, students perceive the programme as student-centred, particularly in terms of interaction with teaching staff and responsiveness to student needs in the learning process.

III. Conclusions

The PSP in Human Resource Management provides an adequate and well-structured framework of learning resources and student support services. Teaching is delivered through academic staff and is complemented by external contributions and opportunities for practical exposure. Student support mechanisms and feedback processes are in place and function in a systematic manner.

Overall, the Principle is considered fully compliant.

Panel Judgement

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

Panel Recommendations

R6.1: The programme may consider further clarification of the rationale for the difference in tuition fees between the full-time and part-time study modes, given that both tracks involve the same teaching hours and an equivalent academic workload, with differentiation primarily relating to delivery timing and study duration.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The institution has university-wide platforms for managing student records regarding admission, academic progression, student feedback, and a variety of administrative tasks related to student files. The PSP systematically processes the data in a dynamic way as data comes in.

Various indicators are computed, such as the makeup of the student body by gender, the proportion of registered students remaining beyond the normal period, as well as Key Performance Indicators (KPIs) to measure progress on various goals that have been set relative to the degree program or monitor and assess the quality improvement of the program relative to the standards mandated by HAHE.

MODIP has access to individual course statistics for the purpose of addressing issues and problems that could arise regarding the teaching performance of a faculty member and any in-class issues.

II. Analysis

The results of the data analysis are communicated to the relevant stakeholders, including teaching staff (including a teaching prize, awarded by processing the relevant data), program management, and the university's Quality Assurance Unit. Student feedback is taken seriously by the PSP, leading to measurable improvement in the learning experience.

Overall, the current processes contribute to the ongoing improvement and effective operation of the program.

III. Conclusions

The PSP is considered fully compliant with Principle 7.

Panel Judgement

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

Panel Recommendations

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

I. Findings

The PSP in Human Resource Management makes information about its academic and organisational structure available through official communication channels, primarily the programme website. The website includes information regarding the programme's objectives, structure, admission requirements, curriculum, and academic activities.

Specifically, the published information includes the structure of the programme, the available study modes (full-time and part-time), course organisation, ECTS allocation, and learning outcomes. Detailed course information, including learning objectives and assessment methods, is available through course outlines, the study guide, and the e-class platform.

Information is also available regarding academic activities such as the optional internship scheme and the preparatory courses offered to students from non-business backgrounds. In addition, information is provided concerning programme regulations, student obligations, thesis requirements, and other aspects of programme organisation.

The programme secretariat serves as an additional communication channel for students regarding administrative and procedural matters.

II. Analysis

The programme provides students and prospective applicants with access to information concerning its academic structure, study requirements, and organisational framework. The programme website appears to be the main source of publicly available information, while additional information is

communicated through course documentation, the study guide, the e-class platform, and administrative communication channels.

The information available covers key aspects of the student experience, including programme requirements, course content, assessment arrangements, learning outcomes, internship opportunities, and thesis procedures. This contributes to a clearer understanding of academic expectations and programme operation.

During the interviews, students confirmed that information regarding courses, programme requirements, and administrative procedures was generally accessible. They also referred to multiple communication channels through which questions and concerns could be addressed.

Overall, the information framework appears to support transparency regarding the programme's organisation and requirements and facilitates student access to essential academic and administrative information.

III. Conclusions

The programme ensures that essential academic and organisational information is available to students and prospective applicants through official communication channels in a structured and accessible form. Overall, the Principle is considered fully compliant.

Panel Judgement

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

Panel Recommendations

None.

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 PSP's internal evaluation is organised and takes place in accordance with the internal quality assurance system, as developed by MODIP.

In particular, OMEA members collect the necessary information, using a questionnaire to collect views and insights for the internal evaluation, on student performance, student and teaching staff opinion, academic staff research output and the evaluation of learning outcomes achievement.

The information collected through these processes is further utilised by MODIP

and HAHE.

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.

III. Conclusions

The PSP is considered fully compliant with principle 9.

Panel Judgement

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

Panel Recommendations

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

I. Findings

This PSP has not been externally evaluated before, and thus, no prior recommendations from any external review body exist. During the current external review, all stakeholders were actively engaged. The Department and the University worked diligently in preparing materials, presentations, and organising and hosting the virtual meetings with the EEAP. All the meetings included presentations, discussions, and question-and-answer sessions. The EEAP had the opportunity to meet, talk, and interact with all the participants at all meetings. The discussions were very constructive and fruitful, and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting. Looking ahead, the PSP plans to adhere to the external evaluation and accreditation process as mandated by HAHE. It will engage independent expert committees for periodic external evaluations, ensuring that the program maintains alignment with national and international standards. Evaluations will be informed by input from graduates, scientific and professional organizations, and industry stakeholders, supporting a continuous cycle of quality enhancement and improvement.

II. Analysis

Based on the submitted materials and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders, recognise the

importance of external review, its usefulness and the contribution it can make in improving the Programme. Throughout the current external evaluation process, it has been convincingly demonstrated that the policy for external evaluation is well-structured and incorporates both academic and market-oriented perspectives, strengthening the program's relevance and credibility. Furthermore, the planned use of independent experts and alignment with HAHE standards ensures objectivity and adherence to quality assurance frameworks.

III. Conclusions

This is the first time that the PSP undergoes an external evaluation for accreditation. The commitment to regular external evaluations demonstrates a proactive approach toward quality assurance. This fosters confidence that any identified weaknesses will be effectively addressed. The procedure for the utilisation of the outcomes of the external evaluation of the PSP in the Quality Assurance System of the University is appropriate and well structured. The program is fully compliant with Principle 10.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

a) Strong engagement with external stakeholders and industry partners, ensuring curriculum relevance and supporting continuous improvement.

b) A strong and active alumni network that contributes to student development and programme visibility.

c) Paid internship opportunities that provide valuable professional experience and facilitate students' transition into the labour market.

d) A regularly updated and well-documented curriculum that reflects contemporary developments in the field.

e) Teaching staff with strong academic qualifications and expertise.

f) A large and growing labour market that attracts a strong pool of qualified applicants.

II. Areas of Weakness

None identified.

III. Recommendations for Follow-up Actions

a) Maintain and further strengthen internationalization efforts through collaboration with international universities, guest lectures, and research partnerships.

b) Ensure continued curriculum relevance in light of technological developments.

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
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