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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report

for the Undergraduate Study Programme of:

Business Administration

Institution: Athens University of Economics and Business

Date: September 2019

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Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Business Administration** of **the Athens University of Economics and Business** for the purposes of granting accreditation

Abbreviations used in this report:

AP	Accreditation Panel
AUEB	Athens University of Economics and Business
BA	Business Administration
ECTS	European Credit Transfer System and Accumulation System
EDIP	Support Teaching Staff
ETEP	Specialist Technical Staff
HEI	Higher Educational Institution
HQA/ADIP	Hellenic Quality Assurance and Accreditation Agency (ΑΔΙΠ)
IEGs/OMEA	Internal Evaluation Groups/ Department's Internal Evaluation Committee
KPIs	Key Performance Indicators
QAU/ MODIP	Quality Assurance Unit (ΜΟΔΙΠ)
QMS	Quality Management System
UGP	Undergraduate Study Programme

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of Business Administration of the Athens University of Economics and Business (AUEB) comprised the following five (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Prof. Emeritus Spyros Economides**

   California State University, East Bay, USA

2. **Prof. Konstantinos Andriotis**

   Middlesex University London, United Kingdom

3. **Prof. Yannis Georgellis**

   University of Kent, United Kingdom

4. **Mr. George Nikolaou**

   Representative of the Economic Chamber of Greece, Greece

II.   Review Procedure and Documentation

Hellenic Quality Assurance and Accreditation Agency (HQA) formed an external and independent panel of experts to conduct an assessment of the compliance of the study programme of Business Administration (BA) of the Athens University of Economics and Business (AUEB) in accordance to the HQA Quality Assurance requirements. The assessment was conducted on-site through document reviews, interviews and observation of premises and aimed to evaluate the fulfilment of the HQA requirements of the relevant Quality Standard of the Study Programme and comment on its compliance, effectiveness and applicability for the scope of the requirements.

On Monday the 8 July 2019 at 9:30 the Accreditation Panel (AP) attended a meeting at the Hephaestus Conference Room at the Hotel Stratos Vassilikos in Athens, at which Faculty members of the HQA (prof. Pantelis Kyprianos, President and Dr. Christina Besta, General Manager) explained to the AP the Accreditation Procedure and the role and tasks of the AP members. In addition, they reviewed and explained each of the ten principles that each programme under accreditation should comply with. After this meeting, the AP members met to organise their meetings, coordinate their work and get prepared for the accreditation event.

At noon, the AP members were transported to the premises of the AUEB for a meeting with the staff of the Department, which started at 13:00. The visit lasted until 16:45.

At the welcome meeting, the AP met the Vice-Rector and President of the Quality Assurance Unit (MODIP), Professor Dimitrios Bourantonis, and the Head of the BA undergraduate programme, Professor Konstantinos Caramanis. Initially, Professor Bourantonis welcomed the AP on behalf of AUEB and gave a broad overview of the history and developments of the University. He continued by informing the AP about the Quality Assurance procedures of the institution and highlighted the Quality Assurance practices which are followed by MODIP and apply to all the Departments of the university. Following this, Professor Bourantonis emphasised the AUEB's commitment to be a Higher Education Institution (HEI) known for its high-Quality Assurance standards in Greece.

Professor Konstantinos Caramanis gave a presentation of the BA department profile, its aims and objectives, statistics on staffing and student numbers, structure and overview of the programme highlighting the department's strong reputation and the high respect the graduates enjoy in the labour market.

The AP subsequently had meetings with:

- OMEA & MODIP: Dimitris Bourantonis, Professor, Deputy Rector for Academic Affairs, President of MODIP, Georgios Kouretas, Professor (MODIP representative), Anastasios A. Drakos, Associate Professor (OMEA representative), Eleni Salavou, Assistant Professor (OMEA representative), Dimitrios Manolopoulos, Assistant Professor (OMEA representative), Agathi Douvlidou, Special Technical Laboratory Staff (OMEA representative), Chrysi Tsodoulou, Secretary of the Department and Popi Kainou (MODIP Staff).

  During the meeting the OMEA & MODIP responded to a series of questions from AP members and provided clarifications and explanations on the overall accreditation process while at the same time made available supplementary material and information requested by AP.

- Before the departure of the AP panel from the premises of AEUB a debriefing meeting took place where the members shared the findings of the day's session and organised next day's visit at the Department.

On Tuesday 9 July 2019, the AP had meetings with the following groups:

- Department's Teaching Faculty members: Georgios Siomkos, Professor, Dean of the School of Business, Vasilios Papadakis, Professor, Konstantinos Kassimatis, Associate Professor, Sandra Cohen, Associate Professor, Emmanouil Dedoulis, Assistant Professor, Christina Tarnanidou, Assistant Professor, Dimitrios Kardaras, Assistant Professor and Athanasios Koulodiras, lecturer.

  During this meeting the AP had an extensive discussion about the student-centred teaching and learning processes and methods, staff workload in relation to teaching, research and administration, methods being used to link teaching with research, funding of the departmental staff and student mobility, as well as, the structure, content and evolution of the curriculum. Various other topics were discussed, such as professional development and career advancement of faculty members, practices that the BA Department is using for student support, the optional Practical Training (internship) programme and the relationship of the BA department with the labour market. The AP members requested additional documentation, such as examples of the implementation of certain processes and material related to the introduction of some of the best practices already applied by the Department.

- Undergraduate students: Evdaimon Dimitrios, Ioannidis Nikolaos, Ioannidis Petros, Karageorgos Alexandros, Karapidis Petros, Konstantinidou Vasiliki, Kontou Eleni, Nioti Eleni, Ntalla Konstantina, Papadopoulos Konstantinos, Splinaki Styliani, Tampaki Evaggelia and Tsatsoulis Apostolos.

  During this meeting, the students expressed their overall satisfaction with the BA Department, the study programme, labour market opportunities and their overall learning experience. In addition, they discussed the opportunities provided to them after their graduation and the student-centred activities supported by the Department that directly or indirectly support their studies. These include: New Student Orientation Day, Faculty advising, the education portal (e-class) and the effectiveness of the administration staff, among others.

Following the student meeting, the AP had the opportunity to visit the facilities of the university, such as classrooms, amphitheatres, the library, and IT laboratories. This visit was organised by the Head of the Department, Prof. Konstantinos Caramanis and the Special Technical Laboratory Staff Agathi Douvlidou. During the visits to the IT laboratories and the library, members of the Support Teaching & Specialist Technical Staff (EDIP - ETEP) were also available and presented the infrastructure available to students.

- Alumni: Fyka Konstantina, Kapnias Ioannis, Pantazidis Ioannis, Pavlos Georgios, Taktikos Georgios, Kouvas Spyridon, Tzortzis Konstantinos and Tsalaporta Pinelopi.

  The participants expressed their gratitude to the BA Programme of Study, which offered them a plethora of academic and practical skills for a successful professional career. They appreciated the support they had from the Faculty members during and after graduation. They also appreciated the experienced they gained through their internship.

- Employers and Social Partners: Andreadis Michalis, CEO, Investment Bank of Greece, Baloumis Vasillis, CFO, Lamda Development, Evripidis Kostas, CEO and Managing Director, Genesis Pharma, Giannakopoulos Christos, CEO and Shareholder - PLANET Consulting, Koulouri Katerina, HR Director Grand Thorton, Koutsianas Nikos, Founder and Chairman, APIVITA S.A., Vergou Marina, HR Director, GROUPAMA Ασφαλιστική and Voulgaris Dimitrios, Managing Director, BBDO Group Greece.

All employers and Social Partners provided positive comments regarding the BA Department, its students and graduates, highlighting their willingness to employ graduates of the BA department and mentioned the reputation the Department enjoys by the industry and the society. The employers were also very keen to cooperate with the department and contribute to its further development and provide input for the updating of its curriculum based on the latest industry and market trends.

- OMEA and MODIP: Dimitris Bourantonis, Professor, Deputy Rector for Academic Affairs, President of MODIP, Georgios Kouretas, Professor (MODIP representative), Anastasios A. Drakos, Associate Professor (OMEA representative), Eleni Salavou, Assistant Professor (OMEA representative), Dimitrios Manolopoulos, Assistant Professor (OMEA representative), Agathi Douvlidou, Special Technical Laboratory Staff (OMEA representative), Chrysi Tsodoulou, Secretary of the Department, Popi Kainou (MODIP Staff). The AP members asked the OMEA and MODIP additional information and clarifications to help them in their overall evaluation.

- Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP: Dimitrios Bourantonis, Professor, Deputy Rector For Academic Affairs, President of MODIP, Georgios Kouretas, Professor (MODIP representative), Konstantinos Caramanis, Professor, Head of Department, Anastasios A. Drakos, Associate Professor (OMEA representative), Eleni Salavou, Assistant Professor (OMEA representative), Dimitrios Manolopoulos, Assistant Professor (OMEA representative), Agathi Douvlidou, Special Technical Laboratory Staff (OMEA representative) and Popi Kainou (MODIP Staff)

During this closing meeting AP members provided initial feedback regarding the accreditation process.

The AP was pleased to find that all Faculty members of the Department were willing to collaborate and provide any information requested. In particular, the extensive documentation provided to them before the visit, the material supplied on the AP's request (hard copies and electronic material) which facilitated the accreditation process.

The documentation and the supporting material provided to the AP included:

- The accreditation proposal prepared by the BA Department
- Supplementary documents with the accreditation proposal, explicating various issues and providing detailed information, including the study guide, course descriptions, policy documents, etc.
- A set of documents presenting Key Performance Indicators (KPIs) both for the Department and the study program
- The presentation provided by the Head of the Department
- Departmental Information material, such as brochures, newsletters, minutes of departmental meeting, samples of exam papers, student projects and deliverables, surveys and statistics, etc.

III.   Study Programme Profile

The AUEB has three schools: a) School of Economic Sciences, b) School of Business, and c) School of Information Science and Technology. Each of the three schools consists of individual departments that cater to specialized knowledge. The School of Economic Sciences has two departments: The Department of Economics and the Department of International and European Economic Studies. The School of Information Science and Technology has two departments the Department of Informatics and the Department of Statistics. The School of Business has four departments: The Department of Management Science and Technology, the Department of Marketing and Communication, the Department of Accounting and Finance and the department of BA. The BA department is the subject of this report.

The Department of BA is a pioneer in business education in Greece, for almost a century. The Department is part of the School of Business in AUEB and offers a four-year bachelor's degree based on a study programme combining Business Administration, Accounting and Financial Management, Marketing and Information Systems.

The BA Department fosters and maintains strong relationships with the industry. Its attractiveness is evidenced by the fact that between 300 and 400 new students enrolled each year and are highly ranked at the Pan-Hellenic entrance examinations.

The Department offers a combined knowledge of theoretical and practical skills and at the same time an analytical and conceptual problem-solving approach to support the student transition to the labour market or postgraduate studies.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The Quality Assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the Quality Assurance of study programmes offered by the academic unit.

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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

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

a) *the suitability of the structure and organization of the curriculum;*

b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*

c) *the promotion of the quality and effectiveness of teaching;*

d) *the appropriateness of the qualifications of the teaching Faculty members;*

e) *the enhancement of the quality and quantity of the research output among Faculty members of the academic unit;*

f) *ways for linking teaching and research;*

g) *the level of demand for qualifications acquired by graduates, in the labour market;*

h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*

i) *the conduct of an annual review and an internal audit of the Quality Assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

Study Programme compliance

The BA Department has established a Quality Assurance system, which is fully aligned with that of the AUEB. The main principle underpinning the implementation of Quality Assurance policies and procedures is the continuous improvement of the department's educational and scientific work for the benefit of all its stakeholders. The final version of the Quality Assurance documentation was approved by the departmental assembly in April 2019, following extensive consultation with academic staff, students, administrative support staff, and social partners. During the two-day visit and after meeting students, academics, and administrative staff, there was evidence of a strong culture of Quality Assurance embedded within the department. External stakeholders, including alumni and social partners, further confirmed the department's commitment to strengthening Quality Assurance procedures. The

Department's Quality Assurance policy is available online and is well communicated to all internal and external stakeholders.

The Quality Assurance policy pays attention to supporting the academic curriculum and its strong orientation towards student-centred learning. Suitable goals have been adopted covering the areas of student satisfaction, retention rates, research and teaching methods. These goals are:

- The consistency and completeness of the curriculum.
- Appropriate leaning outcomes that are consistent with the European and national framework of University qualification
- The continuous improvement of the educational provision, and the use of new technologies and educational innovations
- The attraction and retention of highly qualified academic staff
- The production of high-quality research outputs by members of the department
- The strong link between research and teaching, in parallel with the changing demands in the labour market for graduates
- The provision of high-quality administrative services, supported by information technology
- The credibility of internal evaluation of the curriculum through the collaboration of the OMEA and MODIP panels.

The department has adopted Key Performance Indicators (KPIs) to monitor progress towards achieving its main strategic goals. These KPIs are easily measurable. The AP, in its meetings and discussions with academic staff during the two-day visit, the department confirmed its commitment to review the main KPIs annually and revise them, if necessary, to improve their effectiveness.

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The AP recommends that the KPIs adopted to review and monitor progress towards achievement of the goals, be reviewed on a continuous basis as to improve their effectiveness, relevance and applicability.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The study programme covers a wide range of topics in the area of Business Administration that improve student academic knowledge and employability. Students who complete the programme of study have very good prospects in securing careers in private and public sector organisations nationally and internationally. The AP was impressed with the social partners' opinion of how well graduates of the department are prepared for entering the labour market. The curriculum also equips students with the broad range of skills and knowledge needed for starting their own business and following careers as entrepreneurs. In addition, the strong theoretical grounding and analytical skills that the students develop during the programme allows them to pursue postgraduate study successfully.

There are well-defined programme-level learning outcomes, which underpin the teaching delivery and assessment methods. One of the main goals of the curriculum is to ensure that graduates are aware of the theory and technical aspects of managing a complex organisation. The programme-level learning outcomes also emphasise the understanding of issues related to the efficient, sustainable and ethical management of modern business and organisations. Embedded in the curriculum is the notion that graduates need to gain an advanced awareness of the cultural, environmental, and ethical dimensions of an organisation, which will allow them to perform successfully as responsible citizens, managers, and leaders. The diverse range of assessment methods is designed thoughtfully to safeguard that the

programme-level outcomes are achieved. Besides traditional final examinations, students are exposed to a wide range of assessment, including project work, presentations, group work, and online testing.

The study programme includes compulsory and optional courses. The optional courses are spread over four thematic areas: Business Administration, Management of Information Systems, Accounting and Financial Management and Marketing. Students also have the choice to complete an internship, which allows them to gain valuable work experience. The internship differentiates this programme from other similar programmes in Greece and abroad and helps students to forge links with business that improve their employability. The structure of the programme of study is well-communicated to the students on arrival in the first year, it is available online, and it is described in detail in the Student Guide.

The design of the curriculum has been developed by drawing on University strategy and guidelines and the standards defined by relevant international associations to meet the needs of the Greek Industry/Economy. The information about the needs of the Greek economy is obtained through informal consultations with employers as well as by monitoring employment and the occupation status of graduates. Further information is obtained through monitoring the student during internship. Also, practitioners and business executives are invited as guest lecturers to the courses, providing extra input for curriculum design and development. In April 2019, the department set up the External Consultation Committee to formalise the process of designing and revising the curriculum. The department is committed to exploring ways for getting more input from external stakeholders in the External Consultation Committee. This will allow to gain timely advice and feedback on the content of the curriculum to meet rapidly changing market demands. In addition, the process of reviewing the programme is supported by information collected from the student evaluations of the various courses. New knowledge from faculty research is integrated in the process of developing and updating the curriculum.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The Department could adopt ways to document/formalise the process of approval, reviewing and updating courses and programmes.

The AP feels that the internship programme should be a mandatory requirement for all students in order to provide good practical experience and enhance employment opportunities. All students interviewed indicated their desire to do practical training.

Principle 3: Student-centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching play an important role in stimulating students' motivation, self-reflection and engagement 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, enabling 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;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the Faculty members;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

In addition :

- *the Faculty members 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;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

The AP was positively impressed by the knowledge and technical expertise of the Faculty who designed a very educational, well rounded and challenging curriculum for the students.

The student-centric approach of the department is evident. Students feel at home and strongly supported starting from the first day of their admission and throughout their studies.

The Department benefits from attracting highly qualified students based on their scores in the Pan-Hellenic exams. These students progress successfully through the rigorous programme structure and reach a very high standard of knowledge which makes the BA graduates of high demand in the labour market.

The undergraduate curriculum of the Department is well designed to serve the needs of the labour market in the areas of Management Science, Business Administration, Marketing, Accounting and Finance Management and Information Technologies.

The Study Programme offers a range of courses structure in a rational flow starting from general courses in the first two years and specialized ones in the final two years. Students then choose their area of specialization.

The adopted teaching methods are student centric. They are based on lectures using PowerPoint presentations, tutorials, case studies, educational video projection, problem (issues) solving, individual and group work, special assignments, projects, traditional lectures, laboratories, practice sessions, on-line access to course material etc. As such, the Department promotes both teamwork and individual achievement. The e-class platform facilitates the above teaching approach and philosophy.

A Faculty advisor is assigned to each individual student throughout his/her studies to provide guidance throughout the studies.

Students are informed about the curriculum, the assessment method and criteria in detail through the Student Guide. The Student Guide is posted on the Web site and is also available on the e-class platform.

A procedure to evaluate each Faculty member's effectiveness on teaching is in place. The procedure is conducted between the 9th and the 11th week during the winter and spring semester of each academic year. The evaluation is executed using the MODIP standard questionnaire.

Student complaint procedure is in place concerning all academic and administration issues of concern to the students and is well-publicized. A special form is available for that purpose.

Panel judgement

Principle 3: Student-centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department is performing innovative and pioneering work and remains a leading Institution in the cross disciplinary domain of the Business Administration education, with interested entering students selecting it as their first or second choice among similar departments in other Greek higher Institutions of learning. Continue the effort to maintain these high standards.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme compliance

The curriculum of BA offers to all students a solid unified knowledge base that makes graduates of high demand in the industry. The student centric approach is evident by all supporting services available throughout their studies, starting from their admission. The BA Department organises an orientation session to inform new students which facilitates their high school to university transition. Students may also receive information about admission, progression, recognition and certification through the educational portal (e-class).

In order to locate information regarding a process the students may seek assistance from the departmental secretarial office or refer to the website. While students interviewed indicated they were familiar with several procedures the vast majority mentioned that they never had the chance to use most of them.

The student assessment criteria, methods and the available system for student examinations is clear and fair to the students and publicised on the educational portal (e-class). The examinations take place at pre-determined times of the year and there are specific regulations for their assessment. The department also has adopted KPIs to monitor the progress of students.

The department actively encourages student mobility which is supported through the ERASMUS office. There is a well-defined process for the students to follow in order to secure an optional Internship. The curriculum does not require a thesis.

The BA Department is fully compliant and has adopted the principles of the Lisbon Recognition Convention for awarding and recognising higher education degrees, duration of studies, rules for student progression and recognition of credits among various European academic Institutions.

Following a University-wide policy a Diploma Supplement is provided to all students upon graduation, which includes achieved learning outcomes, ECTS credits obtained and other noteworthy student achievements.

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department presented evidence of the existence of written documents that manage and monitor all these procedures. The AP recommends that the department creates and maintains a formal document for each procedure conforming with the Quality Assurance standards and format adopted by the university, following ADIP guidelines.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognize 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 members (with respect to attendance requirements, performance, self-assessment, training etc.);*
- *develop policies to attract highly qualified academic staff;*

Study Programme compliance

The Department consists of 23 full time Faculty members and four teaching assistants. The AP believes that the Faculty of the Department is exceptional in teaching and research. Hiring and promotion procedures are mandated by the Greek Law.

Student Evaluation Reports are used in all courses and the results are tabulated and evaluated by the Department. The feedback given by the students is available to all the professors and adjustments are requested to be made where appropriate and to use this feedback as an input to their teaching and research progress.

The BA department offers opportunities for professional development to all Faculty members and especially to those who are early in their career. These opportunities include funding of a research project upon submission and external evaluation of a research proposal, funding for traveling to conferences to present their work and network with other colleagues and payment of the open access fee as required by journals. The Department has adopted an annual award for excellence in teaching for one faculty member. The university has agreements with several universities, located in Canada, USA and France, among others, for staff mobility.

During the meeting with the academic personnel it was confirmed that their research knowledge and results is incorporated in their teaching when applicable. The Department is encouraging innovation and new methods of teaching.

The Department has attracted highly qualified Faculty members because of its international reputation. This is evident by the high volume and quality of the academic research publications, international awards and distinctions of the Faculty.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The AP congratulates the Department for establishing and maintaining a solid path for Academic excellence in teaching and research. Employment of additional Faculty staff is required to reduce the heavy workload of the existing Faculty members and the high student to faculty ratio.

Principle 5: Teaching Staff	

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. 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, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

> *Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*
>
> *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

Study Programme compliance

At the time of writing this report, despite the budget constraints, the department utilizes its available resources effectively in support of teaching and learning activities as well as other needs related to the student everyday life and experiences. These resources are identified as either human resource-based support services, mainly composed of faculty members, students or a combination of both or identified as facility support structures. In either case they may be available to the entire university community or exclusively dedicated to the department.

HUMAN RESOURCE-BASED SUPPORT SERVICES

In terms of supporting the teaching and learning needs of the students, the foremost human based resource is of course the faculty and other academic staff of the department. It is composed of 23 faculty members and four academic support staff members, as needed. The Department supports the Faculty by encouraging activities such as seminars, professional conventions, mobility programs (ERASMUS) and others.

The teaching and learning functions of the students for the department are supported and extremely facilitated through e-class, the electronic educational platform, which resides on the central computer information system and is accessible through the university's electronic network system.

There is adequate departmental administrative support for the students provided by the departmental secretarial staff and supplemented by information technology platforms that satisfy all student requests in efficient and timely fashion. There are also provisions to encourage administrative staff development.

Several other human resource-based services are available to the students, either centrally provided or exclusively offered by the department. They cover several areas of student concerns such as academic, social, leisure related and others. It is worth mentioning that the web sites of both the university and the department provide links for easy access where appropriate information regarding all such support and advisory structures is described.

One university wide related human resource-based support structure is the one for Employment and Career Development Office (ΔΑΣΤΑ). It encourages development of entrepreneurship and innovation, interaction and interconnection of students and graduates with the job market, interaction and interconnection of the academic community with businesses, administers the internships (practical training) of students and promotes the dissemination of research findings to the wider business community. The ΔΑΣΤΑ support structure includes two identifiable functional units:

(1). The unit of Internship (practical training) and Interconnection with the job market (ΠΑΔ) which provides the services of (a) managing all aspects of Practical Training (Internship) and (b) coordinating networking activities such as career advising, event sponsoring like "Career Day" or advising about graduate degree studies domestically or abroad, scholarships and other employment or career opportunities.

(2). The Unit of Innovation and Entrepreneurship (MoKE) which through the affiliated Center of Support for Entrepreneurship and Innovation (ACEIn), assists students and graduates to explore their interests in related career paths in these fields through advising, counseling and organizing events and activities such as industry guest speakers or theme seminars. Statistics for the years 2015 to 2018 have been provided in the department's Proposal for Accreditation document highlighting the strong interest and significant participation from students and business professionals in the activities of this support unit.

An important human resource-based student support mechanism is that of the Faculty Advisor. One advisor is assigned and is accessible by each student during his/her study career. The nature of advice is related, but not limited to, academic, social, psychological, physical health or other issues. The students may also have access to a Psychological advisor/counselor to resolve issues of academic, social or personal type.

There is a university level team for advising and assisting students who for various reasons, such as academic, social, personal or other, have problems completing their studies. After identifying the problem, the team explores and applies appropriate ways and methodology that might be effective in resolving the issues that have negatively affected the student progress.

The students are eligible for scholarships based on special criteria of qualification. The students also have the option of foreign language learning in addition to the language requirements within the structure of their study program. The opportunities to acquire knowledge of additional foreign languages exist within the framework of the Student Union sponsored activities. There are cultural teams and activities of various kinds as well, under the auspices of the Student Union in which the students can participate.

There is a program of volunteerism at the university level with the goal being to encourage students to engage in a variety of volunteering activities for the benefit of the university and the community.

The university has agreements with nearby athletic facilities to enable students to engage in athletic training and recreation.

There is a two-year educational program offered at the university in which the graduating students of the department can enroll in order to gain teaching skills and a teaching certificate.

The students interviewed by the AP expressed their gratitude and made very positive comments about the department's thorough, comprehensive and well-established full day orientation and guidance program designed and run for the benefit of new students at the start of each academic year.

The department encourages and funds international student mobility within the framework of the ERASMUS program. Several program courses, as needs have risen, have been adapted for delivery in English. As already mentioned, the ERASMUS program is managed by ΔΑΣΤΑ.

FACILITIES INFRASTRUCTURE AND SUPPORT

The AP visited and observed the facilities which support the various student learning processes and functions.

The university's urban campus includes four buildings dispersed in nearby locations. Every building has facilities to serve the various learning functions. The classroom facilities that the AP members visited were of different sizes and were all well-kept. There are five amphitheaters distributed among those buildings, they are in good, clean condition and well equipped with electronic infrastructure adequate for the delivery of departmental courses. The faculty offices are clean, comfortable and sufficiently equipped.

The department has one educational and training computer laboratory with modern equipment and technology for use by its undergraduate students. It also operates five research laboratories all of which are well staffed and equipped, serving the research needs and activities of faculty and graduate and Doctoral students:

(a) Laboratory of Business Computing (BILab)

(b) Laboratory of Business Strategy

(c) Laboratory of Market Analysis and Consumer Behavior

(d) Intradisciplinary Laboratory of Accounting Studies, Finance and Economic Law

(e) Laboratory of Business Administration

The departmental research activities of these laboratories are highly valued by the business community at large and as such, promote the placement and career development of the Department's graduates.

The AP found that the university library serves the learning and research needs of the students of the department adequately through its many comfortable study desk units, the well-trained staff and especially through a well-developed electronic network system. Students can access remotely most of the electronic resources of the library using their account password. The library itself is a member of the Association of Hellenic Academic Libraries (HEAL-Link) with access to several well-known international data bases and publications.

There is only one student living accommodation facility that can serve only a limited number of students who meet some predetermined financial status criteria. The major student population must seek living space privately and there are no university mechanisms of assistance to the students.

The main university building has a dining facility where the department students can have meals.

Finally, the AP observed that there are provisions to support the functionality of students with special needs. Infrastructure improvements such as ramps and lifts exist to facilitate access. Special provisions are in place for examination taking by students with specific disabilities. Electronic access to bibliography is also made available to the students with visual impairment through the library's (AMELib) system.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The AP feels that there is room for improvements and more should be done to better serve the students with special needs.

Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY 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 as well as to the academic community.

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

The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme compliance

The departmental information resides on the centralized information system network of the university. The segment of the central information system dedicated to the Department (Departmental portal) collects, organizes, manages and disseminates a wealth of information. Most importantly, the module has the capability of generating Key Performance Indicators (KPIs). This information is utilized for the purpose of serving the academic and administrative needs of the department as well as to be used for Program Quality Assurance and Quality Improvement for which the Departmental Unit for Quality Assurance (OMEA) and the University Unit for Quality Assurance (MODIP) are responsible.

The information content that is maintained on the departmental "portal" is constantly upgraded, supplemented and enhanced. It is organized in the following modules with corresponding links of accessibility on the departmental Web site:

STUDENT ENROLLMENT AND ATTENDANCE INFORMATION MODULE

For the students, this module tracks the submission of applications for issuing various kinds of certificates, course grading results and student profiles in terms of academic progress.

For the faculty, this module mainly facilitates the submission of grades and provides basic information on course offerings.

For the administrative staff, this module tracks and maintains the student profile, automates the issuing of various types of certificates requested by the students, tracks statistical information related to student attendance and keeps statistical information related to student grades.

A basic component of this module is the e-class electronic platform which facilitates the delivery of all types of learning material from faculty to students as well as providing the capability of communication between students and faculty.

ADMINISTRATIVE SUPPORT INFORMATION MODULE

This module manages the profiles of academic and administrative personnel and tracks changes over time. Faculty and staff can submit applications and request certificates relating to their profile, update career progress, track and update changes in their functions and responsibilities. The module also manages office space assignments.

QUALITY ASSURANCE INFORMATION MODULE

This module is very important because it is maintained and utilized by the members of OMEA and MODIP, the two groups responsible for information management, statistics and documentation related to all issues of the Quality Assurance for the Department. Based on the statistical information gathered, KPI's are designed, computed and tracked for use as metrics in the evaluation and certification of the undergraduate program's Quality Assurance as dictated by the Hellenic Quality Assurance Agency (ADIP) and the assessment of the departmental goal achievement. KPI's of interest are computed and maintained relative to:

- o All levels of academic degrees offered by the department
- o Student population
- o The Undergraduate Study Program
- o Human Resource-Based Services and Facilities Infrastructures
- o Research Activity
- o Financial Data

STUDENT, GRADUATE AND ALUMNI EVALUATION MODULE

The evaluation process by the students in the undergraduate program is considered to be a significant feedback mechanism for the measurement of achievements, progress and assessment of the program's Quality Assurance. Thus, a very important module of the information system is the one that gathers, analyzes, organizes and presents the student evaluation data. The Department conducts student evaluations manually regarding the course instructor performance, the course content, the associated learning support mechanisms and learning outcomes in the classroom, by following the universally accepted conduct protocol. The data is entered into the departmental information system module. There is great flexibility in the manipulation of the data to extract statistical information of interest. KPIs are computed and used to assess the program quality and to suggest ways to improve or identify issues to be corrected. The output is available to the individual evaluators, to the faculty member that is subject of the evaluation, to the appropriate administrators and decision makers and the Members of OMEA or MODIP, as it may be appropriate, with associated levels of security access. Results of this module in the form of KPIs, if generated, may also serve for benchmarking purposes against similar undergraduate programs of other domestic or international institutions or determine the ranking of the program in the domestic or international lists.

Information is maintained and statistics can be generated about the alumni of the Department regarding their professional career progress. Also, information is solicited and maintained from the Department graduating students for the purpose of assessing the university and departmental support services and the Department Program of Studies.

Panel judgement

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

Panel Recommendations

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

The Department employs comprehensive publicity procedures for disseminating its educational, research and other activities to all its stakeholders and the public in general. The relevant information is communicated to the students and the graduates of the faculty, the teaching and research staff, the Greek and international academic community, the business community and the public.

A major vehicle for disseminating information related to the department is the departmental Web site (https://www.dept.aueb.gr/ode), which is a part of the university Web site (https://www.aueb.gr) and is available in both Greek and English. It contains information on various aspects of the educational and research activity of the department, such as:

- Department profile
- Staff (Teaching by level – Administrative-labs, etc.)
- Educational process (Students Study Guide- Examinations – ETCs process- Teaching methods- Teachers- Advisors- Times schedules- other facilities)
- Post Graduate programmes
- PhD programmes
- Research activities
- The Quality Assurance System
- Departmental news and announcements
- Contacts
- Newsletter
- Information related to internships (practical training)
- Information related to the ERASMUS programmes.

The information system includes the e-class platform which manages and facilitates the interactive communication between teachers and students and the uploading course related teaching material and information.

Other forms of communication and publicity include:

- The departmental newsletter
- Newspapers and magazines (public-professional) articles and announcements
- Leaflets and brochures
- Conferences and lectures

There is a process to safeguard the accuracy of the information that is made publicly available and to comply with data protection legal requirements. The President of the Department is overseeing this process.

Panel judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

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

> *Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*
>
> *The above comprise the evaluation of:*
>   - *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
>   - *the changing needs of society*
>   - *the students' workload, progression and completion;*
>   - *the effectiveness of the procedures for the assessment of students*
>   - *the students' expectations, needs and satisfaction in relation to the programme;*
>   - *the learning environment, support services and their fitness for purpose for the programme*
>
> *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. Revised programme specifications are published.*

Study Programme compliance

As evidenced by the department's Proposal for Accreditation document, AP's discussions with the MODIP, the OMEA departmental team, the President of the Department, administrative supporting personnel as well as relevant documents submitted to the AP, the department is compliant with the requirement of having in place an annual review of its Undergraduate Study Program. This review is conducted following the process as outlined in the Internal Evaluation Quality Assurance System that is monitored and managed by MODIP and follows the accreditation guidelines set by ADIP. For that purpose, MODIP has designed a set of questionnaires to ensure that the proper information for review and potential revision of the Study Program is gathered for the purpose of improving the program quality.

Key areas of information gathered, following the guidelines of ADIP are listed below:

  - The content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;
  - The changing needs of society
  - The students' workload, progression and completion
  - The effectiveness of the procedures for the assessment of students
  - The students' expectations, needs and satisfaction in relation to the programme
  - The learning environment, support services and their fitness for purpose for the programme

As it is implied, these areas include student learning objectives and progress, student evaluations, the functioning of student learning platforms, research activity and departmental support infrastructures. The information associated with these activity areas is collected and recorded in the departmental information module of the central information system. Such information is organized, managed and analyzed as a requirement of the departmental Quality Assurance system, following the ADIP guidelines.

Thus, relevant KPIs have been developed and are automatically computed by the system for these targeted areas of concern. These KPIs can then be used to assess the degree of achievement or deviation from the goals which have been set for Quality Assurance purposes.

Based on the KPIs output information, there is an accompanying interactive review process between members of OMEA, President of the Department and members of MODIP. In this review potential modifications of the Program of Undergraduate Studies are discussed. Decisions must be made about the timing for the analysis and evaluation of the findings and actions to be taken, if any. If revisions or modifications are mandated, the corrective and/or preventive measures must be agreed upon and implemented under MODIP's monitoring and approval. All parties involved in this effort are cognisant of the goals that have been set and are currently acceptable to ensure the quality of the Program of Undergraduate Studies.

If it is decided that corrective actions must be undertaken or reinforcement of certain aspects of the Study Program must be implemented, MODIP has in place guidelines and provides them to the OMEA team to follow during the revision process.

There is an informal process to solicit feedback from students, especially from those that have been through an internship, social partners, job market developments and trends, faculty research activity and interaction with public sector agencies or private enterprises. The External Advisory Committee which is composed of alumni with significant career accomplishments domestically and internationally, members of the public sector and private industry, as well as business societies provide feedback to be taken into consideration for the enhancement of the Program of Undergraduate Studies.

The Proposal for Accreditation document lists several courses of the Study Program that have undergone slight or more extensive modifications and/or revisions over time, as a result of feedback from the above sources.

The most recent departmental review of the Study Program was conducted in December of 2018 and based on the analysis of the findings, two modifications were implemented to udate the Student Diploma Supplement and to add a link about the departmental Quality Assurance policies to the departmental portal on the AUEB web site.

The Program Study Committee of the department gets actively involved in this procedure on a continuous basis, collecting information from various sources such as faculty, students and job market trends to assess if it is appropriate to propose to the department assembly a potential need for a review, revision or modification of any part of the program. It also serves as the first level entry point for handling and assessment of any proposed modification to the Undergraduate Program of Studies.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The AP was shown documented evidence currently followed by the Department in the reviewing, modifying and upgrading the courses or the Undergraduate Program itself. AP recommends that these processes are documented and formalized to conform with the Quality Assurance standards and format adopted by the university, following ADIP guidelines.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

> *HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*
>
> *Both academic units and institutions participate in the regular external Quality Assurance process, while respecting the requirements of the legislative framework in which they operate.*
>
> *The Quality Assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external Quality Assurance activity is taken into consideration when preparing for the next one.*

Study Programme compliance

The accreditation review of the Department follows an evaluation review that was conducted in 2010. In the interim, the Department took into consideration the suggestions and recommendations made by the External Evaluation Committee. The recommendations were assigned to appropriate departmental review committees or Faculty members and more than 95% that were within the departmental jurisdiction and control were implemented and adopted. However, there is unsatisfactory progress in the areas of student/faculty ratio and classroom space availability due to lack of government funding. A very thorough, verifiable and well-organized table of the recommendations, as they were adopted, was presented to the AP's satisfaction.

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

PART C: CONCLUSIONS

I.   Features of Good Practice

- The AP feels that the high quality of faculty research to the extent that it is incorporated in teaching keeps the programme up to date to meet rapidly changing market demands.

- The Department has responded to the suggestions and recommendations of the External Evaluation Committee and implemented almost 95% of them.

- The Department maintains an excellent reputation. As a result it attracts highly qualified students based on their scores in the PanHellenic exams and thus, it maintains high academic standards and produces graduates attractive to the employers.

- The teaching methods and practices of the department equip the students with knowledge that enhances their competitive advantage in the labour market.

- The AP commends the department for adopting a student centric approach to learning.

II.   Areas of Weakness

The incomplete documentation of steps and action flow for some of the core departmental procedures that must follow Quality Assurance standards and format adopted by the university, following ADIP guidelines.

III.   Recommendations for Follow-up Actions

The AP recommends that:

- The department reviews the core and all other significant KPIs on a continuous basis to improve their effectiveness and relevance of their applicability.
- The Department should adopt ways to document/formalise all significant processes, such as:
  - Design, approval, reviewing and updating courses and programmes,
  - Process of faculty members' progression and promotion with specific reference to the applicable regulations of Ministry of Education.
  - Progression, admission, recognition and certification of students.

  Since all these tasks are time-consuming and labour intensive, AP advises that it is done overtime with the intent to achieve this goal to a substantial degree before the next accreditation review.

- To continue the good work of formal documentation of the Quality Assurance processes, the department should secure additional financial and human resources. This should include qualified administrators and/or advisors. The funding required for the acquisition of these resources may be explored in an exchange of ideas between the university and ADIP.
- The internship programme should be a mandatory requirement for all students in order to provide good practical experience and enhance employment opportunities.
- Employment of additional Faculty is required to reduce the heavy workload of the existing Faculty members and the high student to faculty ratio.
- The AP feels that more should be done to better serve the students with special needs.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are:

> Principle 1: Academic Unit Policy for Quality Assurance
>
> Principle 3: Student – centred Learning, Teaching and Assessment
>
> Principle 4: Student Admission, Progression, Recognition and Certification
>
> Principle 5: Teaching Staff
>
> Principle 6: Learning Resources and Student Support
>
> Principle 7: Information Management
>
> Principle 8: Public Information
>
> Principle 10: Regular External Evaluation of Undergraduate Programmes

The Principles where substantial compliance has been achieved are:

> Principle 2: Design and Approval of Programs
>
> Principle 9: On-going monitoring and Periodic Internal Review of Programmes

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 Accreditation Panel for the Undergraduate programme Business Administration of the Athens University of Economics and Business

Name and Surname   **Signature**

- **Prof. Emeritus Spyros Economides**

  California State University, East Bay, USA

- **Prof. Konstantinos Andriotis**

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- **Prof. Yannis Georgellis**

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- **Mr. George Nikolaou**

  Representative of the Economic Chamber of Greece, Greece