ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report
for the Postgraduate Study Programme of:

International and European Economic Studies

Department: International and European Economic Studies
Institution: Athens University of Economics and Business
Date: 24 November 2023

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

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **International and European Economic Studies** of the **Athens University of Economics and Business** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof Michel Dimou (Chair)**
   University of Toulon, France

2. **Prof Nikolaos Vonortas**
   George Washington University, USA

3. **Prof Kostantinos Serfes**
   Drexel University, USA

4. **Dr Nikolaos Voukelatos**
   University of Kent, United Kingdom

5. **Mr Ioannis Parmakidis**
   PhD Candidate, Panteion University, Greece

II. Review Procedure and Documentation

The present accreditation took place between the 20th of November 2023 and the 27th of November 2023. The External Evaluation and Accreditation Panel (EEAP) had downloaded the package of files submitted by the programme administration to ETHAAE for the International and European Economic Studies programme of the Athens University of Economics and Business. The material included inter alia the accreditation guidelines, acronyms, the European qualifications framework, the PSP (postgraduate study programme) standards, the mapping grid, the report template, the Accreditation Guide and the accreditation management system manual.

During the first three days several meetings took place as follows: on Monday 20th, the EEAP met with the Director of the postgraduate programme under review, the Internal Evaluation Team (OMEA) and the Internal Evaluation Unit Supervisor and members (MODIP).

On Tuesday 21st, the EEAP met with the teaching staff, students' and graduates' representatives, and representatives of employers and other social partners related to the programme.

The meetings were concluded with a meeting with the programme Director, and the MODIP and Programme Study Committee/ OMEA representative, during which the preliminary findings of the accreditation process were discussed.

III.   Postgraduate Study Programme Profile

The programme under review started being offered in 1993, but it was substantially revised in 2018. The programme's main objective is to provide students with scientific training, and the ability to apply their knowledge and skills to current economic, political, and legal issues which concern modern economies and businesses within the international and European economic and business environment. The programme puts emphasis on interdisciplinarity and practical experience.

The MSc in International and European Economic Studies is offered as a full-time programme completed in twelve months, (3 trimesters) or part-time programme completed in 24 months (6 trimesters). The completion of either programme requires the attendance and successful passing of five compulsory and five optional courses chosen from a list of approximately ten courses. Course attendance is mandatory. The programme corresponds to a total of 75 credits in the European Credit Transfer and Accumulation System (ECTS). The courses are delivered in Greek. However, when a foreign student is present among the audience, the courses switch to English.

There are 93 students attending different semesters of the programme in 2023. The teaching staff is mainly composed of members of the Department of International and European Studies.

The entry requirements are an undergraduate degree from an accredited University and a high score in the IELTS, TOEFL, TOEIC, or an equivalent certificate of proficiency in English recognized by the Greek State.

The fees are set at 4,200€. The MSc International and European Economic Studies awards scholarships to postgraduate students who excel during their studies. Furthermore, the National Bank of Greece has approved financial support for students of the PSP based on academic excellence during their studies. A total of 12 scholarships were awarded for the academic year 2020-21, and 10 scholarships for the academic year 2019-20.

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 PSP is well-structured and well-organized. The programme is delivered either in Greek or in English. It does not allow for hybrid teaching. The programme implements a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE and which is fully harmonized with the Quality Assurance Policy of AUEB. The QAP, available on the department's website, is communicated to students before the start of

study. The QAP is discussed and updated during meetings of OMEA, and faculty assemblies. In implementing the QAP, the department has put in place specific actions and processes that ensure and document the following: Suitability and organization of the study programme, alignment of learning objectives with national and European standards, enhancement of teaching quality and effectiveness, quality of faculty qualifications, enhancement of quality and quantity of research output, connecting teaching and research, level of market demand for graduates, sufficiency of administrative services, outward orientation of the department, enhancement of the department's social responsibility, annual assessment of QAP and cooperation of OMEA with MODIP. The programme is consistent with the quality assurance requirements, goal settings and academic unit's endeavour for excellence. In 2018, new core and elective courses were added to the program.

The Programme Study Committee is responsible for the operation and achievement of the expected learning outcomes of the programme and consists of faculty members of the Department of International and European Studies who ensure the high quality of the teaching and training activities envisaged in the programme.

The programme also has an international External Advisory Board. It consists of distinguished members of academia, diplomatic corps, and the business sector, from Greece and abroad. They offer their expertise, contributing to the strategic orientation of the programme and the continuous improvement of its teaching and training activities. The role of the Board is to assess the achievement of the learning outcomes of the PSP as well as its conformity with internationally high academic standards.

II.   Analysis

Operationalizing the broader strategic direction of the department, goals have been set in place in the MSc programme including:

1. Strengthening the evaluation of teaching/learning activities with international professors and foreign student recruitment.
2. Continuous evaluation of teaching/learning activities towards improving and maintaining quality education at all levels. Achievement of the goal is based on student feedback received through the student satisfaction surveys. This is systematically done, with varying degrees of student participation. However, a more systematic analysis of future careers through the constitution of a specific alumni association seems important.
3. The department sets systematically new goals. All these goals are measurable and compared against set targets to assess. It is not, however, quite clear how the new targets are defined (document A3).

III.   Conclusions

In view of the above findings, the EEAP finds that the PSP is fully compliant with this principle.

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

<u>**R 1.1**</u> The PSP is encouraged to provide further clarity regarding the process for setting new goals.

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*

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 current MSc International and European Economic Studies is a complete revamp of the programme with the same title operating since 1993. The EEAP was told that the Department of European and Economic Studies (DEOS) decided to completely overhaul the previous PSP in 2018 – taking advantage of the legislation – to better differentiate the programme from the MSc Economics (offered by the same department) and bring it up to speed with the changing international economic environment. If we look at the number of applications in recent years, this effort succeeded in maintaining the attractiveness of the programme.

This is a quite large postgraduate programme that can handle up to 100 students, which is approximately the PSP's current enrolment. It is interesting to note that the number of enrolled students jumped (almost doubled) to 95 within 2020-2021, and it remained at that level in 2022. Meanwhile, the number of newly enrolled students almost halved from 62 in 2021 to 38 in 2022. These two trends indicate a difficulty to get people out of the door – which is corroborated by the numbers of students graduating on time: 15 in 2020, 12 in 2021, 19 in 2022. There is a serious issue here.

The objective of the programme indicates an interdisciplinary approach: graduates should be able "…to apply their skills to current economic, political and legal issues which concern economies and businesses within the international and European economic and business environment." As such, the programme offers two specializations: one in international business economics, and another one in European law and economics. This 75 ECTS credit programme can be followed either full-time in 3 trimesters (1 year) or part-time in 6 trimesters (2 years). Successful completion requires 9 courses (7 compulsory and 2 electives), as well as a compulsory thesis. The operational management and academic quality of the PSP is the responsibility of the respective Programme Study Committee, with inputs from students and the External Advisory Board.

About half of the enrolled students have undergraduate degrees from DEOS, about one third has background in law and political science, about one fifth in humanities, and the remaining very small percentage in engineering.

The PSP follows all guidelines of the University and adheres to European and international standards. The programme is supported by the faculty of DEOS as well as the Department of Economics at AUEB. The student guide is well structured and offered in Greek and in English. A much higher number of students, when compared to other postgraduate programmes in the country, have in the past enrolled in this MSc – the EEAP met in its interviews a graduate from China and another from Vietnam.

II. Analysis

The programme offers a nice selection of interdisciplinary and applied econ courses, and it combines them with an interesting set of electives. The thesis, written in Greek or English, is produced after the third trimester for full-time students. It accounts for 15 ECTS and can be produced by a single student or in groups of two.

III. Conclusions

The PSP constitutes a solid interdisciplinary programme taught by the faculty of DEOS, which combines capable academics with a diverse set of concentrations including economics, law,

public policy, applied economics, etc. Its continuing attraction of significant numbers of applications is a testament to the perceived programme quality and the marketability of graduates.

The EEAP notes, however, the issue of booming numbers of enrolled students, combined with a relatively small number of graduations on time, and the challenges that this poses to new enrolments.

Panel Judgement

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

Panel Recommendations

R 2.1 The department is strongly encouraged to address the issues created by the combination of high student enrolment and low, by comparison, numbers of students graduating.

PRINCIPLE 3: STUDENT-**C**ENTRED **L**EARNING, **T**EACHING, **A**ND **A**SSESSMENT

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 programme offers an interdisciplinary approach to contemporary socio-economic, political and legal issues with an international perspective. The programme is flexible, offers a good set of courses, also allowing students to select courses from other postgraduate

programmes at the university. Traditional lecturing methods are complemented by flexible approaches of problem solving, individual and group assignments, and lab lectures. The eClass platform is used extensively for all the material of the courses, including analytical syllabi, lecture notes, e-books, etc.

The programme has an academic study advisor approachable by the students for all concerns and interests around the programme. Student progress is based on the results of final exams as well as additional assignments, exercises, and mid-term exams (variable, depending on the course). The learning objectives of the course and the methods and criteria of determining student progress are announced early on course syllabi.

All courses are evaluated by students electronically and the results are analysed by the Programme Study Committee in relation to similar results from earlier academic years and other programmes of the university.

The programme secured significant external funding in the recent past for student awards by the National Bank of Greece. An important ex-member of the DEOS faculty teaching in this MSc may have helped in that achievement. Continuing such efforts would be worthwhile.

A process for managing student complaints is in place.

II.   Analysis

The programme is making every effort to follow transparent procedures for the delivery and evaluation of course material. The programme appears flexible overall – even though only 2 out of 9 courses are electives – given its allowance of two different specializations and a good collection of courses across different disciplines as well as intra-disciplines. An interesting phenomenon is the possibility of a thesis by a group of two students rather than the traditional practice of individual thesis. This could be a necessity due to the large number of enrolled students (94 in the latest tally seen by the EEAP).

All courses are evaluated regularly, and the results feed into the regular internal evaluation of and potential revisions to the PSP.

The EEAP voices its concerns about the apparent challenge of few graduating students relative to those enrolled, and the consequent limitations on new enrolments.

III.   Conclusions

The EEAP, after examining the provided documents and interviewing faculty, students, graduates, and stakeholders (including several high-profile employers) came out convinced that the PSP adheres to student-centred learning methods, commensurate to international standards. Ex-senior faculty and graduates of the programme are placed in excellent positions in the public and private sectors. The programme can capitalize on this success to continue with externally funded awards which provide serious incentives for students to do well and complete on time. It also increases the visibility and employability of graduates. Finally, it creates strong goodwill and links to alumni.

Panel Judgement

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

Panel Recommendations

R 3.1 Try to replicate earlier success with externally funded student awards.

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 PSP admits students with an undergraduate degree from a Greek university, or with an equivalent degree from a foreign institution. For the selection of students, the following are considered: degree level, university and department of origin, years of studies completed, certification of proficiency in English, two letters of recommendation, personal interview (motivation, organization, cognitive focus, etc.), and a possible possession of another postgraduate degree.

Regarding the support of the students, the PSP takes care of the smooth introduction of its students into the programme as well as their continuous academic and administrative support throughout their studies until they graduate.

To ensure transparency in the assignment and examination of the thesis, the department has established a formal procedure, as described in the Thesis Preparation Guide. The thesis is mandatory, and it is carried out during the summer months for full-time students, and in the third semester for part-time students.

Graduation takes place in a special public ceremony, attended by the Rector or his legal deputy, the Dean of the Faculty, the Director of the Faculty of Education, the President of the Department, and all postgraduate students who have fulfilled the conditions for the awarding of the degree. In advance of the graduation ceremony, a certificate of completion of studies is issued by the Secretariat of the PSP, in which the date of graduation is indicated.

The University has been actively participating in the Erasmus Program since 1987, promoting cooperation with universities, businesses and international organizations of the European Union and the mobility of students, teaching, and administrative staff with partner institutions. In addition, further developing its internationalization, the PSP creates new opportunities through the Erasmus+ International Mobility Programme. The students of the PSP can only participate in the Erasmus+ Studies and Internship, which is addressed to all postgraduate students at the university and no further reference to the Study Regulations of each PSP is required.

II.   Analysis

The EEAP's findings suggest that the PSP's student admission, progression, recognition of studies, the thesis and certification are well-structured and serve the students well. The student admission procedures follow standard good practices, and student rights are protected and respected. The PSP tries to create a relaxing and collegiate atmosphere for the students and faculty. The PSP's webpage contains detailed information about the structure and the requirements of the PSP.

III.   Conclusions

Support of the incoming students is satisfactory. The EEAP concludes that the PSP has a set of well-defined and well-structured rules and regulations that address the needs of the students adequately.

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

The department is bound to follow the national legal framework for the recruitment of academic staff. 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 (e.g. the recruitment of research assistants), staff mobility, and recognition for outstanding teaching (based on student questionnaires). Current teaching loads seem to be appropriate. The teaching staff is regularly evaluated by students through questionnaires. The department also encourages activities that seek to strengthen the link between teaching and research. A few research clusters operate within the department. These clusters help guide students when they choose their thesis topic. Although there is, as expected, heterogeneity across faculty in terms of the quality and quantity of research, the faculty on average exhibit high research productivity in terms of quality of publications in internationally recognized journals.

II.   Analysis

The PSP has been successful in attracting well-qualified academic staff. The members of the faculty enjoy ample academic freedom and independence in performing their duties. Within the limits of funding by the central government and income from tuition fees, the institution encourages and supports participation to conferences and other research activities that promote the professional development of the resident staff members.

Faculty members are given enough discretion in developing coursework in a way that links their own research to the coursework content. Staff members are committed to their teaching responsibilities and have shown laudable willingness to provide student support at the postgraduate level.

III.   Conclusions

The EEAP has determined that the PSP and the department follow all the standard procedures and criteria for teaching staff recruitment, employment regulations or contracts, and obligations of the teaching staff. There is a well-structured policy for staff support and development. Finally, the individual research performance of the teaching staff, based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.), 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, 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.

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 Department of International and European Economic Studies, as well as AUEB more generally, have the appropriate resources and means, on a planned and long-term basis, to support learning and academic level for the students of the PSP. Furthermore, the allocation and distribution of resources considers the student-centred learning and the adoption of flexible modes of learning and teaching.

II.   Analysis

The department has been successful in ensuring adequate funding to cover overhead and operational costs by establishing an effective financial planning, management, and monitoring system with the tuition fees at the core. Also, the PSP takes into consideration the daily and professional needs of the students by offering the flexibility of studying either full-time or part-time. The infrastructure and resources framework includes a sufficient environment, such as a library with plenty of room for reading and research accessibility on the latest bibliography and scientific journals, a lab with high-quality equipment, three research centres for fruitful reception of innovative ideas in cooperation with the two laboratories of the university, two

amphitheatres which support the teaching methods, a very good level of security with emergency exits and fire extinguishers, accessibility for the students with disabilities and internet access, catering facilities, etc. During the meeting with the EEAP, current students made particular mention to the very collegiate and professional administrative team that regularly goes above and beyond to support students.

III. Conclusions

The EAAP finds that the PSP is fully compliant with this principle.

Panel Judgement

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

Panel Recommendations

None.

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 department uses an information system for the collection, management, and analysis of data related to its academic and administrative operations. This data concerns students, staff, and teaching in general. The operation of QA related information systems is the responsibility of the university's MODIP, the department's OMEA, and the PSP's steering committee.

The overall information system used by the PSP involves a number of individual systems with distinct functions. For instance, the *Student Information System* manages issues such as the selection of optional courses, processing of exam marks, individual student performance and progression, certificates of study, statistics on student performance etc., while the *Teaching Support Information System* (e-Class) facilitates the management of course material and student-staff communication. The *Research and Teaching Information System*, which is operated by the University's MODIP, facilitates the collection and analysis of data related to the faculty's research output, structure of and student performance in the PSP, faculty's teaching load, and students' evaluation of the PSP's courses. Finally, dedicated information

systems facilitate various administrative processes including faculty members' personal data, annual leaves, certificates of employment, estate management, etc.

Several procedures are in place that feed data into the information systems. One of the key inputs, as far as the PSP is concerned, refers to the student evaluations of the PSP's courses. These are collected and analysed through MODIP's platform. The subsequent analysis of this information by the PSP feeds into the QA process primarily via the PSP's annual internal report that is produced by the OMEA and towards the end of the academic year.

II.   Analysis

Through the centralized information system, the PSP appears to be able to collect and analyse reliable and relevant data. This information is then used to ensure the smooth operation of the PSP, for instance by identifying areas of best practice as well as areas for improvement.

Student performance seems to be monitored from registration to graduation. Student evaluation surveys constitute one of the key inputs to the system. These are conducted anonymously across all courses. The results are then analysed by the PSP's director, the OMEA and the University's MODIP, who are jointly responsible for the PSP's QA process.

Importantly, the information obtained through student evaluation surveys is complemented by information from staff and alumni surveys, as well as by various statistical analyses of student/staff performance data. This allows the department and the Programme Study Committee to form a more comprehensive view of the PSP's performance during the year, feeding into the annual internal report.

It appears that the academic advisor process is not fully integrated into the information systems used by the PSP, with relevant records presumably being kept in physical rather than digital form.

III.   Conclusions

The PSP has in place an appropriate and efficient system for collecting, managing, and analysing information concerning students, staff, teaching, and other academic activities.

Panel Judgement

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

Panel Recommendations

R 7.1 The EEAP recommends that the information collected as part of the academic advisor process is fully integrated into the information system and the Quality Assurance process.

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 department maintains a well-organized website with key information about the PSP. The information provided on the website is complemented by the PSP's presence on social media. The website has a dedicated webpage about the PSP's structure, including the programme guide, a synopsis for each course, mode of attendance, teaching methods, assessment mix, reading lists, etc.

The PSP's webpage includes links to faculty member profiles in the two departments at the School of Economics. Each academic's profile includes a brief bio, as well as a full CV as a downloadable pdf file. Separate webpages provide administrative support to current and prospective students, with information and links to various digital services, announcements.

The department's QA policy is available online. Furthermore, the website provides a lot of information about the infrastructure available to students, such as the central library, student catering facilities, etc. Finally, there are numerous links to various student services offered by the university, including scholarships and bursaries, health services, cultural and sports activities, etc.

The PSP's website is fully bilingual, with all information available in both Greek and English.

II.   Analysis

The information provided on the PSP's website is accurate, useful, and up to date. This information is likely to be of value to current as well as prospective students. There is extensive information about the structure of the programme in general, and the structure and content of each course in particular. There is generally a lot of information provided about administrative aspects of applying to and studying at the PSP, and relevant announcements are posted regularly.

The links to faculty member profiles direct users to the respective departmental webpages. As a result, it would not be immediately obvious to the average user whether all these faculty members are in fact involved in the specific PSP. It should be noted that the PSP's website is particularly well designed and easy to navigate.

III.   Conclusions

The website contains a lot of key information that is of interest to current and prospective students. Its high-quality design and the considerable amount of academic/administrative information are its main strengths.

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 Director of the PSP, in coordination with the university's MODIP, have put in place the appropriate procedures for the regular evaluation of the programme. These procedures allow for the continuous monitoring and improvement of the programme, ensuring that the PSP is kept up-to-date and in line with the needs of employers, stakeholders, and society in general.

II.   Analysis

The internal evaluation process is informed primarily by input from questionnaires completed by students for each course in the PSP. Faculty members complete a different questionnaire. There is in place a set of Targets of Quality of Assurance which details all the strategic goals and priorities of the department. Based on this document, the EEAP found that most of these

targets have been achieved, including the modernization and revision of the previous PSP. An exception is the goal of strengthening the extroversion of the PSP by engaging with visiting professors. During meetings with faculty, the EEAP was informed that the law for the visiting teaching staff was recently changed, becoming less restrictive, and the department plans to strengthen its efforts to make use of visiting faculty in teaching at the PSP.

III.   Conclusions

The EEAP finds that the PSP is fully compliant with this principle.

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

R 9.1 The EEAP recommends that the department strengthens its efforts in formalizing the process of regular internal evaluation and continuous improvement of the PSP. Particular emphasis needs to be placed on the formal role and the systematic use of information and advice provided by various stakeholders and networks.

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

Since this is the first external evaluation it was not possible to do a follow-up exercise, which in other cases could act as a yardstick, However, the department has already set up a committee to periodically prepare the internal review of the programme.

II.   Analysis

Not applicable.

III.   Conclusions

Under the circumstances the principle is considered fully compliant.

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
- Strong postgraduate programme that attracts a high number of quality applicants.
- Well-qualified and dedicated academic staff.
- Sufficient resources for supporting the programme.
- Well-structured interdisciplinary programme.
- Satisfactory processes for the internal quality assurance.

II.   Areas of Weakness

- Relatively small proportion of students graduates on time.
- While there are several channels for collecting information about the programme and market trends, the process of programme evaluation and continuous improvement could be strengthened.

III.   Recommendations for Follow-up Actions

- The department should strengthen its efforts in formalizing the process of regular internal evaluation and continuous improvement of the PSP.
- The department needs to address the discrepancy between the low number of graduating students compared to the high number of enrolled students.

IV. Summary & Overall Assessment

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

The principles where substantial compliance has been achieved is: **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**

1. **Prof Michel Dimou (Chair)**
    University of Toulon, France

2. **Prof Nikolaos Vonortas**
    George Washington University, USA

3. **Prof Kostantinos Serfes**
    Drexel University, USA

4. **Dr Nikolaos Voukelatos**
    University of Kent, United Kingdom

5. **Mr Ioannis Parmakidis**
    PhD Candidate, Panteion University, Greece