Accreditation Report
for the Postgraduate Study Programme of:

Management Science and Technology

Department: Management Science and Technology
Institution: Athens University of Economics and Business
Date: 3 October 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Management Science and Technology** of the **Athens University of Economics and Business** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Management Science and Technology** of the **Athens University of Economics and Business** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr. George Vozikis (Chair)**

   Chaminade University of Honolulu, and
   California State University, Fresno

2. **Dr. Christina Koutra**

   University of Abu Dhabi

3. **Dr. Evangelos Dedousis**

   American University in Dubai

4. **Ms. Erasmia Angelaki**

   Hellenic Mediterranean University
   Postgraduate Student

II.   Review Procedure and Documentation

Panel preparation for the postgraduate study programme review

The EEAP panel downloaded the package of files submitted by the program administration to ETHAAE for the PSP MSc in Management Science of the Business Administration Department of the Athens University of Economics and Business in support of the Postgraduate Program. The panel members communicated right away amongst them to divide the workload involved and indicate their preference for the Principles of the Accreditation to focus on during the meetings and subsequently do the writing for the final report. The EEAP members conducted an organizing teleconference prior to the commencement of the first meeting with Program personnel to address procedural and coordination issues.

The documentation provided and considered by the Panel

The EEAP relied on the numerous files of material in the Proposal for Accreditation package submitted by the Program administration, the presentation made by the Program director, Professor George Theriou, and the information gathered from the various meetings to assess the degree of compliance of the Program to the requirements.

Dates of the review

The EEAP panel held teleconference sessions with groups associated with the Program on Monday October 1, 2023, and Wednesday October 3, 2023.

Describe the review and the meetings held

Monday, October 1

In the first meeting 16:00-17:00, the Program participants were:

Prof. LEKAKOS GEORGIOS (Director of PSP MST) Prof.

VOUDOURI IRINI (Head of the Department of Management Science and Technology)

Prof. POULYMENAKOY ANGELIKI (Steering Committee Member of MST)

As. Prof. DELIGIANNI IOANNA (OMEA member, Dpt. Management Science and Technology)."

An overview of the Executive MBA Program was presented by the professors relative to the compliance to the requirements of each Principle of the Accreditation compliance, followed by questions and clarifications.

The second meeting, Wednesday October 2, 17:00-17:30, was bypassed, given that the EEAP had previously received a comprehensive video regarding the operating facilities available to the Program which the EEAP found sufficiently informative.

Wednesday, October 3

In the first meeting (Faculty), 15:00-15:45, the participants were:

Prof. Doukidis Georgios
Prof. Mourtos Ioannis
Prof. Prof. Vrechopoulos Adam
Prof. Nikolaou Ioannis
Associate Professor Korfiatis Nikolaos

Highlights of the discussion included:
-The emphasis on the faculty and postgraduate student research which is placed on solving practical problems associated with the individual student's professional working environment. Examples of research projects which led into respectable publications were given.
- The admission requirements to the Program
- The perceived competitive advantage of this Program to other similar regional ones in the country
- The participation of guest professional and academic speakers external to the department
- The management of the course subject matter delivery and the student comprehension for those students in the program with diverse academic and professional background, which is not necessarily business related.
In the second meeting (Students), 16:00-16:45, the participants were full time and part time postgraduate students in the Program. They all stated their satisfaction with the interpersonal relations, communications, and academic environment. They said that with the help of their instructors they managed to overcome the difficulties with any course the content of which was not familiar to their educational and/or professional background. They mentioned the reasons they enrolled in this program and that they were satisfied with the educational facilities available.

In the third meeting (Alumni), 17:30-18:15, the participants were four graduates of the program who expressed satisfaction with the on-line delivery of all courses, convenient to their professional activities and work schedules. They mentioned their reasons for selecting this Program, they feel that the program curriculum was an appropriate knowledge supplement to their work experience. Their comments and evaluation of the courses were always taken into consideration and even though there is no formal alumni association, the Program graduates of a given year as a group is actively involved with interpersonal communications and professionally related issues. Some of them expressed dissatisfaction for the delay in their graduation ceremony.
In the fourth meeting (External Stakeholders), 18:30-19:15 the participants were:
- Dr. Xirogiannis George, Director General at SEV Hellenic Federation of Enterprises
- Dr Krasonikolakis Yannis Senior Manager Technology Intelligence and Performance Grant Thorton Greece
- Mr, Konstalieris Dimitris H/W category planner & Business Intelligence Supervisor Intersport

- Mr. Konstantoulakis Michalis BI Director EFOOD
- Mr. Kargas Konstantinos HR Business Partner and Talent Acquisition Supervisor

Last meeting (Closure), 20:00-20:30, the participants were:
- EEAP
- Director of the Management Science and Technology, Professor Lekakos Georgios Director of PSP MST
- Head of the department, Professor Voudouri Irini Head of the Department of Management Science and Technology
- Management Science and Technology Steering Committee Member/ OMEA members Professor Poulmenakou Angeliki (Steering Committee Member of MST), Assistant Professor Ioanna Deligianni (OMEA member)
- Mrs. Ioakeim Panagiota MODIP staff

In this final meeting the EEAP provided the Program personnel with a summary of the deliberations, conclusions, and recommendations as well as overall impressions regarding the Program's issues of compliance with the Accreditation requirements. The program presented no issues.

III.   Postgraduate Study Program Profile

The term "UBA" is mentioned in the report, eventually meaning AUEB, which is the acronym for the Athens University of Economics and Business.

The PSP MSc in Management Science and Technology is administered by the Department Business Administration of Athens University of Economics and Business in the city of Athens.

The design and structure of the MSc in Management Science and Technology (hereinafter referred to as the MSc in Management Science and Technology) is based on the success of the undergraduate programme, aiming firstly to deepen further the knowledge areas of the Department as well as the UBA's Strategy "Excellence in Education", the current institutional framework and the formal procedure for the design, approval, and revision of the UBA's curriculum. The term "UBA", eventually developed into AUEB, which is the acronym for the Athens University of Economics and Business.

The Department of Management Science and Technology (hereafter referred to as DET) was founded in 2000 and is already considered among the top in Greek universities in terms of the scores in the entrance examinations, the recent evaluation by the National Association of Higher Education Institutions, the academic excellence as recognized by international scientific associations and independent bodies, but also the essential two-way interconnection with society and the labour market.

The Master of Science in Business Administration, Information and Communication Technology, Economics, Engineering Sciences and Sciences of the domestic and similar recognized institutions of foreign countries, graduates of other University Departments, graduates of higher education institutions and faculties of higher education institutions of related subjects.

Students attend (and take examinations in) courses from the scientific areas of the Department of Management Science and Technology. For each of the above areas there are both fundamental courses and more specialized courses, some of which are derived from current research questions, but also from the results of the Professors and Researchers of the Department of ITET, as documented through recent scientific publications and research projects.

The second cycle programme of the CTE offers a total of 30 ECTS credits per semester, applying the system for the full-time programme and 30 ECTS credits for the 2 winter and 2 spring semesters respectively for the part-time programme.

It is of formal duration of 3 semesters with a total of 90 ECTS credits for the full-time and part-time programme. The taught courses of the MSc curriculum based on learning outcomes and workload offer 5 ECTS for the compulsory courses and 2.5 ECTS for each elective course. An exception is an elective course which is 5 ECTS but is offered throughout the semester (the number of lectures is equal to the number of ECTS of the sub-curricular courses). To cover the 90 ECTS credits, students must successfully complete the 4 compulsory courses equal to 20 ECTS credits and elective courses equal to 40 ECTS credits. During the last semester of studies, the student has to complete a diploma thesis (Field Study Project or internship), which is equivalent to thirty 30 ECTS credits. The course curriculum is rationally distributed and in accordance with the ECTS system.

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 applies a quality assurance policy that promotes the academic character and orientation of the programme, promotes its purpose and subject matter, implements the objectives that have been set forth, defines the means and ways of achieving them and applies

the indicated quality procedures, with the ultimate aim of continuous improvement and further development of the program.

At its inception, it was designed to become a very attractive option for postgraduate studies for students not only interested in Technology, but also in the Management of Technology. The PSP contains the following mechanisms for quality assurance: The Department's Internal Evaluation Team (OMEA), which is appointed by the assembly of the department. It is responsible for the smooth completion of the course and teaching evaluation questionnaires by students, for the preparation of the annual internal evaluation report and for the monitoring of the individual indicators. The OMEA presents the results of all the above activities to the General Assembly of the Department and proposes methods for the continuous improvement of the education provided to the students of the Department. Additional faculty members, members of the Board of Trustees, the Board of Governors, the Board of Student Affairs, and other staff of the Department support the OMEA by collecting data from courses, questionnaires, indicators, and by participating in the preparation of the annual internal evaluation report.

The EEAP has thoroughly assessed the documents provided by the HAHE as well as the University, specifically the presentation of the PSP, the strategic planning as far as the development of the programme is concerned, as well as the prospects for graduates, the needs of the Department in recruiting additional academic faculty, the structure of the programme and the feasibility and sustainability study.

II.   Analysis

The EEAP has determined that as far as the academic profile is concerned the current faculty are well qualified and the PSP is well-structured. Moreover, the Quality Assurance policy is appropriate and is sufficiently communicated to all stakeholders.

III.   Conclusions

The PSP confers a high-quality degree. It is a degree that connects the latest developments in theory and practice, and it is highly valued and appreciated by both students, alumni, and employers. The faculty are well-qualified. The current and past students possess all the relevant skills and more, and are eager to learn and advance professionally, as they are well sought by employers in the industry. The PSP has implemented a satisfactory Quality Assurance Policy. All faculty are research active and current with the area of their expertise. It is deemed that the PSP fulfils the requirements of Principle 1.

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

R.1.1 The involvement and interaction of the Department with external stakeholders is at a very satisfactory level, but we would recommend engaging with this valuable resource even more, especially since the development of technology and the subsequent corresponding PSP content revision, is very fast paced.

PRINCIPLE 2: DESIGN **A**ND **A**PPROVAL **O**F **P**OSTGRADUATE **S**TUDY **P**ROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PRORAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation
- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

    I.   Findings

The PSP of MSc in Management Science and Technology was developed in a dynamic fashion and provides added value to the Greek society and General Economy especially in regard to the new state of affairs of fast evolving technology and quantitative needs of Greek and Multinational firms. Its purpose is to create a foundation where individuals acquire the skills that are needed to man business firms and other organizations with the appropriate knowledge, critical thinking, and analytical abilities to provide capabilities for the analysis of threats and opportunities for the development of a risk management strategy for example. The basic characteristic of the PSP is a combination of topics in economic and management science, quantitative methods, and the legal and educational framework that was provided for the certification of this program.

The program was designed after many hours of collaboration among the department's faculty, as well as distinguished faculty from Greece and abroad who have served in positions that deal with Management Science and Technology in the public and private sectors. Additionally, the long-term association with significant factors of the external stakeholders in the technology market have also contributed into the development of the appropriate standards for the program as well pinpoint the universally accepted standards for the specific area of study and provides understanding not only of the theoretical concepts of Management Science and Technology on a practical level, but also the very important aspect of Technology Administration, as many external stakeholders and employers pointed out.

The structure of the program is rational and clearly articulated and is the only program in Greece that awards certification in SAS and has free access to many technology platforms. It is essentially an MBA program in Information Technology, and the 32 courses that are offered are constructed in English, but the delivery is in Greek. Full time students must take four required core courses and 15 or 16 additional elective ones in order to graduate, all live in the classroom and not in a long-distance format. Additionally, many professional development seminars are offered throughout the course of the program that enrich the student experience.

It is the responsibility of each MODIP to undertake an Internal System of Quality Assurance (ESDP) which must cover all the services and activities of the department. The purpose of this exercise is to ensure that the program is operating on a quality level, and there is continuous improvement, as well as effectiveness in the delivery of the program's instructional and research activities, according to international standards and norms, especially the ones of the European area of Higher Education, as well as the principles and the directives of ΕΘΑΑΕ.

The internal evaluation of the program is based on working paper 4 of ESDP NKUA entitled "Internal Evaluation" (A19.1 Manual of Quality Assurance ESDP NKUA, pp. 43-49). It is undertaken with the participation of students, faculty, and proposals and input from other interested parties, and identifies the strengths and the weaknesses of the PSP, while at the same time aims at the identification of new targets for quality and excellence.

The annual internal evaluation reports, the items to be monitored, and the related tables are published on the PSP website to facilitate the informational needs of all informed parties. Additionally, the individuals involved in the implementation of the results of the internal evaluation receive in their email addresses the results of the internal evaluation and the changes that caused the PSP to adapt into and adopt the various improvements and modifications for the new academic year's goals.

The students are informed and notified about the various services available to them, through the PSP's website and with notices which are posted in the Secretariat of the PSP or the Department. These services include email services, Wi-Fi, VPN individual websites, graduate network, open academic classes, academic video lectures, attendance of live lectures, and surveys of electronic surveys.

II.   Analysis

The PSP is linked with the high-quality requirements of the Department and the Athens University of Economics and Business. It offers a robust program to its students by organizing and proffering a high added value education in the field of Management Science and Technology, resulting in literally all graduates having a job before even they graduate. Additionally, the Department has created a creative environment conducive to research in the field, and freedom of academic thought for everyone in its academic community.

III.   Conclusions

The PSP offers a very informative, robust, and added value program for its students and the business community and is found to fulfil the requirements of Principle 2.

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 According to feedback from some of the students, a certain flexibility should be injected into the program to accommodate students that miss some classes due to illness, business trips, or family issues, by offering some long-distance classes that will accomplish this worthwhile accommodation flexibility.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition
- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation
- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I.   Findings

The MSc program in Management Science and Technology, worth 90 ECTS, requires three academic semesters to complete on a full-time basis, or five semesters of part-time study. In

the final semester students are offered the option of working on a diploma thesis or led-study project, each worth 30 ECTS. The broader goal of the program is for graduates to acquire comprehensive, specialized, and up-to-dated knowledge in the relevant fields so that graduates are able to combine and apply it to the workplace optimizing the utilization of the organization's resources, create and organize digital transformation, and carry out complex projects. Additionally, graduates are expected to have acquired high-level analytical and synthetic skills and be able to follow and adapt to the ever-changing requirements underlined by current academic and empirical developments amid the changing environment of business.

Admission to the program is competitive and based on clearly stated selection criteria. Upon being accepted students are assigned to a professor advisor/study advisor who they can consult on issues related to their studies. Further, students and recent graduates have access to the Career Support Office & Professional Development that offers a range of services such as personalized consulting covering a variety of topics, conducting workshops and training seminars aiming at the development of personal skills, providing information about trends in the marketplace and preparing students to enter or reposition themselves in the labour market.

It may be mentioned that, with respect to student welfare, there is free medical and hospital care for students not covered by medical insurance; further a psychiatric counselling service is provided to students experiencing mental health issues. Building facilities are accessible to special needs students while special regulations are in place to meet educational needs of students with special educational needs or disabilities. A clearly stated formal procedure is in place, including successive steps to be followed, regarding cases of student appeal.

During discussion with the EEAP current students and graduates of the program expressed unreserved satisfaction with the teaching/learning process and, even more importantly, with the approachability, mentoring, and professional interaction with faculty. Positive comments by graduates and students alike were also made regarding the timely response to their queries by administrative staff. Students were also very appreciative of the opportunities they had to interact, in the course of lectures and meetings, with employers and other people in the industry. Several graduates mentioned that they still maintain professional interaction with faculty.

The analysis of the results of student evaluation surveys reveal strong satisfaction with key indicators including evaluation of courses, faculty, teaching/learning material, learning outcomes, and laboratory lectures. The scores for the indicators are above 4 (5 is the maximum) while satisfaction with faculty received the highest score, 4.62/5.00. It may be mentioned that the participation rate of students of the specific program in the evaluation surveys is 51% and that the scores for all indicators are above the average for the total of the 27 graduate programs offered by AUEB. The above is testament to the student-centred orientation of the program.

Detailed information regarding contents, teaching methods, expected educational learning outcomes, development of competencies, assessment methods, bibliography and the like are found in all course syllabi. The assessment of students is based on a mix of projects and final exams; the latter make up 70 % or even 85% in a number of courses.

II. Analysis

The student-centred learning approach is evident in all aspects of the program. Faculty exhibit a strong commitment to support students and there is close interaction between them. Students expressed satisfaction with the mentoring they receive from faculty. The assessment items and criteria, learning outcomes and other information related to courses are clearly stated in the syllabi. The presence of the professor advisor and the conduct of satisfaction surveys indicate attention to the opinion of students and readiness to help them with study related issues. Providing support to special needs students and medical coverage to those without health insurance are indicative of concern about the welfare of students.

The EEAP is of the view that a heavily final exam-based student assessment, as is the case in several courses, provides little benefit to students other than equating a course with the final exam in their mind. This may make students focus on what will come at the end of a course and perhaps make passing a course a relatively easy affair as the only thing they need do is to prepare well for the final exams.

While there is no intention to diminish the value of some references in the bibliography accompanying course syllabi it is nevertheless difficult to understand the rationale for including 15-20 year dated references in a program preparing graduates for the fast-changing area of MIS and technology in a rapidly changing business environment.

III. Conclusions

The programme is delivered in an environment that promotes mutual respect between students and faculty and places students at the very centre of the learning process. It is fully compliant with the requirements of Principle 3.

Panel Judgement

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

Panel Recommendations

R.3.1 Consider reducing the weight of final exams substantially while introducing assignments that enhance critical thinking and analytical skills throughout the course such as discussion/review and solution of issues related to students' workplace.

R.3.2 Up-to-date references in course bibliography as appropriate.

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

Quality policy statement of the MSc. The quality assurance policy of the Department of Management Science and Technology (https://www.dept.aueb.gr/el/dmst/content/politiki-poiotitas) of the Athens University of Economics and Business is common to all postgraduate programmes. It is fully harmonized with the quality assurance policy of the institution (https://www.aueb.gr/el/content/politiki-diasfalisis-poiotitas) and focuses on the continuous improvement of the quality of the undergraduate, postgraduate and doctoral programmes, the educational, research and administrative work of the Department, as well as on the provision of quality and digitally developed services to students, with the efficient use of financial resources, including those arising from the tuition fees for the MSc programmes.

   II.   Analysis

Planning of objectives and actions of the MSc
According to the quality policy, the MSc is committed to the implementation of a quality policy that supports the academic character and orientation of its study programmes, promotes their purpose and objectives, sets, implements and monitors quality objectives, defines the means, actions and ways of achieving them, and implements the indicated internal and external quality procedures with the ultimate aim of continuous improvement. In particular, the implementation of the quality policy of the MSc requires the application of quality procedures which ensure:

-the appropriateness of the structure and organisation of the IMP,

-the development and improvement of the existing curriculum, taking into account current developments in the field of science,

-the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education,

-the promotion of the quality and effectiveness of the teaching work, the promotion of the quality and quantity of the research work of the instructors in the MSc,

-the relevance of the qualifications of teaching staff,

-the quality of teaching and research, integrating the needs of the labour market,

-the drawing up, implementation and monitoring of an annual quality target for the improvement of the curriculum,

-the level of demand for graduates' acquired qualifications in the labour market,

-the provision of quality and digitally developed services to students,

-the conduct of the annual internal evaluation of the MSc within the framework of the Internal Quality Assurance System (QAS) with the cooperation of the Department's OMEA and the Institution's MOQI,

- the expansion and utilization of partnerships of the MSc in order to strengthen its character and its contribution to the progress and improvement of society.

III.   Conclusions

It is a very well-designed Executive PSP which implements the indicated internal and external quality procedures with the ultimate aim of continuous improvement, and it is fully compliant with Principle 4.

Panel Judgement

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

Panel Recommendations

R.4.1 Articulate and formalize the development process and improvement of the existing curriculum, considering current advances in the fields of science and technology.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation
- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

    I.   **Findings**

The instructors of the MSc in Management Science and Technology PSP consist of distinguished academicians from Greece as well as from foreign countries with a stellar career in organizations in both private and public sector. Their accomplishments in the field consist of both instructional and research endeavours.

The selection of the teaching staff of the PSP is transparent and with strict merit-based criteria, according to law 4957/2022 for the postgraduate programs of study and the PSP operational manual (A12). These merit-based criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, his/her teaching and research experience, his service to the department, and finally his standing in international fora. The PSP department is occasionally trying to enrich its teaching staff with adjunct instructors who are also subject to similar strict selection merit-based criteria according to law 4957/2023. In addition to the experience and knowledge of his/her field of study, the adjunct professor needs

to have teaching and research experience and a number of publications, as well as a European and/or international orientation.

The professional development opportunities for the faculty represent a very important element in the establishment of the program as a premier educational contribution for the University and the Department and is materialized through the Group of Internal Evaluation (OMEA) of the Department in collaboration with NKUA's Unit of Quality Assurance (MODIP). To that effect the Department showcases the scientific and instructional accomplishments that take place within the framework of PSP and are publicized on the website of the Department and the PSP, as well as in the central hub of NKUA. The Department supports the research activities of its faculty, which it deems as conducive to better instructional capabilities down the road. To that effect, it grants educational leaves of absence for scientific and instructional purposes in Greece or abroad and within the legislative framework. They consist of participation in scientific conferences and seminars, inter-university exchanges, presentations of seminars to other Universities, etc.

Staff mobility is also supported by allowing a short-term instructional period to foreign universities and in exchange programs with universities abroad for teaching purposes. This mobility of the DEP members is supported via a program by the Department from related ELKE funds. These funds along with the PSP's budget which is also managed by NKUA's ELKE also provides funds to the faculty for transportation, publicity and showcasing of PSP, organizing conferences and seminars, etc.

The average workload of the departmental DEP members in the undergraduate program of study is approximately 6 hours a week which translates, according to the specific course and topic, into the range of 6 and 10 hours, without counting any lab work and grading. It should be noted that the average workload is not equal for all DEP members of the Department, because in the required courses of the undergraduate program, the number of students is much higher than the electives. Finally, the average workload of the faculty teaching in the PSP has increased significantly, because of the instruction and mentoring of theses and doctoral dissertations. In recent years, the PSP faculty's average weekly workload has increased even more, due to the absence of replacements for the faculty that retired.

There is no specific linkage of teaching and research mentioned in the PSP report, but maybe the reason is that it is considered obvious and necessary. The prestige of the Athens University of Economics and Business is such that does not allow any deviation from a direct, continuous, and permanent linkage between teaching and research, with the assumption being that excellent teaching cannot possibly be achieved without scientific and academic examinations into each instructor's field. And conversely, excellent academic endeavours are destined to improve one's teaching abilities with the students being the recipients of the benefits.

The instructor's evaluation by the students is accomplished via electronic surveys since 2019 within a special MODIP platform. These electronic surveys are activated by the instructors and according to the directives of MODIP, during the last three weeks of the course, and the students can anonymously evaluate the instructor, and the course per se by filling the survey

in the specific website at the end of the course. The survey includes 37 questions on a scale 1 to 5 and relate to:

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

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

There is a merit award in place to acknowledge the contribution of the finest faculty member in the areas of teaching, research, and service.

II.   Analysis

It is obvious that the PSP of MSc in Management Science and Technology ensures a level of knowledge and skills of their teaching staff and applies transparent processes for faculty recruitment, training, and further development. This way there is a continuous improvement effort for quality enhancement and fund procurement, and thus, sustainability of the program by supporting the professional development of the faculty to improve their teaching capabilities.

III.   Conclusions

There is evidence that the PSP of MSc in Management Science and Technology is fully compliant with the requirements of Principle 5.

Panel Judgement

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

Panel Recommendations

R.5.1 To the extent it is feasible, the Department should try to establish a merit system to measure the contribution of each faculty member in the areas of teaching, research, and service. The PSP may consider adopting an incentive scheme for research active faculty to the extent that this is feasible legally and financially.

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.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation
- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications, and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

    I.   Findings

The selection procedures for faculty members and the practices for ensuring transparency and meritocracy applied by the academic unit.

The selection procedures of the teaching staff members are in accordance with Law 4957/2022 (Government Gazette 141/21.07.2022 Vol: Strengthening the quality, functionality, and connection of higher education institutions with society and other provisions", and more specifically Article 83 which stipulates that the teaching work of the MSc is assigned, following a decision of the competent body of the MSc, to the following categories of lecturers:

A. members of Research Teaching Staff (RST), Specialised Teaching Staff (STS), Laboratory Teaching Staff (LTS) and Specialised Technical Laboratory Staff (STT of the Department or other Departments of the same or another Higher Educational Institution (HEI) or Higher

Military Educational Institution (HEMI), with additional employment beyond their legal obligations, if the MSc has tuition fees,

B. Emeriti Professors or retired members of the Department or other Departments of the same or another HEI,

C. Associate professors,

D. Appointed lecturers,

E. Visiting professors or visiting researchers,

F. Researchers and special operational scientists of research and technological institutions of article 13A of Law No. 4310/2014 (A' 258) or other research centres and institutes in Greece or abroad,

G. Scientists of recognized prestige, who have specialized knowledge and relevant experience in the subject of the MSc.

II.   Analysis

<u>Human resources</u>

The individual allocation of the appropriations approved by the Ministry, regarding the recruitment of teaching staff/faculty members, to the Departments of the Institution, and by extension to the Department of ITT, is made by decision of the competent bodies, taking into account specific criteria.

Of the 22 faculty members of the Department (40% of whom hold a PhD from the top 20 Universities of the world), 15 are teaching in the MSc, while another 3 are faculty members of other departments of the UBA. Because the curriculum includes a large number of modern elective courses (28 in total) and 4 compulsory courses on cutting-edge topics which come from the scientific areas (1) Quantitative Methods and Operations Research, (2) Information Technology Management and e-Business, (3) Organizational Studies and Business Strategy, (4) Supply Chain and Transport Management and require the lecturers to have specializations in the above pillars. Therefore, the MSc is taught by an additional 12 faculty members, PhD holders, the majority of whom are post-doctoral fellows of the UBA who deal with specialized topics, who, although formally considered external collaborators, are teaching and research members of the UBA community as well as faculty members from abroad As a result, the MSc is taught by an additional 12 lecturers, PhD holders, the majority of whom are post-doctoral fellows of the UUA who deal with specialized topics, who, although they are formally considered external collaborators, are teaching and research members of the UUA community as well as lecturers from abroad. The MSc also utilizes 2 of the 4 members of the Specialist Technical Laboratory Staff (STL), who provide specialized technical laboratory services for the better execution of the educational, research and applied work of the MSc.

The placement of administrative staff in the MSc is made after a call for applications, taking into account the needs of the administrative services. The Department is supported by administrative staff (1 person).

Infrastructure

The MSc DET uses a room in the building where the courses are taught (room 205, building 47a Evelpidon and 33 Lefkados) as a laboratory for the students of the MSc and a reading room.

In order to ensure its proper operation and to meet its educational needs, the MSc also utilizes the infrastructure of the Institution, including classrooms for teaching, conference rooms, auditoriums and ceremonial rooms, as well as network, computing, research and other services.

Laboratory Infrastructure

Educational Laboratory of the Department

The Department operates the Educational Laboratory of Management Science and Technology (MSTLab), which was established by a decision published in the Government Gazette 2632/27-07-2017.

The main objective of the Laboratory is the education and general support of the students of the Department throughout their studies. It has two (2) spaces with a total of 72 student workstations.

The Department is also a member of SAP University Alliances™ (https://www.sap.com/greece/training-certification/university-alliances.html) and it should be noted that the teaching and research culture is free and open source software friendly.

Finally, it should be mentioned that important online services are provided to students and more specifically:

- Personal user accounts in the laboratory's domain and in the Department's mail server.

- Remote desktop access to all the computers of the lab, so that students can work from any computer they want, at any time of the day.

- Daily updates (announcements, news, events, etc.) and in a mobile-friendly format (Dmst mobile), as well as through social networks (Facebook, Twitter, LinkedIn, Google+, YouTube).

-Electronic timetable of courses, tutorials and workshops.

- Research workshops

There are 5 research laboratories.

III.   Conclusions

There is evidence that the PSP of MSc in Management Science and Technology is fully compliant with the requirements of Principle 6.

Panel Judgement

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

Panel Recommendations

R.6.1 The PSP should make plans for the future regarding classrooms, equipment, laboratories, and reading rooms other than the existing one room 205, building 47a Evelpidon and 33 Lefkados, in order to ensure its proper operation and to meet the student technology and educational needs.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND 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 academic unit has established protocols for gathering data related to the student body; however, there is no formalized procedure in place for documenting teaching methods, student progress during their study, employability, and the career paths of graduates. Nevertheless, as evidenced by students and social partners the majority of students find employment within six months of completion of the programme.

Both instructors and students have indicated the utilization of a combination of lectures and seminars, with a strong emphasis on collaborative teamwork. Instructors are easily approachable, and students have the opportunity to seek clarification before or after their classes. Teaching satisfaction is assessed through student evaluation questionnaires. Student satisfaction is quite evident from the questionnaires and student feedback.

II.   Analysis

The unique feature of the programme is the combination of management and technology. The majority of teaching is conducted by Greek instructors, with the exception of one non-Greek instructor. Data regarding the student body are collected through electronic surveys distributed to students upon completion of their courses. Furthermore, a post-program questionnaire is administered to gauge student satisfaction levels.

A systematic approach for collecting and documenting data concerning graduate employability and career paths ensures consistent capture and utilization of valuable information.

Considering the favourable feedback from both students and social partners regarding the program's impressive employment rate within six months of graduation, it is recommended to continue highlighting this distinctive feature of the program, which effectively integrates management and technology.

The collection of data regarding resource availability, including equipment, social services, and IT facilities, supports evidence-based decision-making and resource allocation.

There is a feeling of an unwavering commitment to continuous improvement in teaching quality and course content based on insights derived from data analysis. This dedication reflects the institution's commitment to delivering high-quality education and continually enhancing the student learning experience.

III.   Conclusions

Sharing evaluation results, teaching materials, and student assessments through a centralized platform enhances transparency and collaboration among educators. Visualizing data with graphs also offers valuable insights, including comparisons among AUEB departments and international comparisons for a broader perspective. The implementation of a systematic approach to graduate data collection ensures consistent information on employability and career paths. Emphasizing the program's outstanding post-graduation job placement record, underscores its fusion of management and technology.

The institution's commitment to continuously improve teaching quality and course content reflects its dedication to delivering high-quality education and enhancing the student learning experience attests to the fulfilment of the requirements of Principle 7.

Panel Judgement

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

Panel Recommendations

R.7.1 Utilizing Visual Data: Utilize graphs to visualize data, including international comparisons, for a more comprehensive perspective and valuable insights.

R.7.2 Formalizing Data Collection for Teaching Methods: Formalize data collection procedures for teaching methods to enhance instructional practices.

R.7.3 Systematic Graduate Data Collection: Implement a systematic approach to collecting graduate data to ensure consistent information on employability and career paths.

R.7.4 Highlighting Job Placement Record: Emphasize the program exceptional post-graduation job placement record, showcasing its integration of management and technology.

R.7.5 Diversifying Teaching Staff: Explore the recruitment of instructors from diverse backgrounds to enrich the program global perspective and enhance the learning experience.

R.7.6 Enhancing Resource Data Collection: Strengthen data collection efforts related to resource availability to support evidence-based decision-making.

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

A considerable amount of effort has been expended towards designing the websites of the program and the department. The websites are fully developed containing detailed information about the mission of the department, objectives and structure of the program, admission criteria, course outlines, employment prospects, tuition fees, physical and electronic infrastructure, list of faculty, research areas, quality assurance policies, etc. Almost any piece of information that a prospective student or an interested social partner may seek is available on the websites of the program and the department. The websites are available in English and in Greek, both equally well developed, comparable, and indeed user-friendly. The e-learning portal is also well developed. The department and the program are present in social networks with 2.6 K followers on Facebook.

II.   Analysis

The websites of the program and the department, available in Greek and English, are very well developed with clear and up-to-dated information and are easy to navigate.

III.   Conclusions

User-friendly websites containing detailed and up-to-dated information to address queries that prospective students or a member of the public have a very positive impact on the image and future prospects of the PSP, with emphasis on the topic of Technology

Management and not just issues of Technology and Management Science. The PSP therefore is assessed as fulfilling the requirements of Principle 8.

Panel Judgement

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

Panel Recommendations

R.8.1 The websites which are available in English and in Greek, are both equally well developed, comparable, and indeed user-friendly. However, an unadulterated commitment to their being updated and current should also be the paramount concern of the PSP.

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 annual self-assessment procedure is systematically documented by the academic unit and subsequently submitted to QAU/MODIP.

The outcomes are communicated to the president and three specific committee members, but not to other members.

The findings drive various actions, primarily focused on curriculum restructuring and, if necessary, instructor changes. Subsequently, action plans based on the findings are put into effect.

II. Analysis

Thorough Documentation: The academic unit showcases its dedication to accountability and quality assessment through the meticulous documentation of its annual self-assessment procedure. This systematic approach guarantees the accurate and consistent recording of data and findings over time.

External Validation: The decision to forward the self-assessment results for external review by QAU/MODIP is praiseworthy. External review adds credibility to the assessment process and offer valuable insights and recommendations from education experts.

Driving Positive Change: The findings derived from the self-assessment process are not passive records but active drivers of various actions. This proactive approach reflects a commitment to continuous improvement. The primary focus on curriculum restructuring underscores the dedication to maintaining the relevance and effectiveness of educational programs.

III. Conclusions

The academic unit's methodical self-assessment approach and engagement in external reviews enhance the credibility of its quality assurance endeavours. The prioritization of proactive measures and the execution of improvement plans serve as encouraging signs of the dedication to providing top-tier education, and fulfilment of the requirements of Principle 9.

Panel Judgement

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

Panel Recommendations

R.9.1 Promote Proactive Measures: Continue prioritizing proactive measures aimed at addressing identified areas for improvement promptly.

R.9.2 Sustain Commitment to Improvement: Maintain the commitment to implementing improvement plans based on assessment findings, ensuring a continuous focus on enhancing the quality of education provided.

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**

An external evaluation of the department following the standards of the Hellenic Quality Assurance and Accreditation Agency (HQAA) took place in 2013. The progress report produced by MODIP in 2018 refers to the University as a whole and not to specific departments/programs. One recommendation made by MODIP that may be noted as it applies to all programs refers to the rationalization in the number of graduate programs of study in order to reduce duplication in courses taught and specializations.

II.   **Analysis**

The external evaluation of 2013 mentioned above has not been followed by a more recent evaluation of the program. However, it may be noted that the program was placed in the 16th position by the Eduniversal ranking of best Masters in the category of e-business and digital marketing in Western Europe.

III.   **Conclusions**

The department was last evaluated externally in 2013. There is a progress report about the university produced by MODIP in 2018. The PSP is deemed to be fully compliant with Principle 10.

Panel Judgement

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

Panel Recommendations

R.10.1 In relation to future reviews as well as follow-up actions from this and future reviews, to the extent possible, it is encouraged that the stakeholders involved exhibit substantial variation in the level of their affiliation with the Department and the PSP in terms of education, affiliation, and/or employment history with the Department or AUEB.

PART C: CONCLUSIONS

I.   Features of Good Practice

They have developed the program with sustainable commitment to continuous improvement.

II.   Areas of Weakness

Diversify reading materials and course content to include sources other than some textbooks that are really outdated.

III.   Recommendations for Follow-up Actions

- More flexibility needed for professionals who may require online materials and courses due to illness, family issues, or business trips.
- Enhance Dissemination of Findings: Consider sharing assessment results more broadly across the institution to promote inclusivity among all stakeholders.
- Emphasize sustainability of the program through continuous improvement and adaptability to the new environment, with competition from newly formed universities from a TEI status, and PSPs from foreign universities that will enter the fray, as legislated recently by the Greek Parliament.

IV.   Summary & Overall Assessment

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

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

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. **Dr. George Vozikis (Chair)**

   Chaminade University of Honolulu, and
   California State University, Fresno

2. **Dr. Christina Koutra**

   University of Abu Dhabi

3. **Dr. Evangelos Dedousis**

   American University in Dubai

4. **Ms. Erasmia Angelaki**

   Hellenic Mediterranean University
   Postgraduate Student