Accreditation Report
for the New Undergraduate Study Programme in operation of:

Management Science and Technology
Institution: Hellenic Mediterranean University
Date: 16 July 2022

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Management Science and Technology** of the **Hellenic Mediterranean University** 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 new undergraduate study programme in operation of **Management Science and Technology** of the **Hellenic Mediterranean University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Fragkiskos Filippaios (Chair)**
   University of East Anglia, United Kingdom

2. **Professor Costas Iliopoulos**
   King's College London, United Kingdom

3. **Professor Emeritus Nicolas Spyratos**
   Université Paris-Saclay, France

4. **Mr Stavros Karteris**
   Member of the Economic Chamber of Greece, Greece

5. **Ms Despina Liotsaki**
   Student, Dept. of Business Administration,
   Athens University of Economics and Business, Greece

II.   Review Procedure and Documentation

The visit to the Department of Management Science and Technology took place on the 11th and 12th of June 2022. The meetings took place between 11h00 PM (Athens time) and 5h00 PM (Athens time) to manage the time differences between the External Evaluation and Accreditation Panel (EEAP) members and the Hellenic Mediterranean University (HMU) (Greece, France, and United Kingdom). All the meetings took place by teleconference using Zoom. From a technical point of view, everything worked well, and all the attendees could participate in the discussions without interruption.

On Monday July 11th, in the morning, the EEAP had a preliminary private meeting to discuss the documentation received and any initial observations regarding the accreditation process. A set of questions was drafted guiding the key meetings with HMU, teaching staff, students, and external stakeholders. In the afternoon, the EEAP had its first meeting with the Vice-Rector of Academic and Student Affairs and President of MODIP, Professor Emmanuel Drakakis and the Head of the Department of Management Science and Technology (DMST), Associate Professor Konstantinos Panagiotakis. The Panel was briefed on the HMU's structure, organization, and goals as well as the undergraduate programme of Management Science and Technology structure and quality assurance processes. The meeting was followed by a presentation of the programme quality assurance processes by members of the OMEA and MODIP. During the meeting, several documents were presented and delivered to the EEAP providing information on the curriculum, students, teaching methods, and research activities. Finally, a meeting with several of the programme's teaching staff covered various teaching and research issues as well as other issues and on-goings of the programme.

On Tuesday July 12th, in the morning, the EEAP met with students, without the presence of programme representatives. Students revealed their experiences and the discussion with the EEAP was very informative. The students were open and frank about their experiences and views, and overall, very positive. Students from the 1st, 2nd, and 3rd year of studies attended this meeting as the programme under accreditation is three years old and the fourth year will only start in September 2022. The EEAP did not have the opportunity to meet with graduates and alumni as the first cohort of students is expected to graduate in 2023.

The meeting was followed by a virtual University tour in which the EEAP also met representatives of the professional services and technical staff. The University provided several videos allowing a virtual visit to the infrastructure such as classrooms, lecture halls, the

computer labs, staff offices, the library and meeting rooms. Overall, the EEAP's view of the resources available to the HMU students was positive. Next, the Panel had its final meeting with stakeholders and social partners. They similarly provided useful insights. The common view for the HMU and of the programme under accreditation was very favourable.

Later in the same day, the Panel members met again with the HMU senior staff, MODIP and OMEA members, to provide preliminary feedback on the accreditation visit findings.

All meetings with teaching, technical and administrative staff, undergraduate students, and external stakeholders were very useful and informative. They were conducted in a very sincere and constructive manner, and all Panel questions were answered sincerely and without avoiding any issue. The staff of the HMU have provided the EEAP with detailed and comprehensive documentation that was required for the accreditation process. All attendees were very helpful and have understood and accepted the requirements, the principles, and objectives of the external accreditation process.

The EEAP wishes to raise two points regarding the timing of the accreditation visit:

▪ The EEAP recommends that accreditation visits for new programmes are scheduled after the graduation of the first cohort of students. This will offer additional information on student experience around Practical Training and Thesis that are currently planned to be offered in the 2022/23 academic year. It will also ensure that data on students' employability reflect the graduates of the new programme. This will ensure that the next EEAP will be able to offer a complete evaluation of compliance with Principle 10.

▪ The EEAP recommends that an external evaluation visit focusing on the department and the programmes takes place before an accreditation visit. The most recent evaluation review was in 2016 and covered the Technological Education Institute (TEI). As such the context of that evaluation visit first was very different from the current one and it was not focused on DMST but covered the wider institution. The EEAP had difficulties in offering an evaluation on compliance with Principle 11 as the context had changed significantly.

III.   New Undergraduate Study Programme in operation Profile

DMST was established in 2019 as a transformation of the pre-existing Department of Business Administration. DMST employs ten permanent teaching staff covering all key areas of business administration, data science and information technologies. All permanent teaching staff are research active. Research activity is supported by 3 laboratories focusing on Management Economics and Decision-Making Systems, Data Science, Multimedia and Modelling and Electronic Business Intelligence. DMST also hosts the Institute of Economic Analysis, Entrepreneurship and Tourism of the Hellenic Mediterranean University.

The undergraduate programme in Management Science and Technology is delivered over 8 terms (4 years). There are 5 courses per term and students select specializations (Business Administration, Data Science and Information Technology and Digital Marketing and Communications) in their 6th term. To graduate, students must complete 38 courses and a Thesis while a voluntary Practical Training is offered during the last term of their studies. The Practical Training activity can act as a substitute for a single course. The curriculum mirrors at a significant degree (90%) the equivalent programme offered by the DMST at the Athens University of Economics and Business. Teaching methods include face-to-face delivery and video conferencing (specially to cater for teaching during Covid19 lockdown periods). All learning material required for the courses is available to the students through a virtual learning environment (e-class).

DMST has currently 1200 registered undergraduate students (500 are registered for the programme under accreditation while the remaining 700 are registered in the previously offered programme), 21 postgraduate students and 8 doctoral researchers.

Graduates of the programme can become members of the Economic Chamber of Greece and can be employed in a variety of roles such as management, marketing, or information technology. While statistics for employability for the programme under accreditation are not yet available (first cohort will graduate in 2023), statistics for the programme's predecessor indicate a high employability rate (99% in 2022). This has been a significant improvement from the previous data (88% in 2019). Graduates are employed to roles relevant to their studies.

DMST currently offers a Masters in Management and Digital Transformation which is offered without tuition fees (free). Demand for this Masters is high across the region and it offers the opportunity to students to continue their studies at Masters level. DMST is currently developing a Masters in Data Analytics and Financial Technologies in collaboration with the

University of Neapolis Pafou. There is also a doctoral programme with 8 doctoral researchers and the department also offers postdoctoral studies.

DMST is based outside the city of Aghios Nikolaos and has access to facilities of over 5.000 sqm that include lecture halls, seminar rooms, offices, library, and laboratories. There are 6 fully equipped computer laboratories with 130 PCs and the connection to the internet is through optic cable ensuring fast and stable internet connection.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be place upon:

a. The academic profile and the mission of the academic unit
The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development
The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- - *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department
Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:
- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies
The structure of the studies should be briefly presented, namely:
- ***The organisation of studies:*** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- ***Learning process:*** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- ***Learning outcomes:*** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students
- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research
- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

DMST has a clearly articulated mission and profile. The mission focuses on offering education through appropriate teaching and learning methods as well as engage in research activity and the development of new methodological approaches and technologies in knowledge dissemination. The department has a relatively unique positioning and offering in Crete and the Southeast Aegean as there are no other departments with similar educational offering. The scientific field of the department is clearly included in the international categorisation of scientific fields in education, by UNESCO (ISCED 2013) and more specifically in field 04. Business, administration, and law and in field 06. Information and Communication Technologies.

HMU has a clear strategy for the development of the department and the new undergraduate programme has a clear focus on cutting edge academic and professional areas covering management and digital transformation. The curriculum takes into consideration market needs, new academic developments in the relevant areas and offers an interdisciplinary approach to studies. Given the department's identity and unique positioning in the wider geographical area there is significant scope for future growth.

While there is a plan development of the permanent teaching staff of the department, availability of new posts can act as an important constraint. This could hinder the department's efforts towards growing the programme and could create significant threat for the student experience. In contrast, the department is very well resourced in physical infrastructure. The educational and research facilities as well as the support from central services can foster future growth in student numbers.

The curriculum is well designed and is offered over 8 terms (4 years). All appropriate areas are covered, and students can specialise in one of three areas (Business Administration, Data Science and Information Technology and Digital Marketing and Communications) in their 6th term. To graduate, students must complete 38 courses and a Thesis while a Practical Training is offered in the last term of their studies. The learning resources are appropriate and consist of face-to-face lectures, seminars and laboratories and complementary teaching through the virtual learning environment (e-class).

There is a clear plan for the number of admitted students and the opportunities for growth. The current number of admitted students is low and could put the sustainability of the department in jeopardy. A plan has been devised to increase the number of admitted students from 50 to 130.

While outside the scope of this accreditation (the accreditation concerns the undergraduate programme in Management Science and Technology) the department offers currently a Masters and is planning to deliver one more in the immediate future. DMST has also a doctoral programme aligned with the research priorities as well as plans for its future development.

Analysis of Judgement

Based on the above findings, DMST complies with most areas of Principle 1. A few areas require further attention and a closer monitoring by the HMU and DMST. More specifically, DMST has

an ambitious growth target for registered students. The plan is to grow these numbers from 50 students (currently) to 130 (from next academic year). This has implications for a couple of issues. First, fast growth can significantly impact on the student experience. The current student staff ratio is already relatively high when compared with other departments of similar size and a rapid growth could impact the teaching staff ability to offer a more personalised learning experience to students. This personalised student experience has been one of the positive comments the EEAP received from students in the relevant meeting. Second, there should be a staged approach to growth. The current plan assumes a rapid growth within one year with student numbers stabilising for the foreseeable future. It is recommended to have a more staged growth that would allow the department to establish its identity and attract students from wider geographical areas.

The second area relates to the growth of permanent teaching staff. While HMU has a clear plan for growing the DMST from 10 to at least 15 permanent teaching staff, this growth is not fully controlled by the University or the department as the budgets are currently decided at the Ministry of Education. A challenging financial and economic environment could stop any new positions being funded and create problems for small peripheral departments such as DMST. This area of concern together with the rapid growth in student numbers discussed above could create a dangerous mix for the department's sustainability.

Conclusions

DMST should reconsider the student and teaching staff growth plan and develop alternative scenarios and contingencies. A more staged approach to growth with a closer (perhaps annual) monitoring of sustainability indicators could ensure the sustainable future of the department and the undergraduate programme under accreditation.

Panel Judgement

Principle 1: Strategic planning, feasibility, and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X

Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 To develop alternative scenarios for growing student numbers and have a more staged growth in the foreseeable future.

R1.2 To ensure these scenarios are complemented with a strategic approach to the appointment of new permanent teaching staff.

R1.3 To engage in an annual monitoring process regarding the size of the student cohort, the impact on the student experience and the teaching needs.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation
- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

Findings

The Institution implements a Quality Assurance Policy which is aligned with the principles provided by HAHE. The Institution has in place an accredited Internal Quality Assurance System, and formulates and applies a Quality Assurance Policy, which is part of its strategy, specializes in the operation of the new academic units and the new study programs, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The undergraduate programme of DMST has well defined objectives and follows best national and international practices. The programme is comprehensive and focused, with a sensible balance of fundamental and applied learning outcomes. The overall structure and content of the programme is similar to other established programs in Europe and North America. There is a reasonable balance of core and elective courses, with appropriate depth and coverage of current and emerging themes.

For its continuous improvement the programme benefits from feedback received from external stakeholders as well as by linking and integrating teaching staff research activities and results in the curriculum. One important source of feedback for monitoring and improving quality is student questionnaires. Unfortunately, participation from students in the questionnaires is low (as in many other institutions around the country). Particular attention should be given by DMST in trying to remedy this problem and instil to students and teachers alike that quality is a fundamental dimension in all aspects of human endeavour be it academic or professional. Another important source of feedback for monitoring and improving quality comes from external stakeholders (and later on, from the alumni). However, this feedback process is rather ad-hoc, based on personal contacts among teaching staff and external stakeholders. DMST should seek the establishment of an Advisory Board comprising permanent teaching staff and external stakeholders (and later on also include alumni). Although there are no graduates yet, DMST should aim to establish an alumni network. Establishing such a network would help students link to professional networks nationally and internationally and benefit the overall visibility and reputation of the department.

DMST has established a formal teaching staff advisor scheme to assist students throughout their studies, which is quite demanding in terms of student numbers. Apart from that, students indicated that teaching staff are helpful and always available when students need advice or assistance in their studies. Teaching staff appear to care for and work closely with students to help them grow and succeed.

The programme is compliant with the ECTS system. The students have opportunities to take courses abroad, thanks to ERASMUS program and bilateral agreements between the department and universities abroad. Erasmus is managed centrally, and applications are submitted electronically with a process of mapping of modules. Participation in Erasmus by students or teaching staff remains very small which is understandable for a newly created department and in the current circumstances of Covid19.

All course syllabi and the undergraduate course catalogue are rigorous and provide clear information on course structure and learning outcomes. The teaching staff set clear expectations on the courses and clarify the course assessment methods in the beginning of each academic term.

During its discussions with industrial representatives, the EEAP was satisfied to hear that the curriculum of the programme is in line with real market needs. It was also stressed that the qualifications of the department's graduates were well sought after by domestic and foreign employers. However, they pointed out the lack of "soft skills" in graduates they employ.

During its discussions with students, the EEAP heard that the students were extremely satisfied by the overall atmosphere in the department and the help and guidance they get form their teachers. Student interviews indicated a strong interest for closer interaction with industry and further opportunities to prepare themselves for the labour market. Currently, a rather small percentage of students participate in and benefit from practical training, which is not yet formally integrated in the programme of studies.

DMST seems to have efficient secretarial services, a well-equipped library and modern technical infrastructure.

Analysis of Judgement

Several weak points impacting Quality Assurance were identified which need to be attended by the department (see "recommendations" below). However, the department is in its very early state of operation and the EEAP is convinced that, given the enthusiasm of the permanent teaching staff, all these weak points will be attended in the best possible manner.

Conclusions

A very young and dynamic department with great potential and filling a real market need.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1   DMST should find ways to increase student participation in the evaluation questionnaires

R2.2   DMST should create an Advisory Board by engaging external stakeholders. The Advisory Board can be at the programme or department level.

R2.3   Progressively establish an alumni network. The first graduates are expected in 2023 and the department should have the necessary infrastructure in place for them.

R2.4   Make better use of Erasmus opportunities for teaching staff and student exchanges.

R2.5   Organise information sessions around key aspects of the degree, i.e., internships, specializations etc. These could take the form of refreshers events at the beginning of the academic year.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

> *The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).*

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

<u>Findings</u>

The Department has a clearly articulated Quality Assurance (QA) process that is in line with the QA process of the Institution. From the submitted accreditation documentation as well as the meetings with the Institution's and the DMST representatives it was evident that the department applies quality assurance policies as they relate to (a) a well-articulated professionalism for teaching staff and (b) course sequencing and compatibility. In general, the structure and organization of the curriculum are suitable and reflect both theory and application relevance. The Institution and the Department work closely together while the Institutional Quality Assurance Unit (MODIP) offers continuous and substantial support to the Department.

There is a transparent annual review process for the evaluation of individual courses and of the programme that draws, among other information, on the student course evaluations (questionnaires). Teaching staff also review the content of their courses frequently trying to integrate new research findings and management practices. There is a specific time framework for the monitoring and evaluation of the programme. The results of this evaluation are discussed, together with student performance, in the general assembly of DMST and recommendations are made for adjustments to specific courses or changes to the teaching staff. Efforts are being made for the quality assurance process to be communicated to all relevant stakeholders, i.e., academic members and students. Administration services, the Library and all other support services operate at a high professional level and support students in a satisfactory manner.

<u>Analysis of Judgement</u>

The Panel is satisfied with the learning outcomes adopted by DMST. Furthermore, the learning outcomes have been clearly formulated and have been published. A publicly available guide regarding the organization of the programme of study exists and the necessary information is electronically available. The learning outcomes clearly address the gap in digital skill, and this is commendable.

The EEAP was impressed with the positive attitudes of students interviewed. They all were enthusiastic about the quality of education and attention they receive. The concept of student advisor adopted by DMST has clearly an important role to play in ensuring high levels of student satisfaction.

<u>Conclusions</u>

DMST is making a significant effort to comply with the guidelines for Quality Assurance. The EEAP believes that this effort is bearing fruit, as is mostly evidenced by talking to students, teaching staff and various stakeholders.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 It is clear that DMST competitive advantage is based on the strong digital skills base of its teaching staff. The department should use this advantage to further differentiate itself from other regional departments of management or economics and consequently create a unique offering that will attract significant student numbers.

R3.2 Feedback from employers and external stakeholders indicated that soft skills were underdeveloped in the curriculum. DMST should consider including soft skills in the programme's curriculum and assessment.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

> *In the implementation of student-centered learning and teaching, the academic unit:*
>
> ✓ *respects and attends to the diversity of students and their needs, enabling flexible learning paths*
> ✓ *considers and uses different modes of delivery where appropriate*
> ✓ *flexibly uses a variety of pedagogical methods*
> ✓ *regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement*
> ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
> ✓ *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
> ✓ *promotes mutual respect in the student-teacher relationship*
> ✓ *applies appropriate procedures for dealing with students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

<u>Findings</u>

The approach is student-centered as there is a variety of pedagogical methods and flexible learning paths. Students can: take part in team-based activities; participate in practical exercises during classes; examine case studies; interact with their teachers through applications like slido.com that are used for educational purposes; and raise questions to better comprehend the content of the lectures. Moreover, in some courses, students have the chance to present their projects publicly to an audience at the end of the term. There are also other modes of delivery, such as seminars and special. During those events, students get to discuss with professionals from the local market who have a direct connection with the employment path they may be interested to follow.

Students who attend classes are encouraged to have an active role in the learning process and gain a "hands-on" experience. For example, in the course for Start-ups students design websites and create campaigns for real businesses of the local market, such as supermarkets.

The assessment criteria and methods are published in advance in the course outline. Teaching staff upload their notes on the e-class platform and analytically mention the exact way the final grade is formed in the first few slides. Apart from the final exams, the teaching staff

usually chooses to delegate projects to students that shape their final grade from 25% up to 70% depending on the course. Sometimes, they engage students by accrediting extra grading points if a student decides to do a project that is optional. Students also sit mid-term tests that contribute to their final grades.

The student satisfaction surveys are conducted electronically after the 8th week of each semester. Additionally, in the Complaints Platform students have the opportunity to share any thoughts, comments, and ideas for improvement in topics that they are not satisfied with. Academic Advisors are also available to students for them to give feedback and discuss any concerns. The document B18 outlines the role and responsibilities of the Academic Advisor. This function is not very effectively applied though, because the teaching staff only consists of 9 people and, thus, each professor has under his supervision many students.

Analysis of Judgement

There is a formal procedure for student feedback and appeals in place. Students have a variety of channels to provide feedback and ample opportunities to engage with the programme's development and teaching staff. In summary, the Academic Advisor, the Complaints Platform, and the Undergraduate Programme Committee that consists of students are all available mechanisms to raise the student voice.

Conclusions

In general, the panel considers that the programme is delivered in an environment that promotes mutual respect and puts the students in the centre of the whole learning and developing process.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 DMST should promote and encourage student feedback and cultivate a culture of constructive criticism.

R4.2 DMST should consider running the student satisfaction surveys during lectures to increase response rates.

R4.3 DMST should involve student representatives in the design of the student satisfaction surveys.

R4.4 Student satisfaction surveys should include questions regarding the strengths and weaknesses of each teaching staff and questions regarding the infrastructure and the platforms that are used for remote attendance.

R4.5 DMST should consider organising competitions and interactive events and encourage students' participation in those.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- ▪ *Internal regulation for the operation of the new study programme*
- ▪ *Regulation of studies, internship, mobility and student assignments*
- ▪ *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

<u>Findings</u>

Students are informed of the structure of programme of studies as they have access to the Study Guide in advance. This file, which is permanently available on the website, enables every student to see details about the university life, the processes and procedures followed, the courses available and the teaching and the administrative staff roles. Incoming students are

supported in having a smooth transmission to the University by attending a customised information event, in the form of a ceremony that welcomes them to the university. During this ceremony, which usually takes place at the start of the 1st semester, new students are informed about the undergraduate programme, the services the department offers, the way some procedures operate, the clubs and societies of the University etc.

Students' progression is monitored through an electronic platform. Through this platform the students have access to the courses they have succeeded in, their grades and generally their progression.

Students' mobility is not particularly encouraged as students did not seem to plan to take advantage of the mobility opportunities that are available. However, DMST uploads all the relevant mobility information on the website. Despite operating only for 3 years, there are already 36 agreements with universities from foreign countries that enable students and teaching staff to participate in an Erasmus+ programme. There is an Erasmus+ office in the University that centrally manages applications for studying abroad and a responsible teaching staff in DMST that monitors the process and supports students.

The European Credit Transfer and Accumulation System (ECTS) is well applied across the curriculum. 240 ECTS points are required in total for the successful completion of the studies, the same as in every 4-year undergraduate programme. Therefore, the full academic acknowledgement of the courses that students were successfully examined in in a foreign university is assured.

The Diploma Supplement is issued without request for all graduates in Greek and in English, as the documents B21.1 and B21.2 indicate.

It is detailed that a student is able to conduct a Thesis in the 7th or 8th semester and only if they have already gathered at least 160 ECTS points. Its duration varies from 6 months to 1 year and 12 ECTS points are accredited with its completion. The Thesis cannot be presented earlier than 3 months after it was selected as a course. The Thesis is obligatory. The academic unit has defined a set of quality requirements for the implementation of the Thesis. It defines who participates in the supervision of the paper, all the stages of the submission process and the presentation process, as well as the next steps that should be taken in order for the whole project to be completed. A very important and non-negotiable next step is the plagiarism check and after that the inclusion of all the corrections suggested, if any. Also, the Thesis must strictly follow the template the university has developed in order to be accepted. A Thesis Regulation is provided offering details on all of the above.

A practical training is, also, in place. The practical training is planned to take place during the 7th or 8th semester and is equivalent to one course. The practical training is optional, and its duration is around 3 months. A significant network seems to have been developed to support the practical training, as businessmen of the local market and members of the local department of the Economic Chamber of Greece have come together and are eager to create a formal bond with the university, its students and its teachers.

Analysis of Judgement

There is a very clear progression path, described in detail in the programme's guide. All additional activities are also governed by specific procedures that are well documented. While all the necessary information is available on the website, it would be useful for DMST to consider enhancing the information dissemination process by organising specific events.

Conclusions

There is only a single channel of communication between the students and DMST. This is represented by the DMST website. To ensure better communication in student admissions, recognition and award the EEAP offers several recommendations below. This set of recommendations would minimise the risk of lack of information.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 - Organise an annual information Erasmus+ event. The event will help students to understand how the programme works, what are the requirements, what is the timeline etc.

R5.2 - Organise an annual information event focused on all the information a student needs to know about the Thesis and the Practical Training.

R5.3 - Create an official Advisory Board that will consist of external parties to bring closer the academic unit and the local market.

R5.4 - Sign Memorandum of Understandings (MoU) with local external stakeholders. These MoUs can cover the offering of practical training opportunities, engagement in projects as part of the Thesis, research initiatives etc.

R5.5 - Ensure that the Department has developed its own Regulation of Studies in addition to the Regulation of Studies inherited from the TEI (document B28).

R5.6 – Ensure consistency in the terminology used. For example, the Thesis Regulation firstly (page 1) refers to the Department of Management Science and Technology and later to the Library of the TEI (page 2).

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

Findings

The Department has 10 permanent and 6-9 temporary teaching staff. The hiring of permanent academic staff is centralised and governed by Greek government law; they employ clear, transparent methods for selecting experts with the necessary qualifications in education and research. The positions of temporary academic staff are advertised on the DMST web pages as well as locally. The hiring is handled centrally at the University level. The temporary teaching staff is drawn from local industries as well as from the pool of local doctoral graduates; they are all offered renewable, one-year contracts.

Teaching staff members' curriculum vitae (CVs), posted on the departmental website, show that they have sufficient expertise in the subjects they teach, they are sufficiently detailed and include their publications and/or other research activities. The teaching staff provided several examples to the EEAP panel, linking their research and teaching.

Although DMST provides sabbaticals to its permanent teaching staff, currently they cannot afford to send them on study leave as their number is extremely small (10). DMST has signed around 40 ERASMUS+ agreements (145 University wide), and pre-pandemic, 2-3 members of permanent teaching staff per year, took advantage of ERASMUS+ (teaching/research) trips for professional development.

ELKE (University Research Account) has been supportive of the permanent teaching staffs' activities. In a competitive manner, they provide staff with up to 1500€ for conference attendance and 3-5,000€ for research/lab visits.

Analysis of Judgement

The EEAP noticed the lack of a clear procedure for the yearly assessment of permanent academic staff in connection to their personal and professional development. There is no formal process of monitoring, and the matter appears to be handled informally.

The number of permanent teaching staff is very small to cover the teaching needs of a programme of this size. The reliance on temporary teaching staff could potentially hinder the teaching quality and the further development of the curriculum. Finally, the EEAP observed that both the permanent and temporary teaching staff diversity (especially with regards to gender) is relatively low.

Conclusion

The Department is substantially compliant with Principle 6.

The number of permanent teaching staff should increase substantially. DMST must develop processes for professional growth of the teaching staff. The EEAP also believes that improvements are possible, for the Department, to strengthen its research track record, its research plan, and the quality/quantity of the publications.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 DMST in collaboration with HMU should expand the number of permanent teaching staff and ensure increased diversity in the expansion process.

R6.2 DMST should develop formal processes for professional growth (promotion) of the permanent teaching staff and establish an annual monitoring process.

R6.3 DMST should focus resources on strengthening the research track record, the research plan, and the quality/quantity of the publications.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*

Study Programme Compliance

Findings

The academic unit has the necessary facilities to ensure an appropriate teaching and learning environment for the new undergraduate programme. There are 6 laboratories fully equipped with 130 PCs, an auditorium for 200 people, classrooms, library, restaurant, a football field and an indoors training facility. All are accessible to students with special needs, have elevators and ramps.

There is an adequate range of support services available to the university students. They have access to webmail, e-class platform, progression tracking system, free wi-fi connection via eduroam, library etc. There is also an adequate number of professional services' staff to ensure the smooth operation of the student support services. Additionally, there are centrally

provided services offered by the Student's Advocate, the Career Office, the Centre of Psychological Support, the First Aid personnel, the library staff etc.

The students have access to the Central Library of the University and, thus, to all the online journal subscriptions and databases through VPN (single sign-on). Also, teaching and learning material is uploaded on the e-class platform by teaching staff.

Overall, the students are informed about the availability of services through the website and/or directly by the teaching and professional services staff.

Analysis of Judgement

The most innovative service is the mobile application of DMST on Play Store, which allows students to follow the news regarding the Department and monitor their progress on the courses of each semester, enabling them to see, for example, their average grade.

Overall, the existing facilities are adequate for the size of the undergraduate programme. The only point for future improvement is the limited availability of physical study spaces in the DMST library. Eight places are an inadequate number for an active student population that exceeds 500.

Conclusions

DMST and HMU should be complemented for the quality and availability of infrastructure, teaching, and learning facilities and support offered to students.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 DMST should explore ways to increase the available study spaces in the library.

R7.2 Given the plan for future expansion in student numbers and the nature of the region consideration should be given to the development of dormitories for students.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

> *Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.*

Relevant documentation

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

Study Programme Compliance

<u>Findings</u>

The student information is handled by a centralized university system called UNIVERSYS. This is a standard system used by many Greek Universities.

Students are given the opportunity to evaluate academic staff and courses via anonymous surveys. The student participation rates are rather low. Student satisfaction surveys are conducted regularly, usually between the 8th and 10th week of courses. DMST uses a web-based software called e-class for the submission of the student satisfaction surveys. There is no evidence of a formal internal process for analysing and acting based on the evaluation. The EEAP panels understands that the matter is discussed at the General assembly of DMST.

It has not been demonstrated that the department is prepared to produce key performance indicators (KPIs) such as student retention/progression, academic success, research quality, etc. DMST is still in transition and the programme is delivered only in the last three years, there was only limited data analysis available to the EEAP.

<u>Analysis of Judgement</u>

Only statistics on the improvement of teaching and other services offered to students and academic staff were available. However, there are some critical areas where extra processes are required to permit the reporting of measurable activities on certain courses.

<u>Conclusion</u>

The Department is partially compliant with Principle 8.

The EEAP assessed that DMST information management is underdeveloped, mainly because there is minimal data, since DMST in its current form is only in its third year of existence; data collection, analysis, and processing need to be expanded considerably further.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

R8.1 Establish a departmental strategy for gathering, processing, and analysing data.

R8.2 Develop an integrated information technology system that will allow the monitoring of strategy implementation and performance.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear, and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

Findings

The information publicly available on the website of [The Department of Management Science and Technology of the Hellenic Mediterranean University](#) is covering the structure, its purpose, quality assurance policies, and other aspects of its operations.

On DMST website one can find information on teaching activities. Focusing on the curriculum (google doc, pdf) a student can find the outline of each course, its structure, mode of assessment, criteria of assessment etc. There is adequate website design, which provides information about research, administration, recent news, and upcoming events as they relate to the Institution.

Analysis of Judgement

The information found in DMST Greek webpage version is covering most queries, while the English version of the website is very minimal and covers only basic queries. The website covers the crucial information and appears to be regularly updated. Also, the e-class platform provides a complete electronic course management system.

In addition to the website and e-class students can use a mobile application to search for information on the study programme, the teaching staff profiles, research activity and other accomplishments. Also, in DMST website a student can find the CVs of previous and current temporary teaching staff.

Conclusions

DMST should constantly update the website based on a university-wide website template and in accordance with applicable standards and processes. The information found in the Departmental English webpage version should also cover the basic information.

The public information provided should continue to be user-friendly and useful, e.g., linking studies with the job market and entrepreneurship, internationalisation etc., and be regularly updated for all events, such as seminars and lectures with an aim to bring together the academic and professional community of the region.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1 Expand and regularly update the English version website to match the Greek version.

R9.2 Clearly distinguish on the website current from previous/inactive temporary teaching staff.

R9.3 Ensure consistency in presentation (common template) and currency on teaching staff CVs.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

> *Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

Study Programme Compliance

<u>Findings</u>

The latest periodic internal review of the DMST and the undergraduate programme in Management Science and Technology took place in October 2021. This was the first internal review from the establishment of DMST. Responsible for the review was the DMST OMEA and the full report was made available to the EEAP upon request. Several facts should be taken into consideration in the evaluation of compliance with Principle 10. First, the undergraduate programme is relatively new (started in 2019) and therefore there are no graduates yet. The first cohort will graduate in 2023. Second, the internal review in October 2021 focused on DMST and the undergraduate programme was only part of the review. Third, a full review of the programme is scheduled once the first full cycle is completed. This review will also integrate feedback from graduates and employers. On this basis the EEAP evaluation is based only on limited evidence, and it is premature.

The internal review in October 2021 offers an evaluation of the undergraduate programme on a number of aspects such as the alignment of the programme's goals with those of the DMST

and the wider regional society, the structure of the curriculum and the assessment methods (focusing predominantly on exams), the international dimension of the programme and the practical training and thesis (although the report fails to make any judgement as these will only take place, for the first time, in the 2022/23 academic year).

Analysis of Judgement

A full programme review has not yet taken place. This is scheduled for the academic year 2023/24 when the first graduates will be employed, and further evidence can be collected from external stakeholders.

The latest departmental internal review took place in October 2022 but did not have any previous reviews to benchmark the progress on and could not make judgement/evaluation on several areas of the programme (graduate employment prospects, feedback from external stakeholders, practical training, and thesis).

The internal review is still in its infancy, but the department has made enough effort to ensure that the preliminary evidence is adequate and offers confidence to the EEAP on implementation of future reviews.

Conclusions

The EEAP evaluation of this principle is based on premature and limited evidence. Based on the evidence submitted as part of the accreditation process and additional material requested during the visit the EEAP evaluates the programme as fully compliant with this principle.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R10.1 A full review of the undergraduate programme taking into consideration the content of the programme in the light of the latest research in the given discipline; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme should take place in the academic year 2023/24. The review should produce a report with a clear plan for future changes to the programme.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the 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.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

Findings

The TEI (now HMU) applied to ΑΔΙΠ (now HAHE) for its accreditation in fall 2018. The accreditation was awarded by a panel of external evaluators in December 2018.

In March 2022 there was an Internal evaluation by the MODIP of HMU and a progress report was published describing the actions taken by the TEI and later by DMST to implement the recommendations of the external evaluation panel (document B25 - Έκθεση Προόδου, 21/03/2022).

DMST started activities in the academic year 2019-2020, therefore it is currently finishing only its third year of operation. There has been no external evaluation of the departmental operations so far. There is only the internal evaluation by the MODIP of HMU.

As a result, the work conducted by the current panel can hardly be called "accreditation" as there are no recommendations of a previous external evaluation of DMST on which to base such an accreditation. Rather, it is a hybrid operation in which evaluation and accreditation are conducted simultaneously.

Analysis of Judgement

There has been no external evaluation of the departmental operations so far, nevertheless, the findings of the present panel as described in the 12 principles of this report could be used as the basis for a future external accreditation and evaluation.

Conclusions

It is rather difficult to conduct an external accreditation before an external evaluation takes place. By requiring a hybrid process of Evaluation and Accreditation for the Department after a short operating period and with limited historical data requires significant effort from DMST to comply with standards. Based on the limited information provided, the lack of a previous external evaluation report focusing on DMST, and programmes offered as well as the sequencing of external evaluation and accreditation reviews, the EEAP judges the programme as substantially compliant with Principle 11.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R11.1 HAHE should reconsider the relation between evaluation and accreditation and the timing of these reviews especially for Institutions and Academic Units (departments) that have been established recently.

R11.2 HAHE in collaboration with DMST should organise an external evaluation as the last evaluation (2016) was at the institutional level and does not provide useful background for the department and the programme.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

<u>Findings</u>

The TEI (now HMU) applied to ΑΔΙΠ (now HAHE) for its accreditation in fall 2018. The accreditation was awarded by a panel of external evaluators in December 2018.

In March 2022 there was an Internal evaluation by the MODIP of HMU and a progress report was published describing the actions taken by the TEI and later by DMST to implement the recommendations of the external evaluation panel (document B25 - Έκθεση Προόδου, 21/03/2022).

DMST has deployed considerable effort to remedy most of the problems identified by the external evaluation of TEI. However, two major problems need further attention, namely

improving mobility between sites and student housing. DMST continues its efforts to remedy these problems.

A particular problem that DMST has been facing since its inception is that of the transition from TEI to a University Department without impacting the quality of studies. DMST has put in place a detailed procedure to implement the transition from TEI as smoothly as possible. The approach followed is quite sensible and consists of three main actions: (1) Create correspondences between courses offered by DMST and courses offered by the TEI (2) allow students from TEI to continue their studies in the department for those students who wish to do so and (3) let the old TEI programme run until students registered on the old programme graduate.

Analysis of Judgement

In addition to the burden of coping with the integration of TEI, DMST is facing several difficulties of its own to achieve a smooth operation within the wider Institution.

Conclusions

DMST has performed very well in setting up its own structure and at the same time preparing and implementing the transition.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R12.1 Continue the efforts to successfully finalise the transition while intensifying the efforts for improving the teaching and research environment.

PART C: CONCLUSIONS

I. Features of Good Practice

- DMST maintains an excellent informal relationship with external stakeholders. External stakeholders have been very complementary of the department's efforts to develop and deliver an excellent educational experience for the students.
- DMST with the support of HMU has clearly focused investments to infrastructure and use of technology. Current facilities are excellent for a small regional department.
- Despite the challenges of the transition, DMST has an excellent collegial culture of the and this is also reflected in the department's relationship with students and external stakeholders.

II. Areas of Weakness

- There is lack of a fully integrated information management system to consistently gather, analyse, and present data on student performance, progress, and retention as well as student satisfaction and meeting of programme goals.
- The English version of the website is underdeveloped. This will hinder future efforts to internationalise the department and the programme.
- There is a significant number of international mobility opportunities (Erasmus+). At the same time the number of students or teaching staff that take advantage of those opportunities is limited.
- There is no clear research strategy that aims at the increase of research outputs both in quantity and quality.

III. Recommendations for Follow-up Actions

- The excellent informal relationship with external stakeholders, identified as an area of good practice, should be formalised through the establishment of an advisory board and the creation of MoUs with external stakeholders where applicable. The advisory board could consist of local and regional stakeholders, including local authorities, but could also include alumni and established academics with international experience.
- DMST has an ambitious growth target for new students. We recommend that consideration is given to a more staged approach and the selection of expertise of new appointments.
- The element of practical training will be launched in 2022/23 academic year. We recommend that a resource plan is developed, and adequate resources are committed to ensure the success of this element.

- DMST should consider improving the variety of communication channels with the students. As an example, we recommend creating information sessions for students to cover a variety of subjects. These sessions could take the form of refresher sessions for students restarting their studies in September.
- We strongly recommend that a full review of the programme should take place in 2023/2024 once the first cohort of students graduates. The review should also involve external stakeholders and should set clear and measurable targets for any future programme development.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 7, 10, and 12.**

The Principles where substantial compliance has been achieved are: **2, 5, 6, 9, and 11.**

The Principles where partial compliance has been achieved are: **8.**

The Principles where failure of compliance was identified are: **None.**

Overall Judgement	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Professor Fragkiskos Filippaios (Chair)**
    University of East Anglia, United Kingdom

2. **Professor Costas Iliopoulos**
    King's College London, United Kingdom

3. **Professor Emeritus Nicolas Spyratos**
    Université Paris-Saclay, France

4. **Mr Stavros Karteris**
    Member of the Economic Chamber of Greece, Greece

5. **Ms Despina Liotsaki**
    Student, Dept. of Business Administration,
    Athens University of Economics and Business, Greece