



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Business Administration and Tourism
Institution: Hellenic Mediterranean University
Date: 9 July 2022



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of
the New Undergraduate Study Programme in operation of **Business
Administration and Tourism** of the **Hellenic Mediterranean University**
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 new undergraduate study programme in operation of **Business Administration and Tourism** 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. Prof. Konstantinos Andriotis (Chair)**
Middlesex University, United Kingdom

- 2. Prof. Cleopatra Veloutsou**
University of Glasgow, United Kingdom

- 3. Prof. Orestis Schinas**
Hamburg School of Business Administration (HSBA), Germany

- 4. Mr. Stelios Mastrogiannakis**
Economic Chamber of Greece representative, Greece

- 5. Ms. Eleftheria Madika**
Student in the Department of Business Administration of the University of Western Macedonia

II. Review Procedure and Documentation

The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to conduct an assessment of the compliance of the study programme of Business Administration and Tourism (BAT) of the Hellenic Mediterranean University (HMU) in accordance with the Quality Assurance requirements. The assessment was conducted online through document reviews (related to the undergraduate study programme of the Department of Business Administration and Tourism), its operation and quality assurance initiatives, interviews and online observation of premises (through video). The assessment aimed: a) to evaluate the fulfilment of the HAHE requirements of the relevant quality standard of the study programme and b) to comment on its compliance, effectiveness and applicability for the scope of the requirements.

First Day Schedule

On Monday the 4 July 2022 at 11:00, the External Evaluation and Accreditation Panel (EEAP) had a private online meeting to discuss the proposal report, allocate tasks and list issues related to the accreditation process.

At 14.00, EEAP attended an online meeting with the Vice-Rector of Academic and Student Affairs and President of MODIP Prof. Emmanuel Drakakis and the Head of the Department (Assoc. Prof. Irini Dimou). Dr. Irini Dimou gave a presentation of the BAT department profile, its aims and objectives, staffing and their achievements, student numbers, SWOT Analysis and structure and overview of the programme.

Subsequently, at 14:45, the EEAP had a meeting with OMEA: George Xanthos (Assoc. Prof), Markos Kourgiantakis (Assist. Prof.) and Alexandros Garefalakis (Assist. Prof.) and MODIP: Emmanuel Drakakis (Prof./Vice Rector), Kostantinos Vassilakis (Prof.), Andreas Anastasakis (Lecturer) and Kalliopi Divini (Ms.). They discussed the ways that the BAT programme was operating in terms of assuring compliance with standards and internal programme monitoring and evaluation. During the meeting the EEAP had the chance to ask OMEA and MODIP members questions. Various clarifications and explanations were provided on the overall accreditation process.

At 17:00, EEAP had a meeting with the department's teaching faculty members: Alexandros Apostolakis (Assoc. Prof.), Dimitrios Michailides (Assoc. Prof.), Argyro Moudatsou (Assoc. Prof.), George Kritsotakis (Assist. Prof.), Nikolaos Trihas (Assist. Prof.) and George Apladas (Lecturer) and non-permanent teaching staff under contract: Dr. Ioannis Sitzimis, Dr. Michail Katharakis and Dr. Emmanuel Tamiolakis. During this meeting the EEAP had an extensive discussion about the student-centred teaching and learning processes, methods being used to link teaching with research, staff workload, professional development and career advancement, research and administration, funding of the departmental staff, staff and student mobility, the structure, content and evolution of the curriculum, as well as various other topics. The EEAP also requested for additional documents from the BAT (such as staff conference participation and mobility lists, internal evaluations, etc.), in order to gain a wider overview of the department's activities.

Before the closing of the Zoom meeting, the panel had a debriefing meeting where the members shared the findings of the day's session and organised the next day's online meeting with the department.

Second Day Schedule

On Tuesday, the 5 July 2022, at 11:00, the EEAP had a private online meeting with seven undergraduate students. During this meeting, the students expressed their overall satisfaction with the department, its study programme and their overall learning experience. In addition, they discussed the student-centred activities supported by the department that directly or indirectly support their studies and the effectiveness of the administration staff.

Following the student meeting, at 12:00, the EEAP had the opportunity to watch a video with the facilities of the university, such as classrooms, amphitheatres, the library, and IT laboratories. Through this video as well as discussions with the teaching staff: George Xanthos (Assoc. Prof.), Alexandros Garefalakis (Assist. Prof.) and Dr. Ioannis Rombogiannakis and the administrative staff Ms. Afroditi Fanouraki (Head of the Secretariat), it was ascertained that the learning materials, equipment and facilities are adequate for the successful provision of the programme under review.

Subsequently, at 13:00, the EEAP had a meeting with potential employers: Dr. Stefanos Kechagias (SAS), Mr. Dimitrios Kalaitzidakis (Grecotel S.A.), Ms. Despoina Kontopou (SoftOne S.A.), and Ms. Stella Chnaraki (Chalkiadakis S.A.), and social partners: Dr. Kyriakos Kotsoglou (Vice Governor, Region of Crete), Mr. Stavros Karteris (HEC) and Mr. Panayiotis Almyrantis (Grand Hyatt Athens & EHMA). All employers and social partners provided positive comments regarding the department and its students, highlighting their willingness to employ graduates of the department in the future and to cooperate with the department for its further development, as well as to provide input for the updating of its curriculum.

At 15:00, the EEAP had a debriefing to discuss the outcomes of the online review and the drafting of the overall report.

At 15:45, the EEAP members had a meeting with the OMEA: George Xanthos (Assoc. Prof), Markos Kourgiantakis (Assist. Prof.) and Alexandros Garefalakis (Assist. Prof.) and MODIP: Emmanuel Drakakis (Prof./Vice Rector), Kostantinos Vassilakis (Prof.), Andreas Anastasakis (Lecturer) and Kalliopi Divini (Ms.) to ask them additional information and clarifications to help them in their overall evaluation.

Finally, at 16:15, during a closing meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA and MODIP, the EEAP members provided initial feedback regarding the accreditation process.

III. New Undergraduate Study Programme in operation Profile

The Department of Business Administration and Tourism (BAT) is located in Heraklion Crete and constitutes the evolution of the Department of Business Administration that emerged in 2013 when the Department of Business Administration and the Department of Tourism Enterprises of the Technological Educational Institute (TEI) of Crete were merged.

The studies in the BAT department last 4 years (8 academic semesters) where the juniors (students in their 3rd year of studies) can choose one of the following two advanced study orientations: Business Administration (BA) or Tourism Management (TM)

It is the only academic department in Crete that offers university level education in tourism, with a modern – innovative curriculum structured to satisfy market needs.

The qualification awarded is Bachelor's degree in Business Administration and Tourism and the aim of the department is its graduates to work as executives in any business and organization in Greece and abroad, regardless of sector.

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 placed 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-centred 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 the 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

For the needs of this principle, the provided documents Strategic Plan, Feasibility Study, and Operational Plan for the next 5 years, as well as the input from the online discussions were predominately considered. The following remarks reflect mainly points of concern and suggestions for the alleviation of relevant challenges and risks.

Information provided in the attached documents addresses the issues related to this principle in the mapping grid. Indeed:

1. The scientific field is defined as per the UNESCO classification.
2. The institutional strategic plan includes this programme and its evolution.
3. There is a SWOT analysis at institutional level that applies to needs of this department and of this programme.
4. The feasibility study of this undergraduate programme covers strategic objectives and issues related to resources.
5. There is a four-year business plan as a guiding document.

Nevertheless, the Committee has identified the following points, which need the attention of the decision-makers at all levels:

1. The strategic objectives for the undergraduate programme should be conferred and decided upon from the involved stakeholders (e.g., the faculty, the management of the university, the regional industry, the Ministry of Education). As the department (and the programme) experience the evolution from a mainly technological unit to a unit with wider academic goals and orientation, the strategy for the programme should be dynamically adjusted given the repercussions of the pandemic, the advent of hybrid educational and delivery mode, and the turmoil in the global economy. The shift of addressing the 'how' (in the past) to the 'why' (in the future), as a result of the evolution is a strenuous task and an arduous process that should be reflected in the new strategy and the revised undergraduate programme (courses).
2. The new strategy should also identify the 'attributes' that make the programme unique vis-a-vis the offering of other academic units in Greece, as well as position the programme in a cluster of similar academic programmes in Europe, where synergies and cooperation will be sought. In a few words, the department should address the question of the young candidate who leaves school, why is this programme interesting, and future-proof, i.e., why should this programme enjoy a higher selection attraction than other similar programmes in Greece. The positioning of the programme in a European context or cluster of similar offerings, will provide the necessary paradigm for benchmarking and practice, as well as for the development and evolution (including research capacity and delivery, etc.)
3. The provided documents related to strategy (B3, B4, B5) are not streamlined with international practice regarding the Sustainable Development Goals (SDG) of the United Nations, the Environmental, Social, and Governance (ESG) principles and criteria. The rectification of this identified gap offers the opportunity of placing SDG, ESG and other modern governance tools, such as the EU Taxonomy on sustainable

investment (Regulation 2020/852 of the EU), in the focus of a revised strategy as well as of a revised offering of modules.

4. The consideration of the above suggestions could also provide the missing “competitive attribute” for the department and the programme. The lack of a competitive attribute, or of “specific character” of the programme, was identified in all discussions. Therefore, the consideration of SDG and ESG in modern business and tourism could be a possible solution.
5. The department and therefore the undergraduate programme has not established alliances with other academic units in Greece or in the EU. This is a critical issue for the development and evolution of the department and of the programme. Through alliances, resource gaps could be addressed and the educational offering to the student further enhanced. Internal mobility among Greek Universities and the hybrid character of delivery can strengthen the visibility of the programme among students in Greece, and therefore of the department.
6. The hybrid-mode of educational delivery requires substantial consideration of the procedures in place (soft infrastructure). Apparently, there is no issue with the hard infrastructure (e.g., servers, bandwidth, software, etc.), nevertheless, hybrid delivery implies adjustments to the pedagogic and didactic approach of every single module, as well as solid, digital procedures for the matriculation, attendance, and examination per hybrid module. This issue should be addressed at a high level in the revised strategy.
7. The revision of the delivered modules (programme level) should be considered on two axes:
 - a. the enhancement of soft skills of the students and the examination of every module (verification of the educational procedure at module-level)
 - b. the update of the content and its streamlining with the strategic objectives (see paragraphs above)

This issue will be further analysed in Principle 3 yet should also be considered at the high-level of strategy.

8. The interaction with the local industry seems to be established yet not sufficient. The evolution stated previously (see point 1 in page 6) requires also a more sophisticated interaction with the local and regional stakeholders; this is also an issue that should be addressed in the strategy, as it applies to external quality assurance procedures, employability of graduates and relation to the local society. This implies also the active commitment of the local enterprises in the educational services, by offering visits, practical experiences and input to the students as well as by actively participating in the quality control and assurance procedures for the improvement of the curriculum and of the programme.
9. Although the aim of the accreditation was to evaluate the undergraduate programme and not the postgraduate one, it can be said that the undergraduate program under evaluation can be used as a basis for a postgraduate program. The process of selection of students for the master's degree is independent to the undergraduate degree, and therefore the panel cannot make any comments. The panel had the impression that the human resources of the Department do not seem to be sufficient.

However, in order to be able to judge in more detail an overall picture of the workload of the staff for the master's degree is required.

Some of the above issues will be revisited in other principles, where applicable.

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	
Substantially compliant	
Partially compliant	X
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

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

Panel Recommendations

Considering the above findings, the committee suggests:

- The development of a new strategy for the undergraduate programme or the evolution of the current one, following a thorough internal conferring.
- The new strategy should consider a ‘competition’ and ‘gap analysis’, to address the findings of paragraphs 2, 3, 4 and 5 above.
- Considering Regulation 2016/679 of the EU on GDPR (General Data Protection Regulation), the department and the programme should streamline practice with the provisions of this regulation, especially for cyber-applications and delivery (hybrid-mode). This is also a strategic issue that should be addressed at a high level first before any tactical (course-level) application.
- The relation to the local and regional stakeholders should be further enhanced. The shift from a ‘reactive’ to a ‘proactive’ relation with the stakeholders is envisaged. Therefore, at a strategic level, the faculty and the department should address the question of how the programme and the department could proactively serve better the needs of the society and the economy. Unless this academic unit proactively addresses the needs of the local society and regional economy, it will be difficult to abscond from a passive and isolated role in the domestic affairs. The programme and the department should become a dynamic element of the society and the economy.

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

Good practices are already implemented and demonstrate the introduction and the development of quality processes, especially at the higher level and teaching. More specifically:

- There is an active engagement with quality assurance and a strong interest in developing processes aiming to improve quality.
- There are specific objectives associated with different levels, including the overall university, the department and the programme.

- Some vision on the direction of the institution and the department (academic unit) is evident.
- There is some research output of the department staff.
- In the programme level, specific courses were presented as core and elective for each year of the undergraduate programme, including two different specialisations that are achieved via different core courses in the 3rd and 4th year.
- To work on the quality of the programme and the courses there is some discussion with external stakeholders in the development of the content of the undergraduate programme.
- The teaching staff seems to have the required qualifications to teach at this level, including academics currently under appointment.
- The teaching quality in the programme level is demonstrated through indicators such as: (a) the use of multiple teaching and assessment methods, (b) some evidence of linking teaching with research and (c) competent support services.
- The employers suggested that there is a need for graduates with a specialisation in management and tourism in the local and national market.

What needs further thinking and attention to secure quality is related more with the undergraduate programme. More specifically:

- The undergraduate programme needs to be seen as a separate unit, something that does not seem to be the case at this point since: (a) some of the programme quality indicators (B9) are linked with the overall department and not just the undergraduate programme and (b) when we indicated that the annual undergraduate programme review (B15) does not provide information during the debriefing session, there was a promise to send us the detailed report of this review but what was really returned is the annual department review. The department is also offering other degrees and at many levels it is clear that the programme is not clearly considered as a separate stand-alone unit that has its own objectives and competes for resources.
- Some of the statements in the overall undergraduate programme objectives (B9) are unclear. As an example, there are no specific subject and transferable learning objectives.
- There are no clearly stated programme level learning outcomes. The desired skill set that graduates are expected to have need to be stated and well appreciated from the staff. The contribution of each course in the achievement of the undergraduate programme objectives also needs to be clearly mapped.
- At some courses there seems to be an emphasis on the “how” rather than the “why” both in the objectives and the content. Given that this is a university degree, a reflection on what the graduates should look like and what each one the courses should aim to equip them with should happen.
- There is no consistency in the format of the course objectives.
- There is no coordination of assessment types and deadlines. Specifically: (a) students should be exposed to different types of assessment that will help them achieve the course learning objectives and the undergraduate programme learning objectives and (b) students in a specific semester of studies should have deadlines for their work that are arranged in a way that secures as little conflict as possible. Both points need clear central coordination.

- The consultation on the changes in courses offered in the programme seem to be ad hoc and sometimes driven from the staff competencies rather than the needs of the undergraduate programme and the development of suitable skill sets for its graduates. This include changes in (a) the courses offered – where practitioner may give informal and unrecorded opinions if they happen to be asked for changes (b) the content of each course and (c) the assessment in each course – that seems to be easily changeable in nature and type when a member of staff makes such a decision. Formal processes on why and how changes in the programme can be made. Any course change needs to consider effects in the programme-level objectives and structure. This could be facilitated from specific quality assured processes.
- Due to limited staff resources, not all units presented are offered.

The research output could have been of higher quality and more substantial. There seems to be an issue with resources, including research funding. The level of the study programme compliance to quality assurance needs a lot of improvement. When designing processes so far, the University and the Department level were mostly considered. The programme needs to be seen as an independent unit and the required attention to this unit needs to be provided.

Panel Judgement

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

Panel Recommendations

Considering the above findings and to enhance quality, the committee suggests the department to consider:

- The reconsideration of the undergraduate programme as a separate unit that needs attention. Quality processes and controls need to be developed and implemented in the programme level to harmonise the undergraduate programme objectives with the offered course objectives.
- The introduction of specific processes to make changes to courses that will include more active consultation of the various stakeholders (employers, other academics and students).

- The introduction of specific processes that will ensure that the various assessments have the needed variety and also spread.
- The appointment of a programme director for the undergraduate programme who will oversee what is needed.
- Consider the resources provided for research. At this point there are no dedicated resources to facilitate research other than the introduction of the research labs.

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

For the needs of this principle, the Accreditation Proposition, Strategic Plan, Feasibility Study, Operational Plan, Course Guide, Module Descriptions, Course Directory and Study and Examination Guide documents, the web site of the department, as well as the input from online discussions were used. The following reflect mainly remarks, points of concern and suggestions:

- The study programme covers a wide range of topics in Business Administration and Tourism that can help students to improve their academic knowledge and employability.
- The programme provides well-defined programme-level learning outcomes, which underpin the teaching delivery and assessment methods.
- The study programme includes core and elective courses, as well as two different specialisations that are achieved via different core courses in the 3rd and 4th year. Students also have the choice to complete an internship, which allows them to gain valuable work experience, as well as to write a thesis (instead of two taught courses), to enhance their scientific thinking and qualifications and apply the acquired knowledge from their studies.
- The structure of the programme of study is well-communicated to the students on arrival in the first year, it is available online, and it is described in detail in the student guide.
- The adopted teaching methods are based on lectures (using PowerPoint facilities), assignments, projects, traditional lectures, on-line access to course material, etc.
- The e-class platform facilitates the above teaching philosophy.

What needs further thinking and attention includes:

- The programme has not been designed based on appropriate standards for the specific areas of study since no formal process was adopted.
- The design of the curriculum has not been developed following research on the needs of the industry and commitment to continuous improvement is not evident. The information about the needs of the industry has been only obtained through informal consultations with employers.
- Whilst the evaluation committee received details about the revenue and expenses of the program, it did not receive a detailed feasibility study that would provide an overview of the program's sustainability in the coming years. For instance, there was no detailed competition analysis, strategic orientation and the needs of the industry and the public sector for the department's graduates.

Panel Judgement

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

Panel Recommendations

The panel would like to make the following recommendations with regard to issues that need to be addressed:

- The programme needs redesigning and updating as well as improvement of its structure and content in order: a) to equip the graduates with all skills and competences required by industry and the society in a rapidly changing environment and b) to enable streamlining with the strategic objectives of the department. Modules like Management Information Systems may help students to further develop their digital skills. Also, the lack of certain key modules specialising on quantitative methods is evident and problematic.
- To design a programme directly focused on the needs of the industry and the public sector, the department should adopt formal ways to document/formalise the process of approval, reviewing and updating the programme, which will include the input and consultation of the existing advisory board as well as the students.
- A more detailed feasibility study is required.

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-centred 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

There is evidence of a student-centred approach in learning teaching and assessment, especially in the delivery of the courses and the overall student support processes. The student-centred approach is demonstrated through:

- Clear and well documented regulations (B19).
- The introduction of learning paths.
- The adoption of various delivery modes that combine traditional and online methods, as discussed in various meetings.
- The adoption of different assessment methods, as presented in the course outlines (B12).
- The consideration of student needs in terms of the mode of learning when the programme was designed.
- Certain training in year one on processes and requirements delivered from the administrative team and the head of the department aims at the development of students' autonomy.
- The student evaluation of all the courses towards the end of the course.
- The additional student support for students with problems both at the University level via the student counselling service and at the department level through the student advisors

in year 1 and a dedicated academic who works with students with special needs or complaints.

- The research labs that aim to help the students in the undergraduate programme.
- The introduction of online delivery for some of the processes, such as some certificates required from the administration.

Things that were expected to work better than what was observed:

- The designed, and desired, student autonomy is not always achieved, and students seem to ask for additional support to work on certain tasks.
- The resources management to support the student-centred approach seems to be improved. As examples:
 - There is a clear lack of resources to allow further flexibility in the delivery of courses. For example, certain courses require small group teaching or tutorial support that does not seem to be properly resourced. Students seem to help, or even get officially involved, in the training of other students that are in the same programme. Although this could help in the development of transferable skills, the organisation and training of the students who act as tutors seem brief and not always formal.
 - The contribution of students in the delivery of courses and student support. Some of the additional support to students is provided by other students, for example helping people with limited vision to read. These student volunteers seem to be getting some training, but no evidence of their involvement with these tasks. A more formal process that will secure high quality training and proper recognition of these volunteers could be helpful.
 - The underuse of the research labs. The research labs were mentioned many times as an important aspect of the make-up of the programme and the department. However, it became apparent that this resource is significantly underused, since they are available to students only a few hours a week and it was stated on various occasions that they are often vacant.
 - There seems to be a lot of resource investment but limited use of the academic student advisors.
- Limited focus on building the needed skills for graduates, rather than delivering courses. Examples include:
 - The limited emphasis on building students' quantitative skills at all levels. Quantitative methods seem to be one of the students' weak points based on their entry profile, and at present the evidence suggests relatively limited effort and resource investment in this direction. More courses and some small group tutorial type work in these courses can help.

The not formally recorded and organised effort to build the students' soft skills. Overall, there is clear support to students and their needs, and all staff prioritise students learning and support. New procedures have been introduced in the last academic year that are expected to help in the future.

Panel Judgement

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

Panel Recommendations

Considering the above findings and to enhance quality, the committee suggests considering:

- Focus more on the skills that graduates develop on “why” things are happening, rather than “how”. Given that this new degree is a university degree differentiates it from the previous offering of this academic unit. The focus now is expected to be more on strategic thinking, rather than execution.
- Rank the teaching and student support needs.
- Rethink the way that the limited resources should be used to meet the teaching needs in terms of the given rank.
- Rethink the courses offered based on the overall strategy of the programme and the desired profile of the graduates, rather than the staff capabilities and knowledge.
- Consider the introduction, or increased use, of quality approved procedures when working with repetitive tasks in all student interfaces (such as issuing of certificates).
- Clearly articulate the skill set that the graduates should have and map how the offered courses contribute to its development. Both subject skills and soft skills are expected to be parts of the total graduate skill set.
- Given the resources constraints, carefully plan for the development of new courses and the supervision of the final year theses that will be introduced in the near future. Staff supervising students should be given time to properly work on this task.

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

It needs to be noted that the undergraduate programme is running for 3 years, and it is a 4-year programme. Therefore, there are no graduates and some of the qualification aspects have not been applied yet.

There is evidence of the competence of the students' admission, progression, recognition of academic qualifications and award of degrees and certificates. Specifically:

- Clear academic and administrative induction is offered to newly admitted students, further supported by the academic advisors.
- The students' rights and obligations are clearly stated during the induction, but also in documentation (see document B20.1 - Κανονισμός Σπουδών).
- There is some evidence of internships, which can take place either in Greece or abroad, as an optional activity.
- There is evidence of student mobility via ERASMUS.
- There is evidence of the option to write a thesis as an option, instead of two taught courses. Procedures are set but there are no students at this level in the undergraduate programme yet.
- There is evidence of having access to getting recognised certificates for some low-level skills that focus on how things are done, rather than why.

Areas that can be improved:

- There is no evidence of scholarships.
- The student numbers involved in internships were not communicated.

The student mobility numbers via ERASMUS from the programme to other programmes seems small given the size of the programme, while the number of visiting students is much higher.

Overall and given that the undergraduate programme has not gone through a full circle yet, all seem to be in a good shape.

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	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Think of further investing on mobility and internships.
- Try to secure scholarships.

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

For the needs of this principle, the B3, B4, and B5 Documents as well as the input from the online discussions were predominately considered. The following reflect mainly remarks, points of concern and suggestions:

- The department consists of 13 full time faculty members (three of them under nomination), two teaching assistants and 17 non-permanent academic staff (under contract).
- Student evaluation reports are used in all courses and the results are tabulated and evaluated by the department. The feedback given by the students is available to all the professors and adjustments are requested to be made where appropriate and to use this feedback as an input to their teaching and research progress.
- During the meeting with the academic personnel, it was confirmed that the department is encouraging innovation and new methods of teaching.
- The university has agreements with several universities for staff mobility.

- As stated, as a weakness in the provided proposal the department, as well as the review of the academic staff's research profile, it is evident that the department lacks behind in research production.
- The department offers limited opportunities for professional development to faculty members.

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

Recommendations that the panel would like to propose with regard to issues that need to be addressed follow below:

- Opportunities should be provided to newcomer academic staff as well as the existing, such as funding of a research project upon submission and external evaluation of a research proposal and funding for travelling to conferences to present their work and network with other colleagues.
- Employment of additional faculty staff is required to reduce the heavy workload of the existing faculty members and the high student to faculty ratio.
- The department needs to attract highly qualified faculty members in order to increase the volume and quality of the academic research publications, international awards and distinctions of the faculty. In particular, it is important to recruit two senior academics with a wide, preferable international, experience, each one with qualifications relevant to the two directions of the proposed program (Business Administration and Tourism) in order to enhance the leadership of the department and enable mentoring to existing staff.
- It is critical to improve the research culture of the staff that will enable the theoretical dimension of the teaching to be developed and to ensure that the program represents best practice.

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

The following reflect mainly remarks, points of concern and suggestions:

- The department does not have its own budget and its needs are financed through the central budget of the university as well by the European Projects through the regional administration of Crete. The available space for teaching and laboratories, as well as for all other facilities are adequate.
- The department has educational and research infrastructure and equipment which includes two (2) large auditoriums with 200 seats each, four (4) rooms of 85 to 96 seats and two (2) smaller rooms of 64 seats. It also has and utilises equipment for distance learning (live streaming), a teaching support system and distance learning, while students have at their disposal two laboratory course rooms with a total of **45 workstations** equipped with computers.

- The department shares the use of the library which is lending and provides electronic access to publications, books and academic journals through an integrated electronic system of Service “eudoxus”
- The department supports the e-class platform for accessing online material by students.
- All the rooms and laboratories as well as the secretariat are distributed in the university campus and are accessible even to students with special needs.
- There is an adequate range of support services such as boarding pass, dining facilities, medical care, the possibility for student residence placement at the facility but it remains limited for the whole body of students. In the inverse case where it is impossible, the department offers a rent subsidy per year. The department offers advisory and psychological support for personal problems as well as the academic advisor for educational and career problems. There is also a stadium for sports. Social and Advisory Services run and managed by the university.
- All students can be informed about available facilities through the web site of the department, from the guide of studies, the newsletter of the department, as well as the announcements.
- The academic and teaching staff comprises 10 members and are expected during this year, three more members. Also, two members offer technical support for the operation of two laboratories. The administrative staff comprises only two members. This number of staff is very limited for the large body of students and does not ensure the best operation for student service and educational needs of smooth operation.
- There is use of IT in teaching.

Panel Judgement

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

Panel Recommendations

In conclusion, EEAP draws attention to the IT system. The department provides an information system to the students and the faculty, offering an individual code number as well as an academic email to access the network on a request basis.

- The department should consider the existing computing facilities and laboratories to better serve the large student body.
- IT use in teaching has to be enforced for future reducing the infrastructure needs of the new hybrid teaching model.
- The department should develop a more coherent strategy with respect to online learning.

The department is substantially compliant with principle 7 but it has to continue this way and to develop a strategy for upgrading the IT system going to a new hybrid teaching model.

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

The following reflect mainly remarks, points of concern and suggestions:

- The department has the full responsibility for the collection, analysis, and use of the information for effectively managing the programs in a factual and accessible way. It has established a procedure for collecting data periodically regarding the students' population profile, progression success, teaching methods, and their satisfaction with the department via student valuation every six months.
- The methods of collection data from internal sources, is mainly the form evaluation completed by the students according to the direction of MODIP. The department considers that the participation of students is weak. The department has to encourage students to participate more effectively in the courses and in the evaluation process.
- EAAP draws attention on the system of data collection and considers that is needed the creation an effective model of gathering quantitative and qualitative data through an integrated and comprehensive information system for educational. Administrative operational data that would allow information sharing within the unit and the University in order all members of the department to have access to common information is required.
- The department, in cooperation with MODIP, suggested rescheduling a new form for student evaluation for satisfaction from the course, teaching methods, offered facilities and other structural problems.

- The department plans to upgrade the information system for the collection and analysis of the data from various, both internal and external, sources through the upgrading of the IT system.
- For the communication of the results the department uses the web site, newsletter, social media mailing list etc. Also, by using institutional sources such as the advisory board, the persons responsible for complaints etc.

Panel Judgement

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

Panel Recommendations

- Encourage better participation of students in following the course and for evaluation.
- Introduction of recent research output in the delivered courses; in particular, it is advised to include delivered research of the faculty members in modules with the aim to:
 - Enhance the academic (research and educational) profile of the unit and of the faculty
 - Demonstrate applied research examples
 - Generate links with industrial actors and the society (locally, regionally, nationally or even internationally – this is a decision of the faculty)
 - Establish links with industrial actors and key commercial units of the region (e.g., major hotel units, operators, etc.) with the aim of collecting data and generation of information (e.g., indices on local tourism trends, etc), that will be communicated via established channels (e.g., chamber of commerce, prefecture, etc.)
- Collect in the future information on the employability of Graduates

EEAP considers that the system of gathering and collaboration the data is substantially compliant and proposes to enforce the procedure in the context of an upgrading information system.

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

For the needs of this principle, the web sites of the department and the university were reviewed, as well as the input from the online discussions.

The department has employed comprehensive publicity procedures for disseminating its educational, research and other activities to students (potential and existing) and the public in general. The relevant information is available at the departmental web site (<https://bat.hmu.gr/>), which is a part of the university's web site (<https://hmu.gr/>). The web site is available in two languages (Greek and English) and contains various information on educational and research aspects of the department and in particular the BAT programme, including:

- Department profile
- Staff profile and CVs
- Educational process (students study guide, criteria for assessment, teaching methods, mode of attendance, etc.)
- Research activities
- The Quality Assurance System
- Departmental news and announcements
- Contacts
- Information related to internships (practical training)
- Information related to the ERASMUS programmes.
- E-class platform, etc.

Panel Judgement

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

Panel Recommendations

While all the web site information is complete, practical and available online, the panel would like to provide the following recommendations to be addressed:

- The web site of the university needs to provide information about public transport.
- The information provided at the web site of the Tourism and Entrepreneurship Lab is somewhat outdated (provide information mainly before 2016) and needs updating.

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

The following reflect mainly remarks, points of concern and suggestions:

- There is a procedure in place for the department's study program which is a repeated process that takes place for a period of four years for consecutive academic semesters at the latest year. MODIP has adopted a model of continuous internal reviewing of the study program, in cooperation with OMEA. The analytical annual self-evaluation report takes into consideration various quality indicators in accordance with the European quality standards and in relation to the goals of the department. More specifically, OMEA analyses the elements and the data gathered from various sources with respect to the evaluation of the program, such as students' evaluation of each course, teaching methods, external sources of information from other universities, employers, etc.
- OMEA collaborates with MOPID, faculty staff and current students in collecting and evaluating the data and writes the annual report of internal evaluation. OMEA submits this annual report to the MOPID for discussion and constructive feedback with the Faculty

members as well as with all students, the teaching and administrative staff, the person in charge for the collection of data concerning the HAHE and the person in charge of MODIP.

- The findings are shared with the academic unit for discussion and more analytically, the most important of which OMEA incorporates in the next program revision. The valuation report is discussed in the context of the Annual General Assembly with all involved both in the process of providing education and administrative services.
- The action plan takes place continually through the achieved targets and goals of the program according to the findings and the trends in the related fields. Moreover, the department invites executives from the industry and from social partners to give lectures related to the fields of the program

Panel Judgement

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

Panel Recommendations

Considering the above findings and to enhance quality, the committee suggests the department to consider:

- The EEAP commends the department for its monitoring process and strongly recommends its continuation of the Internal review report within the department. Monitoring the stronger participation of current students in the process of internal evaluation for each course. More frequent meetings between MODIP and OMEA for the participation of all members of the department may enhance the relation between the department and the market and the social community, through stronger relations with social partners and employers. Continuing to enhance the relation between research and teaching.
- The department needs to continue this path through continuous improvement of the learning environment in the context of an integrated and upgrading IT system.

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 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

Following the interviews and consultation with the faculty members and staff of the department, the findings below summarise the current status:

- The faculty members are aware of the importance of the external review and welcome constructive criticism and suggestions for improvement.
- The faculty and students are more engaged than other stakeholders in the loop of quality control and assurance; external stakeholders seem willing, but the department and the programme are still in a transition stage and their contribution is not institutionalised yet.
- There is an advisory board in place, composed mainly by externals, which provides feedback and suggestions to the faculty. This is a positive aspect and demonstrates the commitment of the department to interact with the local society.
- Previous feedback rounds and results have been considered in the current evolution of the programme and of the curriculum, however, many of them are deemed either irrelevant or obsolete, as they refer to the postgraduate offering or the curriculum of the TEI-era.
- Current procedures are not certified (e.g., as per ISO9000) and do not necessarily comply with established standards.

The committee acknowledges the commitment and efforts of the faculty and staff in quality issues. Nevertheless, as the programme is still in a transitional stage, many quality cycles (loops) are not concluded yet. This is understood and expected.

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

The committee suggests the following for further consideration by the department:

- In cooperation with the administration of the university, all procedures relevant to internal and external assessment, to be streamlined and if possible certified for compliance with well-established standards, such as of ISO 9000, by external experts. This will enhance transparency, accountability and the quality-culture that is clearly stated in all current higher-education policies. Compliance with a standard, such as ISO9000, also ensures compliance with all latest requirements, such as the GDPR, etc.
- If possible, to digitise all these procedures, so as to eliminate the logistics burden of externals, as well as to invite externals from other regions, who are willing to contribute.
- To enhance the role of the advisory board and to establish regular rounds of communication; the advisory board should assist the department and the faculty to become more 'proactive' vis-a-vis the needs of the local society (see also Principle 1).

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

Out of the conferring with the students and faculty, the following findings summarize the input taken by the Committee:

- There are all necessary procedures in place to accommodate the needs of former graduates of technological as students in the new AEI curriculum. The transitional procedures seem sufficiently communicated with the students enrolled in the TEI programme, and the secretariat along with the faculty have actively created awareness or informed the students.
- Transitional issues related to modules and the mandatory practice seem to be fully addressed.
- Former graduates seem effectively and smoothly enrolled in the current transitional curriculum that leads to the AEI title.

The committee was not surprised by the positive approach of the faculty, students and staff. The service and consideration of the needs of the former TEI students is part of the DNA of the department therefore, these transitional issues are satisfactorily addressed.

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

As these issues are fully addressed, and given the transitional character, the committee has no credible suggestion to add.

PART C: CONCLUSIONS

I. Features of Good Practice

- The committee acknowledges the effort vested for the launching of the Programme as well as the interest and enthusiasm of all faculty members in improving the delivered academic content and services. In this regard, the committee highlights the enthusiasm, professionalism, and commitment of the faculty to the programme.
- Pastoral services to the students as well as the organization of events that increase the visibility of the department at a primarily local and secondary international level support further the positive perception of the Committee.
- Available infrastructure (physical and virtual) is satisfactory and serves the current needs of the programme.
- Presented documentation and procedures are in parity with expectations for institutions and programmes of this sort.

II. Areas of Weakness

- The Committee considers a main weakness the lack of a clear strategic orientation at the programme-level.
- All quality control and assurance cycles remain to be verified in practice; till reaching this maturity point, it is necessary for faculty-members, and the administration staff to promote, validate and strengthen the procedures in place.
- The committee assesses critically the presented structure of modules as well as their content. The presented Programme reflects experiences and good practices of the past (TEI Status) rather than the future needs of the (regional) industry and of the graduates (as professionals).
- It is necessary to shift the educational and didactic approach from the 'how' (TEI-focus) to the 'why' (AEI-objective).

III. Recommendations for Follow-up Actions

Considering the dynamics and the evolution of the relevant markets and clusters, the Committee suggests the gradual and fundamental restructuring of the programme (modules) as well as the inclusion of topics that address both contemporary and future needs of the industry and professionals. The committee advocates the revision of the programme bearing in mind the framework of public higher education in Greece, as well as the need for further growth and evolution of the HMU as an Institution.

The committee suggests the following points for further consideration by the faculty as a means of improving the structure and the content of the Programme:

- Based on the input provided, most students are facing difficulties with 'academic writing'. Therefore, it is strongly suggested that the faculty offer a seminar (unaccredited module or similar teaching unit) before the beginning of the first semester. The goal of this seminar is to introduce students into the needs and requirements of academic writing, including referencing and citation ethics and rules. It is expected that students will be able to cope better with the requirements of all other modules.
- Taking into consideration the need of equipping the graduates with sufficient soft skills as part of the requirements of the modern industry and society, it is also suggested to include a compulsory module (with or without grading), improving the skills and competences of the students in 'presenting', 'debating', 'intercultural teamwork', etc. Successful completion of this module will strengthen the confidence of students when presenting their views and cases. Should this 'vertical' approach be not streamlined with the pedagogic approach and practice of the faculty and the department, then it is strongly recommended to address this issue 'horizontally', i.e., by considering alternative examination methods, such as group assignments, presentations, and debates in other modules, to enhance the soft skills of the students (examinees).
- The committee suggests the faculty to consider adopting a policy on ethics, and particularly on business and academic ethics due to the dual nature of the programme and transitional stage of evolution. This policy should be reflected in all courses and modules. A common ethical pattern strengthens the spirit and the team building among all groups of the undergraduate programme (and of the department), namely students, faculty, administration, and management.
- The committee strongly suggests to the faculty to redesign and restructure the curriculum. Indicatively the following points should be further considered and elaborated vis-à-vis the achievement of the learning goals and didactic approach from the TEI-years:
 - a) Methodological modules should be included; modules ensuring a solid academic background of students in the fundamental fields of economics, mathematics and statistics, law (fields of law, introduction to business Law), finance (e.g., value of money, loan and interest calculations), etc. should be offered at the beginning of the programme.
 - b) Advanced methodological modules building upon the fundamental ones, such as corporate finance, corporate law, etc. should support the specialization modules.
 - c) Specialization modules should be clearly linked with methodological and advanced methodological ones, illustrating the academic path from theory to praxis and generally from generic to special reasoning. Indicatively, some suggested sequences of modules are provided below.

- i) mathematics – fundamental module with linear optimization as sub-module network applications as advanced module (shortest path, transshipment problem algorithms), liner shipping as specialization module where all the algorithms of network applications are applied, explaining and supporting business decisions and the topology of networks.
- ii) finance – fundamental module (value of money, etc.), corporate finance (debt-equity structures and options), ship finance (application of corporate finance in shipping).
- iii) Modules focusing on current trends and future needs, such as digitalization, corporate social responsibility, etc. and their application in shipping should be included.
- iv) Modules or sub-modules clarifying the rationale, evolution and enforcement of regulations in the industry should be clearly incorporated in the curriculum. As an example, the sustainable development goals (SDG) of the United Nations, Regulations and Directives of the European Union related Environment, Society and Governance (ESG) such as Regulation (EU) 2020/852 on sustainable investment that impacts all industries, could be incorporated in various modules.

In addition to the suggestions on the content and structure of the curriculum, the committee proposes the department to improve or clarify or incorporate in the relevant internal procedures (or regulations) as well as quality control and assurance plans the following procedures:

- The procedure of allocating modules to non-permanent under contract academic staff, proving or justifying the adequacy of the lecturers by providing evidence of academic sufficiency and professional experience.
- The procedure of appointing (formally or informally) a course director, a primus inter pares, to lead the transitional effort (it could also be the chairperson of the department); in this regard, the role of the course director in consultation with the resident faculty, is no other but to suggest changes and amend either the content or even the structure of modules in order to achieve the overall goals of the programme;
- The procedures of hiring or assigning to external experts lecturing and research tasks (beyond the minimum requirements of the governing law).
- The procedures for determining the budget and the allocation of resources for the programme, as budgetary constraints and decisions determine the resources available to the faculty members.

Taking into account the above, the Committee strongly advises for the redesign and update of the curriculum as well as the clarification or improvement in the relevant flows and procedures before the enrolment of students.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **5, 9, and 12.**

The Principles where substantial compliance has been achieved are: **4, 6, 7, 8, 10, and 11.**

The Principles where partial compliance has been achieved are: **1, 2, and 3.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. Konstantinos Andriotis (Chair)**
Middlesex University, United Kingdom

2. **Prof. Cleopatra Veloutsou**
University of Glasgow, United Kingdom

3. **Prof. Orestis Schinas**
Hamburg School of Business Administration (HSBA), Germany

4. **Mr. Stelios Mastrogiannakis**
Economic Chamber of Greece representative, Greece

5. **Ms. Eleftheria Madika**
Student in the Department of Business Administration of the University of Western Macedonia