



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Executive MBA

Department: Business Administration

Institution: Athens University of Economics and Business

Date: 3 October 2023



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 Postgraduate Study Programme of **Executive MBA** of the **Athens University of Economics and Business** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

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

- 1. Dr. George Vozikis (Chair)**
Chaminade University of Honolulu

- 2. Dr. Christina Koutra**
University of Abu Dhabi

- 3. Dr. Evagelos Dedousis**
American University of Dubai

- 4. Ms. Erasmia Angelaki**
Postgraduate Student, Hellenic Mediterranean University

II. Review Procedure and Documentation

Panel preparation for the postgraduate study programme review

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

The documentation provided and considered by the Panel

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

Dates of the review

The EEAP panel held teleconference sessions with groups associated with the Program on Monday October 1, 2023, and Tuesday October 2, 2023.

Describe the review and the meetings held

Monday, September 11

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

- Rector Professor Dimitrios Bourantonis
- Vice Rector of Academic Affairs and Personnel Mr. Vasileios Vasdekis
- Professor Konstantinos Kasimatis
- Professor Vasilis Papadakis, Director of the Program
- Professor George Doukidis, Steering Committee
- Professor Vlassis Stathakopoulos, Steering Committee
- Assistant Professor D. Zisis and Ms. Katia Lampropoulou OMEA member
- Mrs. Ioakeim Panagiota MODIP Staff

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

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

Tuesday, October 3

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

- Prof. Konstantinos Karamanis
- Prof. Spyros Spyrou
- Ass. Prof. Kalypto Karantinou
- Ass. Prof. Panos Repoussis
- Ass. Prof. Ioannis Thanos

Highlights of the discussion included:

- The emphasis on the Faculty and postgraduate student research which is placed on solving practical problems associated with the individual student's professional working environment. Examples of research projects which led into respectable publications were given.
- The admission requirements to the Program
- The perceived competitive advantage of this Program to other similar regional ones in the country
- The participation of guest professional and academic speakers external to the department
- The management of the course subject matter delivery and the student comprehension for those students in the program with diverse academic and professional background, which is not necessarily business related.

In the second meeting (Students), 16:00-16:45, the participants were full time and part time postgraduate students in the Program. They all stated their satisfaction with the interpersonal relations, communications, and academic environment. They said that with the help of their instructors they managed to overcome the difficulties with any course the content of which was not familiar to their educational and/or professional background. They mentioned the reasons they enrolled in this program and that they were satisfied with the educational facilities available.

In the third meeting (Alumni), 17:30-18:15, the participants were four graduates of the program who expressed satisfaction with the on-line delivery of all courses, convenient to their professional activities and work schedules. They mentioned their reasons for selecting this Program, they feel that the program curriculum was an appropriate knowledge supplement to their work experience. Their comments and evaluation of the courses were always taken into consideration and even though there is no formal alumni association, the Program graduates

of a given year as a group is actively involved with interpersonal communications and professionally related issues.

In the fourth meeting (External Stakeholders), 18:30-19:15 the participants were:

- Mr Costas Evripides, CEO Genesis Pharm
- Ms Peggy Velliotou, Partner KMPG Advisory
- Mr. Markos Fragopoulos, Deputy General Sales & Marketing Director at Interamerican Greece.
- Mr John Kolovos, Business Consultant
- Ms. Vassiliki Zoulomataki, HR Manager, SARMED S.A

During this meeting it was pointed out that some “soft skills” training of students incorporated in the curriculum might be very useful.

Last meeting (Closure), 20:00-20:30, the participants were:

- EEAP
- Director of the PSP1
- Head of the Department
- MODIP Members
- PSP1 Steering Committee / OMEA Members
- MODIP staff

In this final meeting the EEAP provided the Program personnel with a summary of the deliberations, conclusions, and recommendations as well as overall impressions regarding the Program’s issues of compliance with the Accreditation requirements.

III. Postgraduate Study Programme Profile

The Executive MBA Program is administered by the Department of Management and Business Administration, at the site of Athens University of Economics and Business in the city of Athens was the first PSP MBA to appear in the Greek educational scene and is similar to other domestic and similar recognized MBA program from institutions of foreign countries.

Students attend and take examinations in courses from the array of required and elective business courses. There are both fundamental courses and more specialized courses, some of which are derived from current research questions, but also from the results of the Professors and Researchers of the Department, as documented through recent scientific publications and research projects.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The PSP in the Executive Master's in Business Administration (Executive MBA) applies a quality assurance policy that promotes the academic character and orientation of the programme, promotes its purpose and subject matter, implements the objectives that have been set forth, defines the means and ways of achieving them and applies the indicated quality procedures, with the aim of continuous improvement.

The action plan of the PSP for the quality policy includes objectives, actions and measures related to the following dimensions:

- Effective Administrative Functioning
- Modern Theoretical and Technological Education of Students
- Excellence in Education and Research
- Extroversion and Internationalization
- Contribution to Local Society and Regional Development

In addition to the bodies described in Articles 79 & 81 of Law 4957/2002 (Director of the Executive MBA and the Coordination Committee) with the responsibilities explicitly mentioned in the Law, the PSP also provides for the following mechanisms for quality assurance: The Department's Internal Evaluation Team (OMEA), which is appointed by the assembly of the department. It is responsible for the smooth completion of the course and teaching evaluation questionnaires by students, for the preparation of the annual internal evaluation report and for the monitoring of the individual indicators. The OMEA presents the results of all the above activities to the General Assembly of the Department and proposes methods for the continuous improvement of the education provided to the students of the Department. Additional faculty members, members of the Board of Trustees, the Board of Governors, the Board of Student Affairs, and other staff of the Department support the OMEA by collecting data from courses, questionnaires, indicators, and by participating in the preparation of the annual internal evaluation report.

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

II. Analysis

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

III. Conclusions

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

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R.1.1 The involvement and interaction of the Department with external stakeholders is at a very satisfactory level, but we would recommend engaging with this valuable resource even more.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

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

The internal evaluation of the program is based on working paper 4 of ESDP entitled "Internal Evaluation". The curriculum revision of the program is undertaken with the faculty participation and the informal participation and consultation of students, and proposals and input from other interested parties and external stakeholders, business employers, and especially alumni, and is conducted every three years. The faculty evaluation specifically is considered heavily for promotion and tenure matters. The MBA faculty is selected based on merit and paid extra for teaching in the MBA program as long as the full compensation does not exceed the annual compensation of the President of the Supreme Court, as the law prescribes. Any revision of the program aims at the identification of new targets for quality and excellence according to the A3 indices of quality.

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

The students are well informed and notified about the various services available to them, through the newsletters, the PSP website which is also linked to social media and with notices which are posted in the Secretariat of the PSP or the Department. There is a student complaint procedure and the overall student access to university and departmental policies and procedures seems to be adequate, complete, and appropriate.

In addition to the bodies described in Articles 79 & 81 of Law 4957/2002 (Director of the Executive MBA and the Coordination Committee) with the responsibilities explicitly mentioned in the Law, the PSP also provides for the following mechanisms for quality assurance: The Department's Internal Evaluation Team (OMEA), which is appointed by the assembly of the department. It is responsible for the smooth completion of the course and teaching evaluation

questionnaires by students, for the preparation of the annual internal evaluation report and for the monitoring of the individual indicators. The OMEA presents the results of all the above activities to the General Assembly of the Department and proposes methods for the continuous improvement of the education provided to the students of the Department. Additional faculty members, members of the Board of Trustees, the Board of Governors, the Board of Student Affairs, and other staff of the Department support the OMEA by collecting data from courses, questionnaires, indicators, and by participating in the preparation of the annual internal evaluation report.

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

II. Analysis

The PSP is linked and bound with the high-quality requirements of the Athens University of Economics and Business. It offers a robust program to its students by organizing and proffering a high added value MBA education, both theoretical and practical. Additionally, the Department has created a creative environment conducive to research in the field, and freedom of academic thought for everyone in its academic community.

III. Conclusions

The PSP confers a high-quality degree in an MBA. It is a degree that connects theory with practice, and it is highly valued and appreciated by both students, alumni, and employers. The faculty are well-qualified. The current and past students possess all the relevant skills and are eager to learn and advance professionally. The PSP has implemented a satisfactory Quality Assurance Policy. All faculty are research active and current with the area of their expertise. Overall, the PSP is found to be fully compliant and fulfil the requirements of Principle 2.

Panel Judgement

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

Panel Recommendations

R.2.1 The element of internationalization should be more emphasized as the PSP will be engaged in more competition with foreign university Executive MBA that will soon be introduced in Greece, as per new related legislation by the Greek parliament.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The Executive MBA program requires completion of 120 ECTS, inclusive of 18 ECTS for an optional degree dissertation, and lasts four academic semesters when taken on a full-time basis or five semesters of part-time study. The goal of the Executive MBA, the first such program established in Greece, is to equip managers and executives who hold an undergraduate degree with the most up-to-dated knowledge at the graduate level and develop the required competencies and skills so that they can manage private companies and public organizations effectively. Aiming at developing the future leaders of business and organizations the program cultivates leadership and strategic skills, and competencies of participants such as systems thinking, social intelligence, entrepreneurial thinking, and creativity skills.

In addition to requiring applicants to have an undergraduate degree and a minimum of three years of work experience, the program has other clearly stated criteria some of which, for instance the candidates' goals and career motivation, communication and analytical skills, are evaluated during an interview with the selection committee. Admission to the program is highly competitive and the maximum allowed annual student intake is capped at 60 students for each of the full-time and part-time programs.

Students in the program are assigned to academic advisors based on thematic sections and have access to a range of facilities such as documentation centres within the Library, study rooms and a student restaurant. Electronic services including the electronic platform and wireless network are also available to students. Further, needy students are provided with free medical and hospital care while special regulations are in place to allow equal participation in learning to students with disabilities and special educational needs. The steps to be followed in case of a student appeal are clearly stated in the respective formal procedure.

Comments made by graduates of the program and current students alike to the EEAP show unreserved satisfaction with all aspects of the teaching/learning process. Very positive, and often enthusiastic, comments were also made regarding the approachability of faculty and the professional interaction students have enjoyed with them. Comments by students and graduates were equally positive regarding the administrative services. Opportunities to interact with guest speakers from the industry and bonding and team building during the trip to an island, as part of the program, were very much appreciated by students.

All course syllabi provide detailed information regarding contents, teaching methods, expected educational learning outcomes, development of competencies, assessment methods, bibliography, and the like. There is a balanced mix of assessment items including examinations, projects, and cases in the courses.

Results of student evaluation surveys, with 56.3% student participation rate, reveal improvement of student satisfaction over the past two academic years. Student satisfaction is stronger with the courses taught, the faculty, and learning outcomes but lower, falling below 4 (5 is the maximum), with the educational material. It may be mentioned that the scores for specific questions asked to evaluate faculty are above the average for all postgraduate programs at the University.

II. Analysis

There is abundant evidence about the student-centred orientation of the Executive MBA program. Course syllabi provide clear and detailed information about contents, learning outcomes, assessment methods, learning outcomes and the like. Faculty show strong commitment and dedication to the program and have a close professional interaction with students. Academic advisors help students navigate the program. Supporting special needs students and providing free health coverage to students in need indicate concern about the welfare of students. Student evaluation surveys show high satisfaction with faculty and courses taught while the analysis of results of such surveys is indicative of interest in receiving student feedback with the view to further improving the program.

As mentioned above student satisfaction with the educational material is lower compared to satisfaction with faculty, courses, and learning outcomes. This is not an entirely unexpected finding and may relate to two factors. One, literature is dated in several courses; there are courses that include 15-20 year dated references. Two, the standard practice in all course syllabi is to include textbooks as the major reference. However, no matter how recent the edition of a textbook may be, the material and case studies included in it typically refer to what happened a few, and often many, years earlier. Textbooks provide basic but not up-to-dated knowledge. While the use of textbooks may be necessary in preparatory courses offered early in the program, journal articles and articles in the business press are far more relevant to the goals of the Executive MBA, the background and profile of its students, and may help increase student satisfaction with the educational material.

III. Conclusions

The programme is delivered in an environment that places students at the centre of the teaching/learning process and promotes close professional interaction between students and faculty. It is fully compliant with the requirements of Principle 3.

Panel Judgement

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

Panel Recommendations

R.3.1 Up-to-date references in course bibliography as appropriate.

R.3.2 Consider including up-to-date articles in place of textbooks in the bibliography of courses.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

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

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The Executive MBA is designed to develop tomorrow's business leaders and organizations. In addition to up-to-date knowledge, methods, techniques and tools of Business Management and Organizations, the Program is geared towards developing the culture and skills required by the leadership role of executives.

The balance between theoretical background and professional orientation, the academic the academic level, modern training methods, as well as the educational and professional experience of the professional experience of teachers, ensure the effective development of students' knowledge and skills.

It is addressed to business executives from the private and public sector with at least three years of experience in the field of business management. work experience.

The programme is the first Executive MBA in Greece and since 2015 it is certified by the Greek Institute of Management and Business Administration.

The programme is the first Executive MBA in Greece and since 2015 it has been certified by the International Association of MBAs (AMBA), a certification that was renewed in January 2021. According to the international ranking Eduniversal, in 2021 the Program was ranked 26th in the Western Europe in its category.

Awarded academic title:

Graduate Diploma in Business Administration for Executives (Executive Master in Business Administration for Executives). Business Administration - Executive MBA).

Admission requirements

Admission to the Master of Business Administration for Executives (Executive MBA) is open to holders of a first cycle of studies at a higher education institution (TEI) in Greece or similar institutions abroad in accordance with the

The provisions of article 34 of the law 4485/2017.

Selection criteria:

Grade in the undergraduate courses, which are relevant to the Executive courses.

Duration, type and quality of work experience (at least 3 years of professional experience after obtaining the degree).

Letters of recommendation from faculty members and/or employers.

Personal interview through which the following are assessed:

The ability of the candidates to follow the programme (detailed, the ability of the trainees to follow the programme (analytical, analytical thinking, overall thinking, communication skills, leadership skills), and the ability to use the programme professionally (clarity of professional career goals, career motivation).

II. Analysis

The second year of the Executive MBA programme, students must select and successfully pass the examinations for a total of 60 ECTS (one of the courses is compulsory and the rest are electives). For the part-time programme, each semester offers a total of 30 credits. The second year is divided into four (4) periods and exams usually take place two weeks after the last session, so that students have additional time to properly prepare. In detail, the first semester students must successfully complete one (1) compulsory course equal to 8 credits, four (4) electives equal to 22 ECTS (5.5 ECTS per course) and the second semester five (5) electives equal to 30 ECTS (6 ECTS per course). If a student wishes to conduct a dissertation, she/he can

drop 3 elective courses from the second semester equal to 18 ECTS to write and submit a dissertation.

III. Conclusions

It is a very well-designed Executive MBA, and it is fully compliant with Principle 4.

Panel Judgement

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

Panel Recommendations

R.4.1 A more systematic process and more emphasis should be placed in turning the student theses into published articles in collaboration with the supervising faculty.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The instructional staff of the PSP Executive Master's in Business Administration (Executive MBA) originate for the most part, from the Department's regular faculty, as well as external adjunct faculty under contract. For the selection process the existing legal framework is followed faithfully and pertains to the "relatedness" of the candidate's field of study with the courses that require additional manpower for the program. Additionally, the proficiency completeness in the knowledge of the topic in question is being used as a selection criterion, as well as the candidate's experience in instructional and research activities. The candidates go through a rigorous examination from the Recruiting Committee of the PSP and the final selection is undertaken by a departmental decision.

The faculty in the Executive MBA PSP have the opportunity and are encouraged to undertake professional development by participating in national and international conferences, academic meetings, and educational exchanges with other universities and organizations, as well as keynote speakers and get involved in activities that benefit the business industry and society in general. The PSP also encourages faculty to participate in important collaborations with academic and research entities, undertake individual or joint research in high-quality academic journals and allow their work to be refereed by the academic community. Finally, the faculty is encouraged to participate in research programs where they transfer data for the instruction of postgraduate students and supervise doctoral dissertations.

The PSP Program of Study has been designed as such, as it allocates the student workload along the academic semesters and offers a level of Title Study 7, according to the National Skill Framework and the European Skill Framework. Additionally, the design of the program has taken into consideration:

1. The overall strategy of the University
2. The active student participation
3. Input from external job providers and stakeholders
4. The planned study load according to the European System of Accumulation and Transfer of Academic Credits (ECTS) for level 7
5. The linking of teaching and research
6. The related framework according to which the PSP was approved by the University since the approval or revision of a program, includes an examination of whether the basic requirements and conditions of the University's MODIP model program were observed.

The teaching staff is regularly evaluated by the students through surveys regarding the course organization and structure, the educational materials, the availability of the faculty for advising, the rapport between instructors and students, and the fulfilment of the student expectations as it relates to the coverage of the material throughout the length of the course. The evaluation is subject to a statistical analysis to get an illustration of averages per area of instruction. Needless to say, the survey is conducted anonymously, even though there is a possibility for a student to write his/her name on it, if they wish. The survey is revisited yearly to reexamine its content which falls in to following categories:

1. Evaluation of the Instructional Material as far as its contribution to the understanding of the course, the completion of the written exercises and the preparation for the final exam
2. Evaluation of the instructor outside the classroom
3. Evaluation of the instructor during the class and inside the classroom
4. Evaluation of the instructor in terms of support to the students

The PSP students find themselves in direct and constant connection and linkage with new technologies and the latest innovative research, both theoretical and applied, so they can develop experience and deepen their knowledge in their specialization.

II. Analysis

The direction of the PSP Executive Master's in Business Administration (Executive MBA), in contrast to the vast majority of related postgraduate programs in Greece and in foreign countries, which usually offer a unidirectional program of study, with the sole objective of deepening the knowledge in specific subject areas, pays close attention to the interrelationship of many study areas and variables through new technologies with a contemporary and technologically advanced framework in capital and economic developments globally.

III. Conclusions

There is substantial evidence that the PSP Executive Master's in Business Administration (Executive MBA) is fully compliant with the requirements of Principle 5.

Panel Judgement:

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

Panel Recommendations

R.5.1 The Department, because of the enormous stock of knowledge regarding what a robust contemporary MBA should be like, should establish the program’s organizational history by compiling all the elements, skill development, and advantages of its valuable experience curve of 25+ years in operating the first Executive MBA in Greece.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

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

Documentation

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

Study Programme Compliance

I. Findings

Student-centred teaching, learning, and assessment is at the core of the design of the MSc in Business Administration for Executives - Executive MBA. The programme has developed an integrated framework that allows for active student participation and the most effective achievement of the learning outcomes it aims to achieve.

Firstly, students have the flexibility to choose from a broad portfolio of electives (21 courses) in order to focus on the areas of Business Management that interest them most and to gain the specialized knowledge and skills they desire.

Secondly, MSc students choose the topic of their thesis, its type (for example, theory development, comparative analysis, strategy study) and the proposed supervisor of the thesis. Thirdly, with regard to the means and methods of teaching, the MSc combines and uses a variety of methods, such as:

- Lectures
- Presentation of scientific articles
- Case studies
- Laboratory exercises
- Audiovisual media projection
- Preparation and presentation of student projects
- Role plays and simulations
- Use of specific computer software
 - Talks and discussions with the participation of prominent business executives, entrepreneurs, and guest lecturers
- Independent study

II. Analysis

The following are specific examples of teaching and learning methods used in the Executive MBA: - In the course "Financial Accounting" students use the widely used international educational platform "Connect".

- In the course "Production and Process Management" a simulation of the production and delivery process is carried out through an online simulation game, which is known worldwide as the "Beer game".

- In the course "Business Strategy", students are familiarized with the most widespread business strategy game in the world "The Business Strategy Game".

- In the "Market Research" course, applications with the SPSS statistical package are taught.

- In the course "Technical Methods of Big Data Processing", an introduction to data modelling, the use of SQL, and Business Intelligence is given.

- In the course "Effective Management of Mergers, Acquisitions and Strategic Alliances", the use of role play, and negotiation and simulation games is used.

- In the course "Conflict Management - Negotiations", students watch audiovisual material and participate in simulated negotiations in the classroom in pairs or groups. The assessment of students, depending on the course, may include, in addition to the final written examination, the following (the percentages of each assessment are set by the teacher(s)). (See file A19.7 of the application file). - Exercises within accounting systems

- Individual and group work
- In-class presentations and group exercises
- Participation in lectures

Human Resources

Regarding the teaching staff that will be employed by the Executive MBA during the academic year 2022-23 (25 persons), 84% of them will come from the Athens University of Economics and Business and 16% from other universities, namely from Panteion University, the University of Piraeus and the University of Macedonia or as external collaborators.

Regarding the faculty members of the Departments of Business Administration and Management (OBE), Management Science and Technology (MST) and Marketing and Communication (M&C) of the School of Business Administration of the Athens University of Economics and Business Administration who support the Executive MBA for the academic year 2022-2023, 5 professors from OBE, 6 from MST and 6 professors from M&C teach. In addition, the Executive MBA administrative staff consists of two (2) full-time administrative staff and one (1) part-time administrative staff. A detailed report is provided in Section 5 herein. Part-time administrative staff are responsible for monitoring and implementing decisions of the Steering Committee relating to the financial scope of the programme.

All members of the administrative staff shall have at least a Bachelor's and/or Master's degree from a higher education institution relevant to the post and have at least 4 years of relevant professional experience. Furthermore, excellent knowledge of the English language and computer skills, in particular: (a) word processing, (b) spreadsheets and (c) internet services.

For the further professional development of the administrative staff, all members have access to the programmes of the Centre for Further Education and Lifelong Learning (KEDIBIM) of the Athens University of Economics and Business, which provide both basic and specialised knowledge on theoretical and practical issues.

The existing infrastructure is adequate and fully covers the educational and administrative needs of the postgraduate programme.

Rooms

The classrooms used by the MBA in Business Administration for Executives (Executive MBA) are adequately equipped with modern teaching facilities and computers and are located in the buildings of the UPA at 47A Evelpidon Street and in the building at Troia Street 2. The classrooms used by the MBA in Business Administration for Executives (Executive MBA) are suitably equipped with modern teaching facilities and computers and are located in the buildings of the UPA at 47A Evelpidon Street and at the building at 2 Troia Street.

Laboratories

The students of the programme have access to the MSc Laboratory which is located on the second (2nd) floor of the Postgraduate Studies building of the OPA. There are eleven

(15) workstations equipped with modern computers and shared network printers. The space also has a conference table for student and faculty meetings. In addition, the lab has a central server (HP Proliant) that provides Active Directory Services, Web Services, Site Hosting, Application and File Server infrastructure. The laboratory infrastructure is also suitable for conducting laboratory courses.

Thus, the infrastructure needs of the courses, the secretariat, and the Graduate Program website itself are served. The laboratory is available for students daily at all hours by appointment with the MSc secretariat.

They can also use the Computer Centre of the main building of AUEB, at 76 Patission Street, Derigny Wing, 3rd floor (<https://www.aueb.gr/el/compcenter/about>).

III. Conclusions

The programme clearly communicates to students the way in which their performance in the courses and the thesis is assessed through the course description posted by the course lecturers on the eclass e-learning platform <https://eclass.aueb.gr/> for each individual course. In addition to the grades per course, students on the programme receive detailed feedback - suggestions aimed at continuous improvement through feedback on each mode of assessment. It is fully compliant with the requirements of Principle 6.

Panel Judgement

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

Panel Recommendations

R.6.1 The PSP is having a strategic plan for a new building and state of the art facilities for the future. Given the fickleness of government funding, especially now that the former TEI became full blown universities, AUEB needs to make sure this plan and funding indeed materializes, instead of being cut down by political considerations.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

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

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

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

Documentation

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

Study Programme Compliance

I. Findings

The academic unit has established protocols for gathering data related to the student body; however, there is no formalized procedure in place for documenting teaching methods, student progress during their study, employability, and the career paths of graduates. As evidenced by student testimonials and social partners the majority of students find employment within 6 months of completion of the program. The unique feature of the program is the combination of management and technology. The majority of teaching is conducted by Greek instructors, with the exception of one non-Greek instructor. Data regarding the student body are collected through electronic surveys distributed to students

upon completion of their courses. Furthermore, a post-program questionnaire is administered to gauge student satisfaction levels.

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

II. Analysis

Enhancing Transparency and Accessibility: Explore the potential for sharing evaluation results, teaching materials, and student assessments through a centralized platform accessible to all educators. This initiative aims to enhance transparency and encourage collaborative learning among teaching staff.

Visual Data Representation: Consider the visual representation, using graphs, of data collected from various stakeholders, including alumni and industry partners. This approach facilitates clear interpretation and provides valuable insights into current trends. Additionally, compare this data internationally, not only within Greek universities.

Formalizing Data Collection: Investigate the possibility of formalizing data collection procedures for teaching methods. This step can provide deeper insights into instructional practices and contribute to the enhancement of the teaching process.

Systematic Graduate Data Collection: Establish a systematic approach for collecting and documenting data concerning graduate employability and career paths. This structured approach ensures consistent capture and utilization of valuable information.

Mid-term Evaluation: Deliberate conducting a mid-term assessment of course content to gauge students' reception and progress.

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

Varied Teaching Staff: Given the predominant presence of Greek instructors within the teaching team, it could be advantageous to explore avenues for further diversification. This may involve actively seeking additional non-Greek instructors who possess expertise in relevant fields to augment the program's instructional faculty. Such diversification has the

potential to enhance the program's global outlook and offer students access to a wider spectrum of expertise.

Resource Data Enhancement: Strengthen efforts to collect data regarding resource availability, including equipment, social services, and IT facilities. Comprehensive resource data supports evidence-based decision-making and resource allocation.

Expanding Data Analysis Scope: Broaden the scope of data analysis to include comparisons with programs offered university wide. This broader perspective allows for the identification of best practices and opportunities for improvement.

Sustained Commitment to Improvement: Maintain an unwavering commitment to continuous improvement in teaching quality and course content based on insights derived **from data analysis. This dedication reflects the institution's commitment to delivering high-quality education and continually enhancing the student learning experience.**

III. Conclusion

Sharing evaluation results, teaching materials, and student assessments through a centralized platform can enhance transparency and collaboration among educators. Visualizing data with graphs offers valuable insights, including international comparisons for a broader perspective. Formalizing data collection procedures for teaching methods can improve instructional practices. Implementing a systematic approach to graduate data collection ensures consistent information on employability and career paths. Conducting mid-term assessments enhances responsiveness to student needs. Emphasizing the program's outstanding post-graduation job placement record, underscores its fusion of management and technology.

Considering recruiting instructors from diverse backgrounds enhances the program's global outlook and provides students with enriched learning opportunities. Strengthening resource data collection supports evidence-based decisions, while expanding data analysis identifies best practices and areas for improvement. The institution's commitment to continuously improve teaching quality and course content reflects its dedication to delivering high-quality education and enhancing the student learning experience.

Panel Judgement

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

Panel Recommendations

R.7.1 Promote Transparency and Collaboration: Foster transparency and collaboration among educators by implementing a centralized platform for sharing evaluation results, teaching materials, and student assessments.

R.7.2 Utilize Visual Data: Utilize graphical representations of data to gain valuable insights and consider international comparisons to broaden perspectives.

R.7.3 Formalize Data Collection: Improve instructional practices by formalizing data collection procedures, particularly for teaching methods.

R.7.4 Systematize Graduate Data Collection: Establish a systematic approach for collecting and documenting graduate data, ensuring consistency in information related to employability and career paths.

R.7.5 Conduct Mid-term Assessments: Enhance responsiveness to student needs by conducting mid-term assessments of course content.

R.7.6 Highlight Employment Record: Emphasize the program remarkable post-graduation employment record to underscore its unique blend of management and technology.

R.7.7 Diversify Instructor Backgrounds: Explore the recruitment of instructors with diverse backgrounds to enhance the program global perspective and enrich students learning experiences.

R.7.8 Strengthen Resource Data Collection: Bolster data collection efforts related to resource availability to support evidence-based decision-making.

R.7.9 Expand Data Analysis: Extend the scope of data analysis to identify best practices and areas for improvement across the institution.

R.7.10 Commit to Continuous Improvement: Maintain a strong commitment to continuous improvement in teaching quality and course content, reflecting the institution dedication to delivering high-quality education and enhancing the student learning experience.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

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

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Executive MBA program has its own dedicated and fully developed website in which one can find detailed and up-to-dated information about the philosophy and objectives of the program, structure of studies, admission criteria, fees, course outlines, faculty bios, quality assurance policies, news, and events, etc. A downloadable brochure of the program and application form are also available on the website. Navigating the user-friendly website, a prospective applicant or an interested social partner can easily locate all the information necessary to answer almost any possible query about the program. Both the Greek and English versions of the website are equally well-developed, informative, and comparable in contents. The program maintains presence in social networks with close to 1000 followers on Facebook. It is evident that a great deal of effort has been expended to design the website of the program.

II. Analysis

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

III. Conclusions

A user-friendly website that provides detailed and up-to-date information to address queries that prospective students or a member of the public may have.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

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

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

The findings drive various actions, primarily focused on curriculum restructuring and, if necessary, instructor changes.

Subsequently, action plans based on the findings are put into effect.

II. Analysis

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

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

Limited Sharing: However, the restricted sharing of these findings with only the president and a specific committee of three members raises concerns about transparency and inclusivity within the academic unit. It's essential to consider involving a wider range of stakeholders to ensure diverse perspectives and input.

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

Instructor Adaptability: The willingness to consider adjustments to instructors, if necessary, is a positive aspect of the self-assessment process. It ensures that faculty members align with the institution's educational objectives and can adapt to evolving student needs and expectations.

Effective Implementation: It is crucial that the academic unit goes beyond identifying areas for improvement and takes steps to implement action plans based on the findings. This demonstrates a commitment to translating assessment outcomes into tangible enhancements in teaching and learning.

III. Conclusions

The academic unit's methodical self-assessment approach and engagement in external reviews enhance the credibility of its quality assurance endeavours. Nonetheless, there is an opportunity for enhancement in disseminating findings more widely and fostering transparency across the institution. The prioritization of proactive measures and the execution

of improvement plans serve as encouraging signs of the dedication to providing top-tier education.

Panel Judgement

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

Panel Recommendations

R.9.1 Enhance Transparency and Dissemination: While maintaining the systematic self-assessment approach and external reviews, prioritize sharing the findings more comprehensively within the institution. This can foster transparency and ensure that insights are accessible to a broader audience.

R.9.2 Emphasize Proactive Measures: Continue to prioritize proactive actions and the implementation of improvement plans as they are essential indicators of the commitment to delivering high-quality education. This approach should be consistently upheld and reinforced.

R.9.3 Strengthen Credibility: Building on the systematic approach to self-assessment and external reviews, consider further enhancing the credibility of quality assurance efforts. This can be achieved by incorporating diverse perspectives and ensuring that the findings are utilized effectively for continuous improvement.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

An external evaluation of the Executive MBA according to the standards of the Hellenic Quality Assurance and Accreditation Agency (HQAA) took place in 2013.

The progress report produced by MODIP in 2018 refers to the University as a whole and not to specific departments/programs.

The Executive MBA program has been accredited by the Association of MBAs (AMBA) since 2015; the accreditation was renewed in 2021. The program was placed in the 26th position in its category in Western Europe based on rankings by Eduniversal.

II. Analysis

There has not been a recent follow up external evaluation of the department since the evaluation that took place in 2013. It is noted that the program was ranked 26th in its category in Western Europe in the Eduniversal rankings for 2021.

III. Conclusions

The department was last evaluated externally in 2013. There is a progress report about the university produced by MODIP in 2018.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

They have developed the program with continuous improvement for 25 plus years.

II. Areas of Weakness

Diversify reading materials and course content to include sources other than outdated textbooks.

III. Recommendations for Follow-up Actions

- More flexibility needed for student professionals who may require online materials and courses due to illness, family issues, or business trips.
- Enhance Dissemination of Findings: Consider sharing assessment results more broadly across the institution as well as outside, in order to promote the stellar image of the PSP and enhance inclusivity among all stakeholders.

IV. Summary & Overall Assessment

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

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

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Dr. George Vozikis (Chair)**
Chaminade University of Honolulu
- 2. Dr. Christina Koutra**
University of Abu Dhabi
- 3. Dr. Evangelos Dedousis**
American University of Dubai
- 4. Ms. Erasmia Angelaki**
Postgraduate Student, Hellenic Mediterranean University