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

Business and Organization Administration

Institution: University of the Peloponnese
Date: 12 June 2023

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Business and Organization Administration** of the **University of the Peloponnese** 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 and Organization Administration** of the **University of the Peloponnese** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Christos Tsinopoulos (Chair)**
   Royal Holloway, University of London, UK

2. **Professor Evangelos Dedousis**
   The American University in Dubai, Dubai, United Arab Emirates

3. **Professor Emeritus Spyros Economides**
   California State University, East Bay, Hayward, California, United States of America

4. **Ms Despoina Liotsaki**
   Student, Department of Business Administration and Management, Athens University of Economics and Business, Athens, Greece

5. **Mr Stelios Mastrogiannakis**
   Member of the Economic Chamber of Greece

II.   Review Procedure and Documentation

A panel was put together by HAHE which consisted of the individuals named at the front of this report of which they are the authors. The visit was held on the 5th and 6th of June 2023 via ZOOM. In preparation for this meeting the EEAP were sent all the relevant documents that are required for the accreditation. The University team also put a video together which showed a tour of the campus.

Prior to the visit the EEAP attended the relevant training and read all the provided material. The EEAP met on the afternoon of the first day of the visit to allocate tasks and identify areas that the EEAP needed to pay some further attention to. Overall, the EEAP felt that the information provided, and preparedness of the team was sufficient to conduct a thorough review of the department's progress and to provide a fair view on the degree to which it meets the accreditation requirements.

The visit took place over two days during which the EEAP met with representatives from the following groups: OMEA & MODIP, teaching staff members, students, and employers & social partners. The EEAP were also provided with a video and a live virtual tour of the main facilities. Finally, the EEAP met the senior management team of the department and University on two occasions (beginning and end of the two-day visit).

Overall, the EEAP were greeted warmly, and the EEAP found the University team to be knowledgeable, enthusiastic, and well prepared.

III.   New Undergraduate Study Programme in operation Profile

Please provide a brief overview of the new undergraduate study programme in operation with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus, or any other facts, as deemed appropriate.

The new undergraduate programme is designed to be four years long. At the time of the visit (June 2023) the first students that entered the course had finished their fourth year. This means that there had been no graduates. Nevertheless, and given that the new programme sits within the structures of the University of Peloponnese, we were able to provide a detailed evaluation of the overall processes that they have in place. Naturally, data on alumni destinations and overall student satisfaction is not yet available.

The programme is designed over the standard 8 semester structure that most Greek Undergraduate programmes are based on. It is mapped across the ECTS system. Students need to complete 38 modules (10 optional). Despite the young age of the programme, students have a long list of electives to choose from. They also have an option for a placement.

The academic content consists of a healthy combination of management, finance, and accounting related modules. The programme is organised according to two themes: business administration and management of organisations. The modules that comprise these two themes are driven by the legacy modules from the time when the University was a TEI.

There are 1005 students registered in the programme. As they explain in their report, this admittedly high number is the result of the changeable landscape of Greece's University admissions system. There is no doubt that such a high number of students has an impact on their overall experience and the ability of faculty to perform in other parts of their work, i.e., research. Furthermore, the rigid legal framework which prescribes the weekly number of hours that a faculty member must lecture[1], means that there is very little margin for embedding new teaching methods. Nevertheless, and despite these structural challenges, which are present in many of Greece's academic institutions, there is clear evidence that faculty are committed to delivering a student-centred experience.

Finally, we would like to note the good standard of the facilities provision. We were shown the premises via a teleconference and through a pre-recorded video. Although the facilities looked dated, overall, they provided all the necessary equipment to deliver a course on business.

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[1]As an indication, the prescribed six hour per week results in a teaching load which is about 100% higher to that of the UK's leading Russell Group institutions.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)
- comparison with other national and international study programmes of the same scientific field
- the state-of-the-art developments
- the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

e. The structure of studies

The structure of the studies should be briefly presented, namely:

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

f. The number of admitted students

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

g. Postgraduate studies and research

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

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

Study Programme Compliance
Findings

The Department of Business and Organization Administration, in the University of Peloponnese, is a new department established in 2019. The vision of the Department is to offer high quality education and to conduct research. It aspires to have well-regarded faculty to strengthen its recognition in the labour market, and to create a strong alumni community. The mission of the Department is to develop well qualified professionals who have the required scientific knowledge and are capable of exhibiting sound administrative skills.

The strategic targets of the Department revolve around improvements in teaching and research, outward looking focus, internationalisation, interconnectedness with the labour market, and infrastructure. The academic disciplines taught in the Department are part of the internationally recognized UNESCO categorization of academic disciplines (field 0413 Management and Administration, ISCED 2013). The 4-year programme's curriculum offered by the Department is comparable to others offered in Greece and Cyprus. The programme in Business and Organization Administration offered by PAPEL, EKPA, and the University of Cyprus are relatively rare internationally. The dominant practice is to separate Business (Management) and Public Administration.

A multitude of factors are provided in the SWOT analysis of the Department, for example:

Strengths

One of only three higher education departments to offer studies in Management and Public Administration, a doctoral studies program, publications in the Greek language in the disciplinary areas taught, location advantages, emphasis on both theoretical and experiential

knowledge, a strong network of private companies and public organisations for student internships, use of social media to contact and communicate with alumni.

Weaknesses

Diminishing number of faculty due to retirements thus an increasing faculty/student ratio, limited participation in European co-funded programs, lack of a unified academic culture (as a result of the amalgamation with the TEI), limited funds for participation in academic conferences supporting the faculty's research agenda, lack of appropriate building infrastructure and lack of funds necessary to maintain old buildings.

Opportunities

Strong links with the local community and cooperation with organisations, the Kalamata city council, development of a study program delivered in English, participation in competitive European-funded programs, cooperation with similar academic units in Europe, development of continuous learning programs, participation in save energy and green energy programs, and funding (ESPA 2021-2027) as Peloponnese has been designated as "a less developed area".

Threats

Decreasing funding, diminishing faculty number due to retirements, higher institutions in the periphery have become less attractive as a result of the financial crisis and reduced family income, constant changes in the institutional framework and economic environment within which universities operate, and lack of monetary and social incentives to attract highly qualified faculty in peripheral institutions.

The objective of the programme is to produce academically capable and responsible graduates who can either pursue a career in the public or private sectors or continue with postgraduate studies. To prepare students for the labour market the department frequently organises Career days and workshops. MoU's with the Chambers of Commerce have also been signed. Graduates are expected to be able to apply theoretical knowledge to complex real life situations. They are expected to have acquired a range of skills such as making decisions in a professional and analytical way, acting in a socially responsible manner, and communicating effectively. Although the first batch of students has not yet graduated, potential employers and other social partners expressed optimism regarding employment opportunities and potential.

The student-centred nature of the learning process and evaluation of students are explained in the department's feasibility & sustainability proposal. The study outlines a range of services that are available to students including, academic advisor, liaison office, dormitories, Erasmus programme, restaurant, health centre, e-class, scholarships, library, and orientation week for newcomers. Despite its age the estate is adequate for the number of students enrolled. The

student to staff ratio is high and compares unfavourably to other Greek institutions. The professional support is adequate for providing the basic student services. The main source of funding is the State budget and ESPA. Revenue from graduate programmes is expected to make some contribution to the budget in the future.

The role of the President of the Department, role and composition of the Assembly, and the Governing Committee are described in the study guide. There are three committees in the Department including undergraduate curriculum, research strategy, and Erasmus and international relations. There was no organisation chart.

The number of first-year students has exceeded that proposed by the Department for 2019/2020, and 2022/2023. Furthermore, the number of faculty is projected to shrink from 15 to 12 between 2022 (when the documentation was submitted) and 2026. The number of administrative staff is expected to remain unchanged, at 3.

Analysis

The wording of the mission, objectives and targets is not sufficiently precise. For instance, it is not immediately evident what is meant by "personalities" and "values". The personality traits and values the programme wishes to develop would be more clearly articulated in the strategic documents. There is significant overlap between the Department's stated vision, mission, goals and purpose.

The feasibility and sustainability study and the four-year operation plan provide adequate information on the department's strengths and weaknesses, threats, and opportunities. The Department's objective is to offer a 4-year student-centred undergraduate programme in Business and Organization Administration. This is indeed unique nationally and internationally and is sufficiently explained and documented in the submitted documentation. This unique programme could provide the Department with a strong competitive advantage.

Given recent trends in education and industry, there was relatively little emphasis on entrepreneurship, AI and Machine Learning related subjects.

One issue that emerged during the visit is the relatively low student attendance and response rate to evaluations. While both are far from an uncommon reality in universities, ways should be sought to improve in these areas. Furthermore, the Department should consider formally monitoring student progress from one year to the next. This will help improve the percentage of students who progress in a timely manner.

The process of connecting the learning outcomes with the exam questions was not sufficiently transparent. For example, it was not clear how specific questions in examinations or other assignments are being mapped to the learning outcomes. If this is indeed the case, then there is no feedback on how specific learning outcomes were indeed met and to what extent.

CONCLUSIONS

This is a small department with enthusiastic and committed faculty. The department is gradually finding its place in a crowded landscape of business degrees. Its focus on public administration does provide it with a unique set of assets that could develop into a competitive advantage. As the department matures, there is scope for some reflection on its strategic orientation and distinctiveness.

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	**X**
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
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	**X**
Partially compliant	
Non-compliant	

g. Postgraduate studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

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

Panel Recommendations

R1.1   Clarify the Department's mission statement.

R1.2   Compile an organisation chart clarifying roles and responsibilities.

R1.3   Monitor student progression from one year of study to the next.

R1.4   Map some test questions to learning outcomes and measure them.

R 1.5   Articulate a distinctive profile around the unique programme offering.

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

All documents have been used for the below analysis. However, the ones below are the ones which more specific to this principle.

B1. Proposal for Accreditation

B6. Revised Quality Assurance Document

B7. Policy of Quality Assurance

B8. Target Setting

B9. Quality Target Setting
B17. Complaints procedure
Departmental Presentation

I. Findings

From the documentation that was shared with the EEAP and from the visit, it is evident that the department does implement a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE. This was used by the department, is shared on their website and was provided to EEAP before the visit. The department has in place an Internal Quality Assurance System and formulates and applies a Quality Assurance Policy. This is integrated with most core activities. The QAP explains how the study program should operate and how it should be monitored. It follows all the usual conventions for the Greek standards.

The policy that was shared with EEAP maps reasonably well on that of the University. It explains the operation of the academic unit and its study programs. It is accompanied by the annual quality assurance goals for the continuous development and improvement. The processes that are described in the manuals are designed to ensure a commitment to satisfy the requirement of the University's QAP. They also safeguard the department's approach to continuous improvement. The QAP is communicated to various parties, but the key emphasis is on communication with its teaching staff.

Given the experience of the department and the fact that no students have yet graduated, there is relatively little evidence of embeddedness of the processes. There are several activities which are not yet fully formalised and for which no specific data is collected. For instance, aspects of the interaction with the students and academics are relatively ad hoc and inspired by a time when the number of students was smaller. Nevertheless, the direction of travel is to further formalise these processes and to collect appropriate data. As the department further matures, the EEAP are confident that the level of embeddedness will increase and there will be even more evidence of the effective operation of the QAP.

II. Analysis

There were some areas of improvement The department aspires to create a holistic total quality management process for the programme, and it is currently working towards implementing the processes in greater detail. However, the department is in its very early state of operation. Furthermore, there is frequent reference to the legacy systems and operations that were in place from before this was created. The EEAP is convinced that, given the enthusiasm of the permanent teaching staff the areas of recommendation will be taken up. Given the nature of the Greek funding model, the effectiveness of the implementation of these recommendations is contingent upon the support of the central government.

III. Conclusions

This is a young, enthusiastic department that aspires to speak to students and staff that work in both the public and private sectors. This combination is relatively unique, and the department has an opportunity to fulfil an emerging need.

Panel Judgement

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

Panel Recommendations

The EEAP would like to make the following recommendations:

R2.1   Consider ways to increase student participation in the evaluation questionnaires.

R2.2   Create a formal Advisory Board by engaging external stakeholders. Develop processes for integrating their views into the programme.

R2.3   Progressively establish an alumni network. The existing one from the TEI is an excellent starting point.

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

R2.5.   Review and formalise processes as more evidence is coming through.

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*

Findings

The undergraduate programme in the Department of Business and Organization administration was approved by the Senate in 2019. The 4-year programme consists of 240 ECTS. It is up to date and takes into account recent developments in the disciplinary areas and labour market. The learning outcomes of the programme are listed under acquisition of knowledge, and development of skills and abilities. Thus, upon completing the programme graduates are expected to have acquired a solid academic background in the key disciplines such as accounting, public administration, IT, marketing, management, and statistics. Furthermore, graduates will have developed critical skills and abilities for instance, communication, collecting and analysing data, working in teams, understanding and solving

complex problems within the context of constant change, critically evaluating alternatives and methodically defending their position, behaving professionally and with a sense of social responsibility and similar skills and abilities crucial to graduates' career progression. Thus, the programme aims at providing graduates with the necessary knowledge and skills so that they can be absorbed into the labour market (level 6-EQF).

Detailed information on course contents, teaching/learning methods, lecture outline, evaluation of students, expected learning outcomes and skills, recommended bibliography and other relevant material are included in the course syllabi. Several courses, for instance introduction to programming, e-entrepreneurship and digital marketing, introduction to AI, management information systems, e-government, Web technologies, methodologies for the design and development of management information systems, aim at the acquisition of digital skills by students. The study guide covers all areas that a student may seek information about and is comparable to similar documents found in universities elsewhere.

Analysis

The acquisition of general skills is stated in all course syllabi; this is in addition to listing learning outcomes referring to knowledge that students are expected to have acquired upon the completion of a certain course. The acquisition of skills such as respect for diversity and multiculturalism, teamwork, critical thinking, ability to analyse complex data, adaptability to changes in the environment, creative thinking and the like are becoming increasingly important in the modern workplace.

However, learning outcomes are often confused with the description of the course contents, or they are not succinctly stated, or they are not tightly mapped to the overall learning outcomes of the program. Further, the way many of the learning outcomes are stated does not allow for measuring and quantifying them so that conclusions may be drawn whether such outcomes were met or not and to what extent. Finally, the bibliography is dated; in several courses works that date 13-14 years back are listed in recommended readings.

Conclusions

The undergraduate programme offers a set of courses which provide a good combination of topics in the two streams the Department aims to develop its students' skills and knowledge in Business/Management and Public Administration. The programme has received an assessment by the internal assessment unit. While it could be argued that it is to the benefit of students to offer a wide choice of elective courses, taking into account current student numbers and projected enrolments, 27 electives are far too many.

Attention needs to be paid to learning outcomes, both those related to acquired knowledge and those related to the acquisition of skills, so that they are closely mapped to the learning outcomes of the program, can be measured, allow for the evaluation of the teaching/learning process and, if necessary, help guide modification/changes.

Panel Judgement

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

Recommendations

3.1   Map course learning outcomes to the learning outcomes of the program.

3.2   Measure learning outcomes with the view to continuous improvement of the learning/teaching process.

3.3   Update bibliography in courses.

3.4   Consider rationalising the number of electives.

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

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

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

Relevant documentation

- Document B1 - Proposal for Accreditation
- Document B12 - Course Outlines
- Document B16 - Satisfaction Surveys Questionnaires
- Document B17 - Regulation for dealing with student's complaints and appeals
- Document B18 - Regulation for the function of the Academic Advisor

Study Programme Compliance

I.   Findings

The documentation and data needed to analyse the Department's approach to student-centred learning, teaching and assessment was provided. Listed above are the documents that the EEAP examined. The visit provided several useful insights about the department's approach to teaching, learning insights. The interviews with the students, the Faculty, the OMEA and MODIP were particularly useful.

II.   Analysis

The approach to learning is student-centred. There is evidence of a variety of pedagogical and flexible learning methods. Students have the opportunity to participate in exercises during

classes, discuss and analyse case studies, interact with their teachers and raise questions. They also conduct projects related to the aims of each module. Students experience modes of delivery, which are appropriate to the module, such as lab-based workshops, and seminars. There was also evidence of some extraordinary events, such as career fairs and student-led conferences. Students also were given several opportunities to visit local businesses for educational purposes.

In some instances, students are encouraged to have an active role in the learning process and to benefit from experiential learning. For example, in one module they are invited to design their own enterprise. They often work in teams and are asked to present their projects to their fellow students and teaching staff. They are therefore given several opportunities to develop their softer skills such as those needed for effective teamwork and presentation. Yet, such excellent educational practices are relatively ad hoc and are not systematically documented.

The assessment criteria and methods are published in the module outline well in advance. Furthermore, teaching staff explain in great detail during their first lecture and thereafter the requirements for the assessment.

The student satisfaction surveys are conducted at the end of each semester. However, the level of participation is low. Several initiatives have been taken to address this issue, such as emphasising their importance to new students. In addition to surveys, students can voice their concerns through a formal complaint procedure. This process is explained in detail on the department's website.

Document B18 outlines the role and responsibilities of the Academic Advisor. The service is also available online, giving the opportunity to students who cannot attend university in person, to meet through the e-class platform.

There is a formal procedure for student appeals. When a problem emerges a student has many options concerning whom to address. There is the Academic Advisor that redirects each student, accordingly, depending on their need, either to the Head of the Department or to the Undergraduate Programme Committee or to the Student Advocate or other committees that are responsible for specific matters. All of these are described in detail in the Complaints Section of the website and are outlined in document B17.

III.   Conclusions

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

Panel Judgement

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

Panel Recommendations

R4.1 - Promote consistently the necessity of student feedback. Encourage student's participation in evaluation and seek their contribution in the improvement of the overall function of the Department with relevant comments. Cultivate a culture of constructive criticism so that the students are more likely to participate in any opportunity of assessment and offer their ideas for improvement.

R4.2 - Involve students in the design of the questionnaires that evaluate the courses.

R4.3 - Consider organising conferences and interactive events that encourage active student participation in those.

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

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

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

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

as well as

- ✔ the terms and conditions for enhancing student mobility

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

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

Relevant Documentation

- Document B20 - Regulation of Studies (Thesis and Placement included)
- Document B21 & B31 - Diploma Supplement (Greek version & English version)
- Document B26.6 - Structure of Undergraduate Study Programme
- Document B26.10 - Regulation for mobility programmes

Study Programme Compliance

I. Findings

The documentation and data needed to analyse the Department's approach to student admission, progression, recognition of academic qualifications and award of degrees and certificates of competence of the new study programme was provided. Listed above are the documents that the EEAP examined. The visit provided several useful insights about the department's approach. The interviews with the students, the Faculty, the OMEA and MODIP

were particularly useful. Some inconsistencies were also spotted between documents B20 and B26.6.

II. Analysis

New students are supported in having a smooth transmission to University life in multiple ways. Plenty of useful information is available through the Department's website and the study guide. These include information about the University, the Department, relevant processes, available modules, contact details of teaching and support staff, etc. Furthermore, during the welcome week, there is an information session which provides more relevant detail about what University life entails. This includes academic content, e.g., on the structure of the course, pastoral contact, e.g., on wellbeing needs, and societal elements, e.g., information on the clubs and societies.

Student progression is monitored through the electronic platform of profession support.

Regarding student mobility, the Department uploads all the relevant information on its the website. Despite its relatively brief operation, there are already 12 contracts with universities from 9 countries that enable students and staff to participate in an Erasmus+ programme. There is an Erasmus+ office in the University that centrally manages the applications and a responsible academic in the Department who monitors the process and supports the students. Yet, participation is relatively low. In the last three years 3 students have taken advantage of such schemes. However, things look more positive for upcoming academic year, as 9 students have submitted their applications for Erasmus+.

The European Credit Transfer and Accumulation System (ECTS) is well applied across the curriculum. 240 ECTS points are required for the successful completion of the degree.

The Diploma Supplement is issued without request for all graduates in Greek and in English.

A dissertation is optional and attracts 12 ECTS credits. Students can opt for it after the seventh semester and only following the successful completion of a minimum of 25 modules. Its duration varies from 1 to 2 semesters.

A placement option is in place, but its duration is not yet clearly specified. Please note that In the documentation that the EEAP received there is an inconsistency (in one place its duration is defined as 3 or 6 months and in another as 1 month). Following the interviews, it became apparent that this is one month long. The placement attracts 6 ECTS credits and takes place in the eighth semester, following the successful completion of at least 25 modules (including accounting, management and marketing).

A significant network of external stakeholders has been developed to support the placement option.

The placement option is advocated within the Department and its importance is emphasised to students. However, as many stakeholders noted, its current 1-month duration is not sufficient. A longer period would more likely help students in developing job-specific or broader skills.

III.   Conclusions

The processes of student admission, progression, recognition of academic qualifications and award of degrees and certificates of competence of the new study programme are well defined, documented and followed.

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
R5.1 - Correct documents B20 and B26.6 in order to contain precise and consistent information.
R5.2 - Organise information sessions, e.g., an annual event, that summarises the information a student needs to know about the Thesis and the Placement.
R5.3 - Set up a process of continuously seeking opportunities for placement with local businesses.
R5.4 - Consider extending the duration of the practical training.

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

- Document B1- Proposal for the Quality Assurance Policy
- Document B4 - Feasibility study
- document B9 - Quality targets master plan
- Document B12- Outline of courses
- Document B14 - Faculty Staff
- (Presentation of Quality assurance Policy)
- Document B16- Questionnaire for evaluation the courses and faculty staff
- Document B23 - Research activities of the faculty staff

I. Findings

The documentation and data needed to analyse the Department's approach to recruitment and supporting the teaching staff was provided. The department consists of 15 members, 9 professors, 1 associate professor, 2 assistant professors', 1 lecturer and 2 laboratory technicians. Furthermore, there are 3 honorary professors, 2 Teaching Staff members and 3 specialised Technical Staff for IT. This distribution is unusual, in that there are relatively many professors. There are 40% female members and 60% male members. Furthermore, there has been a relative decline of staff as two recently retired. Finally, the refreshed direction of the

department meant that the profile of some academics was not perfectly aligned with the expertise needed to deliver the new curriculum.

The scientific field in the UNESCO classification of the Department is "Management and Administration". The Department focuses on management of local government and health services.

The Teaching Staff of the Department covers 95.6% of educational needs (131/137 hours per week). The remaining are covered by PhD candidates and postgraduate students with a fixed-term contract. As a result, specialization in some recent areas is relatively low, e.g., entrepreneurship and the use of IT technologies.

The teaching load of the faculty Staff is a minimum of 7 hours per week. Although this teaching load is consistent with the Greek legislation it is significantly above the international norms for research led institutions. In addition, the teaching staff undertake significant amounts of administrative work.

The total number of enrolled students is 1046 including 41 that transferred from the TEI. The student to staff ratio is high (67). The Department aims to further improve the ratio through recruitment of new academic staff that it negotiates with the University's senior leadership. Two are already in various stages of appointment. The Department employs three (3) permanent Administrative Staff members who focus on student support and coordination of the Department. The professional development opportunities to support teaching staff are offered by the "Support Office of Teaching and Learning".

The procedures for recruitment and development staff comply with the regulatory framework defined by the government. The policy includes transparent procedures and criteria in academic and research activities such as the number and the quality of publications, participation in research projects, conferences etc.

Alternative teaching methods are frequently used. Staff members are encouraged and supported to employ new technologies, specialised software, and on-line courses.

The evaluation of the educational process and teaching methods follows MODIP's framework. Although response rates are low, they are not out of line with those of other institutions.

The Department's main focus seems to be high quality teaching, probably at the expense of research. For instance, there is relatively little participation in funded research projects and the publication rate of the academics is relatively small. Although this is understandable given the stage of maturity of the department, it is a concern, particularly as there is a desire to bring in staff from other parts of Greece and the world.

Analysis

The student-staff ratio in the undergraduate study programme is high and significantly limits the time available for research activity and mobility.

The recruitment of new Faculty staff is based on reasonable requirements of teaching and research output. These requirements and the overall recruiting process are consistent with the Greek legislation.

The link of teaching with research is implemented through the use of case studies, the participation in seminars, conferences and the supervision of the optional graduate thesis.

Regarding the development of the teaching staff, the take up of professional training and mobility through the Erasmus program is relatively low.

There is a spirit of collegiality in the Department, with all staff proactively cooperating with the external Stakeholders. This team spirit leads to improvement to the undergraduate programme.

Considering the background of the Department and the transition phase it currently finds itself in, funding to the Department is low. The Department aims to sustain and strengthen the research activity for all members by encouraging them to increase collaboration within and outside the Department.

II. **Conclusions**

Although the EEAP recognises the Department's significant efforts in this area, there is still space for significant improvement. This stems mainly from three factors. First is the redirection of research and teaching from the TEI. Second is the delay in recruiting new staff. Third is the gap in expertise created by the various staff departures (through retirements). As the department is implementing its recruiting strategy and plan, this gap will gradually close.

Panel Judgement

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

Panel Recommendations

R6.1 - Intensify the efforts to recruit new highly qualified academic staff as well as administrative staff for the Department.

R6.2 - Enhance the study program with courses for entrepreneurship by the use of IT technologies.

R6.3 - Secure additional funding to further strengthen the Department research efforts.

R6.4 - Encourage the research activities of all members by providing clear incentives such as financial awards and distinctions of excellence.

R6.5 - Encourage international orientation by increasing mobility of the staff members through the ERASMUS Programme and sabbaticals.

R6.6 - Expand the cooperation with other Research Institutions and Universities and organise International Conferences on campus.

R6.7 - Conduct research activity to achieve research paper publications in highly regarded professional journals with impact quality factors.

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

- Document B26.12 - Distribution of Facilities
- Presentation of the Department
- Video of tour in the Facilities

Study Programme Compliance

I.   Findings

The EEAP was provided with all the necessary documentation and data needed to analyse the current state of the Department in terms of learning resources and student support. Listed above are all the resources that the EEAP used.

II.   Analysis

Given the funding constraints associated with public institutions, the Department is doing an excellent job in allocating its resources fairly and consistently. The facilities provide an

appropriate teaching and learning environment for the new undergraduate programme. The Department has exclusive use of one laboratory with 24 PCs and shares 4 with another department, 5 auditoriums, 6 classrooms, 1 seminar room with a capacity of 150 seats, all equipped with whiteboards, PCs, projectors, and screens. There is also a library, a restaurant, a canteen, and an infirmary. Finally, it provides facilities for sports including football, volleyball, tennis, and others. Provisions for access to the department's facilities by people with special needs are adequate. The department consists of 15 teaching staff, 2 members of EDIP and 3 members of ETEP. Its student to staff ratio is very high (67), limiting the ability of the Department to provide a more enriched learning experience.

There is a reasonable distribution of the existing common facilities of the University.

The range of support services available to the university students is adequate, as they have access to webmail, virtual learning environment, progression tracking system, wi-fi and other electronic services. Additionally, there are services offered by the Student's Advocate, the Career Office, the Centre of Practical Training, Erasmus Office, Psychological Support, etc.

Students are informed about the available services through the website and directly from the teaching and support staff.

III.   Conclusions

The learning resources and student support of the new undergraduate programme is substantially sufficient. Yet, the student to staff ratio and the relatively limited resources to support teaching and research activities does require some attention in the short to medium term.

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

R7.1 - Negotiate a higher number of Faculty members.

R7.2 - Enhance the automation of support services.

R7.3 - Develop processes for identifying alternative sources of funding.

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
- Document B1- Proposal for Academic quality Assurance Policy
- Document B6 - Revised policy for Quality Assurance policy of the University-MODIF
- Document B7 - Policy Assurance of the Department - MODIP
- Document 15 - Internal Evaluation of study program
- Document B16 - Questionnaire for courses, teaching and faculty staff -MODIF-OMEGA
- Document B24 - KPIs of OSPEP. 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
- Document B 26.11 - Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record)
- Document B32 - Report of MODIP
- Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme.

I. Findings

The Department has at its disposal an integrated information system for the collection, analysis, and use of reliable data, such as human resources and learning processes, student profiles, rates of enrolment, number of active students, student progress, student participation in class evaluation. This statistical data is useful for use in quality assurance assessments.

This Information system includes:
- Integrated Quality Assurance System (IQAS) of the Univ. Peloponnese (MODIP)
- Integrated Information National Quality System (OPESP) of HAHE
- Information System of the Secretariat e-secretary
- Asynchronous tele-education e-class platform.

The Procedure of Information Collection contains:
- Data from student course & project evaluation questionnaires.
- Completion of course inventory forms by Teachers.
- Information from collaboration with social/cultural partners.

The process of collection and analysis of data takes place periodically and systematically at the end of each teaching semester. The data obtained from the information system of MODIP and OPESP is utilised by OMEA to monitor issues such as the average time of completion of studies, lecturer evaluation, the Curriculum Committee, and the Research Planning Committee of the Department.

The processed evaluation results are sent by MODIP to OMEA which prepares a report, which is presented at the General Assembly of the Department, in which students participate through their representatives. The results are discussed for taking corrective actions and to set the targets through KPI's. Although the process is followed diligently, the response rates remain very low.

There is no alumni association yet. This could potentially provide useful feedback from the labour market.

The Department has established an External Advisory Board of Stakeholders, who participate in a cooperative spirit and organise special seminars and conferences for students to provide feedback. Although this is organised in an open and collegiate environment, there was no evidence of a formal process for doing so.

II. Analysis

Various key performance indicators (KPI's) and statistical tables are produced using the statistical information for use by OMEA and MODIP to monitor and evaluate the performance of the programme, facilities and infrastructure services.

Key performance indicators are also utilised for the Department's goal setting in the annual Business Plan. All members of the teaching staff are informed and participate in the Internal Evaluation Process. At the end of this process, the Department's General Assembly discusses the results for the proposed programme changes and develops an evaluation report. The collection and processing of the data is monitored and managed by MODIP. The results of the report are discussed in the assembly of the Department and are communicated to the students as well.

III. Conclusions

The Departmental system of collection, analysis, use and dissemination of information data to all interested groups are fully compliant.

Panel Judgement

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

Panel Recommendations

R8.1: Encourage and further motivate student participation in the process of course evaluation for more reliable information. Discussion of evaluation results with the students

R8.2: Encourage expected graduates to establish and operate an active Department Alumni Association upon graduation.

R8.3: Develop formal mechanisms and procedures for engaging with industry and public organisations, e.g., via embedding the process for receiving advice for advisory board, and the establishment of business development activity.

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-(http://boa.uop.gr/https://boa.uop.gr/index.php/en/).
- Bilingual version of the website of the academic unit with complete, clear and objective information. Document B11- Study's Guide
- Document B12- Outlines' courses
- Document B26.2a- Provision for website maintenance and updating
- Document B26.2b- Provision Of revision website.

Findings

All key information is presented on the Department's website. There is a Greek and English version (http://boa.uop.gr/https://boa.uop.gr/index.php/en/). However, only 18 modules are described in the English version. The website also contains photo galleries and information videos. It is regularly used for departmental announcements (http://boa.uop.gr/).

The website has a dedicated webpage that provides extensive information about the new study programme. This includes information on the programme's structure, learning objectives, list of courses per term and their ECTS, mode of attendance, teaching methods, criteria of assessment etc. Information is up-to-date, clear, and easily accessible.

All course outlines of the programme are complete and available online inside the Study's Guide.

A separate web page provides information about the Department's members of staff, including their positions in the Department and contact details. More information per faculty member is available in a downloadable file of their CV.

There is also information of a practical nature on issues such as infrastructure and various regulations such as Internship, Placement, Erasmus program, as well as for facilities.

A small number of courses are listed in English for incoming foreign Students through the Erasmus program.

The department is promoted through the participation of its members in scientific conferences and publications in international journals.

The General Assembly of the Department unanimously approved the establishment of a committee which has as its object the editing of the Department's website and other digital channels communication.

The University's Policy for Quality Assurance is available online, mainly provided in downloadable copies of the Internal Evaluation Report from 2016/17 and Quality Targets for 2022.

II. Analysis

The website is the main source of information about the Department and its Undergraduate Program. This is well organised, user-friendly, and easily accessible. It is informative and comprehensive with many links to information about the Programs of Study, the academic and administrative personnel and procedures, research programs, student related issues and services, facilities. It also includes a section for announcements and social media links.

There is no clear link directing the visitor to the Quality Assurance procedures associated with and managed exclusively by the departmental OMEA. Furthermore, the connectivity with social media is relatively weak.

Finally, the Departmental office provides updates and public announcements via relevant electronic platforms such as personalised emails.

III. Conclusions

Overall, the departmental website is well designed, user friendly and the information content is comprehensive. A redesign and upgrading of the institutional website are in progress and that will result in further enhancements and corrections.

The General Assembly of the Department approved the establishment of a Committee to oversee the website and other digital applications for the functional upgrade of the website and strengthening of communication with all stakeholders.

Social media is necessary to include because of the familiarity with these technological means of both students and other interested parties.

Panel Judgement

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

Panel Recommendations

R9.1**:** Enrich the English version of the website. It is the main instrument for promoting and marketing of the Department and its Study Programs in the competitive arena of similar study programs nationally and internationally.

R9.2: Increase the number of giving courses in English as an incentive for coming students.

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
- B1. Proposal for Accreditation
- B2. Introductory Report of MODIP
- B9. Quality Goals of the Department
- B15. Internal Evaluation Report of the Undergraduate Program
- Departmental Presentation
- 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

I. Findings

The only Internal Evaluation process for the Undergraduate Program of Studies of the Department was conducted for the academic year 2021-2022. Relevant material submitted to the EEAP was included in documents "B1. Proposal for Accreditation"," B15. Internal Evaluation Report of the Undergraduate Program", and in the well-organized, detailed Departmental presentation.

II. Analysis

The process of Internal Evaluation of the Undergraduate Program of Studies was very well described in document "B1.Proposal for Accreditation" and delivered well during the Departmental presentation. There was evidence that the institutional Quality Manual has been taken into consideration and been followed for the most part. However, some of the forms in the Appendix of the Quality Manual should have been utilized for recording and documentation purposes during that process. The only documentation provided was Document "B15. Internal Evaluation Report of the Undergraduate Program" which included a) a completed tabular form of a questionnaire («Ερωτηματολόγιο εσωτερικής αξιολόγησης Προγράμματος Προπτυχιακών Σπουδών Διοίκησης Επιχειρήσεων και Οργανισμών»), in the format of YES/NO answers on vital issues of concern in the implementation of the Undergraduate Program, and b) two appendices, in document "B15. Internal Evaluation Report of the Undergraduate Program" which provided information on corrective actions (Κατάσταση Ευρημάτων), and on Suggested Corrective / Preventive Actions needed (Προτεινόμενες Διορθωτικές / Προληπτικές Ενέργειες) in relation to the Undergraduate Curriculum that were identified during the evaluation process. The EEAP would have expected more extensive documentation of the results of the internal evaluation.

III. Conclusions

The Department has done a good job in describing, explaining and following the Internal Evaluation process. The Internal Evaluation Report describes the actions and progress that the department has made since it was established. However, the EEA would have expected more detailed, and preferably quantitative, evidence of the claims made.
Furthermore, the departmental goals and the corresponding KPIs should have played a more central role in the Internal Evaluation process.

Panel Judgement

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

Panel Recommendations

R10.1 The Department should make an effort to support procedures, actions and claims with relevant documentation. To the extent possible, the documentation should be in a quantified or objective form so that comparisons, tracking and progress can be facilitated.

R10.2 Consider further using standard procedures for collecting and quantifying data, such as those advocated by MODIP's templates.

R10.3 Incorporate and use as many KPIs from the goal set as appropriate to assess progress and identify areas of improvement.

R10.4 Utilize as many forms associated with process 4 (Διεργασία 4) of the institutional quality manual as necessary to document and present the Internal Evaluation process and results.

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

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

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

Relevant documentation

- Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.
- B1. Proposal for Accreditation
- B15. Internal Evaluation Report of the Undergraduate Program
- B25. Progress Report
- - Departmental Presentation

Study Programme Compliance

I. Findings

The department started its activities in May 2019. Therefore, it is currently finishing only its fourth year of operation. As a result, there has been no external evaluation of the departmental operations so far. This is the first visit of an external evaluation/accreditation panel to the department. As a result, the work conducted by the current panel sets the benchmarks for any future evaluation/accreditation panels.

All members of staff (teaching and administration) have been very engaged with the visit and they clearly understand the importance and welcome external evaluations. The EEAP's meeting with external stakeholders provided strong evidence of their commitment to working with the department.

II. Analysis

The Department demonstrated that it is fully aware of the procedure that needs to be followed. It is also aware of the need to implement the recommendations of the External

Evaluation Committee to ensure compliance of its curriculum with the quality requirements of ETHAAE. The Department examined the recommendations made by the External Evaluation and Accreditation procedures undertaken in April of 2016 and October of 2018. These were made to its predecessor institution (TEI of Peloponnese). It identified and adopted recommendations pertaining to areas such as strategic planning, the strengthening of the administrative staff, the design of websites and public information and the percentages of student participation in the evaluation of courses/teachers, as being equally applicable to its quality strategy. It took proactive corrective actions to implement these recommendations which are discussed in the submitted document, "B25. Progress Report".

III. Conclusion

Even though an External Evaluation of the Undergraduate Study Program has not taken place as yet, the Department has laid the foundation to implement recommendations such as the ones of this or any future EEAP evaluation.

Panel Judgement

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

Panel Recommendations

R11.1 Adopt the recommendations related to the Department Program of Undergraduate Studies of this or any future EEAP.

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

The following documents were used in reviewing this principle:

B1. Proposal for Accreditation

B10. Senate Resolution Establishing the Undergraduate Program of Studies

B15. Internal Evaluation Report of the Undergraduate Program

B32. Report of MODIP on issues of Transition

- Departmental Presentation

Study Programme Compliance

I. Findings

There were some students that were in transition from the previous mode of study. There were processes that aimed at guiding students through this transition. These were focused primarily on explaining the structure of the modules and the differences that the two routes

would make. There was also a key difference between the placement where in the old module was 6 months and the new one 1 month. Although this was clearly explained and presented, there was still some confusion, particularly amongst the external stakeholders on how this was managed and the value that this would be adding.

II. Analysis

The new department began its academic operation and admission of the first students at the beginning of the 2019-2020 academic year. It is currently running one undergraduate degree program and phases out the two TEI programmes. Students in the old programs (TEI) were given the choice to be admitted to the newly formed one. If they opted for this, they needed to complete four additional courses. Until all students from the previous course graduate, the department awards three distinct study titles. The aim is to phase this out this year. The revised curriculum offers two Undergraduate Program of Studies Directions, one of Business Administration and one of Public Administration.

III. Conclusion

The new Department was created by acquiring all resources, facilities, and personnel of the Technological Educational Institution (TEI) of Peloponnese. As a result, the only transitional issues to be managed are the compatibility of the two previous TEI curricula with the new one. There is a clear and established process of guiding students through transition. These students will be required to take four additional courses should they elect to graduate under the requirements of the new department Study Program curriculum. Although there are mechanisms to explain the technical needs of this route, the implications of the change, e.g., for the career of individuals, are less well explained.

The only issue that has not been fully resolved relates to the placement. In the TEI this was mandatory and lasted six months. In the new curriculum it is one month long and is optional. This was because it has been difficult to find a configuration that meets the requirements of the new curriculum and the time requirements of the placement. During the visit, several groups voiced their scepticism of this new approach as they felt that the previous configuration offered significant value to students and the local business community.

The Department is not faced with any other transitional issues and its operation is proceeding smoothly.

Panel Judgement

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

Panel Recommendations

R12.1 Consider revising the structure of the placement option within the Undergraduate Program of Studies curriculum, in terms of length of time, credit units assigned and whether it should be compulsory or not.

R12.2 Consult the students who are continuing in the previous TEI undergraduate program and assist them with their decision to graduate under the previous TEI curriculum or graduate under the new program structure.

PART C: CONCLUSIONS

I.   Features of Good Practice

The department was established in May 2019. Its academic staff have a good and varied academic background and the curriculum is equivalent to that of other similar programmes nationally and internationally. There are several areas of good practice that were shown to us during the two-day visit and included in the documentation we were sent. We would like to highlight the following.

- The department consists of a group of enthusiastic academics. There is evidence of a culture of collegiality with a focus on student experience.
- There is good progress towards implementation of all relevant processes and quality assurance systems.
- There is good engagement with external stakeholders particularly connected with the placement.
- The curriculum is distinctive with an exciting combination of Business Administration and Organizations Administration modules.
- There has been a smooth and cost-free transition from the Undergraduate Study Program curricula of the TEI of Peloponnese to the new curriculum.
- The information through the website is comprehensive and intuitively presented.

II.   Areas of Weakness

The review and documentation indicated several areas where there is room for improvement. We would like to emphasise that these do not undermine the overall progress of the department towards meeting its strategic objectives. Most relate to the embeddedness of processes and the provision of evidence of their effectiveness. We strongly believe that as the department matures, these will be remedied. Here we would like to highlight the below:

- There is no systematic integration of external stakeholder views on programme review processes. Although external stakeholders have been consulted at various stages, there is little evidence of this being conducted systematically.
- The implementation of student-centred learning is at its early stages. Teaching is largely based on lectures and assessment on exams. There are relatively few opportunities for practice-based learning. However, there has been an excellent placement scheme.
- There is still some confusion on the management and implementation of the placement scheme.
- There is limited international exposure. There is low participation in Erasmus+ programme and other mobility opportunities.

III.   Recommendations for Follow-up Actions

We have provided detailed recommendations across all principles that were reviewed. Here we would like to highlight the following:

- Embeddedness of plans for the reduction of the student to staff ratio to more sustainable levels.
- Introduction of an advisory board
- Develop a more detailed internationalisation plan.
- Take advantage of ERASMUS+ agreements and other such initiatives at the national and European level.
- Embed processes for continuous review and improvement and provide appropriate evidence.
- Increase practice-based activities during teaching.
- Establish a departmental Alumni Association.
- Expand the availability of courses taught in English to facilitate the mobility of Erasmus students and faculty.
- Enhance the Study Program with more courses on business and entrepreneurship by the use of IT.
- Create a flowchart for each process of (much like the ones presented in the Quality Manual), so that procedures are standardised.
- Establish a Career Office and an Alumni Society and provide an electronic communications platform to assist the graduates in their job seeking efforts.
- Encourage participation of students in the Quality Assurance processes and adopt a practice of providing feedback to them.
- Establish a list of recommended high-ranked journals for publication as well as criteria of faculty research evaluation.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **4, 5, 8, 9, 11, and 12.**

The Principles where substantial compliance has been achieved are: **1, 2, 3, 6, 7, and 10.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

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