Accreditation Report
for the Postgraduate Study Programme of:

Financial Management, Accounting, and Information Systems

Department: Accounting and Information Systems
Institution: International Hellenic University
Date: 29 October 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Financial Management, Accounting, and Information Systems** of the **International Hellenic University** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Financial Management, Accounting and Information Systems** of the **International Hellenic University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Michael S. Michael (Chair)**
   University of Cyprus, Nicosia, Cyprus

2. **Professor Ioannis Violaris**
   City Unity College and Visiting Professor at the Frederick, European and Neapolis Universities

3. **Reader Jannis Angelis**
   KTH Royal Institute of Technology, Sweden

4. **Mr. Giannis Lessis**
   Postgraduate student, Athens University of Economics and Business

II.   Review Procedure and Documentation

On **Thursday, August 31, 2023**, the EEAP was invited, via Zoom meeting, to attend HAHE's Director General, Dr. Christina Besta, on HAHE's mission, standards and guidelines of the accreditation process at 16:00pm.

On **Monday, October 23, 2023**, at 15.00, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On **Monday, October 23, 2023**, the EEAP also participated in two teleconferences:

1) Meeting with the Directors of the two PSPs, the Head of the Departments, MODIP, the Steering Committees/OMEA members and MODIP staff. More specifically:

   MSc in Banking, Financial Technology (Fintech) and Risk Management (PSP1)

   - EEAP
   - Prof. Stergios Leventis, Director of PSP MSc in Banking, Financial Technology (Fintech) and Risk Management
   - Associate Professor Korina Katsaliaki, Deputy of the Dept, of Humanities, Social Sciences and Economics
   - Lecturer Fragiskos Archontakis, OMEA member of the Dept, of Humanities, Social Sciences and Economics

   MSc in Financial Management, Accounting and Information System (PSP2)

   - EEAP
   - Assistant Prof. E. Chatzipetrou, Director of PSP2
   - Prof. K. Stefanou, Head of the Department of Accounting and Information Systems.
   - Prof. V. Samathrakis, Steering Committee and OMEA member
   - Associate Prof. A. Chatzis, OMEA member
   - Assistant Prof. E. Tiakas, Steering Committee and OMEA member
   - Lecturer G. Boskou, Steering Committee and OMEA member
   - Lecturer A. Vassiliadis, Steering Committee and OMEA member
   - Prof. V. Mardiris, MODIP member and
   - MODIP staff: Ms. Kaliopi Kazaki and Ms. Chrisi Savidou

All of the above, kindly offered an overview of both PSPs (history, academic profile, current status, strengths, and possible areas of concern).

2) The committee was also offered an on-line tour of infrastructure and facilities, such as classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSPs. Due to time pressures, the committee decided it would be more beneficial to focus the discussion on the outcomes of the departmental presentation earlier. In lieu,

the committee members did a virtual tour Discussion about of the facilities presented in the video and the associated online link produced for this purpose.

3) Finally, the EEAP met at the close of the review day to reflect on impressions of the first day and prepare for the second day of the on-line review.

On **Wednesday, October 24, 2023**, the EEAP participated in 6 teleconferences with:

1) Teaching staff of the PSP2: Prof. E. Kirkos, Former Prof. P. Kymizoglou, Prof. Samathrakis, Prof. Ch. Spathis, Prof. Ch. Dritsaki, Assistant Prof. P. Notopoulos, Associate Prof. M. Tsipouridou, and Lecturer G. Boskou. They informed the EEAP about professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in research, projects and research activities directly related to the programme; identify possible areas of weakness.

2) Eight current students of PSP2. The EEAP Members discussed with the students openly and freely. They were informed about satisfaction from study experience, the adequacy of facilities, student input in quality assurance, and priority issues concerning student life and welfare.

3) Nine recent graduates of PSP2. The EEAP had the opportunity to discuss their experiences of studying at PSP2 and how it helped them with their career paths.

4) Seven social partners of PSP2. We discussed the relations of PSP2 with external stakeholders.

5) Private debriefing meeting among the EEAP Members to primarily discuss findings up to that point and prepare an oral report.

6) A "closure meeting" of EEAP with: Assistant Prof. E. Chatzipetrou, Director of PSP2, Prof. K. Stefanou, Head of the Department of Accounting and Information Systems, OMEA member Associate Professor A. Chatzis, Steering Committee/OMEA members Prof. V. Samathrakis, Assistant Prof. E. Tiakas, Lecturer G. Boskou, Lecturer A, Vassiliadis, and MODIP staff K. Kazaki and C. Savidou.

From October 26 the EEAP worked privately on drafting its Report.

The International Hellenic University (IHU) and the Hellenic Authority for Higher Education (HAHE) provided the External Evaluation and Accreditation Panel (EEAP) members two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide and the Report template. The University provided the Panel members a number of files on the programme's structure and internal quality assurance procedures.

The evaluation procedure was well structured and comprehensive, thus enabling the EEAP members to form a good picture of the programme, the department and university, its present status as well as its future prospective.

III.   Postgraduate Study Programme Profile

The Master in Financial Management, Accounting and Information Systems, PSP henceforth, is a programme that is offered by the Department of Accounting and Information Systems of the International Hellenic University. The PSP started in the academic year 2015-16. The PSP in its current form and name started in the academic year 2019-20.

The PSP lasts for three academic semesters (18 months), and it is divided into two academic semesters (Semester 1: February 15 – June; and Semester 2: October - February) and one semester for the preparation of the master's thesis. Each semester consists of at least 13 teaching weeks and 2 weeks of final exams. The final exams are held at the end of each semester. From the academic year 2022-23 all lectures are delivered online. Final exams, however, are taken in classrooms with students physically presence.

Specifically, during their studies, postgraduate students are required to attend postgraduate courses, participation in laboratory exercises and the preparation of a thesis. The total number of courses in the programme that the postgraduate students must successfully complete is 10 and a master thesis.

In the academic year 2022-23, the number of applications was 50, with 31 students were admitted in the programme. Around 80% of the students are professionals. The tuition fee is 3000€. The department is located in Thessaloniki. However, since the PSP is delivered online, most of its students are not from the area of Thessaloniki. In 2023, the PSP surveyed its graduates, but the results of the survey have not been available yet.

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 Panel has been able to assess that the Programme's Director in collaboration with the Department Head and faculty members, has set up goals for achieving: The promotion of the

academic profile and orientation of the PSP; the achievement of quality assurance of the academic outcome and the continuation of the programme's development.

Specifically, the design and implementation of the above mentioned goals are achieved through: the Quality assurance policy, the setting of key performance indicators (KPIs), the organization of the educational processes so as to achieve the expected learning outcomes in accordance top the European and national Qualifications Framework for Higher Education – level 7, the Internal evaluation reports, the students' evaluations, and the encouragement of graduates to pursue doctoral studies in Greece and abroad.

The key pillars of the quality assurance policy are in line with the Institution's quality strategy and involve, inter alia: the continuous improvement of the internal quality assurance system, the enhancement of the students-cantered learning, synergies with other departments' academic faculty as well as local and international institutions, and invitations of high calibre foreign guest lecturers.

The programme's officials plan to institutionalize an Advisory Board in which key strategic community and industry representatives will participate, thus offering their experience and feedback. Additionally, the contact with graduates is planned to be further developed.

The qualifications of the teaching staff involved in the delivery of the PSP are satisfactory, though the total number of permanent staff is limited. Hence, the PSP is consistent with the quality assurance requirements, goal settings and the academic unit's endeavour for achieving excellence.

The above findings are based both on the presentations and meetings with the PSP and departments officials, as well as on the documents uploaded on HAHE's platform, such as A2 New quality policy; and A3 New quality goalsetting.

II.   Analysis

The annual quality goals are clearly stated and regular assessment of the research achievements of the faculty members as well as those of students and graduates is recorded and goals for improvement are set and followed up.

The Programme's Coordinating Committee is responsible for the lectures' allocation in accordance with the faculty's qualifications and experience.

As far as the employability of graduates, a platform has been set up to establish contact with them to follow up their progress and assist them in securing appropriate opportunities in sectors that are related to their qualifications. Due to the relative limited number of enrolled students and the relatively low tuition fees, additional financial resources are needed to support and expand the programme, perhaps from private funds coming from cooperating firms and organizations in the form of scholarships.

III.   Conclusions

In view of the above findings and analysis, the EEAP considers this Principle as Fully compliant.

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	Χ
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Establish the planned Alumni Association.

R1.2 The institution should organize in each semester at least two training sessions to provide faculty specific guidelines on distance learning educational tools.

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 PRORAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

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

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

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

In addition, the design of PSP must consider:

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

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

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

Study Programme Compliance

I. Findings

The PSP has been designed by the relative department in cooperation and under the guidance of the Director of the programme and the Department Head in collaboration with the PSP faculty. It has been approved by the Senate.

The curriculum structure (courses, their content, ECTS's, expected learning outcomes in accordance with the EQF) have been prepared through the collaboration of all involved faculty. Additionally, the networks that exist with the labour market enable the programme officials to adjust the offered courses as required by the market in conjunction with the theory and research related to the taught courses. The EEAP determined that a detailed study guide is available giving learners an overview of the PSP and the important requirements for a successful academic experience. The PSP graduates' questionnaire is in use. It gives feedback as to how their studies have helped them secure a better employment as well as the current needs of the market. The above findings are based both on the presentations and meetings with the programme and departments officials, as well as on the documents uploaded on HAHE's platform, such as: A4 Senate decision for re-establishing the programme; A5 Study guide; and A6 Courses' outlines.

II. Analysis

Course and thesis' outlines are provided to the students through the e-Class platform and act as a guideline as to what will be covered in each course and the assessment methods as well the grading format. The programme officials additionally give the necessary importance in linking teaching to research and typically involve students into their research and/or through the students' theses they encourage them to get engaged in journals paper writing.

III. Conclusions

The programme is fully compliant with Principle 2.

Panel Judgement

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

Panel Recommendations

R2.1 Encourage more students to choose thesis topics that can lead to research output and publications.

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

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

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

The student-centred learning and teaching process

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

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

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

Study Programme Compliance

I. Findings

The students have access to PSP course guides describing course and examination formats, course content and electives. This is done through PSP related e-learning resources. The evaluation of students in all courses is weighted towards final exams that make up 70% of the grade, with the remaining 30% constitute assignments during the courses. Current students interviewed by the EAP said that the format was preferable since it provided a balance in examination formats and assessed learning broadly and more fairly. There is a systematic use of student questionnaires on course content and quality of delivery and to capture student ideas. There is also a clearly stated formal procedure in use for student appeal incidents, including successive steps to be followed. The students interviewed by the EEAP stated that the amiable approach of the faculty provided for a good learning environment and that the students could easily talk with any faculty or administrative staff, should a problem arise.

During discussion with the EEAP, current and former students expressed strong satisfaction with the approachability, support, and professional interactions with the PSP faculty, both from the department and external staff. Positive comments by the students were made to the EEAP regarding the readily available administrative staff for queries or help, including responses during late evening and weekends. There was also technical support ready to help during classes, despite those being held in the late afternoons or evenings.

II. Analysis

PSP course delivery is foremost online, a format which does impact student involvement and learning. This is managed in the PSP through an increased use of seminars, with classes divided into two groups (15 students each) to allow for greater discussions in class and improved learning opportunities. This is a way to achieve student-centred learning, as evident by the student feedback the EEAP received during its interviews.

There is close interaction between faculty and students, including external staff used in the PSP. The faculty and administration exhibit an interest and commitment to support its students, including outside regular office hours when most of the course lectures are held. This is appreciated by students as most of them have full-time jobs. The assessment format and criteria, learning outcomes and other information are found in the course materials.

Notably, the students interviewed by the EEAP were satisfied with the degree of student interaction and involvement in the PSP courses. Since most students are employed and courses are taken in the evenings, the option to have individual based assignment with an additional option to have course assignments in pairs was strongly preferred, with most opting for the former. For similar reasons, there was no stated preference among the interviewed students for writing the final project in pairs.

III.   Conclusions

The PSP provides a student-centred learning environment suitable for its students, especially given the common online course delivery. The faculty and administrative staff actively seek to enhance the learning environment and do provide the required support.

Panel Judgement

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

Panel Recommendations

R3.1 Given the online course format, ensure the student-centred learning is retained through ongoing seminars and other participative activities.

PRINCIPLE 4: STUDENT **A**DMISSION, **P**ROGRESSION, **R**ECOGNITION **O**F **P**OSTGRADUATE **S**TUDIES, **A**ND **C**ERTIFICATION.

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 PSP started in its current form and title in the academic year 2019-20. In the academic year 2022-23, 31 students were admitted in the program. There is a 3000€ tuition fee. Up to 30% of the students received a tuition waiver.

At the start of the academic year, incoming students are invited to a welcome meeting where the director of the PSP, the Chair of the department, faculty and other officials of the institution provide more information about the programme structure, courses, timetable, the facilities, and tools available in the Department and Institution and about students' rights and obligations. The PSP has adopted the "advisor" process where each student can receive academic advice from faculty members throughout her/his studies. Upon graduation, graduates receive Diplomat Supplement, containing detail information for their studies.

Students receive information regarding opportunities for internships with Erasmus+, from the Institution's Erasmus office, and from the department's faculty responsible for the Erasmus exchange program.

The PSP rules and regulations cover all aspects and procedure needed for the drafting and completion of the thesis. All essential information appears in the PSP webpage.

II.   Analysis

The students are selected through a well-designed and implemented procedure, in accordance with the government law and department rules for the PSP. This procedure is well described in the program's rules and regulations and can be found on the PSP webpage. Students find all necessary information about the structure of the programme, teaching staff, timetables, studies rules and regulations, and procedures in the internet site of the department. Students have online access to all information concerning their progress towards the degree, e.g., grades for exams, projects and courses. The department fully implements the European Credit Transfer and Accumulation System (ECTS) for its PSP program. The total programme load is 90 ECTS units, 60 for courses and 30 for the thesis. The PSP website contains a detailed description of the courses. Students can participate in the ERASMUS+ exchange programme. In recent years, however, the number of students participating in the Erasmus+ exchange programme is zero.

III.   Conclusions

The department has developed and applies excellent published rules and regulations that cover all aspects and phases of its PSP.

Panel Judgement

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

Panel Recommendations

R4.1 Consider the introduction of one-two week internships within relevant PSP courses.

R4.2 Encourage further student participation in the Erasmus+ exchange programme.

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 department faculty is quite small with nine members, with a programme reliance on external staff to provide teaching on both core and elective courses. Processes for staff assessment are transparent and available to the faculty. The workload of the teaching staff is within the defined ranges of hours per week. The overall course delivery performance adequacy of the teaching staff is followed both internally and via regular student surveys. The latter has a strong participation rate. Faculty are supported for attending scientific conferences. Those with research funding are told to use that first, before seeking programme funded support. There is an ad hoc system of faculty sabbaticals, whereby staff cover for each other and needed. But it is not systematic approach, built into the teaching planning and allocation. Faculty are evaluated on their research performance through official publication records such as on Scopus. Similarly, faculty expertise is assessed by evaluation student survey course responses, which typically are favourable.

II.   Analysis

The department tries to ensure that faculty expertise and research interests are aligned with the offered courses in the PSP. While the latter is not always achievable, the faculty remain knowledgeable and skilled in the courses they are allocated, as also evident by the current and former students the EEAP interviewed. There are projections to increase the faculty with three additional members, and six of the current faculty are in line for promotion. This suggests that the department provides career progression and faculty development, and that there will be capable and numerous staff to manage the PSP needs. The EEAP note that procedures for evaluating the staff are observed, with coordinating committee as well as supervisory bodies all in place. The quality assurance process that involved feedback from graduates and other stakeholders is also in place and well-functioning. The overall publication record of the department largely depends on the output of a few staff members. The EEAP would encourage more of the faculty to actively publish and to do so in higher tiered journals, and also ensure that such material is used in the PSP courses. The EEAP did not find much evidence of international faculty mobility, although individual research efforts were being made together with faculty in other institutions.

III.   Conclusions

The PSP applies fair and transparent processes for recruitment training and development of the teaching staff, as well as assuring a relevant and sufficient level of knowledge and skills available for the PSP courses. Note that the faculty engagement in research activities is uneven, which could be improved quality wise and include more faculty members.

Panel Judgement

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

Panel Recommendations

R5.1 All faculty should increase the number of publications in high impact academic journals.

R5.2 All faculty should increase their participation in international research conferences.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

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

Study Programme Compliance

I.   Findings

The PSP has online courses, with the physical appearance being mandatory only for course exams. PSP also offers traditional classes, but the current students do not prefer them. The current students and graduates interviewed by the EEAP expressed high appreciation for the teaching staff supportiveness. Moreover, the EEAP receive positive comments on learning resources for Data Mining courses, with graduate students noting that they found them very beneficial during their PSP and for their future careers. The PSP does not offer courses in ERP programmes; the graduate had a course on SAP, but the course does not continue today. The facilities can support the needs of PSP, with students being satisfied with administrative and IT services. Students are aware of remote access to the library and other services, noting that they are functional and easily accessible. Career affairs and Erasmus+ opportunities exist, with students being aware but unwilling to participate given that they universally already have jobs.

II.   Analysis

Facilities enable the smooth operation of PSP and provide appropriate support to its students. The courses on Data Mining are among the strong points of the PSP, receiving positive comments from current students, graduates, and stakeholders alike. However, the lack of a course on ERP is notable, given the PSP's orientation towards accounting and information systems. The EEAP noted that there are applications for courses in Excel, but there is room and ample opportunity for seminars for more advanced users on it as well. Following the graduate students remarks to the EEAP, the PSP should increase the use of learning resources and materials in English.

III.   Conclusions

Overall, learning resources and student support are substantially compliant. The notable concern is the lack of ERP courses in the PSP.

Panel Judgement

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

Panel Recommendations

R6.1 Consider developing and including a course on ERP to the PSP.

R6.2 Orientation toward information systems is a strong point of the PSP. Ensure that the teaching staff keep courses up to date.

R6.3 Consider increasing the use of learning resources and courses delivered in English.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

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

Study Programme Compliance

    I.   Findings

The department has an information system for the collection, storage, management, and analysis of data related to the PSP. This data concerns prospective students' applications, students' profile and performance, teaching staff, course structure and content. The institution's MODIP and the PSP OMEA are responsible for the collection and analysing of the data.

Several procedures exit to collect data, such as student registration, course evaluation questionnaires for each course, student performance etc. The subsequent analysis of this information by OMEA supports the QA process. In 2023, the department implemented a career survey of its graduates, although the results of this survey are not yet available.

    II.   Analysis

Through the Institution's data collection system, the department collects and analyses the relevant data to get useful information. This information is used to ensure the smooth

operation and improvement of the PSP. It does so by identifying areas of best practice and areas that need improvement.

Student performance is closely monitored from registration to graduation. Data are collected on student profile, performance, attendance, and drop-out rates. Students course evaluation questionnaires constitute one of the key inputs to the monitoring system. These are conducted anonymously online at the end of each semester across all courses. The results are analysed by course, semester, and member of teaching staff.

The information system is also used to support the PSP. Key performance indicators are set with the participation of all teaching staff, and then monitored throughout the academic year. Performance is discussed in the department's general assembly.

III.   Conclusions

The PSP has in place an appropriate system for collecting, managing, and analysing information concerning students, teaching staff, courses, and other academic activities.

Panel Judgement

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

Panel Recommendations

R7.1 Consider the collection of data from the graduates at the point of completion of their studies about their study experience of the PSP.

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 PSP has a dedicated website containing all the required information. Although the website has almost all the sections in Greek and English, some important subsections do not have English versions. The website is up-to-date and easily accessible. It has a subsection with frequently asked questions that cover the students' main concerns. A section with information about teaching staff exists, which includes key information, such as CVs, research interests, and contact details. The subsection with PSP's courses is well-organized, having separate links for each module.

II. Analysis

The PSP website has a user-friendly interface and easy access to all the essential information. However, a significant drawback is that some subsections lack English versions. Most importantly, the subsection on student mobility does not have an English version, and the contact section contains significantly less information in the English version compared to the one in Greek. Graduate testimonials will be a good addition on the first page. Also, important dates should be higher on the first page of the website to be more visible to its viewers. Subsections about the PSP structure and teaching staff are well-organized and easily accessible. The contact information is easily accessible. The website has a presentation video containing all the information; however, it does not exist in English. The website has a section informing of PSP activities for quality assurance, but this has only a Greek language version. Finally, the website lacks a subsection dedicated to international students containing information regarding assistance in finding accommodation and fulfilling procedures, such as issuing visas.

III. Conclusions

Overall, the PSP public information is partially compliant. The main concern is the lack of English versions in some sections. Some additional changes can be made to improve the users' navigation and accessibility to information even further.

Panel Judgement

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

Panel Recommendations

R8.1 Ensure that all subsections of the website are bilingual (i.e., Greek and English versions).

R8.2 Consider adding graduate testimonials on the first page of the PSP website.

PRINCIPLE 9: ON-GOING **M**ONITORING **A**ND **P**ERIODIC **I**NTERNAL **E**VALUATION **O**F **P**OSTGRADUATE **S**TUDY **P**ROGRAMMES

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**

There is an established and functioning procedure for self-assessment established and employed at the department level, encompassing internal monitoring and review processes. So continuous monitoring and periodic internal evaluation are an integral part of the PSP. There is a documented procedure for the monitoring and evaluation processes. The study programme analysis is based on data gathered from various sources, including course evaluations, the assessment of teaching methods employed, student feedback and perceptions, as well as the tracking of student progression through the PSP.

II.   Analysis

The PSP has systematic monitoring and internal evaluation in place. Students participate in these evaluations and are also strongly encouraged to do so by the course faculty. The ongoing monitoring and student feedback in place is systematically employed and actively encouraged by the department faculty and administration, which strengthens the quality assurance process. The majority of the PSP students are already employed, with experience that makes their views important for course relevance. Also, the students interviewed by the EEAP showed an active involvement in the PSP and its development, and that the faculty was seeking their views on course focus, delivery, and materials used.

III.   Conclusions

The EEAP found that the PSP is reviewed regularly in a systematic manner, and that it involves both students and other stakeholders. Course information is collected and analysed, and the PSP is adapted to ensure that it is current and relevant.

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

R9.1 Continue reviewing the course and overall study programme assessments to ensure their relevance and effectiveness.

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

This is the first external evaluation of the postgraduate programme. Consequently, there is a lack of established protocols governing changes within the PSP. Nonetheless, since its establishment in 2015-2016, the programme has undergone numerous adaptations in response to shifts in the external landscape and in consideration of student needs. Currently the PSP is in its 8th teaching cycle.

II.   Analysis

The PSP Director and Department Head are actively participating in the Institution's Quality Assurance procedures as well as the achievement of KPIs and strategic quality goals. In this respect besides the faculty, the students are getting involved and are encouraged to offer their opinions and suggestions.

III.   Conclusions

The programme is of satisfactory quality and well-positioned in Greece and internationally, offering great opportunities for its graduates. The increasing competition from other universities (both national and international) may necessitate a proactive stance to ensure the continued success of the PSP.

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

- The combination of three areas of expertise in the programme of study.
- The excellent communication of teaching staff with students as well as graduates.
- The teaching faculty positively address student requests for adjusting the assessments.

II.   Areas of Weakness

- Limited involvement in European programs.
- Limited mobility in the context of Erasmus as well as conferences' participation.
- Lack of established Alumni association.
- Limited exposure of students to English taught courses, with lectures currently mainly held in Greek.

III.   Recommendations for Follow-up Actions

- Introduce ERP and other software programs in specific courses.
- Introduce a course in Public Accounting.
- Enlarge the Advisory Board.
- Improve the English version of the PSP website.
- Encourage faculty to publish in journals with high impact factor.
- Enhance the programme's internationalization.

IV.   Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **5, 6, and 8.**

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. **Professor Michael S. Michael (Chair)**
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2. **Professor Ioannis Violaris**
   City Unity College and Visiting Professor at the Frederick, European and Neapolis Universities

3. **Reader Jannis Angelis**
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4. **Mr. Giannis Lessis**
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