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

Business Administration

Institution: University of West Attica
Date: 1 October 2022

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Business Administration** of the **University of West Attica** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Business Administration** of the **University of West Attica** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. John Tsalikis (Chair)**, Florida International University, Miami, Florida, United States of America

2. **Prof. Spyros Economides**, California State University, East Bay

3. **Prof. Andreas Efstathiades**, European University Cyprus, Nicosia, Cyprus

4. **Mr Ioannis Michiotis**, Member of the Economic Chamber of Greece, Greece

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

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) received the Department of Business Administration (the "Department") material for the Accreditation of the New Undergraduate Program in Operation on August 4, 2022. Other than being pleased that the material was sent in plenty of time in advance, upon examining the package they found it very comprehensive and extensive. The major file, B1. Proposal for Accreditation was very well organized and developed in great detail to address all of the requirements of the accreditation process.

The on-site review meetings of the Undergraduate Program commenced on Monday, September 26, 2022, they were interesting, and the Institution and Department personnel were very hospitable and accommodating. Below is the detailed timetable for the meetings that was prepared by HAHE and was followed very faithfully.

On Monday, September 26, 2022, the EEAP members had their first private meeting in order to discuss the proposal report, to allocate the tasks and go over the list of issues for the site visit. After that, they were transported to the Campus, where they met with the Vice-Rector/President of MODIP, Prof. Efstathia Papageorgiou and the Head of the Department, Prof. Apostolos Giovanis who welcomed them and briefly introduced the Department, presenting the Undergraduate Programme (history, academic profile) current status, strengths and possible areas of concern.

The meeting with OMEA & MODIP representatives followed, during which the EEAP members discussed with Prof. George Pierrakos (MODIP member), Dr. Marisa Sigala (MODIP staff), Associate Prof. Aspasia Goula (President of OMEA), Prof. Grigoris Gikas (Member of OMEA), Prof. Androniki Kavoura (Member of OMEA), Prof. Alexandros Sahinidis (Member of OMEA) and Prof. Ioannis Psaromiligkos (Member of OMEA) the degree of compliance of the Undergraduate Programme to the Standards for Quality Assurance.

Afterwards, the EEAP members met with teaching staff members: Prof. Athanasios Sryridakos, Prof. Prodromos Yannas, Associate Prof. Sofia Asonitou, Associate Prof. Dimitrios Drosos, Assistant Prof. Nikos Tsotsolas, Assistant Prof. Ioannis Rizomyliotis, Assistant Prof. Antonios Kargas, Lecturer Faidon Komisopoulos, Dr. Apostolos Manthos (Adj. Teaching Staff), Dr. Dimitra Latsou (Adj. Teaching Staff). During that meeting, they discussed professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme etc.

After the welcoming meeting by the Rector, Vice Rector and the Department Chair, the meetings with the Teaching Staff members, OMEA and MODIP members dealt with academic

personnel issues, operational issues, administrative issues, and curriculum issues, all of which were placed under the Quality Control umbrella. A prevailing topic in these discussions were the issues that the Department faced and had to deal with after its merger with two large Technical Educational Institutions (TEI) of higher learning, the TEI of Athens and the TEI of Piraeus. In retrospect, the EEAP determined that the merging process was conducted very smoothly and quite efficiently.

The second day, Tuesday, September 27, 2022, the EEAP members met with undergraduate students being in various semesters (2nd, 4th, 6th, 8th, 12th) of their studies. They inquired about their satisfaction regarding their study experience and the facilities, noted their inputs regarding Quality Assurance and heard about the priority issues concerning student life and welfare.

Then, the EEAP members visited classrooms, libraries, student restaurants, canteens, laboratories etc. on Campus, to assess whether the learning materials, equipment and facilities are adequate to support the needs of the programme. They were welcomed by Dr. Eleni Gkika (Special Laboratory & Teaching Staff), Dr. Angeliki Stamouli (Special Laboratory & Teaching Staff), Dr. Stamatis Ntanos (Special Laboratory & Teaching Staff), Mrs. Marietta Primikiriou (Special Technical Staff), Mrs. Evangelia Dolianiti (Special Technical Staff), Mrs. Marika Papamichail (Head of the Secretariat), Mrs. Vasiliki Chalikia (Member of the Secretariat) and Mrs. Chriso Boyatzi (Member of the Secretariat).

Lastly, the Panel members had a meeting with local employers and social partners, such as Mrs. Annie Karagioule, CEO OniCommunications S.A and Public Relations Executive at Loux, Mr. Konstantinos Danias, Head of Marketing at Upfield, Mr. Panos Kokkiniotis, General Manager, at Mathios Refractories S.A., Mr. Taxiarhis Kleftogiorgos, Training Department Executive at Euroclinic S.A., Mr. Ilias Mandros, Deputy Mayor of Egaleo Municipality, Mr. Charalambos Egglezos, President of the Hellenic Exchanges Shareholders Association (SED), Mr. Michael Cappello, BDR Engineer at EMPIST, Mrs. Eleni Theodoridou, Managing Director at SIBA Soft S.A. and Mr. Thomas Lazaris, Operations Manager at Innovation – Financial Advisors S.A.

The two meeting sessions with the students and the External Stakeholders proved to be interesting. The students provided information relative to their program of studies as they had to decide whether to continue with the pre-existing TEI diploma curriculum before the merger or adapt to the newly revised study program of the Department, since they are both allowed to run concurrently until all currently active former TEI students graduate. With the External Stakeholders the discussion focused on the adoption of formal ways of interaction since both sides recognize the mutual benefits, specifically the student opportunities for employment, and the External Partner interest in acquiring professional employees. The External Partner

feedback for appropriate study program modifications and enhancements to keep up with the job market developments was also mentioned as a mutual benefit in this interaction.

In the last two sessions of the day among the Panel members and the OMEA & MODIP representatives as well as the Vice-Rector/President of MODIP and the Head of the Department, the EEAP members gave feedback on their impressions about the visit and made some suggestions associated with the further enhancement of observed positive aspects of the undergraduate study program and some opinion on potentially corrective actions to remedy some perceived deficiencies.

III.   New Undergraduate Study Programme in operation Profile

In addition to the material that someone can read on the Departmental and the MODIP websites, the Chair of the Department, Professor Apostolos Giovanis, gave a presentation on the New Undergraduate Program, and overviewed the various activities, accomplishments, goals, and aspirations of the Department.

He mentioned that the Department, and especially its Undergraduate Program, are considered new on account of absorbing students, personnel, and resources of the Business Departments of two other large higher educational institutions, the TEI of Athens and the TEI of Piraeus.

The Department is a part of the campus in "Ancient Eleonas", an ancient olive grove where the philosopher Aristotle used to take his renowned strolls along with his students, in the Athens suburb of Egaleo. The Department has retained and runs in parallel the pre-existing corresponding study programs of the two TEI, along with its own revised study program.

After the merger, the Department started its operation during the academic year 2018-2019 (Law 4521/2018 Establishment Gazette 38/02.03.2021, and is part of the School of Business, Economy, and Social Science. It had 3.100 undergraduates in the year 2020-2021 enrolled in its four undergraduate specialty academic tracks of Business Administration, Marketing and Communications, Information Systems & Decision Making, and Administration of Health and Welfare systems. The New 4-year Undergraduate Program follows all common rules and regulations that apply to other similar Greek institutions of learning and has substantial compatibility. The graduates have excellent employment opportunities because of the close interaction of the Departmental personnel and the local job market, aided by the extensive involvement of student practical training opportunities, especially in the local business community.

The Department has 38 Faculty members, 9 Laboratory and Instruction personnel (Ε.ΔΙ.Π), 2 Special Technical Laboratory personnel (Ε.Τ.Ε.Π) and 5 Administrative personnel.

The Department also has 6 Postgraduate degree programs, which are Business Administration, Public Administration and Management, Administration of Educational Units, Administration and Management of Health and Welfare Systems, Administration and Management of Ports, and Educational Technology & Development of Human Resources, in which approximately 1.000 students are enrolled. There is also a small but growing pool of Doctorate candidates.

The Department has adequate administrative and instructional facilities on its large and pleasant campus which include 6 well equipped research laboratories.

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

a. The academic profile and the mission of the academic unit

Findings:

The Department of Business Administration belongs to the School of Management, Economics and Social Studies of the University of Western Attica. It started its operation during the academic year 2018-2019 (Law 4521/2018 Establishment Gazette 38/02.03.2021, section A).

The vision of the department is its development and consolidation as a public institution that offers high-level educational and research work, meeting the needs of the Greek economy and society.

The scientific field of the department, based on UNESCO's international categorization of scientific fields in education (ISCED 2013), is structured as follows: Broad field: 04 Business, Administration and Law, Narrow field: 041 Business Administration, Detailed field: 0411 Accounting and Taxation, 0412 Finance, Banking and Insurance, 0413 Management and Administration, 0414 Marketing and Advertising.

The mission of the department as described in the documentation forwarded to EEAP is: (a) the provision of quality management education and develop managers for the staffing of all types of organizations in the private and public sector (b) promoting research and business practice and (c) contributing to the environmental sustainability and improvement of the society. The Department achieves its objectives by investing in (a) The development of modern teaching methods, adapted to the students' needs (b) the promotion of related research activities, (c) the interface with the labour market and the research community to achieve goals of common interest and (d) the continuous improvement of its infrastructure.

Analysis

The documentation forwarded to us provides detailed description of the mission and vision of the department and clear ways towards the process for fulfilling the objectives cascaded from the mission and vision statements.

Conclusion

Very well-articulated mission and vision providing clear description of the Department academic profile.

b. The strategy of the Institution for its academic development

Findings:

The Department's academic strategy for the next 4 years is presented in the detailed documentation submitted. This strategy results from the identification of the factors that influence studies and research in the scientific field, the investigation of the parameters that influence the external environment of the Department and the University, as well as the internal capabilities.

A SWOT Analysis has been carried out, through which strengths and weaknesses, opportunities and threats emerge. From this analysis, the reasons for choosing the axes of the strategic development and operation of the institution have been identified.

The Strategic Plan of the University of West Attica (2019-2023), defines, describes and analyses the Mission, Vision and Strategic Priorities / Directions of the Institution. Defines and specifies, within the framework of the strategic directions, the strategic goals and develops Key Performance Indicators (KPIs), the measurement and monitoring of which can lead to the achievement of these strategic goals.

The University's Academic Administration through regular meetings and by making use of the data obtained through the feedback from the Academic units proceeds with the continuous upgrading and improvement of the Quality Assurance System.

Analysis:

There is evidence of the process that is being followed to conduct the strategic analysis of the institution. However, as the operation of the institution is at its very early stages, the evidence of its effectiveness is relatively scarce. The Department does follow all the relevant processes as directed by MODIP, which are consistent with both the overall legal framework and general good practice.

Conclusion:

The Department has been making excellent progress and it is broadly compliant with this principle. It has a good strategy in place and KPIs which measure progress towards delivering this strategy.

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

The EEAP obtained information for the feasibility of the operation of the Department and its Program of Studies from:

- The OMEA presentation
- Document B1. Proposal for Accreditation
- Document B4. Departmental Feasibility and Sustainability Study
- Document B3. Departmental Four-Year Business Plan

Findings

In terms of operation, the Department has the necessary facilities to ensure an appropriate teaching and learning environment for the Program of Studies. There are 2 buildings in which there are the offices of the teaching and supportive staff, a shared auditorium, 10 classrooms, 6 laboratories fully equipped, the Department also hosts one institutionalized Research Laboratory connected to the learning areas of Management-Marketing Science. There is adequacy of academic and administrative personnel.

Analysis

The redesigned Program of Studies has a strategy and goals compatible with the institutional ones and value-added aspects for the institution. It is structurally similar to other departments in existence, and most importantly, would prove to be a change in a positive direction rather than a liability for the institution. The high activity in all economic and productive sectors offers great potential for growth to a department that combines business and technology and potentially can supply a high percentage of graduates with this skill to the job and capital market. Finally, the Department has established four specializations in its area of concentration which are intended to fulfil the professional needs of the market area.

Conclusion

The successful operation of the Program of Studies thus far, has demonstrated its feasibility, and the strategic plan of the Department suggests continuous development into the future.

d. The document of the sustainability of the new department

Findings

The issues of feasibility and sustainability of the Department and its Program of Studies are combined in document B4, Departmental Feasibility and Sustainability Study, supplemented by other documents mentioned in part 1 (c), the facilities and technological infrastructure.

In terms of the program of Studies design, in all documents there was an indication that an investigation of developments in innovation and digital technologies market, with higher education in general was conducted to assess these two attributes relative to the potential of departmental success. The SWOT analysis presented was well organized and the results were properly interpreted. An assessment was made also of the knowledge and skill areas that should be pursued, including but not limited to: Data Science for Decision Making, Digital Economy, e-Business, Circular Sustainable Economy, Models of Artificial Intelligence in Business.

Analysis

The Undergraduate Study Program seems ambitious and potentially promising to enjoy success and sustainability. The Four-Year business plan submitted deals with the evaluation of all parameters and operational aspects affecting and affected by the Department, internally and externally, and their impact on the aspects of Feasibility and Sustainability of the Department and its Program of Studies.

Conclusion

The Undergraduate Program of Studies, as planned, has demonstrated its feasibility. The EEAP encourages further developments such as the enhancement and expansion of its graduate programs, its outreach and cooperation with business and financial community (ECONOMIC CHAMBER OF GREECE, ATHENS CHAMBER OF COMMERCE AND INDUSTRY, SEV, etc.), and its strengthening of research activities. Relations with other familiar departments, with more international exposure, will also ensure its sustainability.

e. The structure of studies

Findings/Analysis:

Studies are organized in semesters and are aligned with the European Credit Transfer System (ECTS). The courses students have to select in order to successfully complete their studies are 46 (or 48 depending on the specialization they choose) in total and 240 ECTS points are divided among those courses. The study programme's duration is 4 years (8 semesters). The courses are organized into semesters in order to gain basic knowledge during semesters 1-4 and specialization during semesters 5-8. More specifically, in the 5th semester, students have to choose one out of four specializations. Students have to attend 5-6 courses per semester. The categories to which the courses belong are Economics, Management, Marketing, Law, IT, Accounting, Finance etc.

As far as the learning processes are concerned, every course is analytically described in the Study Guide, which provides clear information about the structure and the learning outcomes. Clear expectations are set on the courses and clarifications regarding the course assessment methods are given in the beginning of each semester.

The external stakeholders seem to be very satisfied with the level of the students and graduates, their knowledge and skills.

Conclusions:

The EEAP came to the conclusion that the structure of studies is well organized and sufficient knowledge is provided to ensure the recognition of the professional qualifications of the students' diploma.

f. The number of admitted students

Findings/Analysis:

The average number of admitted students per year is 400 and if student transfers are taken into account, the total number is just under 500 students per year. However, the Department desires to reduce this number to 250 per year. This is a common goal for Greek Universities, although they cannot really influence this decision, which is made by the Ministry of Education.

Conclusion:

The number of admitted students is in line with the standards that apply in every Greek University as far as the excessive number of students is concerned in comparison with the available academic and infrastructure resources.

g. Postgraduate studies and research

Findings/Analysis:

The Department has six Postgraduate Programs:

1. Business Administration,

2. Public Administration and Management,

3. Administration of Educational Units,

4. Administration and Management of Health and Welfare Systems,

5. Administration and Management of Ports, and

6. Educational Technology & Development of Human Resources, in which approximately 1.000 students are enrolled.

There is also a continuous growing pool of Doctorate candidates.

There was a mention of the support provided by the existence of six laboratories for these programs regarding research activities, publications, grands or other sources of funding. In addition, in the meeting with external business and social partners some cooperative projects were mentioned, such as the one with "ella-dika mas".

Conclusion:

Beyond the information provided for the six existing postgraduate degree programs, the EEAP received information regarding research activity and strategy. The EEAP recognizes the aspiration displayed by the Department to put in place graduate work and activity which

will benefit the local and national community and fulfil the expectations of the external business and social partners.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	**X**
Substantially compliant	
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	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

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

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

Panel Recommendations

None.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

Findings:

The Institution implements a Quality Assurance Policy (QAP) which is aligned with the principles provided by HAHE. The Institution has in place an accredited Internal Quality Assurance System, and formulates and applies a Quality Assurance Policy, which is part of its strategy, specializes in the operation of the new academic units and the new study programs. The QAP is accompanied by annual quality assurance goals and KPIs for the continuous development and improvement of the academic units and the study programmes. The QAP of the department maps very well on the policy of the University. It focuses on 4 main pillars: (a) Supporting the academic character (b) Improving the study

program (c) Improving the research activity and (d) Effective organization of its services. These pillars are associated with processes that are designed to ensure a commitment to satisfy the requirements of the University's QAP as well as to ensure the continuous improvement of the department and the programme. The QAP is communicated to the faculty members and the teaching staff. The Processes for engaging students and external stakeholders are not fully formalized. In this direction, the Department has set up an Advisory Board, but this is not fully embedded in the process. It is at the very early stages of its operation and no decision is taken. Currently goals are set at the University, departmental and programme levels. The goals are SMART with a clear definition of actions, responsibilities and timelines. These goals are measured with suitable KPIs. The faculty members are aware of the departmental KPIs and are fully committed towards their achievement. While the process for monitoring the goals exists, due to the short time frame between the establishment of the Department and the programme and the EEAP's visit, records for only 1 year of operation are in place.

Analysis:

The department aspires to create a holistic total quality management process for the programme, and it is currently working towards developing additional processes and tools for data collection, management and analysis. The EEAP is convinced that, given the enthusiasm of the faculty members, it operates a robust quality system ensuring the continuous development of the department and fulfilment of its strategic goals.

Conclusions:

The department is young and dynamic with great potential for providing quality services and satisfying market needs.

Panel Judgement

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

Panel Recommendations

R2.1 The Department should find ways to increase student involvement in the quality assurance process.

R2.2 The Department has already developed an Advisory Board. There is a need to integrate the Advisory Board into the quality assurance processes.

R2.3 Progressively establish an alumni network, given that the Department has already its first graduates.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

<u>Findings:</u>

The Department of Business Administration offers a 4-year Undergraduate Study Program, which provides its graduates with the opportunity to acquire specialized scientific knowledge, skills, and abilities, and at the same time, develop modern business approach that is required by the labour market.

The Department, utilizing both the Greek and international experience of the respective departments, as well as the real needs of the labour market, offers a Study Program that covers a wide range of courses in Business Administration. The Department's Undergraduate Studies Program has been prepared based on the guidelines of the Quality Assurance and Certification Authority in Higher Education (ETHEA) and the European Credit Transfer and Accumulation System (ECTS).

To obtain the degree, students are required to succeed in a total of 46 courses with a workload of 240 ECTS. The Department provides its students with a large number of core and elective courses while the studies are organized in 2 x 2-year study cycles. During the first 2 years of study, the program is common to all students and covers all subjects of Business Administration. In the 2nd cycle, students are invited to choose their specialization from the following 4 directions: (a) Management, (b) Marketing, (C) Management Information Systems and Decision Making, and (d) Management of Health and Welfare Units.

The programme has well defined objectives, is comprehensive and focused, with a sensible balance of fundamental and applied learning outcomes. The overall structure and content of the programme is similar to other established programs in Greece and internationally. There is a reasonable balance of core and elective courses, with appropriate depth and coverage of current and emerging themes.

The Student Guide provides complete and concise information on the programme structure, curriculum and course content. The curriculum is well designed and compatible with universally accepted standards in the area. The design of the curriculum has been developed considering the University strategy and is adapted to meet the needs of the Greek Industry/ Economy. All course syllabi and the undergraduate course catalogue are rigorous and provide clear information on course structure and learning outcomes. The teaching staff set clear expectations on the courses and clarify the course assessment methods at the beginning of each academic term. The programme gives the opportunity to students to come in close contact with the industry by undertaking the practical training module. The practical training is an elective course totalling 10 ECTS.

For its continuous improvement, the programme benefits from informal feedback received from external stakeholders as well as from linking and integrating academic staff research activities in the curriculum. One important source of feedback for monitoring and improving quality is students' questionnaires. Another important source of feedback for monitoring

and improving quality comes from external stakeholders through a survey, collecting information through questionnaires and informal meetings.

The programme is compliant with the ECTS system. The students have opportunities to take courses abroad, thanks to the ERASMUS+ programme and other bilateral agreements between the Department and Universities abroad. Participation in Erasmus by students or teaching staff remains small, which is understandable for a newly created department and in the current circumstances of Covid-19. There are, also, opportunities for incoming Erasmus students.

During its discussions with students, the EEAP realized that the students were very satisfied by the overall atmosphere in the department and the help and guidance they receive from the faculty members. Student interviews indicated a strong interest in closer interaction with industry and further opportunities to prepare themselves for the labour market.

Analysis:

The main areas of focus for future improvement should be the involvement of students in the Quality Assurance process and the formalization of feedback process with external stakeholders and alumni. At the moment, the employers and local stakeholders' feedback process is rather ad-hoc, based on personal contacts. The Department has already established an Advisory Board but is not yet incorporated in the Quality Assurance procedures of the department.

Although there is a limited number of graduates, the Department should aim to establish a departmental alumni network. Establishing such a network would help students link to professional networks nationally and internationally and enhance the overall visibility and reputation of the Department. It will also enable the Department to collect data on the employability of their graduates and their career progression.

Conclusions:

The review, development and implementation of programme changes follows a clear process. The programme has clear and well-articulated goals that reflect modern discipline needs. This is complemented by some formal and informal feedback from students and external stakeholders. The programme is fully compliant with Principle 3, but future efforts should focus on improving the students' involvement in the Quality Assurance process and formalizing the feedback process with external stakeholders and alumni.

Panel Judgement

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

Panel Recommendations

R3.1 The Department should find ways to increase student involvement in the Quality Assurance process.

R3.2 The Department has already developed an Advisory Board. There is a need to integrate the Advisory Board on the Quality Assurance processes.

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

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

In the implementation of student-centered learning and teaching, the academic unit:

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

Relevant documentation

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

Study Programme Compliance

Findings:

The following documents were considered for the findings related to this principle:

- Documents B16_A, B16_B, B16_Γ - Questionnaires for assessment by the students
- Documents B17 - Regulation for dealing with students' complaints and appeals
- Document B18_A, B18_B - Regulation for the function of the Academic Advisor for Students and Students with special needs
- Document B20_1, Article 18 & 19 - Reference to the planned teaching modes and assessment methods

Analysis:

The approach is student-centered as there is a wide variety of pedagogical methods and different modes of delivery. Apart from the traditional lectures and the lab exercises, the Department forms "discussion groups" in order for students to improve their weaknesses and engage in the content of the lectures step by step with the guidance of their professors. What is more, during the semester, students have the opportunity to interact with experienced professionals from the job market, participate in activities based on original

challenges that their guests have faced in their career and gain useful information about the employment path they may be interested to follow after their studies. There are also flexible learning paths through project-based learning, case studies analysis, participating in individual and team projects, video projections and analysis and faculty research. An admirable initiative of the Department is that the students get to visit some companies and organizations and connect their academic knowledge with professional reality.

All of the above confirm that the students are seen as active partners in the learning process. Students are encouraged to have an active role during classes and participate in the seminars that the Department conducts.

The assessment criteria for student performance are published in advance in the course outline of each course, on the e-class platform and are also announced during the 1st lecture of the term and throughout the semester as well. Apart from the final exams, the teaching staff usually chooses to delegate projects to students that shape their final grade from 20% up to 50% depending on the course. In a few cases, the project determines exclusively the final grade of the students. Mid-term tests are not used as an assessment method.

The student satisfaction surveys are conducted during each semester, in an electronic way. The Department has developed an application through which students can submit their answers to the assessment questionnaire using their mobile phones. It must be highlighted that there is a distinct questionnaire for students with special needs! Additionally, through the Academic Advisor, each student can give feedback and share any thoughts, comments, and ideas for improvement. The submission of the Complaints Form may also serve the goal of commenting on the effectiveness of teaching.

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

Conclusions:

In general, the EEAP believes that the new undergraduate programme is delivered in a way that encourages students to take an active role in the learning process, as the environment promotes mutual respect.

There is a formal procedure for student feedback and appeals in place, as students have a variety of channels to provide feedback and many opportunities to engage with the faculty.

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 Encourage student participation in conferences and competitions

R4.2 Promote feedback culture and encourage constructive criticism so that the students are more likely to participate in any opportunity of assessment and offer their ideas for improvement by organizing theme conferences or by directly asking students to share their comments with the faculty

R4.3 Faculty should consider the option to use midterm exams as an assessment method

R4.4 Include questions regarding the strengths and weaknesses of the faculty in the student evaluation questionnaires

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

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

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*

- ✓ *student rights and obligations, and monitoring of student progression*

- ✓ *internship issues, granting of scholarships*

- ✓ *the procedures and terms for writing the thesis (diploma or degree)*

- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

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

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

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

Relevant documentation

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

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

Study Programme Compliance

Findings:

The materials that were taken into consideration were:

- ● Document B11 - Student Guide
- ● Document B19 - Internal regulation for the operation of the new study programme
- ● Document B20_1 - Regulation of Studies

- Document B20_2 - Practical Training Guide
- Document B20_3 - Mobility Regulation
- Document B20_4 - Thesis Guide
- Document B20_5 - Regulation of Exams
- Document B20_6 - Regulation for the Entry Exams
- Documents B21(Α-Θ) - Diploma Supplement
- Document B22 - Certificate from the President of the academic unit for the diploma supplement

Analysis:

Students are informed about the structure of the programme of studies as they have access to the Student Guide in advance. Therefore, before going to the campus, students can gain much information as the Student Guide is always available on the website. It explains everything about the university life, processes, courses, teaching, and supportive staff clearly and in detail. Additionally, an informative event takes place annually to welcome the incoming students, so that they have a smooth transition. During this ceremony, which usually takes place in the first weeks of the semester, students are provided with details concerning the undergraduate programme, the services offered by the Department and the clubs and societies of the University, as well as the processes followed for certain matters, their responsibilities etc.

The students' progression is monitored through the electronic platform of the Department's Administrative Staff. Through this platform the students have access to the courses they have succeeded in, their grades and generally their progression.

There is an ERASMUS+ office on the campus that centrally manages the applications for studying abroad and a responsible professor in the Department who monitors the process and supports the outgoing students. However, students' mobility could be more encouraged, given the numerous (more than 100) contracts the University has signed with foreign institutions. According to the data given to the EEAP, in the last 5 years only 14 students per year took advantage of the mobility opportunities they have and went abroad (nevertheless, 55 students per year chose to come to the Department). Apart from Covid-19 that well explains the small number, students claimed that the money given from the EU is not enough to support a semester of living abroad.

The European Credit Transfer and Accumulation System (ECTS) is well applied across the curriculum and therefore the full academic acknowledgement of the courses that students were successfully examined in a foreign university is assured, provided that the matching of the courses covers the same aspects of each course. 240 ECTS points are required in total for the successful completion of the studies and 30 ECTS per semester of mobility need to be collected.

The Department issues a Diploma supplement to each student upon graduation in Greek and in English.

A student is able to conduct a thesis in the 8th semester. The Thesis is optional, and it is equivalent to 2 elective courses. It provides students with 10 ECTS points on its completion. Its formal duration is 1 semester, but in exceptional cases, it can vary from 2 to 3 (maximum)

semesters. The Department has defined a set of quality requirements for the implementation of the Thesis, the Thesis Guide, which is on the website offering all necessary details.

Practical training is, also, an option for students who want to gain some "hands-on" experience. Students who select this course in the 8th semester are accredited with 10 ECTS points as well. Its duration is 2 months in total (sometime from July to September of each year). A significant network seems to have been developed to support the practical training, as businessmen of the local market have already come together to offer students professional opportunities and support.

Conclusions:

Based on the documents submitted and examined, the EEAP concludes that there is a very clear progression path, described in detail in the Student Guide. The Department has the processes of Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes well defined and documented. All additional services are also governed by specific procedures that are well documented. There is room for improvement, especially regarding mobility.

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 Establish an informative event on mobility and Erasmus+ opportunities, explaining in detail the whole process, timeline, requirements, benefits etc.

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

R5.3 Engage the Advisory Board in organizing seminars and events for promoting job opportunities and seek openings for practical training.

R5.4 Sign Memorandum of Understandings (MoU) with external stakeholders in order to ensure the existence of practical training opportunities, engagement in projects as part of the Thesis, research initiatives etc.

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

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

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

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

Relevant documentation

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

Study Programme Compliance

To evaluate this Principle on the basis of both the instructional and research competence and high quality of the faculty, in addition to the discussions with the various groups, the EEAP examined the following documents and information at its disposal:

- Document B1 - Proposal for Accreditation
- The Departmental Presentation on the Compliance to the Accreditation Principles
- Document B4 - Σκοπιμότητα and Sustainability of the Department
- Document B5 - Four Year Business Plan of the Department
- Document B16 - Student Evaluation Questionnaires
- Document B23 - Statistical Assessment and Evaluation of the Faculty Research
- https://modip.uniwa.gr/en/ereynitiko-ergo/ee2019/

Findings:

In the sources named above, the Department provided adequate information in a thorough and well-organized way regarding the competence, the level of knowledge, skills and, in general, the quality of the teaching staff. The Department follows the rules and procedures, as dictated by the Ministry of Education, and maximizes its transparent recruiting efforts in an existing competitive market to seek the highest possible quality of prospective Faculty personnel. In addition, evidence has been provided that the Department has set adequate training and reasonable criteria to support further development and career success of its faculty personnel.

Analysis:

Regarding the competence and knowledge skills of the teaching personnel and the associated Departmental policy to assess and evaluate the instructional performance and practices and provide adequate means and systems for interaction between students and instructors, the Department has an excellent process of student evaluation for instructors accompanied by digital tools for gathering data, statistically analysing and interpreting the results, and implementing follow up corrective actions all supported by the institutional MODIP digital information system https://modip.uniwa.gr/statistika/sygkentrotika-statistika-apotelesmata-ana-tmima-ak-etoys -2020-2021/tmima-dioikisis-epicheiriseon-cheim/.

Regarding the research activity and accomplishments of the teaching personnel, the Department has articulated a strategic plan framework involving several knowledge areas of concentration and associated research laboratories. The research activity areas encompass scholarly publications, five cooperative funded research contracts currently, Faculty mobility program supported by ERASMUS funds and participation in professional conferences.

Plenty of information has been provided regarding Faculty publications in terms of professional journals, professional conference participation and contributions, many citations, and consulting with the industry, all presented in an organized and statistically interpreted way. Research publications activity is shown in the created Departmental page of Google Scholar as well as in other reference databases such as Scopus.

https://scholar.google.gr/citations?user=f3E1tk0AAAAJ&hl=en&authuser=1

Several publications have appeared in respected professional journals such as Operational Research.

Conclusions:

The EEAP commends the Department for its quality of instructional activities and curriculum as reflected by its recently revised Undergraduate Program after the institutional merger. This is evidenced by the student satisfaction and that of the external partners in the business community.

The EEAP also recognizes the diversity of research related activities and the progress toward intensifying and expanding these activities based on the annual percent increase for each type of research activity recorded from 2018, the first year of operation of the Department,

to 2022. The EEAP also notices, however, that although the research work of the Department in terms of quantity is commendable, it needs upgrading in terms of quality, with the goal to increase publication activity in an adopted list of higher ranked journals acceptable by the faculty, in each knowledge field, within the Department.

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 Upgrade the quality of research publications across the Department by developing a list of higher ranked or refereed journals related to the specific fields of knowledge, acceptable by the faculty, to submit for publication. Set minimum, flexible Departmental standards and/or expectations associated with this requirement and utilize them for the evaluation process of faculty research performance and advancement as well.

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

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

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

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

Study Programme Compliance

Document B1. Proposal for Accreditation discusses in detail the numerous facilities, services and support structures for the students. These were also discussed during the EEAP and the student and Teaching staff meetings. A tour of the facilities was conducted so that the EEAP could observe some of the facilities.

Findings/Analysis:

The Department has the necessary facilities to ensure an appropriate teaching and learning environment for the new undergraduate programme. Everything is accessible to people with special needs, as the campus has elevators and ramps. There are 2 main buildings, where the 18 in total offices of the Faculty and Administrative Staff are, 1 shared auditorium of 124 seats, 3 big classrooms of 197, 174, 124, 6 classrooms of 54 seats each, 1 classroom of 70 seats and 4 laboratories fully equipped (capacity of 50, 35, 20, 10 students each). In

every room there are projectors and tv screens as well as microphones for the faculty to be well heard by the students. There is also a library with 3 floors, where the very polite Staff is available to offer their help. On the 1st floor, there are computers with access to academic papers, websites, magazines, research, bibliography, journal subscriptions and databases through VPN (single sign-on) etc. On the 2nd floor, there is a room for students who want to listen to music or watch a movie from the collection of the library. On the 3rd floor, there are about 320 seats for students and Staff who want a quiet place to study, work on their projects and read the available books. On the same floor, there is an HP incubator for Augmented Reality, which is still under construction, but seems very modern and high-tech. The library is equipped with an auto machine for returning books. On the campus, there is also a conference centre, which is also available for Departmental activities. Moreover, there is a restaurant, and, in each building, there is a canteen selling snacks and beverages at rational prices. Moreover, there is an infirmary. There are only a few student dormitories.

There is an adequate range of support services available to the university students. Primarily, all students have access to the webmail, e-class platform, free wi-fi connection via Eduroam etc. Additionally, they can benefit from the services centrally provided by the main campus of the University of West Attica, such as the Student Advisor, the Student Advocate, the Health services etc. Also, students can use the Sports Facilities and interact with the various social Activity Groups, information about which is available on the website.

There is Administrative Staff to ensure the smooth operation of the student support services and, thus, the students are sufficiently informed about the offered services and the processes that need to be followed.

Conclusions:

Overall, there is a rational distribution of the existing facilities and students are informed about the availability of services through the website and directly by the staff. The only point for future improvement is the ratio between the capacity of the classrooms and the official number of students. The number seems to be inadequate for an active student population that exceeds 450.

Panel Judgement

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

Panel Recommendations

R7.1 Create a Career Office in addition to the Academic Advisor's responsibilities, so that students can refer to job opportunities, professional advice, counselling, etc.

R7.2 Prioritize the development of dormitories for students.

R7.3 Organize an annual job fair and recruitment day, invite business representatives to interact with graduating and latter semester students.

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

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

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

Relevant documentation

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

Study Programme Compliance

<u>Findings/Analysis</u>

The Department processes data of interest gathered on an on-going basis to serve its operational needs through the university's information system. Large sets of data, such as student questionnaires, student completion of studies, student employability, student progress monitoring and many other data categories.

Student evaluations of individual courses are conducted at the end of every semester. The evaluation includes information related to the Programme of Studies, learning outcomes, workload and Faculty member performance, teaching material and resources, and other information related to the Undergraduate Program goals. The evaluation results and student remarks are examined by the OMEA and MODIP, summarized well and submitted to the Department chair who examines the results and, if needed, may raise individual issues with the teaching staff and take corrective action.

In general, data collection, processing, analysis, and interpretation of information is well established and functioning. Associated KPI's are updated, but it is not very evident how the QA improvement cycle and the follow up implementation of results and feedback are completed. This is perhaps due to the early stages in the operation of the newly formed Department, and the internal review process has been applied only once so far.

Conclusion

The EAAP observed that the Department has in place an adequate data collection mechanism and suitable information processing capability to generate a variety of reports to statistically analyse, assess, interpret and monitor the results as needed to implement its functions and policies in accordance with the requirements of the Quality Assurance framework.

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 Initiate a data collection process for tracking the careers of alumni. Establish an alumni information database of graduates. Seek and use alumni feedback to modify and enhance the Undergraduate Program of studies as it may seem appropriate.

Principle 9: Public Information Concerning the New Undergraduate Programmes

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

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

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

Study Programme Compliance

Findings/Analysis:

It appears that the Department has expended considerable effort in designing its website and incorporating extensive, useful information including its mission, comprehensive Undergraduate Program detail, academic personnel profiles and functions, student services and research activity.

The OMEA and the Secretariat of the Department are tasked with controlling the content of the website three times a year, ahead of each semester and the examination periods. The website is also available in English in all sub links. The Department's website could serve a dual role as an information tool, available to students, and as an access portal to applications such as e-Secretariat and e-Class. The web application of the electronic secretariat allows students to search for information about courses which are offered in the curriculum, instructor assignment to classes, a variety of course related issues, access grades for courses in which they have been enrolled, receive a confirmation of studies instantly in electronic format, and obtain a variety of other documents related to their academic endeavours. It also serves as a tool for electronic registration for courses each semester. The access to this application is simple, by using the student username and password, ensuring its confidentiality.

Conclusion

The EEAP thinks that the website is user-friendly, well-designed, very informative and well-maintained.

Panel Judgement

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

Panel Recommendations

None.

Principle 10: Periodic Internal Review of the New Study Programmes

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

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

Relevant documentation

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

Study Programme Compliance

Findings:

The UG programme is a new programme in the 4th year of its operation and, as a result, there is little evidence of its ongoing evaluation. The program has undergone one internal evaluation during the last year. It is noted that the MODIP processes for the regular evaluation are in place, so we expect that as the programme matures, regular evaluations will be undertaken.

Consultations for the development of the programme were conducted relatively informally. In this direction, information was collected by distributing questionnaires and interviewing a sample of external stakeholders who participate in the Practical training activities of the University. The content of the programme was developed by connecting and integrating the research interests and activities of academic staff as well.

One important source of feedback for monitoring and reviewing the programme content is students' questionnaires. The department is taking regular information from the students via the questionnaires that are distributed at the end of each course. The questionnaire addresses issues related to students' workload, progression, and completion; effectiveness of the assessment procedures, their expectations, needs and satisfaction with the programme and the learning environment. The students we met did not raise any concerns in relation to the fairness of the programme procedures of examinations, structure, and content. Another important source of feedback for programme revision comes from external stakeholders. However, this feedback process is rather ad-hoc, based on personal contacts among Faculty members and external stakeholders. The external stakeholders we met expressed their satisfaction with their cooperation with the University.

The Department has developed formal procedures for the regular monitoring, review, and revision of the study programme but the whole process is not yet fully embedded and, as a result, it is early to judge its effectiveness. The Department has already established an Advisory Board for monitoring external stakeholders' needs that should be considered in the programme revision process. The Advisory Board is at its early stages and there is no evidence of its operation and contribution to the programme development and revision process yet.

Analysis:

The programme is in the 4th year of its operation and there is a limited number of graduates this year. The programme has undertaken an internal assessment and evaluation and minor updates and adjustments to the content and the curriculum have been done. The process of redesigning the programme curriculum would need the collection of factual information from external stakeholders and the industrial partners after programme graduates have been employed. This means that at the time of this accreditation this full cycle has not yet been completed.
During the last review of the programme the following recommendations are approved by the Department council: (a) Reinforcement of courses with hands-on exercises (b) Create course chains and (c) Minor adjustments to the course structure.

Conclusions:

The Department has been implementing the relevant review processes as guided by MODIP, and there is evidence that it has been adopting it in the process of self-evaluation. However, the programme is at its early stages and EEAP expects that as the programme matures, the full programme evaluation process shall be implemented.

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 For the annual internal reviews follow the process and produce the accompanying documentation as described in the University Quality Manual.

R10.2 Consider putting in operation the newly established Advisory Board.

R10.3 Establish a departmental Alumni Association.

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

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

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

Relevant documentation

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

Study Programme Compliance

The following sources of information were examined to determine the compliance of this Principle 11:

- Document B1 - Departmental Proposal for Accreditation
- Departmental presentation on the compliance with Principles 1-12
- HAHE Presentation-Orientation PowerPoint file

Findings:

In the case of a New Undergraduate Program in operation, the Accreditation process is in essence a hybrid procedure encompassing the External Evaluation process which has not previously been conducted. The New Business Administration Department at the University of West Attica is in effect the pre-existing Department into which the corresponding departments of the Technical Educational Institutes (TEI) of Athens and Piraeus were merged, each one of which had undergone an External Evaluation process as a self-standing entity. However, it would not be meaningful or possible to apply and implement those separate recommendations to the resulting Department after the merger. As a result, to assess the compliance of the New Undergraduate Program in Operation with Principle 11, the EEAP examined the three sources named above.

Analysis:

Typically, for an existing academic department, the Accreditation process follows an External Evaluation process, and this Principle seeks to ensure that the External Evaluation Committee findings and recommendations have been implemented or at least some of them are close to the phase of Completion. The results are presented in a Progress Report (Έκθεση Προόδου) to be verified during the Accreditation process.

Toward this end, the first source B1. Proposal for Accreditation document, simply repeated the description of the steps to be followed to ensure compliance with this Principle, as required in the IQAS document dictated by HAHE. The second source, the Departmental Presentation regarding Principle 11, is a discussion about the compliance of six individual recommendations that in all probability were taken from a previous External Evaluation of one or both TEI's that have been merged with this Department. The third source, HAHE Orientation Presentation, simply referred to the need for a Progress Report (Έκθεση Προόδου).

Conclusions:

The EEAP recognizes that effort has been expended to respond to this Principle but the discussion in the Proposal for Accreditation document was simply a repetition of the IQAS requirements regarding Principle 11. So, the EEAP feels that these discussions did not provide any relevant or detailed information regarding this Principle, in the suggested format of a Progress Report (Έκθεση Προόδου). This is coupled with the recommendations of unknown origin discussed in the presentation. Nevertheless, it must be mentioned that the EEAP recognizes that all these deficiencies are not the fault of the Department but rather are due to the hybrid nature of this Accreditation process the timing of which is such that the information gathered is over a limited two-year span only after the institutional merger that created the Department.

Panel Judgement

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

Panel Recommendations

R11.1 Document B1 Proposal for Accreditation, verbally describes the three stages involved to prepare and submit a Progress Report (Έκθεση Προόδου) as required with the results and evaluation of this Principle. The EEAP recommends the adoption of the typically accepted format of a Progress Report (Έκθεση Προόδου) in a tabular form. The following two tables are suggested, where each column includes the information as suggested below:

Table 1. Action Plan

Recommendation
Anticipated Results
Actions
Responsibilities
Completion Horizon
Required Resources

Table 2. Tracking of Results

Recommendation
Results Achieved
Percent Completion
Actions Taken

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

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

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

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

Relevant documentation

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

Study Programme Compliance

Findings:

In this Principle, of interest to the EEAP is to verify that the process of merging two TEI Undergraduate Programs in Business Administration into the pre-existing Business Administration Undergraduate Program of the University of West Attica, has been accomplished in a relatively seamless way. To assess this process, the EEAP had at its disposal the following documents that were included in the Departmental document B1. Proposal for Accreditation:

- Documents B28_1, B28_2 Study Regulations (of the 2 TEI's, Athens and Piraeus, all options)
- Documents B29_A to B29Δ Diplomas (of the 2 TEI's, Athens and Piraeus, all options)
- Documents B30_A to B30_Z Diploma Supplements (of the 2 TEI's, Athens and Piraeus, all options)

- Document B31 – U of West Attica Faculty academic profiles and history of courses taught
- Document B32_1 MODIP Report on the restructuring of the existing Undergraduate Program of Studies due to the merger
- Documents B32_2, B32_4, 32_A Legal Documents certifying the merger and associated regulations
- Document B32_B Document establishing course equivalence between curricula of TEI and the existing Department
- Document B32_Γ Manual of Practical Training for the restructured Department

Analysis:

The restructured Department had to reorganize and implement several academic and administrative processes in addition to establishing a new, revised program of studies. The students of the merging institutions (TEI) may elect to continue and graduate their studies from the study program of the merging institutions or switch to the new undergraduate program of Business Administration of the Department. The course equivalency between the two merging TEI's and the Department was also established as indicated in https://www.uniwa.gr/.

Conclusions:

The EEAP was impressed with the efficiency, the time frame and the effectiveness that the Department managed the institutional merging process without any interruptions to the operation of the Undergraduate Program and with satisfactory reallocation of all types of resources.

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

None.

PART C: CONCLUSIONS

I.   Features of Good Practice

- The process of smooth merging of the two TEI departments into the new university Department
- The Department consists of a group of enthusiastic academics. There is evidence of a culture of collegiality with a focus on student satisfaction
- There is good progress towards implementation of all relevant processes and Quality Assurance systems
- There is good engagement with external stakeholders in terms of providing practical training to the students and evaluating the programme
- The facilities infrastructure is very adequate

II.   Areas of Weakness

- Lack of research published in high-ranked journals
- 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
- There is low participation in Erasmus+ programme and other mobility opportunities

III.   Recommendations for Follow-up Actions

- The Department should embark on on-going documentation and compilation of key, repeatable operating procedures and processes which are deemed to be of importance, in an easy-to-follow graphical form, such as a flow chart. Such a collection of documents would standardize these procedures and serve as a "standards manual" that can be followed to ensure consistency of implementation (execution). For the annual internal reviews follow the processes and produce the accompanying documentation as described in the University Quality Manual.
- Put into operation the already formalized "ADVISORY BOARD" involving Faculty, External Stakeholders, and Alumni to improve interaction and communications to explore common interests and mutual benefits.
- Establish a Career Office and an Alumni Society by providing resources such as internet access and personnel to integrate interaction and communications on the same electronic platform.
- The Department in cooperation with other departments should gradually develop a list of courses in English that will facilitate full semester ERASMUS+ mobility.
- Encourage participation of students in the Quality Assurance processes and adopt a practice of providing feedback.
- Establish a periodic updating of the content of the websites to follow the developments

in the global markets (professional, scientific etc.).
- 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: **1, 2, 3, 4, 5, 7, 8, 9, and 12.**

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

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. **Prof. John Tsalikis (Chair)**, Florida International University, Miami, Florida, United States of America

2. **Prof. Spyros Economides**, California State University, East Bay

3. **Prof. Andreas Efstathiades**, European University Cyprus, Nicosia, Cyprus

4. **Mr Ioannis Michiotis**, Member of the Economic Chamber of Greece, Greece

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