



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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

**Accounting and Finance**

**Institution: University of West Attica**

**Date: 18 March 2023**



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



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

**1. Professor Ioannis Violaris (Chair)**

City Unity College, Nicosia, Cyprus – Academic Programmes’ Director – Professor of Economics and Management  
Visiting Professor of Economics and Management at the Frederick, European and Neapolis Universities

**2. Professor Polymeros Chrysochou**

Aarhus University, Aarhus, Denmark

**3. Professor Nicholas Vonortas**

The George Washington University, Washington, United States of America

**4. Mr. Athanasios Smyrnis**

Economic Chamber of Greece, Athens, Greece

**5. Mr. Alexandros Pappas**

Student of Accounting and Finance, University of Macedonia, Thessaloniki, Greece

## **II. Review Procedure and Documentation**

The Hellenic Authority for Higher Education (HAHE) has provided the Panel members a variety of documents that were prepared by the HAHE itself as well as from the University whose programme was under review. The HAHE documents included, inter alia, Quality indicators for the years 2017 through 2021, the standards and guidelines, the mapping grid assessment guide and the Report's template.

Moreover, the University has provided, inter alia, the MODIP (Quality assurance unit) and OMEA (Internal evaluation unit) strategic plan, the quality policy, the targets planned, the study guide, the courses' outlines, the exams' and internal operation policies, as well as the academic faculty involved and in general all the procedures in place, that ensure the smooth operation of the programme under review. The University has also provided the Panel members all the presentations related to the 12 Principles as appearing on the Report. These explain in detail the steps the University and Department have taken in setting up the programme of study under review and the strategic plan for the development of the programme.

The review of the programme has taken place on Monday the 13<sup>th</sup> and Tuesday the 14<sup>th</sup>, 2023, during which the Panel has virtually met with the Rector, the Vice Rector for Academic Affairs and Students' Welfare, the MODIP and OMEA representatives, the Department Head, teaching staff and students' representatives, employers' and social partners' representatives.

The interaction with the above mentioned groups, has enabled the Panel members to form a first-hand understanding on the programmes structure, on the vision and mission of the department and the university, as well as the planned development of the university, department and programme under review.

### **III. New Undergraduate Study Programme in operation Profile**

The programme under review has commenced its operation in March 2018.

Its duration is 4 academic years, 240 ECTS and leads to the award of the Bachelor in Accounting and Finance.

The graduates can either find employment in business related firms, as well as establish their own business firms.

The total number of student population is about 1360 and the lecturers' / students' ratio is about 1/40.

The campus is well organized and includes classrooms, auditoriums, the library, restaurants as well as dormitories (that are currently under further development in order to accommodate a larger number of students).

The campus is situated in a historic olive trees environment and is truly pleasant and enjoyable for students and staff.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

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

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

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

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

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

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

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

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

#### ***b. The strategy of the Institution for its academic development***

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

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

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

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

**d. The documentation of the sustainability of the new department**

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

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

**e. The structure of studies**

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

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-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**

### **I. Findings**

In relation to this Principle the Panel of Experts was able to determine that the University and Department have set up a clear vision and mission of which the academic and administrative staff is aware of and works towards achieving it; the students as well external stakeholders, such as employers involved in the placement of the students during their internship, are also aware and involved in its implementation. During the Panel's meeting with them it was determined that they are extremely positive about the programme as well as the students that do their 3 months' practice at their organizations and firms.

Additionally, four postgraduate programmes are offered thus attracting additional students, beyond the graduates of the undergraduate programme.

The academic profile and mission of the academic unit is in line with that of traditional universities and despite the fact that this university is relatively new, it has set up all necessary procedures to ensure its development.

### **II. Analysis**

The Department has prepared a detailed strategy that has been formulated following a thorough study of the internal as well as external environment, using inter alia, a PEST and a SWOT analysis. The academic development strategy for the operation of the department and the new study programme are clearly set out. This strategy has been the result of 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. This specific analysis acts as a flagship for attracting students as well as academic faculty in the specific programmer and department.

The documentation made available to the Panel is detailed enough and covers all areas related to the programme, procedures, services provided to students and links built with stakeholders.

### **III. Conclusions**

It is clear enough that the Department has been able to achieve the requirements of this Principle

## Panel Judgement

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit</b>	
<b>a. The academic profile and the mission of the academic unit</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	
<b>b. The strategy of the Institution for its academic development</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	
<b>c. The documentation of the feasibility of the operation of the department and the study programme</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	
<b>d. The documentation of the sustainability of the new department</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	
<b>e. The structure of studies</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	
<b>f. The number of admitted students</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

<b>g. Postgraduate studies</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

<b>Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The Panel, based on the findings and analysis of this Principle, recommend that every effort is made in order to increase the number of permanent academic faculty, so as to reduce the lecturers'-students' ratio; it is also suggested that following this Report the structure of the programme of study is reviewed with the purpose of adding some prerequisites to some courses, such as Accounting I and II, as well as if possible, increasing the electives of the two pathways: Accounting and Finance.

## 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**

#### **I. Findings**

The Panel has determined that the University and Department have in place all the required committees that oversee the Quality Assurance Policy; the policy is formulated in a published statement implemented internally as well as externally by the stakeholders. A detailed number of quality indicators has been examined in relation to the programme under review. Moreover, the institution has placed into practice quality procedures that examine inter alia the adequacy of academic human and other resources. Furthermore, the Panel has verified the appropriateness of the teaching and administrative staff, as well as the support

services, necessary for the smooth operation of the University/Department and programme of study.

## II. Analysis

The Panel has been able to analyse the adequacy of the structure and organization of the curriculum, its learning outcomes, which meet the European and National qualifications framework of Higher Education, as set under the specific criteria of the quality assurance system of the UGP, through the cooperation of the Internal Evaluation Group and the Quality Assurance Unit of the Institution (QAU)

Such criteria are inter alia referring to: the structure of the curriculum, the qualifications of the teaching staff, the effectiveness of the teaching work, research work, as well as linking research to teaching. The criteria are also related to ensuring graduates are well qualified for the labour market.

A large number of academic faculty are actively involved in research, attend conferences and seminars, take advantage of Erasmus opportunities and plan to expand them in the years to come.

## III. Conclusions

The Panel is satisfied that this Principle's requirements are met.

### Panel Judgement

<b>Principle 2: Quality assurance policy of the Institution and the academic unit</b>	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

It is highly recommended that regular meetings are planned involving external experts as well as industry representatives, so that the development of the programme is monitored, and improvements are implemented.

### **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

### I. Findings

The undergraduate study programme was designed in late Spring 2018 in the context of the merger of the two prior TEI and the creation of the new University of Western Attica. It drew on a SWOT analysis carried out by the faculty which took into consideration the external conditions, the market, and the strengths and interests of the Department. Importantly, the prior Department of Logistics of the TEI Piraeus did not merge with another at this time, but evolved its earlier programme into a two-prong applied programme of studies: logistics and financial economics. In addition, ten other programmes of universities in Greece and abroad were studied when designing the programme. The strategy of the programme aligns with that of the University and both reflect modern standards of learning.

The Department prepares its graduates for various types of employers in the private sector such as providers of logistics and tax services, auditing companies, banks, insurance companies, investment companies, as well as the public sector. They can also continue their studies to post graduate. Their professional credentials as equivalent to any other program of its kind.

The programme of studies extends to eight semesters of which the first half is common to all and the second half divides students into the two directions of logistics and finance. The full programme consists of 44 courses or 42 courses and a practical exercise. Courses are divided between 27 required no choice courses, 11/10 required no choice for logistics/finance, 6/7 required with choice for logistics/finance, or two less of the last category for practical exercise. There are no prerequisite courses, a structure that was abandoned with the creation of the University.

Classic teaching methods are followed, occasionally enhanced by technology – such as asynchronous teaching. Grading is based on traditional means of exams, papers, and for courses with labs, then with lab problems and exercises.

The Department reported 330 students doing practical exercise the past academic year. This seemed much higher than the indicator given to us by HAHE (10% of the students) and sounds huge for a department with 19 faculty members! Such numbers are way beyond what we've seen in other Departments. A survey of the Department indicated that 75% of the graduates had gone through practical exercise. This is very welcome, but the administration of it sounds too much to handle.

The Student Guide is complete and informative.

The Department actively participates in the ERASMUS program and sends students abroad as well as accepts from abroad. How many participate was not entirely clear. Covid was of course a hindrance the past 2–3 years. The Department reports 10-12 courses taught in English every year.

## **II. Analysis**

In our opinion, the strategy of the programme aligns with that of the University and reflects modern standards of learning. The structure and flow of the coursework as presented in a very elaborate presentation by the Department appears well designed. It has not been modified since its original design in 2018 except, of course, for course annotation.

Following the report of this panel, and in accordance with the expressed intentions of the faculty, the structure and content of the programme will be revisited. The panel has some suggestions of points of attention, given also the obtained experience of the Department with market demands and suggestions of the stakeholders that were interviewed.

Kudos to the Department for stressing the practical exercise and channelling many students through it. It is highly appreciated by stakeholders and very important for the students.

A point of difficulty was to decipher how many courses had labs. The indicator from HAHE said 12%. We were hearing more from the faculty.

The rapid technological advancements and the automation of logistics software and ledgers (e.g., block chain) is expected to change the accounting profession dramatically in the near future. Keeping up with the times will require building up of IT skills for the students and especially programming with modern languages (e.g., Python, R). The programme of studies must be continuously being adjusted to reflect rapidly changing market needs in this respect.

An Advisory Council was selected several years ago but has never been put in use.

## **III. Conclusions**

The programme is well designed and addresses market needs. The students and graduates of the programme are reportedly of high stature in the market for their applied skills, both “hard” and “soft”. Certain suggestions for future improvement are listed below.



## Panel Judgement

<b>Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes</b>	
Fully compliant	<b>√</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- Maintain and enhance the applied nature of the programme. The skills of the graduates are highly valued by prospective employers in both the private and public sectors.
- Consider the possibility of extending the time length of the practical exercise to 5-6 months from the current 3 months.
- Increase the number of courses supported by labs and “private tutorials/φροντιστήρια”. It sounded highly desirable for the students and enhances the technical skills that the prospective employers value much.
- Keep adjusting the programme of studies to reflect rapidly changing market needs due to the rapidly changing technological conditions (automation of logistics software and ledgers. Build up IT skills for the students and especially programming with modern languages (e.g., Python, R).
- Energize the Advisory Board and actively engage it in programme design. Optimally, the Board must include academics and, very importantly, market representatives and successful alumni of the programme.

## 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**

#### **I. Findings**

The Department reports efforts to promote student-centred teaching methods consisting of increased teacher student interaction in the classroom and the experience of students in the labs promoting initiative and the focus on practical exercise. Students are asked to write papers individually or collaboratively in groups. The platform moodle.univa.gr and eclass.uniwa.gr are utilized to disseminate material to the students.

The professors decide the method of evaluating performance in a course. Students may request re-examination in case of failure to pass and even re-examination of up to three courses for improvement of grades.

The Department follows a procedure for internal evaluation of the courses that is carried out every semester with the participation of the teaching personnel using the course evaluations by the students. OMEA is processing and studies the results and proposes actions for improvement if needed to the faculty senate. Individual faculty members use the results for improving their courses. The trigger point for corrective actions is if a course repeatedly receives less than 25% of the score of other courses.

We did not see detailed results of prior such course evaluations. Neither such results were addressed during the interviews.

Courses are supposed to be annotated annually. As also mentioned in the previous principle 3, the programme of studies will be annotated for the first time since it was put in place following the present appraisal.

The Department operates three computer laboratories for student training with modern software and databases.

The Department reportedly assigns academic advisors who follow the students from beginning to end of their studies. We were not told how many student advisors are there besides the academic advisor and how many students each one advises.

There is an advisor for ERASMUS and an advisor for practical exercise. A single advisor for practical exercise with so many students choosing to pursue that route sounded too little. We got the impression that other faculty members also engage in such consultations.

The Department is sensitive to students with special needs both in terms of their access to facilities and special arrangements for exams.

## **II. Analysis**

The Department follows the needed procedures to make students feel welcome since entry and the material it provides to the students is considered quite satisfactory.

The procedures to ensure student-centred approaches to learning in the classroom and grading of performance are classic. The interviewed students reported easy access to the faculty. However, one would like to know the opinion of the average student about that. Student course evaluations and comments may provide information in this respect.

Course evaluations by the students are reportedly utilized to improve courses – but we were not given details.

We'd like to have a bit more information about student advising as the numbers of students per faculty tend to be high.

## **III. Conclusions**

The Department is making a genuine effort to address the needs of the students. All documents are timely and informative. A few suggestions for enhancing student-centred learning are provided below.

## Panel Judgement

<b>Principle 4: Student-centred approach in learning, teaching and assessment of students</b>	
Fully compliant	<b>√</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- Keep up the good work with student mentoring. Given the high numbers of students per faculty member, perhaps a more formal distribution of student mentoring may be desirable in order to avoid students falling through the cracks as much as possible.
- Expand methods of student engagement in the classroom and beyond. In the classroom this may mean more frequent short assignments (e.g., 1–2-page memorandums), frequent electronic submission of lecture contents and questions by individual students, and in more advanced courses of specialization it may mean individual or groups of students introducing the material to be discussed every week. Beyond the classroom this may mean encouraging students to create discussion groups among themselves, and engagement with market stakeholders who frequently visit the Department and discuss with the students' market evolution in their respective sectors.

## **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**

#### **I. Findings**

The website of the Department contains the regulations for the beginning of studies, the stages of study, detail about the structure of the programme and the courses, as well as for the recognition of studies and the diploma.

New students entering the programme are provided with detailed information from the website as well as individually via email. First year students are also encouraged to see their academic advisor.

While individual faculty members monitor student progress in their respective courses, the Department monitors academic performance of the whole student population through the system of MODIP regarding the general progress of the student body and the basic indicators of the graduating class.

The Department participates in ERASMUS+ and has agreements with several European departments for this purpose. The special advisor for ERASMUS is the point of contact and information about the programme are provided in the Study Guide. The Department has specific guidelines for student eligibility to participate. Several informational actions throughout the year are reported.

Students are also regularly notified about the opportunities for study fellowships announced by the relevant public ministries and other organizations.

The Diploma Supplement is provided electronically in both Greek and English to all programme graduates. It follows the official guidelines.

## II. Analysis

The Department seemingly addresses the needs of the students quite adequately.

## III. Conclusions

Keep up the good work. The fact that so many students choose the practical exercise is a big plus.

### Panel Judgement

<b>Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Keep up the good work.

## **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**

#### **I. Findings**

The faculty composition of the Department consists of 19 permanent members (10 full professors, 5 assistant professors, and 4 lecturers) and 3 laboratory teaching staff. The University applies a clear, transparent, and meticulous approach to the rules established by law for all higher education institutes. These rules outline the eligibility and qualification criteria for teaching staff at all levels who participate in the UGP.

The faculty members are well-qualified to teach their assigned courses and bring diverse experiences to the classroom. There are efforts to offer a research-based teaching experience, as documented by the meetings with students and staff members. Students appreciate the quality of instruction they receive from the Department faculty. This was evident during a discussion with student representatives. Similarly, the stakeholders applauded the academic standards of the students practicing in their businesses.

The Department and University encourage faculty members to pursue professional development opportunities, including participation in academic and industry conferences and events, and mobility (e.g., through ERASMUS+). In the presentations provided to the Panel presenting the Department's SWOT analysis, there was a reference to the lack of resources for staff professional development. Yet, in the discussion with staff members this concern was not equally emphasized, offering a contradicting view. Nevertheless, it was not sufficiently clear whether any specific actions are considered to promote academic excellence within the Department, something that the Panel highly recommends. A "researcher night" was mentioned, but this seems to be organized at the University level. More actions are necessary to be taken within the Department.

In this direction, the Department has established an internal document on research quality that was made available to the Panel. The document describes the research strategy of the Department, research outlets (following international rankings, such as the Academic Journal Guide (ABS) and the Australian Business Deans Council (ABDC)), and other research objectives that staff members should abide to. This is a very good step forward. However, in some parts, the strategy lacks emphasis on the discipline of the Department (e.g., the specific journals that this Department prioritizes). At the same time, there is a lack of strategy concerning research funding.

Considering the research output of the staff members, the Panel finds that it is partly sufficient and suggests improvement, especially in terms of the quality of research outlets. A number of publications appear in journals that are not considered high (or even listed) in the recommended lists referenced above, nor could be considered as within the core areas of the Department.

## **II. Analysis**

The Panel considers that the ratio of students to staff members is high, and thus the Department might be understaffed. However, the high number of students does not result in an excess teaching load (the Panel was told that it is approx. 6-8 hours/week).

Staff members have a solid background with sufficient experience. Early career staff look promising and have a good research record, which, however, requires more efforts to pursue more internationally recognized research outlets (which will further allow for improving citations).

A clear research strategy is established, but it is not clear how this is implemented in practice and what actions are taken to monitor the objectives set in the strategy.

## **III. Conclusions**

The teaching staff is well-qualified and trained. The recruitment procedures for teaching staff are transparent and according to Greek law.

There is a need to support research excellence in publications, participation in international conferences, and attracting research funding. Actions should be taken to cultivate a research culture with seminars, training sessions, etc.



The Department and the University lack regular and systematic recognition of staff achievements through awards.

### Panel Judgement

<b>Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes</b>	
Fully compliant	
Substantially compliant	√
Partially compliant	
Non-compliant	

### Panel Recommendations

- Empower staff to establish individual research agendas that align with their academic preparation and industry interests
- Provide recognition to staff that contribute to teaching and research excellence by e.g., offering annual awards
- Provide motives for staff to publish in top-ranked journals (and avoid journals that are “predatory”) and apply for research funding

## 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

#### I. Findings

Regarding the Adequacy of the Building Welfare and Educational Infrastructure, it was found that the University has sufficient resources to achieve its purpose by ensuring a satisfactory quality level of benefits to undergraduate students.

Indicatively, we mention that it has:

1. Modern building structures that are sufficiently maintained, installed in a large area in the area of Eleonas, including a car park for students, teaching staff and administrative staff of the university,
2. Classrooms adequately equipped,
3. A library in which access to physical and electronic bibliography is provided,
4. Access to databases necessary for the preparation of works and studies,

5. A fully equipped medical unit where, in addition to the basic medical services (pathological, ophthalmology, etc.), psychological support services are also provided,
6. Restaurants,
7. Gym fully equipped.

## II. Analysis

Taking into account the particular and demanding needs of the market and given that the graduates of the Department of Accounting & Finance will accompany with their services mainly companies of the wider financial sector, it is necessary to expand the access of students to scientific journals of recognized international prestige as well as to constantly modernize the electronic equipment of the department.

Constant alignment with technological developments in the sector leads to the corresponding need to modernize equipment at least every two years.

## III. Conclusions

The Accounting & Finance department is considered in terms of its infrastructure to be sufficiently adequate and therefore compliant with the required quality criteria.

### Panel Judgement

<b>Principle 7: Learning resources and student support of the new undergraduate programmes</b>	
Fully compliant	<b>√</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The implementation of a policy of modernising infrastructure through EU and Government aid programmes every two years.

## **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**

#### **I. Findings**

From the data that came to our knowledge, it appears that the Department of Accounting & Finance has an integrated electronic information system that covers every aspect of the administrative management of the department and the educational needs of students.

Specifically, through the platforms

1. UniTron
2. Moodle
3. E-Class
4. MODIP application

The interactive and real-time management of administrative and educational issues is ensured to a satisfactory extent, while at the same time the department can operate smoothly regardless of the conditions.

It is important that the implementation of the MODIP through Questionnaires and the Student Register (UniTron) can extract measurable data on the quality of education including the quality data of Students and Teaching Staff.

By accessing these platforms, students can be informed about any issue that concerns them as well as carry out any necessary administrative procedure.

In addition, the system records report on the performance and administrative competence of the department.

## II. Analysis

The Information Management System under the existing data is judged to meet the conditions for which it is applied and the students stated that it is very easy to use and without any technical difficulties.

## III. Conclusions

The Department of Accounting & Finance is considered to have in place an Information Management system that is sufficiently compliant with the required quality criteria and which adequately meets the needs of Students, Teaching Staff and Administrative Staff.

### Panel Judgement

<b>Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None.

## **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**

#### **I. Findings**

The department was found to have a user-friendly bilingual website and in which all the information necessary to its online visitor is provided. Specifically, in an easy way each visitor / interested party can easily be informed about

The Department

1. The CVs of the Teaching Staff by category
2. For the Undergraduate Postgraduate and Doctoral Programs
3. For the produced research work, the Research Policy and any educational activities
4. Quality Policy etc.

It is also possible to

1. Connecting Students and Students
2. Communication with the Administrative and Teaching Staff

#### **II. Analysis**

From the visit to the website we were completely satisfied and as we were informed, special care is taken to update the page in a timely manner so that it is a useful tool for Students, Teaching Staff, Administrative Staff and any third party who wishes to know about the Department of Accounting & Finance and its activities.

### III. Conclusions

The Department of Accounting & Finance is considered to have in place a Public Information Management System that is sufficiently compliant with the required quality criteria and that adequately meets the prescribed criteria for the provision of public information.

#### Panel Judgement

<b>Principle 9: Public information concerning the new undergraduate programmes</b>	
Fully compliant	√
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

#### I. Findings

The UGP's curriculum has a duration of 4 years. The curriculum was updated and modernized after establishing the University of West Attica in 2018. The Department has an obligation to the Annual Internal Report; however, only one Internal Evaluation Report of the Department has been prepared for the Academic year 2019-2020. Nevertheless, MODIP does not require an annual internal review to be performed. This report was shared with the Panel, but it does not seem to be available publicly online.

It is great to hear that the University of West Attica is committed to building a culture of academic excellence through ongoing assessment efforts. The fact that the Department has a recent Quality Assurance report and a well-defined internal review process is a positive sign that they are taking this commitment seriously. It is encouraging that the Department is utilizing student feedback and providing a means for students to file grievances. These measures demonstrate a commitment to hearing and addressing student feedback, essential for improving the overall quality of education. However, from the talk with the staff, it was unclear to the Panel if a system was in place that assesses feedback in coordination with course coordinators.



The involvement of external partners, such as the industry advisory board and internship site coordinators, is another positive aspect of the Department's approach. An advisory board has only recently been established and has not convened yet. The stakeholders were keen on an advisory board, and the Panel's discussion showed that their input could offer substantial benefits. By engaging with external stakeholders, the Department can ensure that its educational programmes meet industry standards and provide students with the skills and knowledge necessary for success in their chosen fields.

Overall, the Panel applauds the Department's efforts and hopes the University of West Attica will continue prioritizing ongoing assessment and improvement in its educational programmes.

## II. Analysis

It is understandable that since this is the first accreditation of the UGP, there is no history of such an internal reviewing process or its results. However, it's important to note that having a well-defined and well-described process is a good starting point for ensuring the success of the accreditation process.

## III. Conclusions

The internal review process has been set up according to international standards but should be repeated more often. It was unclear to the Panel how the internal review was discussed and communicated. Efforts should be made to ensure the necessary involvement of external partners (e.g., advisory board, MOUs, industry talks).

### Panel Judgement

<b>Principle 10: Periodic internal review of the new study programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- A more frequent internal review evaluation of the UGP from MODIP needs to be conducted.
- Strategic actions to engage industry stakeholders should be promoted.

## **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**

#### **I. Findings**

This is the first time the UGP has undergone an external evaluation after establishing the new academic unit. The Department leadership and faculty members offered detailed presentations and explanations to the questions the Panel members raised, while they responded promptly to every issue raised.

The University of West Attica has an internal evaluation process, which the Vice-President and President of MODIP, Prof. Efstathia Papageorgiou, presented during the Panel meetings. Besides, the Department provided records of the external evaluation of the pre-existing TEI department and the MODIP progress report. The external evaluation process supports several objectives, such as enhancing the Department's academic brand, securing academic and educational excellence, and facilitating student mobility within the ERASMUS+ program.

#### **II. Analysis**

Given that this is the first external evaluation, there is no possibility of a substantial assessment of the UGP. During the two-day meetings, it was evident that the staff members attach great importance to the external evaluation of their programme to improve the academic unit. Similarly, all stakeholders engaged in the discussions and actively participated. Besides, the University's evaluation process is a sign of proactiveness.

### III. Conclusions

Presently, the UGP fully complies with the principle of regular external evaluations. However, a meaningful assessment of Principle 11, "Regular external evaluation and accreditation of the new undergraduate programmes", cannot occur during the first external evaluation.

#### Panel Judgement

<b>Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

- The Panel recommends that the Department further forms international partnerships with higher education institutions to stay updated with the latest developments in the global higher education sphere.
- The documents provided to the Panel were highly informative and detailed, providing the necessary information to conduct its evaluation. It is recommended that these documents be periodically updated to aid future external evaluation processes.

## 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

#### I. Findings

The programme under review is partially based on the pre-existing programme, Bachelor in Accounting, of the TEI of Piraeus (Technical Educational Institute) which was one of the three constituent institutions of the University of West Attica. Students registered at the time of transition at that programme, were offered the opportunity to complete 5 additional courses in order to complete the new Bachelor in Accounting and Finance.

The new programme has two directions, Accounting and Finance; students need to complete 44 courses to graduate, or 42 plus internship.

#### II. Analysis

As required by law the degree structure and supplement have been revised and the new programme's structure per semester has been put in place. Additionally, the

allocation of courses per academic faculty has been made according to the qualifications and experience of each member of the academic faculty. The MODIP (Unit of internal quality assurance) has prepared a detailed pathway for the smooth transition from the pre-existing to the new programme. This pathway includes also the internship framework that is an essential part of the new programme and extremely useful for the future employment possibilities of graduates.

The new programme has been enriched with courses such as: international finance, financial derivatives, risk management, maritime economics and finance.

Courses on research methods and statistics have also been added.

The course outlines, learning outcomes and content of all courses have been updated in order to achieve a university level degree programme.

### III. Conclusions

The Panel is satisfied that the Department has carefully followed the legal and academic requirements for implementing the transition from the pre-existing to the new programme.

#### Panel Judgement

<b>Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones</b>	
Fully compliant	√
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

Since this transition has already taken place, the Panel has no further recommendations.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The involvement, in the development of the programme, of all members of the academic and administrative staff, as well as the students' representatives and external stakeholders
- The good reputation of graduates and interns in the market, specifically prospective employers
- The programme of studies is well linked with the market needs and teaching staff is well connected with the industry
- A significant number of students seems to opt for taking part in the internship programme, thus gaining valuable experience

### **II. Areas of Weakness**

- The ratio of lecturers to students definitely needs improvement
- Further exploitation of the Erasmus opportunities
- The completion of additional dormitory facilities
- Research production is relatively low

### **III. Recommendations for Follow-up Actions**

- Explore the possibility of increasing the internship to 6 months
- Activate the Advisory Board that has been appointed, yet not been able to meet
- Enrich the programme with courses in line to the new technology trends (block chain etc.)
- Explore avenues to improve faculty research productivity
- Increase the number of courses offering laboratory and tutorials for assisting students to comprehend the material taught

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **6.**

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

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

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

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

**1. Professor Ioannis Violaris (Chair)**

City Unity College, Nicosia, Cyprus – Academic Programmes’ Director – Professor of Economics and Management  
Visiting Professor of Economics and Management at the Frederick, European and Neapolis Universities

**2. Professor Polymeros Chrysochou**

Aarhus University, Aarhus, Denmark

**3. Professor Nicholas Vonortas**

The George Washington University, Washington, United States of America

**4. Mr. Athanasios Smyrnis**

Economic Chamber of Greece, Athens, Greece

**5. Mr. Alexandros Pappas**

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