



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the New Postgraduate Study Programme of:

Master of Business Administration

Department: Business Administration
Institution: University of Western Attica
Date: 26 June 2024

Report of the Panel appointed by the HAHE to undertake the review of
the New Postgraduate Study Programme of **Master of Business
Administration** of the **University of Western 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 postgraduate study programme of **Master of Business Administration** of the **University of Western Attica** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. EFSTATHIADES ANDREAS (Chair)**
European University Cyprus
- 2. PETMEZAS DIMITRIS**
Durham Business School, University of Durham
- 3. VIOLARIS IOANNIS**
City Unity College Nicosia
- 4. MPOMPOLAKI KATERINA**
Hellenic Mediterranean University

II. Review Procedure and Documentation

The panel was put together by HAHE which consisted of the individuals named at the front of this report of which they are the authors. The visit was held remotely on 23rd of April 2023. In preparation for this meeting, EEAP considered all the relevant documents that are required for the accreditation which is uploaded on ETHAE platform. Additional information requested by EEAP has been provided.

Prior to the visit the EEAP read all the provided material. The EEAP met on the evening of the 22nd of April to allocate tasks and identify areas that are needed to pay some further attention in. Overall, the information provided, and preparedness of the team was sufficient to conduct a thorough review of the department's and course progress and to provide a fair view on the degree to which it meets the accreditation requirements.

The visit took place remotely over a day during which we met with representatives from the following groups: teaching staff members, and employers & social partners. At the beginning and end of the visit, the EEAP met with the Head of the department, the director of the PSP program, the Steering Committee/OMEA members, MODIP members and staff, and the Vice Rector of Academic Affairs / President of MODIP and the Rector of the university. We were also provided with a video of the main facilities.

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

III. Postgraduate Study Programme Profile

The new Master in Business Administration program of the department of Business Administration of the University of West Attica is a multidimensional and flexible study program aiming to provide high-level educational services for the development of Management executives. The new PMS is taught in the Greek language and leads to the award of the MBA degree. It addresses 4 directions that the student can follow: a) Business Administration and Entrepreneurship, b) Marketing and Digital Media, c) Financial Management and Accounting and d) General education (General MBA).

The curriculum is of 90 ECTS load offered over 3 semesters. To obtain the master's degree in business administration (MBA), the postgraduate student must attend and complete successfully:

- (a) 10 Core Courses + 2 Specialization Courses + Thesis Work or
- (b) 10 Core Courses and 4 Specialization Courses

The curriculum initially offers three (3) preparatory courses, each lasting 9 hours, where introductory concepts in the fields of economics, management science and accounting are presented through 3-hour distance lectures. The said courses are required to be attended by students with no management background. No ECTS are allocated to those courses.

The course curriculum is designed to meet the needs of the industry. Lectures are conducted during weekends (Fridays and Saturdays). Up to 50% of the lectures could be conducted in a distance learning mode while the rest should be given on campus.

Teaching staff includes 19 faculty members from the Business Administration department of the university, 2 faculty members from the Accounting and Finance department of the university, 2 faculty members from other HEIs of the country and 2 faculty members from UK universities.

All faculty members who teach at PMS are active researchers and use their international teaching and research experience in teaching PMS courses as well as in supervising theses work.

Upon successful completion of the Program, the graduates develop both comprehensive and specialized knowledge on the core concepts, the best practices and the most recent trends in Business Administration; The employment prospects of the graduates are characterized as good.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY. INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

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

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The Department under which this program is to be offered has established a quality assurance policy in line with HAHE's (Hellenic Authority for Higher Education) guidelines as well as the European and International academic standards.

This policy as documented through the documents provided to the EEAP (External Evaluation & Accreditation Panel) is appropriate for the PSP (Postgraduate Study Program) as it includes a commitment of the academic unit for its implementation. All faculty and administrative personnel have been involved in its formulation and determined to work towards its continuous improvement.

The institution has presented to the EEAP a detailed analysis for the efficient use of its financial resources that provided an intake of around 65 students it will ensure its financial viability. Documents A5 - sustainability study, A6 - quality policy, A7 - quality targets, indicate that a serious exercise has been done to ensure that the program is to commence on a solid basis.

During the meetings of the EEAP with the institution's Rector and Vice – Rector for Academic Affairs, as well as the program's Director, faculty and stakeholders, it has been verified that the quality assurance policy has been communicated to all parties involved, that ensures that the resources of the department and specifically those related to the program under review, are adequate and suitable for successfully offering the program.

II. Analysis

More specifically the academic unit has set specific, measurable, achievable, relevant and timely goals; a large number of key performance indicators (KPIs) have been used to set the current status and the expected results in the years to come. These are specified inter alia in file A7 - quality targets, as well as in file A8 - Study Guide.

Thus, the goals are paired with the KPIs, and it is planned that these will be duly monitored, updated and communicated to all parties involved. It is not clear the involvement of faculty members in the development of the KPIs.

An ad hoc committee has been active during the structuring of the program; it is planned that this will continue supporting the implementation of the program.

The learning outcomes of the PSP are appropriate for level 7, according to the European and National Framework for Higher Education.

III. Conclusions

The EEAP considers that the requirements of the Principle are fully compliant

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1 Institutionalize as soon as possible an Advisory Board (composed of industrialists, graduates and key stakeholders) that will mainly give feedback on the market needs.

R1.2. Involve all faculty members, in the setting of KPIs and all matters pertaining to the program

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The program under review has been designed taking into consideration similar programs offered in Greece as well as leading European Universities.

The factors taken into account were to offer a program that would attract graduates both from business schools as well as from other disciplines.

To enable such intakes the program includes 3 introductory courses that are offered prior to the commencement of the program so that non-business graduates can more smoothly enter the program.

The curriculum compares well with appropriate universally accepted standards and the structure of the program is rational and clearly articulated.

The department has in place a plan to periodically review the program both to update it according to the everchanging domain's developments, as well as to meet market needs.

II. Analysis

The EEAP has particularly gone through files A8 - Study Guide and A9 - Course Outlines which are considered complete, concise and appropriate; these offer to all interested parties a clear picture of how the program is to be offered, what each course's learning outcomes are and how they are related to the market's needs.

Therefore, the MBA through its 3 pathways can potentially attract a large number of students who upon graduation can be employed in a wide variety of sectors: public and private organizations, as well as set up their own enterprises. The new program although a traditional MBA, has some niche features that are worth noting, such as courses related to sustainability, academic skills enabling students to become competent in writing and presenting their work, as well as research methods, even for students who might not opt for drafting a dissertation.

III. Conclusions

The EEAP considers the Principle as fully compliant

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1 It is recommended that the department considers offering at least some of the courses of the program in the English language as well, so that it facilitates students and faculty mobility.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

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

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The aim of the MBA is to provide high quality postgraduate education in the scientific field of Management Science, providing the advancement of knowledge, meeting the productive, developmental and social needs of the country, the development of research and promoting critical evaluation skills and high-level specialization of graduates.

The curriculum guide is comprehensive and detailed with regard to the postgraduate curriculum.

In particular, selection criteria, admission criteria, admission numbers, teaching methods, etc.

Based on the documents provided to the Panel, there are well outlined procedures with respect to all phases of studies (admission, progression, recognition of studies and certification).

Throughout the study year(s) the student progression is monitored by the academic advisor as well as the academic staff that teaches the courses. The course sequence ensures that the students acquire the necessary knowledge to take the more advanced courses in subsequent semesters. There are individual assignments, group assignments and exams in place.

Furthermore, the Department provides the diploma supplement in both Greek and English language that officially recognizes and certifies the skills and knowledge acquired, the context within which the culmination of knowledge took place as well as the status of the studies.

II. Analysis

In order to obtain the postgraduate degree "MBA Business Administration", students are required to complete ninety (90) ECTS according to the study guide. Successful performance in the postgraduate programme "MBA Business Administration" includes successful performance in the courses and successful completion of a thesis.

The assessment of postgraduate students and their performance in the courses they are required to attend in the framework of the Master's programme of study, is carried out by means of written examinations and assignments throughout the semester. The preparation of all types of individual and group work is compulsory for students.

The number of student mobility in this department according to the professors is small and not the desired one. Among the aspirations of the department is to increase the mobility of students in the future.

Detailed information and instructions on the necessary documents for student mobility are provided by the Department of Academic Affairs and Student

Exchange. The ECTS load in this postgraduate programme is distributed as follows:

- Semester A 30 ECTS
- Semester B 30 ECTS
- Semester C 30 ECTS

The department has a thesis guide, which sets out in detail the objectives, style, supervision, form and evaluation of the thesis.

No internship is offered, except in the framework of Erasmus+ (mobility framework for internships) which offers the opportunity for postgraduate students of the department to practice in an international working environment. In addition, through this mobility, the postgraduate students of the department are offered the opportunity to complement and apply the knowledge acquired during their studies.

The existing research ethics regulations contain specific articles that are discussed in detail, principles of research activity, obligations of researchers, relationships, obligations and other issues related to research activity. The existing regulation should be applied by all research scientific staff of the postgraduate department.

III. Conclusions

The EEAP considers the Principle as fully compliant

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Encourage students' mobility.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The EEAP feels that the Department's policy on the recruitment of new academic staff as well as with progression of existing ones complies with the National Laws. There are in total 24 members of academic staff who will teach in the PSP. Additionally, there is an excellent staff to student ratio (i.e., less than 1 member of teaching staff for 3 students) which facilitates interaction between students and teaching staff. A good practice is that there is a provision for teaching award given to a member of teaching staff.

We note that only 5 out of the 25 members (i.e., 20%) of teaching staff are female. There is a good quality of academic staff teaching in the PSP with a good research record. There are about 28 publications on average per teaching staff.

In 2024, there are 3,819 cross-citations according to Scopus and 14,130 citations according to Google Scholar. There are also very good scores in teaching questionnaires.

There are two mechanisms in place for the evaluation of teaching staff. First, there are student questionnaires and surveys. Second, there is an Internal Evaluation by the University for the teaching staff and the program overall.

II. Analysis

There is good evidence that academic members of staff are encouraged to attend international academic conferences and present their research outputs.

The workload is created based on the quality assurance processes of the University. There is a well-structured allocation of teaching hours which is also monitored by the Head of the Department. The extra weekly workload for the PSP is about 2 hours. In general, the workload is considered appropriate allowing staff for engagement in research activities.

To enhance the quality assurance processes in terms of staff development, it is encouraged the Department to run a staff members survey. This could bring to light areas of excellence but also areas which need further improvement.

There is a Sabbatical opportunity for academic staff (half year every 3 years or 1 year every 6 years) to enhance their research profile. Additionally, there is extra funding offered for research purposes. The Department has not set up any MOU with international academic institutions which could promote research collaboration but offers the opportunity to the academic staff to further their knowledge by participating in the Erasmus + program.

The use of case studies and real-life examples provide evidence of good practice in teaching methods. Moreover, there is evidence that academic members of staff encourage students to engage with academic articles in internationally acclaimed journals.

The Department seems not to apply a research reward scheme.

III. Conclusions

There is a good -quality teaching staff in the program.

The department efficiently manages its human capital and measures the performance of each faculty member.

More emphasis should be placed on publishing in highly ranked journals.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 Place more emphasis on participating at high quality conferences and targeting high quality publications, e.g., ABS list, EIGENFACTOR.org.

R4.2 The Department should consider the gender imbalance in the teaching staff.

R4.3 The Department could run an annual staff members survey anonymously to bring to light areas of excellence but also areas which need further improvement.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

One of the purposes of the University is to form integrated personalities who will contribute to addressing the social, cultural and developmental labour market needs.

The University of West Attica has taken care of a number of issues, other than educational ones, that are relevant to the social role of the institution.

The University provides an adequate range of support services to students at all levels, to facilitate their studies and to promote their physical and mental health.

II. Analysis

In particular, in the 35 buildings of the University of West Attica, there are classrooms, three conference centres, laboratories, two medical clinics, three conference centres and three libraries. Complementing the basic infrastructure,

there are three restaurants, canteens, two gyms with daily operation. Within the premises of the institution, there is an Erasmus office, an interface office and an innovation-practice office, while there is also an academic advisor, to inform and guide students on education and career issues in modern times. It does not (yet) have a student residence and is trying to solve the major problem of housing, through cooperation with three student residences of other universities where 389 students are accommodated. The Sports Department was set up to organise interdepartmental internal championships. Students are informed about the existing supportive advisory services of the University, both at the welcome day organised and on the University's website. The University administrative staff employed in the above-mentioned services is not considered sufficient given the large size of the University and the large number of students.

III. Conclusions

The University of West Attica has sufficient infrastructure, both basic and complementary, to serve the needs of its students and there is a desire for continuous improvement.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 Consider the weakness related to students housing.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- the entailed students' workload for the progression and completion of postgraduate studies*
- the satisfaction of the students' expectations and needs in relation to the programme*
- the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The internal evaluation is conducted under the supervision of MODIP.

There is an initial plan and targets are set after Board meetings among teaching staff and external stakeholders.

Every academic semester, the evaluation of the teaching staff of the MBA is carried out as follows: anonymously, students evaluate the courses and lecturers by filling in questionnaires.

An Internal evaluation is conducted, and a report is written every semester, which

takes into consideration the questionnaires, as well as the outcome of work of the teaching staff of the Department concerning their scientific and research work, and the courses taught at a given academic year.

In the next stage of the internal evaluation the course lecturers and the OMEA propose possible changes and the Departmental Assembly approves or rejects these changes. Then the Faculty Senate decides on these changes. Finally, the decisions are incorporated into the study guide. The process followed is clear and mapped out based on targeting.

This is the first external evaluation of the study program. Substantial efforts have been made towards four directions: develop good teaching materials for students; work on the relation between academic staff and students; organize student evaluations; organize and improve the information for students regarding different concentrations, elective courses, and post-graduate perspectives.

During our meetings, there was evidence that members of staff are aware of the importance of the external review and its contribution to improvement, and they are entailed in follow-up actions. Finally, other stakeholders also appear to actively engage in the external review process.

II. Analysis

The academic unit demonstrates a meticulous approach to documenting its annual self-assessment process.

The self-assessment outcomes are shared within the institution, presented at the Departmental Assembly, and shared with the Vice - Rector of Academic Affairs, promoting transparency and accountability.

The program director actively engages with teaching staff to identify areas for improvement, showing a commitment to enhancing the teaching quality.

The academic unit also collaborates with external stakeholders, including alumni and social partners, ensuring a well-rounded approach to assessment.

The self-assessment findings are not just recorded but allow for various actions, with a significant focus on curriculum restructuring and potential adjustments to the teaching staff.

III. Conclusions

The EEAP considers the Principle as fully compliant

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 Develop a process for Informing all the stakeholders on the results of the internal evaluation (i.e., not only teaching staff).

PART C: CONCLUSIONS

I. Features of Good Practice

- The department's links with key stakeholders
- The campus is well-preserved and gives a university atmosphere.
- There is an efficient and effective quality assurance system in place.
- The Program has a well-designed structure and logical approach.

II. Areas of Weakness

- The Advisory Board comprising representatives from different stakeholders is not in operation.
- Low student participation in international mobility programs.
- The research strategy of the faculty should be enhanced to increase the number of publications in highly ranked academic journals.
- Limited number of collaborations with foreign institutions.

III. Recommendations for Follow-up Actions

- Institutionalize an Advisory Board
- Consider offering some courses in English to enhance mobility.
- Consider the weakness related to students housing.
- Create a list with highly ranked journals and encourage the faculty to make an effort to publish in those journals.
- The Department should consider the gender imbalance in the teaching staff.
- Seek more collaborations with foreign institutions

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 5, and 6.

The Principles where substantial compliance has been achieved are:

4.

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

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