ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

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

**Organisation Management, Marketing, and Tourism**

**Institution: International Hellenic University**

**Date: 24 December 2022**

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Organisation Management, Marketing, and Tourism** of the **International Hellenic University** for the purposes of granting accreditation

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# PART A: BACKGROUND AND CONTEXT OF THE REVIEW

## I.      The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of New Undergraduate Study Programme in operation of **Organisation Management, Marketing, and Tourism** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Cleopatra Veloutsou (Chair)**
   University of Glasgow, Glasgow, UK

2. **Prof. Marios Katsioloudes**
   American University of Cyprus, Larnaka, Cyprus

3. **Assoc. Prof. Christina Koutra**
   Abu Dhabi University, Abu Dhabi, United Arab Emirates

4. **Mr Vasileios Georgiadis**
   Economic Chamber of Greece, Thessaloniki, Greece

5. **Mr Triantafyllos Zervas**
   Student of Business Administration, Hellenic Open University, Patras, Greece

## II.    Review Procedure and Documentation

- The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to conduct an assessment of the New Undergraduate Study Programme in operation of Organisation Management, Marketing and Tourism Undergraduate Programme offered from the Department of Business Administration and Tourism of the International Hellenic University.
- The assessment aimed:
  a. To evaluate the fulfilment of the HAHE requirements of the relevant quality standard of the study programme and
  b. To comment on its compliance, effectiveness and applicability for the scope of the requirements.
- The review was contacted:
  a. In accordance with the Quality Assurance requirements as specified from the HAHE and
  b. Online through document reviews (related to the undergraduate study programme of the Department of Business Administration and Tourism), its operation and quality assurance initiatives, interviews and online observation of premises (through video).
- The detailed schedule of the online meetings between the external and independent panel of experts and various stakeholders has as follows:

**Monday, 19 December 2022**
**18:30 - 19:00 - Teleconference with the Vice-Rector/President of MODIP & the Head of the Department - EEAP, Vice-Rector & Head of the Department**
Prof. Kalliopi Makridou (Vice – Rector / President of MODIP); Prof. Theodoros Kargidis (Head of the Department)
Short overview of the Undergraduate Programme (UP): History, academic profile, current status, strengths, and possible areas of concern

**19:15 - 21:15 - Teleconference with OMEA & MODIP representatives - EEAP, OMEA & MODIP members, MODIP staff**
Prof. Evangelos Christou, Dean of the School of Economics and Administration, OMEA; Prof. Georgios Stalidis, OMEA; Associate Prof. Costas Assimakopoulos, OMEA; Associate Prof. Chryssoula Chatzigeorgiou, OMEA; Associate Prof. Panagiotis Kassianidis, OMEA; Assistant Professor Antonios Giannopoulos, OMEA; Prof. Vassiliki Vrana, MODIP Member; Ms. Kalliopi Kazaki, MODIP Staff.
Discuss the degree of compliance of the UP to the Quality Standards for Accreditation. Review of student assignments, theses, exam papers & examination material

**Tuesday, 20 December 2022**
**16:00 - 16:45 - Teleconference with teaching staff members - EEAP & teaching staff members**

Prof. Fotis Kilipiris; Prof. George Skoufas; Associate Prof. Spyros Avdimiotis; Assistant. Prof. Evgenia Papaioannou; Assistant Prof. Georgios Tsekouropoulos

Discuss professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness

**17:00 - 17:45 - Teleconference with students - EEAP & students**

Meeting with 10 students

Students' satisfaction from their study experience and Department/Institution facilities; student input in quality assurance; priority issues concerning student life and welfare

**18:30 - 19:30 - On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities /Discussion about the facilities presented in the video produced for this purpose EEAP, administrative staff members & teaching staff members**

Assistant Prof. Ioanna Simeli; Laboratory Personnel, Kostas Nerantzis, MSc; External Academic Staff, Ioannis Nanos, PhD; External Academic Staff, Stefanos Karakolias, PhD. Administrative Staff, Maria Kotta (Academic issues); Administrative Staff, Chryssa Gavanidou, (Student issues).

Link to access the video http://ommt.ihu.gr/parousiasi-video/

Evaluate facilities and learning resources to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the programme

**19:30 - 20:15 - Teleconference with employers, social partners - EEAP & employers/social partners**

Antonios Bouboulas, Chamber of Commerce & Industry of Thessaloniki, Head of Research and Development; Xenia Kasdovasili, Lidl Hellas & Sia O.E., Executive Team Lead, Branding and Packaging; Maria Karalazarou, Porto Palace Hotel, F&B Manager; Iro Koumaki, Apart Hotels, Reservations & Revenue Manager; Dr Prodromos Monastiridis, Thessaloniki Convention and Cultural Center, Head of the Marketing and Fundraising Department, Department of Theatre Studies (School of Philosophy, NKUA), Adjunct Lecturer; Sakis Pantazis, Monasty Hotel, General Manager; Maria Poulouktsi, Thessaloniki Tourism Organization, Operations Manager; Katerina Traptsioni, TIF HELEXPO SA, Exhibitions Manager; Kostas Triantafyllou, PADI EMEA Ltd., Regional Manager for Greece; Michael Troullos, Macedonian Paper Industry S.A., Director of Sales

Discuss relations of the Department with external stakeholders from the private and the public sector

**Wednesday, 21 December 2022**

**16:00 - 16:30 - Teleconference with OMEA & MODIP representatives - EEAP, OMEA & MODIP members, MODIP staff**

Prof. Evangelos Christou, Dean of the School of Economics and Administration, OMEA,
Prof. Georgios Stalidis, OMEA; Associate Prof. Costas Assimakopoulos, OMEA; Associate Prof. Chryssoula Chatzigeorgiou, OMEA; Associate Prof. Panagiotis Kassianidis, OMEA; Assistant Professor Antonios Giannopoulos, OMEA; Prof. Vassiliki Vrana, MODIP Member; Ms. Maria Tsantouka, MODIP Staff

Discuss on several points/findings which need further clarification

**16:30 - 16:45 - Closure with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP - EEAP, Vice-Rector, Head of the Department, OMEA & MODIP members, MODIP staff**

Prof. Stamatis Aggelopoulos, Vice-Rector; Prof. Theodoros Kargidis (Head of the Department); Prof. Evangelos Christou, Dean of the School of Economics and Administration, OMEA; Prof. Georgios Stalidis, OMEA; Associate Prof. Costas Assimakopoulos, OMEA; Associate Prof. Chryssoula Chatzigeorgiou, OMEA; Associate Prof. Panagiotis Kassianidis, OMEA; Assistant Professor Antonios Giannopoulos, OMEA; Prof. Vassiliki Vrana, MODIP Member; Ms. Maria Tsantouka, MODIP Staff

Informal presentation of the EEAP key findings

## III.    New Undergraduate Study Programme in operation Profile

The Department of Business Administration and Tourism of the International Hellenic University is located in Sindos, a small town about 22 km from Thessaloniki city centre. It constitutes the evolution of the department of Tourism and Hospitality Management of the Alexander Technological Educational Institute of Thessaloniki, that emerged in 2019 when the Alexander Technological Educational Institute of Thessaloniki was merged with the International Hellenic University.

The studies in the Department of Business Administration and Tourism department last 4 years (8 academic semesters) where the juniors (students in their 3rd year of studies) can choose one of the following three advanced study orientations: Business Administration, Marketing or Tourism Management.

The qualification awarded is bachelor's degree in one of the three specialisations and the aim of the department is its graduates to work as managers in any business and organization in Greece and abroad, regardless of sector.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

*c. The documentation of the feasibility of the operation of the department and the study programme*
*The feasibility of the operation of the new department should be justified based on:*
  - *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
  - *comparison with other national and international study programmes of the same scientific field*
  - *the state-of-the-art developments*

> - *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*
>
> **d. The documentation of the sustainability of the new department**
> *Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:*
> - *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
> - *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
> - *funding (funding possibility from public or non-public sources)*
> - *services (central, departmental / student support, digital, administrative, etc.)*
>
> **e. The structure of studies**
> *The structure of the studies should be briefly presented, namely:*
> - ***The organisation of studies:*** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
> - ***Learning process:*** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
> - ***Learning outcomes:*** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*
>
> **f. The number of admitted students**
> - *The proposed number of admitted students over a five-year period should be specified.*
> - *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*
>
> **g. Postgraduate studies and research**
> - *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
> - *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

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

**Study Programme Compliance**

**I.      Findings**

In terms of the institution's strategic planning process, the Panel evaluated the Strategic Plan of IHU, 2021-2024, which was submitted for review. A four-year Business Plan 2022-2026, as well as a Feasibility Analysis, were also made available to the Panel.

The Panel reviewed all the documents submitted by the IHU and determined that the Department of Organization Management, Marketing, and Tourism, through its vision and mission, ensures the provision of high-quality undergraduate and postgraduate education and research in three specializations of study, namely Advanced Semester Majors (beginning in the fifth semester): Organization Management, Marketing and Communication, Tourism and Hospitality.

More specifically, the IHU, through its Mission, strives to provide high-quality education to its students in management sciences, creating a future body of scientists with broad scientific knowledge who can apply all of this to practical problems. Furthermore, the program strengthens and supports local, regional, national, and international scientific and professional potential.

The scientific field of the Organization Management, Marketing, and Tourism program under evaluation is based on the European Qualifications Framework for Lifelong Learning and the Qualifications Framework European Higher Education Area (EHEA). According to the ISCED-F2013 classification, studies in the Department are classified as 0419 Business and Administration not otherwise classified. The submitted Strategic Plan was developed at the University level, whereas the Business Plan and Feasibility Analysis were developed at the Departmental level.

**II.      Analysis**

Based on the very comprehensive and in-depth SWOT and PESTEL analyses, and after reviewing the aforementioned submitted documents, the Panel is stating the following:

- The primary reasons for establishing the "Organization Management, Marketing, and Tourism" program: In Greece, undergraduate studies in a related and corresponding thematic subject are not available. As a result, the Department of Organization Management, Marketing, and Tourism is unparalleled in the country, as it is the only department that combines three independent administration pillars (organizations, marketing, and tourism).

- According to the feasibility study, there is a high demand for similar undergraduate studies in Greece as well as abroad, a claim that has recently been assessed by the Department of Organization Management, Marketing, and Tourism in the context of receiving feedback from a number of agencies in Thessaloniki. The Department's research focuses on dynamic sectors of the country's economy. Organization Management (public and private) is a cutting-edge field for Greece's economic and social reconstruction, marketing and communication are in high demand (and scarcity) of scientists and executives, and tourism is the largest and fastest growing sector of the Greek economy. The program's viability is

dependent on the academic staff's access to the department's research knowledge; technical infrastructure; electronic equipment; and human capital.

- In analysing some of the program's most notable strengths, it is worth noting that the program covers a wide range of academic subjects, reflecting the Department's evolution and the high employability of its graduates in Greece and abroad. Candidates' preference in the Panhellenic Examinations reflects the Department's and Program's reputation (on average the Department is the 3rd choice of the candidates). The department has active educational staff exchange agreements and student exchange agreements with over 60 institutions from 12 countries. The Department participates in pan-European and international student exchange programs (ERASMUS+, ERASMUS MUNDUS), through which it receives a significant number of students each year.
- Furthermore, the Department's relatively large size (large number of incoming undergraduate students), combined with the Department's now established and in high demand postgraduate study programs, the organization of international conferences and the publication of scientific journals, as well as the recent reception of PhD candidates, all contribute to a positive growth cycle. Strong communication channels with businesses, social, economic, and political stakeholders add to the department's and program's strengths.
- One source of concern is the low number of faculty and staff members in comparison to the number of students. This is due to a) the hiring freeze during the economic crisis, b) the large number of temporary employees who worked in the institutions prior to the financial crisis, and c) the steadily increasing number of admissions (from around 200 in 2014 to around 320 in 2020). The fact that permanent staff does not adequately cover all teaching needs necessitates the recruitment of external teaching staff.


## III.     Conclusions

Based on the readings of the various documents provided by the Institution and on the interviews with the various stakeholders at the University, the Panel concluded the following:
- The Strategic Plan at the University level is comprehensive, with realistic objectives. However, the objectives need to include who, will do what and when, in order to ensure the implementation in a timely manner and who will have ownership of each objective for monitoring purposes.
- It is not clear whether there is a strategic plan at the Departmental and Programmatic levels. The Panel is aware of the legislation in Greece that requires a strategic plan at the University level and not at the College, Department and Program levels. However, the Panel suggests that the College, Department formulate a strategic plan that will enable the implementation of objectives in a more efficient and effective manner for the Program under evaluation.
- The Strategic Plan covers the years 2021-2024, whereas the Four-Year Business Plan covers the years 2022-2026. The Panel suggests that there is an alignment of the two plans, so they cover the same chronological periods, so that there is a synchronous implementation of their objectives.
- The Vision and Mission of the Department/Program are clear and concise.

- The SWOT and PESTEL analyses are very comprehensive however, it is not clear as to who has been involved in their development.
- The structure of studies, the curriculum and the syllabi appear to be very detailed with pertinent information that enable the students to have a clear understanding and appreciation of their studies.
- There is a need for more teaching and administrative staff, more classrooms and more up-to-date computers and a larger library to serve the needs of the faculty, staff and students.

**Panel Judgement**

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

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

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

**Panel Recommendations**

- The Strategic Plan covers the years 2021-2024, whereas the Four-Year Business Plan covers the years 2022-2026. Why this difference in the coverage timeframe?
- The Department could draft its own Strategic Plan (even though it is not required by Law) in alignment with the School's and University's strategic plan.
- The objectives within the Strategic Plan 2021-2024, should include who will be responsible for doing what, when and how, so that there are clear actions of implementation.
- More permanent faculty and administrative staff should be hired to ensure the viability, sustainability, and strategic position of the program.

## 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**

- In the programme level, there are two years of shared core courses for all students followed by two years of specialisation. Three different specialisations are offered: management (Διοίκηση Οργανισμών), marketing (Μάρκετινγκ) and tourism (Διοίκηση Τουρισμού και Φιλοξενίας).
- Specific courses were presented as core and elective for each year, increasing in number and variety as the year of study advances.
- There is a clear development of the curriculum from "how" to "why" actions are needed, with an increased focus to build the critical thinking abilities of the students.
- There are clear learning outcomes per course, and it is associated with the teaching and assessment practices. However, there is no global programme outcomes and a clear indication

of how the activities in the various courses are contributing to the overall programme learning outcomes.

- The teaching quality in the programme level is demonstrated through indicators such as: (a) the use of multiple teaching and assessment methods, (b) evidence of linking teaching with research and (c) the methods used to evolve the programme that keeps up to date in terms of market and academic changes.
- There is some informal co-ordination of deadlines for submitted work, but this relies on the initiative of an academic in each semester and is not documented or formalised.
- The teaching staff has the required qualifications and knowledge base to teach at this level the specific courses in the programme, including academics currently under appointment.
- There is notable research output of the department staff. The staff is aware of the international benchmarks of research and the management of the department seems to motivate staff to work towards producing research of international standards. The organisation of international conferences seems to provide even more push for the constant improvement of the research output.
- There is evidence of linking teaching with research. Research outputs are discussed in class, while students seem to actively participate in various both academic and applied research projects.
- To work on the quality of the programme and the courses there is extensive discussion with external stakeholders in the development of the content of the undergraduate programme.
- The employers provided a lot of evidence on the suitability of the skill set that the students develop through the programme to the needs of their organisations, both for students going for internships and graduates.
- The resources are highly restricted from the centre and the processes that need to be followed for securing these resources. The system is strictly controlled from the University Centre and the legislation to the extent that securing even simple support equipment can be very time consuming and challenging. The department members try to overcome the restrictions and are developed masters' programmes and are involved with funded research to secure some additional resources. However, still there are restrictions on how the internally secured resources can be invested.
- The support services are limited in some areas.
  a. There are 3 course administrators for a student group of about 3000 students (1300 for the current programme and 1700 who were studying in the previous programme, and some have been transferred to the current programme).
  b. There is a library space, but the environment does not look of the level that one would see in other international institutions. There is very limited workspace for the students to really engage into learning in this environment.
  c. There is evidence for general student care, especially for students that face financial or other difficulties.
  d. Accessibility to the campus is difficult with the public transport and the initiatives takes from the University and the department in the past to try to party address the issue were blocked from the rules that govern the Universities operation in the country.
  e. There is very limited space that the students can stay on campus and work in a relaxed manner.
- There is an ongoing quality control and audit, with the programme undertaking major reviews every 3 years and with the ability to make minor changes more frequently where and when needed.

## II.    Analysis

Good practices are already implemented and demonstrate the introduction and the development of quality processes, especially at the higher level and teaching. More specifically:
- Some vision on the direction of the institution and the department (academic unit) is evident.
- The overall broad logic of the programme makes perfect sense.
- There is an active engagement with quality assurance and a strong interest in developing processes aiming to improve quality.
- There are specific objectives associated with different levels, including the overall university, the department, and the programme.

Thinks that could be further considered:
- The number of courses offered seem to be more than the number that one could expect from an academic unit with 20 members of staff.
- More staff is needed to support the further development of the department.
- There are no clearly stated programme level learning outcomes. The desired skill set that graduates are expected to have need to be stated and well appreciated from the staff. The contribution of each course in the achievement of the undergraduate programme objectives also needs to be clearly mapped.
- The support services are limited. The administration needs more staff and space for students to work on campus is also needed. Although these aspects negatively influence the quality of the provided educational product, they are not controlled by the department itself.
- It is disappointing to see a highly motivated and pro-active group of academics restricted by the rules and formalities in terms of securing resources and utilising additional resources that can facilitate their everyday life and help them achieve the strategic objectives of the unit.


## III.    Conclusions

Overall, there is clear evidence of high-quality principles applied.

**Panel Judgement**

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

**Panel Recommendations**

- Rethink the labelling of the specialisation Management (Διοίκηση Οργανισμών). It might make more sense to call it "Διοίκηση Επιχειρήσεων και Οργανισμών", since the current label does not capture all the spectrum of units that the graduates could work for after graduation.
- The appointment of a programme director for the undergraduate programme, or year co-ordinators, who will oversee what is needed.
- Consider the resources provided for research. At this point there are no dedicated resources to facilitate research at an individual level.

## 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**

For the needs of this principle, the B1, B3, B4, B5, B11, B12, B13 and B20 documents, the web site of the department, as well as the input from online discussions were used.

The following are evident:
- The study programme covers a wide range of topics in Business Administration and Tourism that can help students to improve their academic knowledge and employability.
- The programme provides some general programme-level learning outcomes, which underpin the teaching delivery and assessment methods.
- The study programme includes core and elective courses, as well as three different specialisations that are achieved via different core courses in the 3rd and 4th year. Students also have the choice to complete an internship, which allows them to gain valuable work experience, as well as to write a thesis (instead of two taught courses), to enhance their scientific thinking and qualifications and apply the acquired knowledge from their studies.
- The structure of the programme of study is well-communicated to the students on arrival in the first year, it is available online, and it is described in detail in the student guide.
- The course outlines are according to the required standards.
- The teaching staff is offering courses on the areas of their specialisation.
- The adopted teaching methods are based on various methods including lectures, assignments, projects, traditional lectures, on-line access to course material.
- The internal evaluations are well monitored.
- The programme is designed with input from the industry. This input is taken from informal discussions and records associated with the student placement.
- Data on the employability of the students is captured from the University, and there is a plan to develop processes to capture it in more detail in the department level.

## II.     Analysis

- Although the design of the curriculum has been developed following research on the needs of the industry and commitment and student consultation to continuous improvement is evident.
- There is no formal process to capture the course development consultation activity.

## III.     Conclusions

Overall, the design approval and monitoring of the programme is good.

**Panel Judgement**

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

**Panel Recommendations**

- This about a better situation analysis in terms of competitive programmes offered and the competitive advantage of this programme.
- Develop a formal process to record all the information taken into account during the programme/course development and update.

## 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**

Following the interviews and consultation with the faculty members and staff of the department, the findings below summarise the current status:

- Clear and well documented regulations (B19).
- There is a very large number of students, a total of about 3,000 with 1,300 in the new programme and 1,700 from the previous programme. Given the number of staff (20 in post and 2 to be appointed) the staff/student ration is low in all calculations.
- The study program is consisted of Base courses for the first 2 year-period and then students are offered the possibility to choose between 3 different specialisations: Tourism, Organization Management and Marketing. In each specialisation a number of core and elective courses are offered. The students expressed their satisfaction with the breadth and depth of the programme content.
- Certain training in year one on processes and requirements delivered from the administrative team and the academic staff in year 1 aims at introducing the academic life and procedures to the students and develop their autonomy.
- Starting from 2020, the academic faculty is supporting the 1st year students through the academic tutors, where each student is assigned to a member of the academic staff that will assist him/her throughout the whole duration of the academic journey and will be responsible for his/her entire progress. First year students expressed their appreciation of

this initiative, since it helped them transition to the commencement of their student life and make them feel safe.

- The academic program is consisted of a plethora of learning methodologies and modern/versatile learning opportunities. The framework of the learning process mainly includes team activities and case studies, while raising questions is strongly encouraged by the academic faculty. The students themselves highlighted their strong interest towards the lectures delivered that are perceived as 'something different' in relation to the ordinary learning process. Laboratories and practice-based activities, represent about 50% (44/86) of the academic activities that a student has to attend/complete, in the course of the entire study program.
- There is a progression of use of various assessment methods. In the early years of studies, students are mainly assessed through final exams. As they progress in their studies other methods of assessment are also used, such as lab sessions and team projects.
- There is extensive emphasis on building student's soft skills through activities such as active learning and presentations.
- The student attendance of the face-to-face sessions is reported to be about 34%.
- The students evaluate electronically all courses towards the end of the course. These surveys have a notable high number of participants (83%).
- Regarding student appeals, there is a formal process that is assigned to a single member of the academic faculty, in a yearly rotation. Students stated that past cases of appeals were treated with confidentiality and discretion from the responsible members of the academic faculty.
- There is additional student support for students with problems through a programme called "umbrella" that supports students that have different kinds of needs/problems.
- The standardized procedure for student appeals and evaluations for the whole set of the faculty aspects and various communication channels such as department's social page and university portal, are encouraging students to submit their feedback and create opportunities of engagement with the department development and the teaching staff.
- Students appreciated that the academic members of staff at times exceed themselves, providing more than what is required and strongly support students to meet their learning needs.


## II.     Analysis

Overall, the findings give clear evidence of a student-centred approach. Specifically:
- The support of students both in their first year and later in their studies is very good.
- A wide range of course specialisms and choices that are regularly updated are offered.
- A wide range of assessment practices are used.
- The offered services and communication channels are of high standards, exceeds the student expectations and creates strong connections with the academic staff, that are characterized by equality and understanding of each student unique special needs.

A finding that is not consistent with the other evidence is the student attendance in face-to-face sessions, that is somewhat low. The students clearly mainly result of the transportation

difficulties, the long distance of the university facilities from the city centre of Thessaloniki (14km) and the lack of public transportation.

### III.    Conclusions

- The academic program is delivered in an environment characterized by mutual respect and shared visions. The department has created several modern initiatives which encourage students to continuously evolve and progress, inspired by the altruistic will of the faculty members.
- The high percentage of practice-based activities and laboratories, encourages students to actively feel a pro-active part of the modern work environment and thus, helps on making progress in the development of their hard and soft skills. Last but not least, the relatively small reliance on written exams, arises possibilities of integrating assessment methods that evolve dynamically and are characterized by flexibility.
- Although subject and soft skills are considered as important and there is evidence there are activities that contribute to their development, there is no written and shared account of this activity.

### Panel Judgement

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

### Panel Recommendations

We would like to make the following recommendations:

- The department could consider raising the attendance percentages by trying to work on the course timetable that will not require students to come every day in the campus when they are in a given semester or attempt to implementing some more flexible teaching methods for students that aren't able to commute daily. However, the online delivery/provision should be treated with care because of the issues with the inconsistent quality of the interaction.
- Clearly articulate the skill set that the graduates should have and map how the offered courses contribute to the development of each skill. Both subject skills and soft skills are expected to be parts of the total graduate skill set.
- The department should try to manage the very high student to staff ratio. However, it is appreciated that this is out of the direct control of the department itself.

## 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 overall structure and the details of the study program are fully described in the guide of the Course (Documents B11 & B12) that is also uploaded electronically on the faculty website. Students can get information on the university life, learn the faculty processes and the academic staff, and consider the advantages of attending the program, prior or after the commencement of their studies.
- The progression of the students is monitored through an electronic platform, where students can access their grades and the relevant courses that they have succeeded/failed in and thus, have an overall view of their progress.
- Students' mobility is strongly encouraged, and the institution collaborates regularly with Universities from abroad, either by sending or by receiving students. The required

information regarding student mobility, is uploaded in the faculty website and even though the institution has a short period of operating, numerous agreements have been established with international institutions in the framework of the Erasmus+ collaboration. More specifically, the department has currently sent abroad 148 students for conducting training and 39 for studying and it has the highest number of academics (among the other 6 University departments) in regards with academic staff mobility. Last but not least, the University has established a specialized Erasmus+ office that handles all student applications regarding international studies.

- The European Credit Transfer and Accumulation System (ECTS) is properly adopted in the framework of the study curriculum. The completion of the program requires a total of 240 ECTS points, number that is similar to most Greek undergraduate programs. Each lesson is consisted of 5 ECTS points and the minimum number of completed courses for the successful completion of the program is 46. Moreover, the department offers students the possibility to conduct a 3-month project, which awards 10 ECTS points. Each student needs to attend courses that award 30 ECTS minimum, per academic semester. Therefore, students are totally ensured that their scientific competence is fully acknowledged in an international level/environment. Moreover, throughout the course of the study program the department provides a few courses offered in English.

- The Diploma Supplement is issued without request for all graduates in Greek and in English, as indicated in the Documents B21.1 and B21.2.

- The students have the option to be placed to a company both in Greece and abroad for training. This practice is vital for the connection of the department with the market and the external stakeholders, as its most populated specialization -Tourism- represents the 'heavy industry' of the modern Greek reality. Although, scepticism arises when considering the low numbers of skill-building (13%), in relation to the overall study curriculum.

- The institution has defined a set of quality requirements for the implementation of the dissertation Thesis, as shown in the Document B19. A Thesis handbook is available to all students traversing their final year of studies and is provided by the associated academic tutor that is 'connected' to the student, from the commencement of his/her studies.

- An optional business placement (practical training) lasting 6 months is offered after the successful completion of a minimum 2/3 of the academic courses in the 7th semester. This training was highlighted by all stakeholders as highly beneficial, especially for the students specializing in Tourism. To support the business placement, a significantly strong network of companies, primarily from the Tourism sector, has been developed throughout the faculty operative years. Business partners showed a strong connection and engagement with the institution and as mentioned, they are open to further future cooperation and willing to establish constant bonds with the institution.

- Due to the Covid-19 pandemic the institution has postponed the 'Career days' which were giving students the opportunity to directly connect with businesses through interviews but wishes to reembark them when the pandemic indicators will allow it.


## II. Analysis

- The faculty is consisted of an organized and well-documented progression guide which is described analytically in the faculty website.
- Clear and efficient procedures are taking place, while institution activities are managed by academic and administrative staff of high skill and excessive will.

- The required documentation is easily available to students from different sources (website, social media, academic portals etc.).
- The academic staff is strongly supporting the student needs and ensures, that all department processes are completed successfully and in a timely manner.
- Academic and administrative staff stated (and showed) a 'client-oriented' philosophy and workflow.
- The external stakeholders showed a strong will for constant bonding with the institution and expressed their high satisfaction regarding past collaborations.
- The admission process is supported from the existence of an individual academic tutor for each student and the international recognition of the program is ensured through the proper implementation of the ECTS system.
  Practical training represents one of the most valuable aspects of the program and continuously develops job-specific skills, gaining high appreciation from both students and stakeholders.

### III. Conclusions

- There is evidence of good academic practices employed.

**Panel Judgement**

| Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes | |
|---|---|
| Fully compliant | X |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

- It would be beneficial for the department to annually organize Erasmus+ events, where students will have the chance to understand how the European exchange program works
- It would be beneficial for the department to annually organize information events about the dissertation Thesis and the available practical trainings, with meetings/interviews with the local businesses ('Career days' could be also reembarked as well)
- It would be beneficial for the department to raise skill-building processes, mainly through licensing of new software and investigate the possibility of making the software available for students to install to their personal computers.

## 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

- There are 28 academic faculty members, 20 of them are full time members of staff and 8 of them adjunct professors. From the academic faculty members who deliver lecture 26 hold a PhD, while 2 are full time members of staff appointed as lecturers from the pre-2009 appointing policy with one close to retirement. There are also 7 supporting teaching staff member who are delivering supporting tutorial type teaching closely supervised from the academic faculty members, with 3 on a full-time contract and 4 offering their services as adjunct.
- Those who are considered as full-time members of staff are a blend of business administration, marketing, and tourism and hospitality qualified. Some of the adjunct have partly knowledge of the above subject areas, while others are language qualified, psychology and sociology and information technology.
- The staff-student ratio is 1 staff to 53 students.
- According to the faculty there is fairness and transparency in the recruitment process.
- However, there is no financial autonomy in the department and even though there is need for more faculty to be hired, the department has not authority to hire upon demand. As a

state institution recruitment is at a governmental, ministerial level. The faculty said also that recruitment of adjunct professors is usually delayed and that delays delivery of lessons, even though they try at a later date to make up for the loss of hours.

- The faculty said that all involved in teaching and the doctoral students can attend Erasmus+ for professional development. While the adjunct professors they also have access to funding (upon approval) to participate in conferences. Funding is not sufficient though.
- There is not a teaching course on offer for faculty to attend, develop and advance teaching skills. It has been reported that faculty that repeatedly receive low evaluation, has only been informed of this and no action is taken for improvement.
- The fulltime faculty publishes on areas of their specialization which is also relevant to the subjects taught.
- Innovation is depicted in teaching through use of case studies, digital animations (avatars), videos, invitation of industry and academic guest lecturers, teamwork, labs, tutorials, industry visits.
- Additionally, the department organizes daily events/workshops where they invite guests from the academia and industry alike to share experiences; they organize national and international conferences; and they have an e library, which subscribes to international data sets and a Moodle platform.
- Despite the efforts however attendance is low. 2 in 3 students do not attend.
- The department is actively involved in research and the faculty has certain number of publications.
- Physical presence is limited to three days a week, even though some of the faculty come more often to attend to duties and responsibilities.
- There is not a yearly internal performance appraisal system. The members of faculty said there is a kind of evaluation every three years, but it does not have any reprimanding and/or remedial value. There is no self-assessment system at place, and not teaching training.
- Recruitment is at a ministerial, governmental level and hence the department does not have any decision-making authority. So, there are no policies that can support this.

## II.     Analysis

- The 1 to 53 ratio is far behind from the limit to 1 to 18 students which is required and promoted by highly accredited international universities. Hence the need to recruit more full-time faculty.
- The faculty said that all involved in teaching and the doctoral students can attend Erasmus+ for professional development. While the adjunct professors they also have access to funding (upon approval) to participate in conferences. Funding is not sufficient though.
- There is not a teaching course on offer for faculty to attend, develop and advance teaching skills. It has been reported that faculty that repeatedly receive low evaluation, has only been informed of this and no action is taken for improvement.

- There is need for more funding to cover needs for conference presentation as this raises the presence and reputation of the department and the institution at large.
- There is need for faculty to attend teacher' qualified courses as it has been the case for universities abroad and for many years now. The fact that one holds a doctorate degree does not automatically grant him/her the skill to teach. An external body can be called to deliver teaching courses to existing faculty. Or it could be organised internally, a form of peer tutoring where those members who receive high students' evaluations could organise teaching seminars. This initiative could count towards their evaluation for promotion, which is every three years.
- The faculty tries to bridge the gap between education and research by publishing on their areas of specialization and the programme of study. However, there is need to publish more extensively in high quality journals in order to increase reputation of institution and compete in rankings with other instructional institutions.
- Research should be promoted for all members of the faculty full time and non.
- The teaching methods used are very good however more use of technology is required.
- Students mentioned that as a whole teaching is very good however the paradox is that attendance is low. Among reasons for non-attendance was the distance of the SINDOS Campus to the city of Thessaloniki where more of the students reside, as well as, that a number of students work full time while attending university courses.
- However, if it is analysed comparatively with other countries, there are students who also work full time, but they try to attend full time as well. There are students who live far away from campuses, but they also attend classes. Nonattendance of a large number of students is definitely an issue which needs to be addressed at a departmental and institutional level.
- There is need to increase publications and limit it only to high ranked journal lists. The department should encourage all members of faculty to publish and especially the junior members.
- The university is digitally connected with platforms that allow instant communication with all relevant stakeholders. Hence physical presence is not a mandate when not physical presence is not demanded.
- A yearly performance appraisal system should be put at place in order to constantly identify and eliminate weaknesses and to be competitive at a global level. Self-assessment and peer assessment should be also implemented in order to improve teaching weaknesses and as it has been identified.
- As also mentioned above teaching training should be implemented either by external bodies or internally organized.

## III.    Conclusions

The areas that need improvement are not controlled from the department or the programme.

**Panel Judgement**

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

**Panel Recommendations**

Institutions probably should be given a decision-making hiring authority to make them competitive with other international intuitions and attract faculty not only from Greece but from other parts of the world, a practice which is been followed for many years abroad. This will increase the perspective and experience of students and will strengthen institutional reputation.

## 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**

Based on the Virtual tour of the IHU's campus, the relevant documentation submitted, and the information collected from the interviews of the various stakeholders, the Panel found the following:

- At the beginning of each academic year, the department organizes a welcoming event; a student orientation where faculty and staff of the program are introduced, and the students are informed on the program of study, the curriculum and all the facilities and services available to them during their studies at IHU.
- There are sufficient classrooms to accommodate the students, however more classrooms are being built since the number of students has been increasing.
- The faculty offices range from one occupant, to two and to three sharing an office space of 20 sq. meters.

- The number of computer and other labs are sufficient to cover the needs of the faculty and students, however, there is a need to acquire more up-to-date computers.
- There is only one restaurant but there is a need for more restaurants, cafeterias, shops and other facilities for social gatherings of the students after completing their classes.
- There are student dormitories on campus, however, they cannot accommodate all the students demands and needs. The Panel was not able to acquire the exact number of rooms at the dorms. There are outdoor and indoor sports facilities. There was no indication as to how frequently and by how many students these facilities are being utilized.
- There is a library to serve the students and the staff, however, there is a need for a larger one.
- The academic department/program is supported by an administrative staff of three very competent individuals. This number is not sufficient to serve efficiently and effectively the student population of the program. On many occasions they cater to the students outside their normal working hours by using their mobile phones to answer questions and address issues the students are facing.
- Students are assigned academic advisors who guide and direct them throughout their studies. This is another service the department provides to the students who appeared to be satisfied by this service.
- For the student mobility through the Erasmus+ program there is an academic coordinator who facilitates the mobility process from the beginning until its end, and also monitors and advises the students during this process.
- Internships are not mandatory; however, many students choose to follow this path instead of writing a thesis in order to graduate. There is an Internship Unit to support and guide the students during their internship period.
- The Department of Organization Management, Marketing and Tourism has 3 Research Laboratories, through which it implements its research policy and ensures the continuous improvement of the provided undergraduate and postgraduate education: (a) Tourism & Service Management Research Laboratory which covers the wide interdisciplinary range of tourism and service management research. (b) Marketing & Business Administration Research Laboratory which focuses on communication and marketing issues as well as general business administration and organizations, and (c) Research Laboratory of Data Analysis and Business Intelligence, which focuses on information technologies and quantitative methods for the extraction of knowledge from data and its utilization in management and marketing.
- Funding is allocated to the department/program by the Government through the IHU's Governing Committee, and it is not sufficient to cover their needs. Thus, additional funding is generated through their postgraduate programs and through various faculty funded research projects, i.e., from the EU, etc.
- There is heavy burden on faculty members with administrative work, which burdens the members' participation in research projects, research publications, etc.

Finally, the problems related to the infrastructure are gradually being addressed with the supply of new PCs, projectors, and sound systems. In conclusion, the compliance of the Undergraduate Study Program and the Department with the results and recommendations of

the external evaluation of the Foundation as well as the certification report of the Quality Assurance Unit (QAU) of IHU is complete.

## II. Analysis

Based on the aforementioned findings and the feedback received from both the internal and the external stakeholders the following analysis is presented:

- The program is very popular amongst the students, and they are overall satisfied with their instructors who are very supportive and knowledgeable in their respective fields.
- The program has the appropriate facilities, i.e., classrooms, labs, IT infrastructure in order to ensure that an appropriate supportive learning environment is in place.
- The availability of the existing facilities at the department level are satisfactory, however, at the University level they need some additions and improvements.
- The permanent faculty are not sufficient in numbers to cover all the teaching needs of the program, consequently external part-time instructors are hired to cover the teaching needs of the department.

## III. Conclusions

Based on the readings of the various documents provided by the Institution and on the interviews with the various stakeholders, the Panel concluded the following:

- The students are very content and satisfied with the quality of their instructors and the knowledge and support they receive. This is commendable for the faculty who despite their small number, teaching, research and community duties and responsibilities maintain an open-door policy in order to cater to the needs of their students.
- There is an immediate need for hiring more permanent teaching staff, which is due to the increasing number of students and the increase visibility and reputation of the program.
- There is a need for additional facilities at the University level, i.e., more restaurants, cafeterias, shops, and dorms to accommodate and satisfy the students while they are staying on campus.
- There is also a need for hiring additional administrative staff to serve an increasing student population. It is commendable to mention that the three members of the administrative staff perform their duties even beyond their regular working hours so that students are cater to in a satisfactory manner.
- Provide individual space offices to the permanent faculty so that they have their privacy and see students on various confidential/personal matters without disturbing their colleagues in the same office.
- The Orientation Day for the new students is an institution that is commendable for the department, and they should continue to do so. Adding alumni, employers, future employers and other social partners will definitely add more value to the program.

**Panel Judgement**

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

**Panel Recommendations**

- Hire more permanent faculty and administrative staff in order to provide a better service to the students.
- Provide individual offices for the permanent teaching staff.
- Provide more facilities, i.e., restaurants, student dorms, shops, etc. at the University level.

# 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**

Based on the relevant documentation submitted and the information collected from the interviews of the various stakeholders, the Panel found the following:

- Every semester students evaluate the course, and their instructors based on an anonymous evaluation form and feedback is provided to the instructors regarding their performance.
- There is a data bank at the departmental level (not at the university level yet) that includes the student progression, their employability, and the career path of the graduates. This is managed by the Liaison Office.
- There was no evidence of assessing the performance of the administrative staff by students and/or faculty members.
- Businesses who employ or not graduates of the program provide feedback to the department for the curriculum development and they also participate as guest speakers in many classes.
- There is systematic feedback from the business sector regarding the progress of the students during their internships, which is recorded on special documentation.
- Career Days take place twice a year where many future employers, usually around 40, are invited to present their businesses, and students are given the opportunity to submit their CVs and interview for possible internship and/or employment.

## II.    Analysis

Based on the aforementioned findings and the feedback received from both the internal and the external stakeholders the following analysis is presented:

- The collection, analysis, and use of the information collected from all the stakeholders, namely, students, faculty, staff, and external stakeholders, are systematically provided to the quality assurance unit.
- The development of the new program curriculum was enriched with new courses which emerged after consultation with social, professional, and economic bodies.
- There is no evidence as to how the quality assurance unit provides feedback to the relevant bodies. It is a good practice that there is a liaison officer who is responsible for monitoring, mentoring, coaching, and guiding the students during their internships.


## III.    Conclusions

- Codes are distributed to the students under the responsibility of the respective instructor for the online completion of the online anonymous evaluation of the instructors.
- The analysis of the evaluation forms with the observations of students and the comparative tables are issued through the Information System (IS) of the Quality Assurance Unit of the University.
- After the completion of the academic semester, the detailed assessment results are made available to all the instructors (using personal passwords), to the OMEA (Internal Assessment Team) Manager of the Department and to the President of the Department. The aggregate evaluation results are then posted on the Department's website.
- There is systematic feedback provided to the department from the employers and other social partners regarding the curriculum development.
- The Liaison Office follows the progression of students, employability, and career paths of graduates.
- No evidence of evaluation of the administrative staff by the students and/or faculty.


**Panel Judgement**

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


**Panel Recommendations**

Institutionalize the performance appraisal of the administrative staff by the students and faculty.

## 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**

Regarding the publication of its educational and academic activities, it is evident that the Department provides highly detailed, multifaceted, and up-to-date information (including the Undergraduate Study Program) formulated with objectivity and clarity, as well as in a direct and accessible manner. This information is useful both for candidates as well as active students and graduates of the Department, the international and Greek academic community, the business community, social and sectoral institutions and other interested bodies and a wider audience.

A key means of disseminating information is the Department's website (http://www.ommt.ihu.gr/), which is integrated into the university's website (http://www.ihu.gr/) and is available in its entirety with fullness, clarity, and objectivity of the information, both in Greek and in English. It includes various useful information concerning both the Undergraduate Study Program and the Department, its research activities, various events, the Undergraduate Study Program, and other information such as:

- The identity and profile of the Department.
- Information about access to all areas of the Department.
- The academic staff.
- All the necessary regulations for the Undergraduate Study Program (such as: Study Regulation, Assignment Regulation, Internal Operation Regulation, Complaint Management Regulation, Academic Advisor Regulation, Quality Policy, and Doctoral Studies Regulation.

- Detailed information about the Undergraduate Study Program, such as: Study guide, Courses (including their learning outcomes and applied teaching and learning processes), Course timetable, Auxiliary educational work, Exam schedule, Internship, Dissertation, Information for first-year students, and Professional employment prospects of graduates.
- Erasmus+ Exchange Programs as well as corresponding forms and regulations (Student Mobility Regulation, Erasmus+ Program Guide).
- Detailed information about Internships within the framework of the Undergraduate Study Program, as well as related documents, regulations, and applications, such as: Internship Guide for the Manpower Employment Organization program (OAED), Internship Guide (for the NSRF program), Application to start internship, Internship Completion Application, Personal Data Declaration Form, Internship Booklet.
- Master's degree programs.
- Doctoral study program, including the Doctoral Dissertation Regulations.
- The various activities, events, conferences, and events.
- The Department's research laboratories that support the Undergraduate Study Program.
- The Undergraduate Study Program Secretariat, including all the necessary forms, such as: Statement of personal details, Request to the Assembly, certificate of participation in the exams, Declaration of acceptance of dissertation, Evaluation of dissertations, Oath, Application for graduation, etc.
- Detailed information on the transition of students from the Undergraduate Study Program of A.T.E.I.TH to the Undergraduate Study Program of IHU, including the transition guide to the reformed Study Program.
- Information on entry exams and related forms.
- The Undergraduate Study Program Newsletter.
- Announcements from the Secretariat.
- Teaching staff's announcements.
- Internship announcements.
- Announcements about the Erasmus+ program.

In addition, the Department intensively utilizes various additional means of communication to publicize information, outside of the Undergraduate Study Program website, namely:
- Manages the Undergraduate Study Program Facebook page, Facebook group, and has a related Instagram page under development.
- Regularly presents Undergraduate Study Program-related topics as well as various actions and events on local radio and television stations, and in newspapers.
- Publishes Newsletter which is widely distributed electronically.
- It organizes 3-4 international scientific conferences every year, as well as various events.
- Manages an online asynchronous education platform (https://exams-sod.the.ihu.gr/course/index.php?categoryid=2) which is addressed to Undergraduate Study Program students and includes detailed information on each Undergraduate Study Program course, material for study (notes, lecture presentations, videos, etc.), detailed

course outlines, assignments (guidelines and submission), evaluation methods and evaluation criteria, teachers' announcements, etc.

## II.    Analysis

The process of maintaining and updating the website and all the other information is clear and its updating is regular, while it constitutes an overall responsibility of a Permanent Teaching and Research Member of the faculty.

## III.    Conclusions

In conclusion, the publication of the educational and academic activities of the Department regarding the Undergraduate Study Program is multifaceted, rich, easily accessible both by the students and the academic community as well as by the community, and therefore the compliance for the Axis number 9 (Public Information on the New Undergraduate Study Programs).

**Panel Judgement**

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

**Panel Recommendations**

It is recommended that the current practices for publicizing the educational and academic activities of the Department regarding the Undergraduate Study Program shall be maintained.

# 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 implementation of the quality policy of the Undergraduate Program includes the following control procedures, which are continuously recorded, evaluated, and assessed: the Programme of Undergraduate Studies, is based on its strategic orientation; the Learning Outcomes in accordance with the European and National Higher Education Qualifications Framework; the quality and effectiveness of the teaching by the Faculty; the suitability of the Faculty knowledge field; the quality and quantity of academic research; the linkage of teaching with research; student qualifications in relation to the labour market; the quality of support services and the quality of procedures which evaluates the educational and research results of every academic year.
- The department's quality assurance policy is in par with that of the Quality Assurance Unit of the International Hellenic University of Accreditation.
- The learning outcomes are in accordance with the European and National Higher Education Qualifications Framework and is based on its strategic orientation.
- There is regular monitoring and evaluation of the new study programmes through regular review of statistical documentation based on external and internal evaluations.

Accordingly, the department is gauging effectiveness and efficiency of methods and approaches used for the design and implementation of their programmes. More specifically the departments are evaluating to ensure that the programme is in par with current trends, and latest research and in an effort to accommodate changes brought about due to changes in the external environment at all levels: political, economic, social/cultural, technological, environmental.

- The programmes of study are thought to be reviewed also in the presence of various stakeholders such as: industry, tourism organization, students, chamber of commerce.
- The programmes are designed in a way that there is flexibility so that students are in line to completion.
- There is a tutoring system which provides psychological support but not academic support.
- There is a variety of assessments which entails exams, and written assignments and bonus grades for attendance. The first two years however the assessment is exams based. Provision is taken also to assist blind students and there is infrastructure to support physically impaired students.
- Students seem to be satisfied with their programme of study however the low attendance is a concern.
- There is dissatisfaction with the small size of classrooms and the fact that there is no heating especially in the beginning of the semester. Insufficient heating is an issue in the halls of residence as well.

## II.     Analysis

- The department's quality assurance policy is in par with that of the Quality Assurance Unit of the International Hellenic University of Accreditation. However, the following issues need to be considered:
- There is need to incorporate more methods of assessment for those students in their first two years of study, and to get away of the rigid exam method of assessment as this limits creativity and innovation.
- No bonus should be given for attendance. This is something that is not in par with universities abroad and international accreditation bodies. It is the responsibility of students to attend classes. The grades allocated for bonus can be perceived as bribing students to attend classes.
- Perhaps larger classrooms to cater to the needs of the highly increasing numbers of students should be created or even better more faculty to decrease the large 1 to 53 ratio. More Funding should be allocated to solve the issues of inadequate heating which is a fundamental human right.

### III. Conclusions

The external evaluation and accreditations of the programme is following international standards.

**Panel Judgement**

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

**Panel Recommendations**

The Department should undertake a series of actions that will enhance student participation in student evaluations. For example, any rewards and/or incentives to increase student participation.

## 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**

- The Undergraduate Study Program of the Department of Organization Management, Marketing and Tourism is new, and has not been subject to periodic external evaluation by a committee of experts of the Hellenic Authority for Higher Education. Therefore, as this external evaluation is the first to be carried out, Axis 11 (Periodic external evaluation and certification of the new Undergraduate Study Program) in accordance with the instructions of the Hellenic Authority for Higher Education concerns the compliance of the Undergraduate Study Program and the Department with the results and recommendations of the external evaluation of the Foundation and the certification report of the Internal Quality Assurance Unit (IQAU) of IHU.

- The certification process of IQAU of IHU took place in May 2021. The External Evaluation and Certification Committee appointed by Hellenic Authority for Higher Education studied the certification proposal together with its documentation, held teleconferences with representatives of the University's Governing Committee, the Foundation's members, and stakeholders, and finally certified that the Hellenic International University's IQAU fully complies with the principles of the HELLENIC AUTHORITY FOR HIGHER EDUCATION standards. During the certification report of the IQAU, weaknesses were identified regarding the creation of liaisons and synergies between the nodes of the University. Furthermore, it was mentioned that more emphasis is placed on the collection of data from the internal evaluation process and not on their analysis and utilization based on an organized process. The heavy burden on faculty members with administrative work was

also emphasized, which burdens the members' participation in research projects, research publications, etc.


## II. Analysis

The need for the development of specific Key Performance Indicators (KPIs) was highlighted, specifically in the fields of:

- Education (Available courses in a foreign language, Course evaluation, Student-teacher ratio, Attendance of courses, Methods of examination, Utilization of rooms, Grading criteria, Degree of student satisfaction), Research (Research project, publications, certification of research laboratories), Sustainability (Funded projects from national and international resources), and
- Extraversion (Number of scientific incentives per year), Number of visits in businesses and organizations, and Presence in social networks.

With regards to the fact that greater emphasis is placed on the collection of data from the internal evaluation process and not on their analysis and utilization based on an organized process: The Department's Internal Evaluation Team (OMEA) initially consisted of 3 faculty members. However, the increased needs of the process and the greater emphasis on the analysis and utilization of internal evaluation findings necessitated the expansion of the OMEA with an additional 3 faculty members. The now expanded OMEA team proceeded with the analytical processing of the evaluation data and then these were presented to the Department Assembly where the performances were discussed, their relevant evaluation was carried out and potential improvements, interventions and corrective actions were proposed. The corrective actions taken as well as the utilization of identified best practices were both at the faculty level and at the Undergraduate Study Program level (according to the internal evaluation findings, the Undergraduate Study Program was partially revised in 2021 and additional limited improvements were made in July 2022).


## III. Conclusions
There is evidence that the needed procedures that will help the department to have evidence of the processes used are put into place.


**Panel Judgement**

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

**Panel Recommendations**

It is recommended that the Department firmly take into account the conclusions and recommendations of this expert committee for the continuous improvement of the Undergraduate Study Program in the future, as well as for its future re-certification after four years.

## 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**

- This is the first programme of study since the institution was upgraded to University (AEI) from a Technological Educational Institution (TEI). All students are aware of the transition and attend the new curriculum which will award them with a university (AEI degree) and not a Technological Institution (TEI) title. The curriculums are appropriately structured, and the content taught is aligned to deliver certain learning outcomes. The department has regulations at place which clearly stipulate the programme's credit hours to be achieved for the degree to be awarded. Hence, seemingly operations seem to be running smoothly.
- The department seems to have the necessary learning resources needed to implement teaching and research up to a certain extent. However, it has been noted there is need for more computers, and appropriate software platforms, especially to undertake research; and larger classrooms to accommodate students' needs. The teaching staff seems to be

appropriate as there is a mix of various specialization however there is need to recruit PhD level faculty that are actively involved in research.

- The department seems to have a system at place where they access data from several sources external and internal.

## II.    Analysis

- Operations run smoothly, which indicates a smooth transition. Curriculums have been adjusted to focus on a more theoretical rather than practical content. Additionally, the focus of teaching is on management rather than operations. Hence in line with other international universities teaching similar programmes of study.
- Teaching and research are limited by financial resources; lack of autonomy to raise own resources; and allocation of own yearly budget. Hence, the department perhaps should be allowed to raise and utilize its own resources and/or allocated a yearly budget to accommodate its short- and long-term needs.

## III.    Conclusions

Overall, the panel feels that the transition is successful.

**Panel Judgement**

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

**Panel Recommendations**

The Department could:
- Undertake a series of actions that will enhance student participation in student evaluations. For example, any rewards and/or incentives to increase student participation.
- Enhance the role of the advisory board (external and internal stakeholders who contribute to the development and adjustments of the programme) and to establish regular rounds of communication; the advisory board should assist the department and the faculty to become more 'proactive' vis-a-vis the needs of the local society (see also Principle 1). The contribution of the advisory board should be clearly recorded.

## PART C: CONCLUSIONS

## I.       Features of Good Practice

The programme under consideration emerged from an established and well-regarded course of the department of Tourism and Hospitality Management of the Alexander Technological Educational Institute of Thessaloniki when the department was merged with the International Hellenic University in 2019. The committee recognises that the staff is highly involved, motivated and has a vision that seems to be shared. The programme now offered capitalized on several strengths of the previously offered programme, and specifically:

- Very good links with the industry, used for student placement, input from practice in the programme and course development and delivery and other activities. It is notable that the contacts go beyond the local industry, with many key national companies involved and clear indications of good international contacts.
- Very strong international exchange programme, both in terms of academic mobility but also in terms of placement mobility. The programme primarily focuses on student exchanges.
- Very active involvement of the department with research activities and in particular conference organisation. The Undergraduate students are actively involved with these activities.
- Very good pastoral services to the students, that were further enhances in the last three years.
- The existence of the campus infrastructure.

The new study programme also developed new features that seem like strengths, and specifically:

- A well-designed programme, with clear, relevant, and well placed in the colloquium course options.
- A shift from aiming to help in the development of low-level operational skills (how things are done) to aiming in the development of higher-level skills (why things are done), that is consistent with the new level of the degree.
- A clear thinking on the development of transferable skills.

## II.      Areas of Weakness

There are weaknesses of the programme, but most of them are not controlled by the department itself. In particular, not controlled by the department programme weaknesses include:

- The location of the campus. It is 22 km from Thessaloniki, in an industrial area that offers very little availability of housing and other facilities. Therefore, most students live in Thessaloniki.
- The very limited and uncontrolled in terms of quality public transport from Thessaloniki to the campus.

- Very limited facilities that could allow students to spend more time in campus such as flexible meeting and studying places as those offered in most Universities in other countries.
- Very thin in terms of administrative support.
- Small in terms of full-time academic members of staff in relation to the number of students served.
- Centrally controlled budget, even for funds raised from the members of the department for extra support of the programme. The restrictions do not allow the department members to buy specific needed equipment and services in a timely manner, including even cleaning services.

Weaknesses that could be controlled the department and could help in the future development of the programme include:
- Lack of blueprints of processes, such as the consultation and other activities needed for course or programme changes.
- Reliance on ad-hot staff-initiated co-ordination of the assessment and other processes amongst the courses offered in the same semester/year.
- Very large number of courses, that are difficult to be delivered from the existing members of staff.

## III.    Recommendations for Follow-up Actions

The committee proposes the department to improve or clarify or incorporate in the relevant internal procedures (or regulations) as well as quality control and assurance plans the following procedures:

- The procedure of appointing (formally or informally) a course director, a primus inter pares, to lead the transitional effort (it could also be the chairperson of the department). In this regard, the role of the course director in consultation with the resident faculty, is no other but to suggest changes and amend either the content or even the structure of modules in order to achieve the overall goals of the programme.
- The procedures for determining the budget and the allocation of resources for the programme, as budgetary constraints and decisions determine the resources available to the faculty members.

## IV.    Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.**

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

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

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

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

# The members of the External Evaluation & Accreditation Panel

**Name and Surname**                                                    **Signature**

1.  **Prof. Cleopatra Veloutsou (Chair)**
    University of Glasgow, Glasgow, UK

2.  **Prof. Marios Katsioloudes**
    American University of Cyprus, Larnaka, Cyprus

3.  **Assoc. Prof. Christina Koutra**
    Abu Dhabi University, Abu Dhabi, United Arab Emirates

4.  **Mr Vasileios Georgiadis**
    Economic Chamber of Greece, Thessaloniki, Greece

5.  **Mr Triantafyllos Zervas**
    Student of Business Administration, Hellenic Open University, Patras, Greece