



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Hellenic Authority
for Higher Education

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

Management Science and Technology

Institution: University of Peloponnese

Date: 27 May 2023



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



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

- 1. Prof. Dimitrios Makris (Chair)**
Kingston University, United Kingdom

- 2. Prof. Evangelos Dedousis**
The American University in Dubai, United Arab Emirates

- 3. Prof. Costas Iliopoulos**
King's College London, United Kingdom

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

- 5. Mr Triantafyllos Zervas**
Student of Business Administration, Hellenic Open University, 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 compliance of the undergraduate study programme (UGP) of Management Science and Technology (MST) of the University of Peloponnese (UOP) in accordance with the Quality Assurance requirements. The assessment was conducted online through document reviews (related to the undergraduate study programme of the Department of Management Science and Technology), its operation and quality assurance initiatives, interviews and online observation of premises (through video). 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.

All meetings were held online.

First Day Schedule

On Monday the 22 May 2023 at 11:00, the External Evaluation and Accreditation Panel (EEAP) had a private meeting to discuss the proposal report, allocate tasks and list issues related to the accreditation process.

At 14.00, the EEAP attended a meeting with the Vice-Rector for Academic and Student Affairs Professor Konstantinos Mavreas and the Head of the Department Associate Professor Panagiotis Evangelopoulos. Dr. Evangelopoulos gave a presentation on the MST department's history, staffing, infrastructure, structure and overview of the UGP, student numbers, research, aims and objectives, SWOT analysis and strategic goals and related KPIs.

Subsequently, at 14:45, the EEAP had a meeting with OMEA: Prof. Panagiotis Liargovas, Ass. Prof. Panagiotis Evangelopoulos, Ass. Prof. Athanasios Anastasiou and MODIP: Prof. Konstantinos Mavreas, Prof. Konstantinos Vassilakis and Ms Papaporfiriou Anthoula. They discussed the ways that the MST programme was operating in terms of assuring compliance with standards and internal programme monitoring and evaluation. During the meeting, the EEAP had the chance to ask OMEA and MODIP members questions. Various clarifications and explanations were provided on the overall accreditation process. EEAP was kindly given access to the slides presented on the day.

At 17:00, the EEAP had a debriefing meeting where the members shared the findings of the day's session and organised the next day's online meeting with the department.

Second Day Schedule

On Tuesday 23 May 2023 at 11:00, EEAP had a meeting with the department's teaching faculty members (DEP): Prof Athanasios Kriemadis, Ass. Prof. Theodoros Koutsobinas, Ass. Prof.

Nikolaos Apostolopoulos, Ass. Prof. Dimitrios Spiliotopoulos, Ass. Prof. Alexandros Kakouris, and special teaching staff (EDIP) Zacharias Dermatis and Charalampos Kariofillas. During this meeting the EEAP had an extensive discussion about a range of topics such as teaching practices, research, staff and student mobility, student evaluation, etc, to gain a wider overview of the department's activities.

At 12:00, the EEAP had a private online meeting with undergraduate students and discussed a range of issues from the student perspective, such as student experience, student participation in the evaluation of the UGP, opportunities for placement and mobility.

At 13:00, the EEAP attended an online tour of facilities, such as classrooms, lecture halls, libraries, IT laboratories, facilitated by the teaching and administrative staff of the MST. In addition, the EEAP was given access to a relevant recorded video.

At 15:00, the EEAP hold a meeting with external stakeholders: Mr Panagiotis Kritikos, President -Representative of the Chamber of Economics, Mr Konstantinos Papadimitriou, President - Representative of the Administrative Chamber of Greece, Mr Ioannis Troupis, President - Representative of the Chamber of Arcadia, Mrs Aikaterini Siabou, Head Officer of development in local authority -Representative of the Municipality of Tripoli. The discussion focused on the synergies between the MST department and the stakeholders.

At 15:45, the EEAP had a debriefing to discuss the outcomes of the online review, the drafting of the overall report.

At 16:15, the EEAP had a meeting with the OMEA: Prof. Panagiotis Liargovas, Ass. Prof. Panagiotis Evangelopoulos, Ass. Prof. Athanasios Anastasiou, MODIP members: Prof. Konstantinos Mavreas, Prof. Konstantinos Vassilakis and Ms Anthoula Papaporfiriou to ask for clarifications to assist them in their overall evaluation. Following a request from the EEAP, the department of MST provided further documentation related to their placement programme.

Finally, at 16:45, during a closing meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA and MODIP, the EEAP members provided informal verbal feedback regarding their findings.

III. New Undergraduate Study Programme in operation Profile

The department of the MST is located in the Tripoli campus of the UOP. It is a relative new department that was founded in 2019 and it is consisted of 8 permanent academics, 5 additional teaching staff, 3 technical staff and 2 administrative staff.

The UGP in the MST department lasts 4 years, consists of 42 courses with a total value of 240 ECTS, which are organised in 8 semesters. During the semesters 1-5, the UGP introduces the students to the discipline of management studies, economics, and informatics. After semester 6, students have the opportunity to focus on specific topics and choose one of the three directions offered.

Currently 466 are enrolled on the UGP of the MST department with an annual intake of 150 students.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

b. The strategy of the Institution for its academic development

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

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

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

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

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

d. The documentation of the sustainability of the new department

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

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

e. The structure of studies

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

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

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

Study Programme Compliance

I. Findings

1. Established in 2019, the department of MST, housed in the School of Economics and Technology in the UOP, is a new department aiming at the promotion of research and learning in the fields of Management and Technology in order to serve the relevant academic disciplines and benefit the broader society. More specifically, the department aims to provide its graduates with an all-round education that enables them to function in the modern labour market and to be able to successfully deal with complex economic, technological, and social challenges. The academic disciplines taught in the department are part of the internationally recognized UNESCO categorization of academic disciplines (041 Business and Administration, 0413 Management and Administration, 061 Information and Communication Technologies, 0611 Computer Use). The 4-year programme offered at the department was modelled after a similar programme at the Economic University of Athens taking into consideration the conditions of the local/regional economy. The programme is comparable, in terms of credit units, core courses, and requirement of a graduation thesis, to similar programmes offered by universities in Greece and elsewhere, for instance USA, Japan, and UK.

2. The vision of the UoP revolves around learning, research, outward orientation/internationalization. The major points of the wide-ranging vision refer to providing a rich and high-quality educational experience to students, generating new knowledge, and producing high-quality research for the benefit of society. The vision also includes fostering of entrepreneurial spirit and social awareness and sensitivity in students. The University of Peloponnese sees itself playing a key role in addressing the needs of the surrounding community and beyond while establishing relations with academic institutions outside Greece to support the academic mobility of students and staff alike.

In line with the vision of the University, the vision of the Department of Management Science and Technology is academic excellence for the benefit all stakeholders and close collaboration with scientific, productive, and cultural bodies at the national and European levels benefitting the world community. The department has developed its own mission statement focusing on the provision of high-quality education to undergraduate and graduate students in the fields of management and technology with the objective of showcasing crucial advantages in combining the two fields. The mission also aims at developing professionals with a broad academic knowledge and reputation who will play a role in research and production in key sectors of economic development.

3. The SWOT analysis of the department includes several strengths such as:

- 1) High quality education in the fields of Management and Technology.
- 2) Dedicated faculty with years of teaching and administrative experience.
- 3) Technological infrastructure allowing even for online delivery.
- 4) Synergies between the department's faculty and colleagues in other institutions in Greece and abroad.
- 5) Long-established relations between faculty and regional and European social, productive, and cultural bodies.
- 6) Up-to-dated undergraduate and doctoral programmes of studies.
- 7) Business incubator services and agreements with similar services in Greece.
- 8) Operation of the Jean Monnet Module in Entrepreneurship & Entrepreneurial Activity.
- 9) Several other programmes such as Agrifood Business.

The lack of building space to house the laboratories of the department, insufficient maintenance of buildings and equipment because of underfunding, and lack of funds to support the faculty's research activities are identified as weaknesses.

As identified in the SWOT analysis, the opportunities include:

- 1) Post-graduate and continuous education programme accreditation to attract students from neighbouring countries.
- 2) Adoption of new technologies in the operations of the department.
- 3) A pool of highly qualified faculty in Greece and in the EU.
- 4) Multiple sources of funds for research and introduction of new products and services in higher education.
- 5) Creation of synergies between the faculty and colleagues in other institutions in Greece and abroad.

The threats include:

- 1 The hiring of new faculty is not decided by the department.
 - 2 Intense competition and increase in the number of private institutions that, in collaboration with foreign universities, offer a university degree.
 - 3 Substitution of university degrees for degrees offered by vocational institutions.
4. The program is comparable to similar programmes offered by universities in Greece and elsewhere. The broader objective of the programme is to prepare graduates for the modern labour market by combining scientific knowledge in the disciplines of Management and Administration, Information and Communication Technologies, and Economics. Thus, graduates will be familiar with new developments brought by the 4th Industrial Revolution, 3D printing, AI, Internet of Things, and similar cutting-edge technologies. More specifically, it is expected that

graduates will be able to critically apply academic knowledge in analysing quantitative and qualitative data while dealing with real life situations. Graduates are also expected to demonstrate leadership, administrative, and entrepreneurial abilities. Further, it is anticipated that graduates will be able to develop an organizational culture based on transparency, continuous improvement, respect for people, corporate social responsibility, environmental sustainability, and such other characteristics as required for the organization to adapt to international practices.

Emphasizing the student-centered nature of the learning process and evaluation of students, the feasibility & sustainability study makes provision for a range of services to be available to students such as academic advisor, liaison office, cafeteria and restaurant, healthcare, scholarships, library, Erasmus programmes, subsidized housing, and the like. It may be also mentioned at this point that there is an “adaptation week” with a range of activities that aim at making new students familiar with life at the university. With respect to human resources there are 8 full-time faculty plus 7 collaborative and teaching staff members, and 2 administrative staff while the number of active students stands at 466. With respect to building infrastructure, there are adequate classrooms, three research laboratories, one teleconference/online teaching classroom, while appropriate facilities exist to help people with mobility problems.

Graduates are expected to find employment in the private or public sector or work as freelancers. To this end, the department prepares students for the labour market by organizing career days, workshops, and MoU’s with business incubators, centers of innovation and entrepreneurship, and the public sector. During the meeting the Panel had with employers and social partners the latter were optimistic regarding employment opportunities of graduates. It must, however, be noted that, as this is a new programme, no student has graduated yet.:

5. The organization chart of the department depicts the roles of the Assembly, the President, and eight committees, each committee charged with specific duties. For instance, the strategic planning committee is responsible for developing the vision and mission and strategic direction of the department while monitoring the progress of the 4-year operation plan, the curriculum committee plans and checks the contents of courses so that they are aligned with similar programs offered by other European institutions. Likewise, the Ph.D. committee is responsible for reviewing candidate applications, organizing research seminars and the like while the communications and promotion committee designs and executes the department’s communication strategy with several stakeholders.

Projections on the number of students and the number of faculty are given in the two tables below:

STUDENTS

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-27
150	150	150	150	150	150	150	150

FACULTY

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2025-27
3	5	10	11	12	13	13	13

The department is funded from public and private sources which are allocated based on its needs. Planning on allocation of funds takes into account annual student intake and demands of the program for example, number of courses per semester, use of labs, research demand and the like. It is expected that additional monetary resources will be available from grants and competitively funded European and international programmes such as Erasmus, OECD, Horizon, etc. Additional building infrastructure to house the three department labs will be sought.

II. Analysis

The vision and mission of the department are more or less what one would expect to find in similar institutions in many places. Drawing upon the vision and mission of the department, the feasibility and sustainability study and the four-year operation plan provide adequate information about the strengths and weaknesses of the department as well as threats and opportunities in the outside environment. The department's objective to offer a 4-year student-centered undergraduate programme in management science and technology comparable to programmes offered by other universities in Greece and abroad is sufficiently explained and documented in the literature provided to the Panel.

During presentations by faculty and discussions with them it became clear that a sharper focus on the strategic direction of the department would benefit all stakeholders. More specifically, the department appears to be overextending itself in a variety of directions, for instance 23 doctoral students for 8 regular faculty, with an under-developed research record, in a newly created department would point to the direction of a desire to be a research-oriented place. On the other hand, there is a strong emphasis on undergraduate teaching with the expectation that graduates will most likely be absorbed in the local/regional labour market; this would suggest an orientation towards teaching. Commendable as it may be the enthusiasm of faculty to engage themselves in carrying out several tasks the Panel believes that the department needs to consider whether its strategic direction would be primarily towards research or teaching. A small number of

institutions can do both equally well and this is only after several decades had passed since they were established.

An issue noted during presentations with faculty and students is the low attendance rate of the latter. While far from an uncommon reality in universities in Greece, ways could be sought to increase the attendance rate. As a low attendance rate is, often, related to delays in graduation the department could consider monitoring student progress from one year to the next in order to increase the percentage of students who progress in a timely manner rather than waiting to do so at the final year of studies or apply the n+2 limit. There are certainly factors such as the absence of a student dormitory that may be behind the low attendance rate (especially for students commuting from other locations). However, the Panel believes that monitoring student progress from year to year and increasing attendance could help the department differentiate itself from other institutions.

The actual increase in new student enrolments is below what was projected by the department. Thus, the demand for new faculty, if it is to remain on the table, must be more solidly justified.

III. Conclusions

A small department with enthusiastic and committed faculty and a family-like atmosphere allows for close interaction between students and faculty and personal relationships between the latter and external stakeholders. The department must spend some time in order to clearly set its strategic orientation and find ways to differentiate itself.

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	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	
Substantially compliant	X
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

- Clarify strategic orientation to provide a differentiated profile to the department (Differentiation is the name of the game).
- Monitor student progression from one year of study to the next.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The Quality Assurance Policy of the MST department is fully harmonized to the Quality Assurance Policy of the UOP and is committed to satisfy applicable requirements and to continuous improvement. Relevant KPIs and targets are set and monitored annually by the internal evaluation team.

The UOP and the MST defined a set of appropriate SMART goals, along with and suitable KPIs that allow the evaluation of most of the above goals. However, there are two weaknesses:

- 1) KPIs that assess the academic progress of students through each year of the UGP are missing.
- 2) There are no KPIs related explicitly to student satisfaction.

The University's MODIP has set an annual process for monitoring and updating the goals. In addition, the UOP has established a comprehensive website <https://modip.uop.gr> dedicated to various aspects of the Quality Assurance Policy, including the wider dissemination of the outcomes of their processes. An area for improvement is for the department of the MST to improve their communication, to increase the student participation in the courses' evaluation questionnaires.

II. Analysis

The Quality Assurance Policy of the MST department is drawn along the general principles of the Quality Assurance Policy of the UOP.

The Quality Assurance Policy of the UOP defines the following goals:

- 1) Educational improvement.
- 2) Support and improvement of research activities and innovation.
- 3) Improving the awareness of the institution and connection to the local community.
- 4) Upgrading the university environment, improving infrastructure and strengthening administrative structures.

The Quality Assurance Policy of the MST extends the UOP's policy and sets the following goals:

- 1) Improving the educational process in the undergraduate study programme.
- 2) Strengthening the research activities and their connection to the undergraduate study programme.
- 3) Increasing the extroversion and internationalisation of the academic unit.

The UOP IEG has established a range of processes, described in the "IEG Quality Manual" for:

- 1) Quality assurance policy of the institution.
- 2) Resource distribution and management.
- 3) Setting quality assurance goals.
- 4) Internal evaluation.
- 5) Quality data gathering: measurement, analysis and improvement.
- 6) Dissemination of information.
- 7) External evaluation.

Both the UOP and the MST established a set of appropriate KPIs that are paired with most of the goals. However, monitoring the UOP's goal of educational Improvement and the MST's goal of improving the educational process in the undergraduate study programme lack KPI that:

- 1) Measure the academic progress of students through each year of the UGP, e.g., percentage of students who passed 100% of the courses for each year of the UGP. The current KPI of percentage of graduates after 4 years alone may be insufficient for two reasons:
 - a. It measures the performance across the whole UGP and therefore is insufficient to identify any particular strengths or weakness along the UGP.
 - b. Any adjustments of the UGP may take up to 4 years to be reflected on this KPI. This is extremely significant for a new department such as the MST, that requires feedback on a shorter scale.
- 2) Measure various aspects of student satisfaction. Any programme that claims that is student-centered should take into consideration metrics that assess student satisfaction. The University has established a comprehensive online system that gathers anonymous responses from the students, however its effect should be improved by:
 - a. Explicitly exploit the outcomes of these student evaluations as part of the UOP and MST's Quality Assurance Policy
 - b. Communicate the value of student evaluation, as well as the anonymous nature of the process to increase the students' participation. This is important for the UOP, as the current level of responses in undergraduate programmes is no more than 13%, but even more for the new department of MST, which suffers from very low levels of student responses (1,17%), according to the most recent report published by the UOP's IEG at: <https://modip.uop.gr/images/statistika-aksiologiseon-earino-2021.pdf>

III. Conclusions

Overall, the quality assurance policies of the UOP and the MST are satisfactory. MODIP's website is commendable. However, monitoring the goal of evaluation improvement should be enhanced by extending the set of KPIs and strengthening the student evaluation process and its impact on the quality assurance policy.

Panel Judgement

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

Panel Recommendations

- Include KPIs that assess the academic progress of students through each year of the UGP, e.g., percentage of students who passed 100% of the courses for each year of the UGP.
- Strengthen the student evaluation significance and its impact on the quality assurance policy by including KPIs related explicitly to student satisfaction.
- Communicate the importance of student evaluation and its anonymous character to students and improve the level of student responses.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The UGP in MST was approved by a Senate decision in 2019. The programme, structured around ECTS, is updated taking into account recent developments in the disciplines and labour market demands. The programme, designed with the participation of students, aims at preparing high quality graduates capable of dealing with complex present-day and future technological, economic, and social challenges while employed in companies and organizations. In addition to providing a sound academic background in the disciplines taught the programme aims at developing a range of soft and hard skills such as analysis of complex problems, communication, critical thinking, ability to work alone and in teams, using appropriate methods to collect primary data, develop hypotheses and similar that are important in the graduates' future career progression. The following learning outcomes are expected from graduates:

- Combine knowledge from management and new technologies and critically apply them.
- Understand complex administrative, technological, economic, and social challenges faced by companies & organizations in the global environment and use of analytical methods and techniques so that effective operational and strategic decisions are made.
- Apply critical thinking to address business issues.
- Demonstrate leadership, administrative, and entrepreneurial abilities and play a key role in companies and organizations in future.
- Demonstrate an innovative and entrepreneurial attitude to recognize opportunities and deal with present-day business challenges.

All course syllabi include detailed information regarding course contents, lecture outline, teaching and learning methods, student evaluation, expected learning outcomes and skills, recommended bibliography and other relevant material. A number of courses such as deep learning and data visualization, digital innovation and entrepreneurship, Web and cloud computing application development, usability of human-computer interaction, and digital marketing, target the acquisition of digital skills by students. The study guide covers all areas that a student may seek information about and is comparable to similar documents found in universities elsewhere.

II. Analysis

It is commendable that, in addition to the standard practice of stating learning outcomes in a course syllabus, all course syllabi in the program include learning outcomes and general skills. The former refer to the knowledge that students are expected to have gained upon completing a certain course while many of the latter actually refer to “soft” skills such as

teamwork, respect for diversity and multiculturalism, working in a multidisciplinary environment, respect for the natural environment, and adaptability to new situations that are becoming increasingly important in the modern workplace. However, the way many of the learning outcomes are stated does not allow for easily measuring and quantifying them so that conclusions may be drawn whether such outcomes were met or not and to what extent. Further, in several syllabi learning outcomes are confused with the description of the course contents, or they are not succinctly stated, or they are not tightly mapped to the overall learning outcomes of the program.

III. Conclusions

A solidly designed undergraduate program with an appropriate balance of courses in management and technology that has received a satisfactory assessment by the internal assessment unit. Some work needs to be done in learning outcomes, both those related to acquired knowledge and those related to the acquisition of skills, so that they are closely mapped to the learning outcomes of the program, can be measured, allow for the evaluation of the teaching/learning process, and help guide modification/changes if necessary.

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

- Map course learning outcomes to the learning outcomes of the program.
- Measure learning outcomes with the view to continuous improvement of the learning/teaching process.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The academic program incorporates both traditional and modern learning methods, including lectures, case studies and class discussions. The Laboratories of Data Science & Digital Transformation, Strategic & Quality Management and Sustainable Development, play a vital role for students and their encounter with the practical aspects of management science. Although, labs are currently located in the faculty staff offices, without a designated area for properly operating them. Moreover, a plethora of elective courses is available to all students, from the sixth semester of their academic journey.

Student assessment consists of final exams and semester essays, allocating a lower assessment percentage in the latter. Exams include case studies and multiple-choice questions, and the overall assessment criteria are published prior to the commencement of the academic year.

Student satisfaction surveys are conducted during the 8th-10th week of each semester, as suggested by HAHE. In the current winter semester of 2022-2023, merely 2 students completed the surveys, without offering a sufficient statistical sample which could lead to conclusions and further actions for departmental development. Students expressed the feeling that their answers/survey data will not be anonymous; a feeling that clearly moves them away from participating in the overall process. It is worth mentioning that 2 out of 3 students of the department pass their semester courses with a grade from 6 - 6.5, on a scale out of 10.

At the beginning of the academic year, every student is assigned to a specific academic tutor from the faculty staff who helps the student throughout his/her whole academic journey. Students are informed regarding the name of their corresponding academic tutor officially via email as well. Students expressed their fulfilment regarding the function of the academic tutor, that actively helps them in whatever they may need.

Regarding student appeals, as described in Document B17, there is a formal procedure in place, where appeals are reported from the student's academic tutor and reviewed by the faculty appeals committee. Although students did not mention any specific instance of submitted appeal, they expressed that they feel encouraged to express themselves, when needed.

Last but not least, it is worth mentioning that some academics offer support lessons outside their regular university obligations, as this year the department did not receive a public fund that could support this important function, which is valuable especially for weaker students. Moreover, students expressed their strong will that the department will become further digitized, in order to better reflect its name and its mission.

II. Analysis

The panel positively acknowledges the faculty members' initiatives to create a high (related to the department's remarkably high ratio -58:1- of students to faculty) number of laboratories, to further connect students with the practical aspects of management science. Furthermore, students expressed that they feel secure and encouraged to express themselves and indeed, academics showed a strong will and commitment to fully support them, even outside university hours. However, scepticism arises with the extremely low percentage of students' participation in the satisfaction surveys and with the lack of the feeling of 'anonymity', that must be clear to each student that evaluates the study program. Moreover, the department would benefit from further digitalization of its processes and operations.

III. Conclusions

The UGP is delivered in an environment characterized by respect and commitment expressed by the faculty staff. The panel members have observed good academic practices and the academic staff has expressed its strong interest in implementing best practices from renowned Greek business schools. Further progress will be achieved by raising evaluation participation, by digitalizing the operations of the department and by modifying the exams process, to raise the overall students' grades.

Panel Judgement

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

Panel Recommendations

- Raise the percentage of participation in the student satisfaction surveys, by modifying the evaluation form and by finding innovative ways to encourage student participation.
- Digitalize the academic and administrative processes in order to better represent its name and mission.
- Receive funds for the construction of designated areas for the 3 laboratories which are offered to students.
- Mitigate the difficulty of the exam process to raise the low student grades.
- Receive funds for restarting the support lessons, which are valuable (especially) for weaker students.

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 Study Guide (Document B11), which is also available on the faculty website (Version '21-22), contains valuable information about the undergraduate program, as it provides useful and practical information about students' life, faculty procedures and offers students the

opportunity to become acquainted with the academic staff, before the studies commencement.

The department warmly welcomes first-year students by organizing annual greet-events (virtual or on-campus), where students are introduced to the study program and are informed about the initial steps of their new academic journey. The study guide covers various aspects such as registration, presents the electronic platform of 'e-secretary', which is useful for administrative student issues, 'eClass' -platform used for synchronous and asynchronous learning- and encourage students to use (if and when needed) the counselling/psychology help line, for which students mentioned their strong will to continue supporting them.

Students' progression is monitored through the above-mentioned 'e-Class' electronic platform, which lets students access their courses and have an overall visibility on their grades. Regarding student mobility, the department is currently in the phase of enhancing this aspect, as merely 1 outgoing student applied for the Erasmus mobility program in 2023 and no incoming student requests have been yet received. Information regarding students' mobility can be found only in Greek language on the departmental website, under the 'Erasmus+' section.

The European Credit Transfer and Accumulation System (ECTS) is applied across the curriculum, requiring students to earn a total of 240 ECTS points (30 points/semester) to successfully complete the program. This includes 222-240 ECTS points from semester courses, 12 points from the thesis and 6 points from the practical training, which are both optional. Each course typically consists of 5-6 ECTS points, and a minimum of 42 completed courses is needed to successfully complete the program.

Upon graduation, all students receive a Diploma Supplement in both Greek and English language, as indicated in Document B21.

The department offers a simple guide to all students that decide to write a thesis, mentioning the essential process steps. Although further enrichment of this guide is required, in order for the department to define the quality requirements for the implementation of the thesis, communicate them clearly and make them visible to all interested students.

Furthermore, regarding practical training a student can apply for it after the 6th semester of his/her studies and the first practical training will be in place in the upcoming summer period (8th semester from departments' creation). Practical training is optional, lasts 2 months and its overall evaluation is an amphidromous process, from businesses to students and vice versa. Currently 10 students applied for the upcoming practical training period. In the virtual meeting held during our visit, we discussed only with stakeholders from the public sector of the local area. Last but not least, external stakeholders from the 'Technology' sector which could add further value to the department, weren't present in any of our accreditation meetings.

II. Analysis

The department has a well-organized admission and progression guide which is available to the students from the beginning of their academic journey. The academic staff demonstrates a strong commitment to support students and closely monitors their progress. Further improvement could be observed, by creating relations with stakeholders from the private and the technology sector and by encouraging students' mobility.

III. Conclusions

The department implements clear and efficient processes that overall support the student needs. Although, there is still room for improvement, primarily in aspects such as external relations and students' mobility.

Panel Judgement

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

Panel Recommendations

- Further inform students for the upcoming Erasmus programs.
- Update the English version of the website, to approach and encourage incoming Erasmus students.
- Create strong relations with Technology businesses from the private sector, to better represent the name of the study program.
- Define a set of quality requirements for the implementation of the thesis, by enriching the current thesis guide.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The MST Department adheres to the transparent procedures set by the Ministry of Education when it comes to recruiting and hiring new professors. The strategies for attracting highly qualified academic staff are comparable to those implemented by other universities in Greece. This a new department and currently has only 8 members DEP. Of those 8 members 6 are aligned towards Management/Economics and 2 are aligned towards technology.

Regular evaluations of courses and staff take place; however, there is a lack of peer review processes among the teaching members. Additionally, the only available avenues for teaching staff mobility are limited to Erasmus programs and conference participation. It is worth noting that no staff member has taken a sabbatical leave thus far.

II. Analysis

Members of the teaching staff are reviewed by their students on a regular basis (every semester). It should be noted that only 2-3 students engage in these evaluations. Every semester, the established method of evaluating the teaching staff is carried out by requesting students to complete electronic questionnaires/surveys using an electronic system. This is totally adequate and uses in-house developed software. However, the issue is lack of participation, which renders the process ineffectual and the teacher/module assessment unachievable.

Due to the limited number of teaching staff, there are no possibilities for sabbatical leaves as there is insufficient capacity to accommodate such leaves. As the department is very newly established, there have been no promotions of academic staff. Additionally, there are constraints on funds available for research visits and conference attendance. Each staff member was allocated 1000 Euros, and some members had access to funds from previous grants.

The panel received illustrations and evidence demonstrating the integration of research and teaching. But in general, the panel failed to identify unique research areas or specific research directions that would set this department apart from similar departments in other universities.

III. Conclusions

The department consists of a committed group of faculty members (DEP) and special teaching staff members (EDIP). They demonstrate adequate standards in their teaching and research obligations, with an expectation that their research aligns with the standards set by the AEI (Higher Education Institution) as the department continues to progress. However, the number of teaching staff is insufficiently small, resulting in an excessively high staff-to-student ratio.

The Department should boost efforts to encourage and motivate students to engage in the process, since this is directly related to teacher assessment and professional growth.

Panel Judgement

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

Panel Recommendations

- Increase the number of teaching staff.
- Improve the student participation in staff/module evaluations.
- Increase opportunities and financial support for staff development.
- Develop a Research direction that distinguishes it from similar departments.
- Establish a mechanism for peer-evaluation between academics.

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

The MST Department is conveniently located a short distance of 10-15 minutes from the centre of Tripoli. Housed within a modern and well-maintained building, it offers a conducive learning environment. The department comprises various facilities, including an amphitheatre, four classrooms dedicated to teaching, and three laboratories specializing in Computer/IT, Databases, and Management. Moreover, the premises incorporate offices to accommodate the academic, teaching, and technical staff. These teaching facilities possess ample capacity to cater to the number of students enrolled in the courses.

The department places a strong emphasis on providing support and guidance to its students. The academic staff takes responsibility for pastoral care, ensuring that every

student is assigned a tutor, and an advisor professor. These tutors offer ongoing assistance throughout the students' academic journey, addressing any concerns, be they academic or personal. The department also organizes regular meetings to advise students on selecting optional courses, fostering a well-rounded educational experience.

In addition, the department organizes an introductory week to guide and orientate students regarding the available facilities, course options, and other opportunities. This dedicated week aims to provide comprehensive information and support to new students, helping them familiarize themselves with the department's resources, understand their course options, and explore additional avenues for personal and academic growth. The introductory week serves as a valuable starting point for students, ensuring they have the necessary guidance to make informed decisions and maximize their university experience.

While the department's focus lies primarily on academic pursuits, the availability of sporting facilities is limited, with only a ping pong table provided. Furthermore, there have been no reported social or cultural activities. Unfortunately, the absence of a student club and student accommodation options is notable. Nevertheless, the department has taken steps to accommodate individuals with mobility challenges, ensuring easy access to its facilities.

II. Analysis

In summary, the facilities provided by the Department are of very good quality. The lecture halls are thoughtfully designed and well maintained, creating an ideal learning environment. The overall appearance of the structures is neat and well-kept, reflecting the department's commitment to maintaining a top teaching setting.

The laboratories within the department are equipped with state-of-the-art resources. The equipment is modern and up to date, ensuring students have access to the latest tools and technologies. The software used in the laboratories is regularly updated and well-maintained, guaranteeing optimal performance. Overall, the laboratories seem to be efficiently managed, prioritizing the students' needs and enhancing their educational experience.

The dining options at the department are limited, consisting of a small cafeteria that offers snacks, sandwiches, and refreshments. Although the dining facilities may be modest, they cater to the immediate needs of students. However, it is worth noting that no student accommodation is available, although the existing facilities appear to be efficiently managed.

For the convenience of students, a campus wide WIFI network is accessible, allowing them to work from any location on the premises. This connectivity promotes flexibility and ease of access to online resources, supporting students in their academic endeavours.

The department's administration operates on modern computer systems, resulting in an effective and well-organized administrative framework. This system provides ample support to both the academic staff and students, ensuring that administrative processes run smoothly. The administration is dedicated to delivering adequate assistance and guidance to facilitate the needs of the department's stakeholders.

The mobility opportunities for students are currently in the early stages of development and are relatively limited. The Department has established two ERASMUS agreements and a bilateral agreement with a UK University. However, it is worth noting that the availability of ERASMUS+ and bilateral opportunities is not sufficient to fully expand students' knowledge and expose them to diverse ideas and approaches.

III. Conclusions

Overall, the MST department is well-organized and efficiently managed.

There is a need for the department to enhance its offerings in several areas. Firstly, the provision of student accommodation is necessary to ensure that students have convenient and suitable housing options. Additionally, the availability of improved athletic facilities would contribute to the overall well-being and recreational opportunities for students.

Furthermore, the department should focus on enhancing the dining facilities to provide a more diverse and satisfying culinary experience for students. This would create a conducive environment for socializing and nourishment.

In terms of accessibility, there is a requirement to improve the road access to the university, as the current single-lane road may pose challenges for transportation and commuting. By addressing this issue, students and staff would have smoother and more efficient access to the campus.

Lastly, the establishment of foundations for student cultural activities is crucial. Providing platforms and resources for cultural engagement and expression would enrich the students' experience and foster a vibrant and inclusive community within the department.

While efforts have been made to facilitate international exchange programs, there is room for improvement in order to provide students with more extensive opportunities for mobility. Enhancing the number and variety of ERASMUS+ and bilateral agreements would greatly benefit students, allowing them to broaden their perspectives, engage with different cultures, and gain valuable experiences in different academic settings.

Panel Judgement

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

Panel Recommendations

- Increase the number of possible International Exchanges.
- Improve/establish student accommodation, athletic/eating facilities etc as mentioned above.
- Improve transport access to the department.
- Establish foundations for student cultural activities.

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

The centralized university system manages the student information, but unlike the standard system employed by numerous Greek Universities (developed by the Aristotelian University of Thessaloniki), it utilizes commercial software, namely “e-secretary”.

Anonymous surveys are provided to students to evaluate academic staff and courses, but the participation rates are relatively low. A web-based software for the submission of these surveys is employed, with only a handful of students actively participating. As a result, a formal internal process for analysing the results is redundant.

The software used has the ability to generate key performance indicators (KPIs) including student retention/progression, academic success, research quality, and more.

II. Analysis

The department has in-place an effective and well-organized information management system.

The department is still in transition and in an embryonic stage, key performance indicators such as career paths and completion rates will only be available in a few years' time as more data is collected and analysed.

III. Conclusions

The Department has achieved full compliance with Principle 8. The Panel has assessed that the information management system within the department is well-developed and organized. The panel believes that as the department continues to mature, the existing system will be sufficient to meet its needs.

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

None.

Principle 9: Public Information Concerning the New Undergraduate Programmes

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department has expended considerable effort in designing its website and incorporating extensive, helpful information, including its mission, complete Undergraduate Program detail, academic personnel profiles and functions, student services, and research activity.

II. Analysis

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

III. Conclusions

The EEAP thinks that the website is user-friendly and informative and has opportunity to get well-maintained. However, believes that the Department should establish a periodic updating of the content of the websites to follow the developments in the national, topic and global markets (professional, economic, social, scientific etc.).

Panel Judgement

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

Panel Recommendations

The department should improve its website, especially the English version, so as to attract the interest of foreign Erasmus students and improve its prospects of internationalization.

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 UOP's IEG has clear processes for collecting, processing, processing, communicating with each department and publicly disseminating the statistical analysis of the annual student evaluations.

Every April, the General Meeting of the MST department (including faculty academic staff and student representatives) discusses the outcomes of the self-assessment and agrees on required actions or changes of the UGP are agreed.

Each faculty member is responsible for updating the courses that they are responsible for, according to the findings of the annual self-evaluation.

However, the students' participation in these evaluations is too low and therefore the outcomes are unreliable and questionable.

II. Analysis

Every semester, the UOP's MODIP communicates the student evaluations to the MST's OMEA, which are then propagated to the faculty staff. Statistical analysis of student evaluations is also publicly disseminated.

The EEAP has seen evidence on the annual assessment of KPIs, although it is unclear how exactly they are considered towards the update of the UGP. On the other side, this is a new department without any graduates yet, with very few, many KPIs are not yet meaningful and with very few opportunities for revising the UGP on the basis of evidence.

Still, it is important that the MST department is prepared to understand the student experience through student performance and student satisfaction, so they can properly adapt the UGP appropriately in the future.

III. Conclusions

Since this is a UGP of a new department with a short history, there has been very little space for any meaningful improvement. It is important that the MST department ensures that appropriate KPIs are defined and the proportion of students participating in the annual evaluations is increased, so they can respond to future challenges.

Panel Judgement

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

Panel Recommendations

Ensure that meaningful KPIs related to the student performance and student participation in the internal evaluations and student satisfaction are defined.

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

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

The University of Peloponnese has an internal evaluation process, which the Vice Rector for Academic Affairs oversees and the Head of the Department as well as the President of MODIP presented during the Panel meetings. Besides, the Department provided the current student numbers and the MODIP progress report. The external evaluation process supports several objectives, such as enhancing the Department's academic profile, securing academic and educational excellence, and facilitating student mobility.

II. Analysis

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

activeness. The faculty is enthusiastic in relation to the development of the programme and willing to work even harder in turning the Department, close to other same Departments in the country.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

- The Panel recommends that the Department further forms international partnerships with higher education institutions to stay updated with the latest developments in the global higher education sphere.
- The documents provided to the Panel were informative and detailed, providing the necessary information to conduct its evaluation. It is recommended that these documents be periodically updated to aid future external evaluation processes.
- Put into operation the already formalized "ADVISORY BOARD" involving Faculty, External Stakeholders, the Economic Chamber of Greece, and Alumni to improve interaction and communications to explore common interests and mutual benefits.

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

Not applicable

Panel Judgement

Not applicable

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

Panel Recommendations

Not applicable

PART C: CONCLUSIONS

I. Features of Good Practice

- *Faculty staff that are enthusiastic and committed to good teaching practices in a friendly environment that allows close interaction between students and faculty staff.*
- *A solidly designed undergraduate program with an appropriate balance of courses in management and technology.*
- *Learning outcomes include the development of "soft" skills important in today's workplace.*
- *Transparency in many aspects of quality assurance through the dissemination of information using the MODIP's comprehensive website <https://modip.uop.gr>*
- *Satisfactory number (3) of laboratories*
- *Adequate number and quality of students' support services*
- *Clear and efficient academic and administrative processes*
- *Proper ECTS allocation to the thesis and the practical training*

II. Areas of Weakness

- *Lack of KPIs related to student satisfaction and student performance*
- *Low student participation in course evaluations*
- *Low participation in student mobility*
- *Poor website in English*
- *Too high student-to-staff ratio*
- *Lack of distinct research direction*
- *Lack of relations with businesses from the Technology sector*
- *Lack of sufficient funds to create designated areas for the laboratories*
- *Lack of funds to continue the valuable initiative of support sessions*

III. Recommendations for Follow-up Actions

- *Clarify strategic orientation to provide a differentiated profile to the department (Differentiation is the name of the game).*
- *Monitor student progression from one year of the UGP to the next, by including KPIs, e.g., percentage of students who passed 100% of the courses for each year of the UGP.*
- *Strengthen the student evaluation significance and its impact on the quality assurance policy by including KPIs related explicitly to student satisfaction.*

- Raise the level of participation in student satisfaction surveys, by communicating the importance of student evaluation and its anonymous character, modifying the evaluation form and by finding innovative ways to encourage student participation.
- Map course learning outcomes to the learning outcomes of the program.
- Measure learning outcomes with the view to continuous improvement of the learning/teaching process.
- Digitalize the academic and administrative processes in order to better represent its name and mission.
- Receive funds for the construction of designated areas for the 3 laboratories which are offered to students.
- Mitigate the difficulty of the exam process to raise the low student grades.
- Receive funds for restarting the support lessons, which are valuable (especially) for weaker students.
- Further inform students of the upcoming Erasmus programs.
- The department should improve its website, especially the English version, so as to attract the interest of foreign Erasmus students and improve its prospects of internationalization.
- Create strong relations with Technology businesses from the private sector, to better represent the name of the study program.
- Define a set of quality requirements for the implementation of the thesis, by enriching the current thesis guide.
- Increase the number of teaching staff.
- Increase opportunities and financial support for staff development.
- Develop a Research direction that distinguishes it from similar departments.
- Establish a mechanism for peer-evaluation between academics.
- Increase the number of possible International Exchanges.
- Improve/establish student accommodation, athletic/eating facilities.
- Improve transport access to the department.
- Establish foundations for student cultural activities.
- The Panel recommends that the Department further forms international partnerships with higher education institutions to stay updated with the latest developments in the global higher education sphere.
- The documents provided to the Panel were informative and detailed, providing the necessary information to conduct its evaluation. It is recommended that these documents be periodically updated to aid future external evaluation processes.
- Put into operation the already formalized “ADVISORY BOARD” involving Faculty, External Stakeholders, the Economic Chamber of Greece, and Alumni to improve interaction and communications to explore common interests and mutual benefits.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 8, 10, and 11.**

The Principles where substantial compliance has been achieved are: **2, 4, 5, 7, and 9.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. Dimitrios Makris (Chair)**
Kingston University, United Kingdom

2. **Prof. Evangelos Dedousis**
The American University in Dubai, United Arab Emirates

3. **Prof. Costas Iliopoulos**
King's College London, United Kingdom

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

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