Accreditation Report
for the Foreign Language Programme of:

International Business and Technology

Institution: Athens University of Economics and Business

Date: 12/05/2025

Report of the Panel appointed by the HAHE to undertake the review of the
Foreign Language Programme of International Business and Technology of
the **Athens University of Economics and Business** 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 Foreign Language Programme of International Business and Technology of the Athens University of Economics and Business comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. PIMENIDIS ELIAS (Chair)
   (Title, Name, Surname)
   University of the West of England (UWE)
   (Institution of origin)

2. Drouvelis Michalis
   (Title, Name, Surname)
   University of Birmingham
   (Institution of origin)

3. Vlachos Ilias
   (Title, Name, Surname)
   Excelia Business School-Excelia Group
   (Institution of origin)

4. VOZIKIS GEORGE
   (Title, Name, Surname)
   Department of Management, Craig School of Business, California State University, Fresno
   (Institution of origin)

5. Καρυοφύλλη Γεωργία
   (Title, Name, Surname)
   Aristotle University of Thessaloniki
   (Institution of origin)

II.   Review Procedure and Documentation

Brief reference to the Panel preparation for the foreign language programme review, as well as to the documentation provided and considered by the Panel.   Dates of the site visit, visit schedule, meetings held and any additional information regarding the procedure.

The panel coordinated the preparation of the accreditation procedure virtually, via email and a Zoom teleconferencing meeting. During the above members had the opportunity to discuss any issues that they would each like to pursue in discussion with the representatives of the University and the members of the programme team. The members of the panel also agreed to assign the different sections (Principles) of the accreditation report to individual members. On the day of the accreditation meetings (29 April 2025), members of the panel met with staff from the University via Zoom teleconferencing in the following manner. In the first meeting the Rector of the University, Professor Vasileios Vasdekis, presented the strategic objectives of the University, focusing on internationalisation activities and emphasising the role of the programme considered here in strengthening academic excellence and societal integration among key aims of the institution. The Rector was accompanied in the meeting by the Vice Rector for Academic Affairs and Personnel, Professor Leonidas Doukakis, and Vice Rector for International Cooperation and Growth, Professor Nancy Pouloudi. All three senior members of the institution's academic management provided a detailed account of the institution's extroverted activities with international partners as an integral part of the strategic objectives of further developing their international reputation as an academic centre of excellence.
The final meeting of the day was that of the panel meeting with the director of studies of the programme, members of the teaching team and members of the programme management team. The director of the programme and his colleagues provided a brief but comprehensive overview of the structure of the programme, admissions, details of the academic objectives, plans and mechanisms to support international students in settling in the University and the city of Athens, and becoming integral parts of the learning community at the University.
The panel members would like to thank members of the academic community of the University for their openness and collaborative spirit that supported the sessions and has made them engaging and effective.

III.   Foreign Language Programme Profile

Brief overview of the Foreign Language Programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other facts.

The BSc International Business and Technology programme offered by the Athens University of Economics and Business (AUEB) is one of the first foreign language undergraduate programmes to be offered by a state university in Greece.

The structure and the objectives of the programme embody the spirit of an internationally recognised centre of excellence, in its approach for further internationalisation of its academic community and reflecting on an evolving integrated international society in the city of Athens.

The University has pulled resources from all of its academic departments and has developed a curriculum that embeds its core learning domains, in the fields of business and economics, with learning units that integrate state of the art technologies that are essential in running and managing modern enterprises. Machine Learning, Data Science, and Cybersecurity provide specialist technical knowledge that supports the evolution of modern era business graduates capable of leading organisations in the fast-evolving technological world of today and the next generations.

The programme reflects the educational ethos of the University in blending academic knowledge with practical experience and offers a final semester of studies that is strongly focused on a workplace project during an internship. The students will be spending 60% of their time of the last semester working with one of the many organisations that have strong links with the University and collaborate extensively on research and knowledge transfer projects.

Students recruited to the programme will be foreign nationals with both parents not having Greek lineage and having completed their studies at high school level, at a foreign language school. This is according to the law that determines the establishment and running of foreign language undergraduate programmes in higher institutions in Greece.

Teaching and assessment will be strictly in English, while the students will be offered some modules in supporting them in developing basic knowledge of the Greek language. These modules on Greek language are non-contributing to the assessment and the determination of the level of academic success of the students.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).

> *By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.*

Relevant documentation

- *Institutional Strategy*
- *Academic unit Strategy, including a plan for effective revenue utilization*

Foreign Language Programme Compliance

I.   Findings

The programme follows the main strategic objectives of the University.

It aims at continuing the promotion of academic excellence, as established by the University via its other programmes, and contributing towards its maintenance and further development. It offers a strong element of internationalisation of the learning community that will benefit all members of the University's academy.

II.   Analysis

The University recognises the complexities and challenges of the modern workplaces.

The programme team has reflected thoroughly on the need for blending traditional economics and business knowledge domains with that of state of the art and emerging technologies to develop graduates that will become valuable assets of their organisations.

The international focus of the programme reflects on the evolving nature of western societies and the pathways of present-day graduates often seeking international careers. The programme is excellently placed in contributing towards the internationalised learning community that the University has made as one of its strategic objectives

III.   Conclusions

The structure, the aims and objectives, the academic ethos of the programme are reflective of the main strategic objectives of the organisation:

- Continuously evolving excellence in teaching and research,
- Developing graduates that will excel in the current and future technologically led

workplaces

● Maintaining and expanding its strong internationalisation portfolio of collaborations and activities

● Developing an integrated, internationally focused learning community that focuses in student centred learning

Therefore, the programme is fully compliant with the requirements for principle 1.

Panel Judgement

Principle 1: Strategic Planning	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 2: Quality Assurance Policy

ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.

The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- ▪ *Quality Policy*
- ▪ *Quality Targeting (utilizing S.M.A.R.T. methodology)*

Foreign Language Programme Compliance

I.   Findings

The Quality Assurance Policy of the Foreign Language Program on International Business and Technology of the Athens University of Economics and Business (AUEB) is aligned with the quality assurance policy of the Accounting and Finance Department and the overall Quality Assurance Policy of the Athens University of Economics and Business which is a collective initiative of all AUEB Departments for establishing an internationally competitive undergraduate program in Business and Technology as a vehicle for realizing the university's strategy for internationalization serving its institutional commitment for excellence in teaching and research. It focuses on the continuous improvement of its educational, research and administrative work. The purpose of the Quality Policy is to guarantee the smooth operation and continuous improvement of the educational and research activities in alignment with contemporary international academic practices. Specifically, the BSc in International Business and Technology aims on:

1.   Preparing new leaders with a new mindset to cope with a global, highly volatile and competitive international environment that requires a combination of knowledge on business and technology.

2.   Bringing together students from different nationalities, cultures and regions to establish a multicultural learning environment.

3.   Setting new frontiers in education to meet the growing global demand for graduates in fast-moving sectors and well-prepared to enter a broad spectrum of different careers within

business and technology management, including the pursuit of further academic study (AUEB staff presentation, April 29, 2025).

It should be noted that the University is already considered Greece's top ranked business and economics University. It already offers state-of-the-art studies in areas such as Economics, Management, Accounting, Finance, Marketing, Informatics and Statistics, offers 30 Master programs many of which are taught entirely in English attracting students from both Greece, the Balkans, and abroad. It is also the second University in Greece in terms of its percentage of incoming international Erasmus+ students and has been considered by many university ranking publications as a quality international hub of teaching, research, and has had a plethora of international connections with foreign universities for many years. As described in the documents and presentations, the monitoring and continuous improvement of the quality of the program is promoted through:

1. A collective initiative of all AUEB Departments to combine their strengths for establishing an internationally competitive undergraduate program in Business and Technology. This means that the Quality Assurance Program has been developed, communicated to all parties involved within the University, including each specific party's and department's implications and contributions to the Quality requirements.

2. A vehicle for realizing the university's strategy for internationalization serving its well established institutional commitment for excellence in teaching and research duly monitored, updated and communicated by all AUEB departments since all of them contributed to specific, measurable, achievable, relevant and timely goals and targets in respect to what needs to be the best teaching method for their particular field of study, student satisfaction, learning outcomes and research output.

As a result, the delivery of the University's internal Quality Assurance System is tailored according to the European Foundation of Quality Management, and the standards and KPIs developed by the Hellenic Authority for Higher Education, reflecting a solid commitment to continuous improvement through:

•   The specific responsibilities of the leadership of the institution, the collaboration of all departments and other functional units, staff members and students, as well as their specific role in quality assurance.
•   Safeguarding academic principles, ethics, preventing discrimination, encouraging the involvement of external stakeholders including relations and exchanges with foreign universities in quality assurance.
•   Securing continuous improvement of learning and teaching, research and innovation.
•   Encouraging the quality assurance of curricula and their compliance with the specific HQA standards.
•   The effective organization of services and the development and maintenance of infrastructure future expansion of the program by acquiring additional real estate in order to create more educational facilities in the centre of Athens, and

- The development and rational allocation of human resources.

II. Analysis

The Quality Assurance Policy of the Foreign Language Program on International Business and Technology of the Athens University of Economics and Business is structured around strategic goals, each accompanied by specific quality objectives and KPIs. Although the KPIs are clear and appropriate and a target deadline per action is provided in the documentation, it is not clear how often these will be updated and the extent to which they need to have been attained at the time of the first accreditation either partially or in full.

The quality assurance procedures are subject to periodic evaluation carried out by a seven-member interdisciplinary Steering Committee in collaboration with the QAU of the University with the final decisions made by the faculty of the Department and ultimately the University Council. The Steering program committee monitors the program delivery and develops proposals to the Department faculty related to the program content and delivery process, as well as the attainment of the KPI standards. The quality policy and the KPIs have been articulated and developed by the Steering Committee with the input of faculty members from all departments and are discussed and finalized by the University Council.

The current AU's resources, the structure and organization of its curriculum, the qualifications of the teaching staff and the quality of support services and its professional services staff are more than sufficient and appropriate. As mentioned earlier, AUEB has a strong commitment to internal quality assurance by conducting an annual internal evaluation and review of the program once it is put in action and implemented by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

There were no issues or problems reported regarding the quality of support services, such as administration, libraries and student care. The student learning experience and integration, whether they are Greek or coming from a foreign country, will be facilitated by individual coaching and support, a personal tutor/advisor, integration within the university and student community, a Buddy system (initially with support from the Erasmus student network), joint activities with the incoming Erasmus students, and access to university student service facilities (e.g., athletic activities, medical care, and mental health counselling).

III. Conclusions

On the basis of the available documentation and feedback from interviews and meetings with AUEB's administration, the program department head of the new program and teaching academic faculty and administrative staff, the EEAP has reached the conclusion that the Foreign Language Program on International Business and Technology of the Athens University of Economics and Business (AUEB) has in place an effective quality assurance policy that will serve them well in the preparation for the inauguration of the program and future annual evaluation and continuous improvement. Thus, it is in full compliance with the requirements of Principle 2.

Panel Judgement

Principle 2: Quality Assurance Policy	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE 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 FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, the experience of external stakeholders from the labour market, the 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 to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution.

The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *Institutional Senate decision for the establishment of the FLP (par. 2, 3, and 5 of article 82 of Law 4692/2020)*
- *FLP Guide (bilingual, in Greek and English)*
- *Course outlines*
- *Teaching staff (list of names with scientific specializations, employment relationship, and assignment of teaching in the FLP and other Programmes)*
- *Special protocols on cooperation or memoranda of agreement*
- *Feasibility study*
- *QAU records*

Foreign Language Programme Compliance

I. Findings

The programme is designed based on appropriate academic and regulatory standards: It complies with Greek national legislation (Laws 4957/2022, 4653/2020) and follows guidelines from the Hellenic Authority for Higher Education (HAHE/ΕΘΑΑΕ). It reflects European Higher Education standards, including alignment with the European and National Qualifications

Frameworks and the European Credit Transfer and Accumulation System (ECTS). The programme proposal was co-developed and approved by eight departments of AUEB, demonstrating multi-disciplinary input and institutional consensus, which is quite unique for EU/Greek realities.

The feasibility study is well-developed and addresses key Objectives, Inputs, and Expected Outputs, e.g., highly employable, internationally aware graduates.

The curriculum is competitive by international standards. It integrates managerial, technological, economic, and ethical competencies. It includes practical components (two compulsory internships totalling 18 ECTS), a pedagogical certificate programme, and a modern course portfolio across two specialization tracks: Management, Leadership and Strategy, and Technology and Analytics.

The programme structure is well-thought and clearly articulated. Students must complete 240 ECTS to graduate. There is an internal regulation in place for regular curriculum evaluation. The programme operates under AUEB's Internal Quality Assurance System (EQMS). The stakeholder Involvement in Revisions is partially addressed currently but during the interviews there was a positive response to setup an advisory board to improve quality and outputs.

II.   Analysis

The programme's design reflects best practices in academic programme development, leveraging cross-departmental collaboration and legal compliance. It is developed on long-tradition and excellence of the academic institution. It is pedagogically robust, and grounded in both academic theory and applied learning.

III.   Conclusions

The new International Business and Technology undergraduate programme at AUEB is fully compliant

Panel Judgement

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Set up an external advisory board to support monitoring and improving the quality of the programme.

Principle 4: Student-Centred Learning, Teaching and Assessment

ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE 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 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*
- *Operating procedure for managing student complaints*
- *Operating procedure for the function of the academic advisor*
- *Report on teaching methods and student assessment*

Foreign Language Programme Compliance

I.   Findings

●   The programme combines core subjects in business, economics, and computer science in the first two years, with specialization in the final two through two academic streams:
 • Management, Leadership and Strategy
 • Technology and Analytics

●   Interactive teaching methods will include lectures, lab sessions, case studies, simulations, and experiential learning projects.

●   Guest lectures, Erasmus+ activities, and immersion trips are planned to promote global exposure.

●   A mandatory internship in the final year will provide practical experience and foster employability.

●   Personalized academic support, a buddy system, and mentoring are planned to facilitate student integration and well-being.

II.   Analysis

●   The proposed programme is aligned with AUEB's strategic goals for internationalization and innovation.
●   Assessment will include written exams, lab assignments, presentations, group projects, and business cases.
●   Flexibility is embedded through elective courses and dual academic pathways in the final years.
●   The programme is expected to leverage existing Erasmus+ partnerships and AUEB's network for student mobility and collaboration.
●   Faculty engagement, infrastructure readiness, and support services are being prepared to ensure a high-quality student experience.

III.   Conclusions

The proposed programme is well-designed, demonstrating a clear vision for delivering a contemporary and internationally oriented undergraduate education. It integrates theoretical learning with practical applications and is expected to contribute significantly to AUEB's international profile once implemented.

Panel Judgement

Principle 4: Student-Centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1 To proactively build relationships with international business professionals and firms to support lectures, internships, and project-based learning.

R4.2 Develop structured feedback mechanisms to inform continuous improvement from the first cohort onwards.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).

The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. 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 Study Guide.

Relevant documentation

- *Internal regulation for the operation of the FLP (Senate decision)*
- *Regulation of studies, internship, mobility, and student assignments*
- *Diploma Supplement*

Foreign Language Programme Compliance

I.   Findings

The university offers a robust support system for incoming students, including a Student Advisor assigned per thematic field and semester; Greek language instruction (optional) as a potential support mechanism within the programme framework. Orientation, administrative support, and services for students with special needs are in place. A Student Club and Alumni Network support integration and community-building.

Since the programme has not started yet, student progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes cannot be directly observed and evaluated. However, the planned student

progression is structured and regulated via course declarations, ECTS-based tracking, re-examination limits, and GPA requirements for course completion. The programme follows ECTS standards and is designed to support international mobility, for which the institution has had a long tradition and success.

II.   Analysis

The programme demonstrates a thorough and student-oriented framework for academic progression, degree awarding, and skill development.

III.   Conclusions

The programme complies with key expectations of Principle 5.

Panel Judgement

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R5.1 Establish and document a transparent admission system that clearly articulates all admission criteria, their specific definitions, and assigned weights

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes

ACADEMIC UNITS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the 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. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, obligations*
- *Staff support and development policy*
- *Performance of the teaching staff in research and teaching*

Foreign Language Programme Compliance

I.   Findings

The IBT programme is committed to ensuring high-quality teaching staff, adhering to eligibility criteria outlined in Greek law and the Athens University of Economics and Business (AUEB) internal regulations. There are clear criteria for the teaching staff participating in the programme. AUEB applies a unified procedure for the selection and development of faculty members across all academic units. This procedure complies with the current legislative framework and the Internal Regulation of the Institution. The policy for staff support and development focuses on training and the development of good practices. For example, faculty members are encouraged to participate in seminars and conferences, research and international collaborations, and staff mobility programmes for training (Erasmus+). The programme has high-level teaching staff who contribute to providing high-quality education and producing significant scientific research. In the meetings we had, it was stated that the additional workload due to teaching in the IBT programme allows for research to be continued as normal. One of the aims of the IBT programme is to maintain high-quality teaching while

also fostering a strong connection between teaching and research. There is clear evidence of linking teaching with research, as the teaching policy is based on research excellence. Finally, the teaching staff is regularly evaluated by students through anonymous surveys managed by the university's Quality Assurance Unit (MODIP), and the results are used to improve the curriculum and teaching effectiveness.

II.   Analysis

The FLP employs transparent, merit-based processes for recruiting, training, and promoting faculty while ensuring a consistent level of expertise and competency among instructors. The program will remain sustainable if faculty members' professional development is encouraged in order to enhance their ability to teach. The faculty is experienced with solid academic foundations, active engagement in research, and a satisfactory record of publications.
The faculty members are supported through collaborative research initiatives and access to academic resources that enhance their instructional effectiveness. Additionally, the program promotes interdisciplinary collaboration, ensuring that faculty contributions remain innovative and aligned with emerging trends in higher education.

III.   Conclusions

The programme is fully compliant with the requirements of Principle 6.

Panel Judgement

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 7: Learning Resources and Student Support of Foreign Language Programmes

ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS 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 funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support, and counselling services. When allocating the available resources, the needs of all students -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.

Relevant documentation

- *Insurance contract for foreign students*
- *Level, structure, and organizational setup of the Foreign Students Support Unit (Senate Decision)*
- *Administrative support staff of FLP (positions, qualifications, and responsibilities)*
- *Information material for the students with reference to the services provided (in English)*

Foreign Language Programme Compliance

I. Findings

Infrastructure and Services :
- Digital platforms for course delivery and learning management are in place.
- Access to international academic databases and computing labs is already available.
- Planned expansion of infrastructure includes new teaching spaces and enhanced student support facilities.
- AUEB's central location provides access to industry networks, career events, and innovation hubs.

II. Analysis

● The Career Office and academic advising units are expected to support student development and job placement.

● Dedicated support for international students, such as language assistance, health services, and cultural integration programmes, is under development.

● Planned mandatory internship and industry exposure will support career readiness and real-world experience.

III.   Conclusions

The university is well-positioned to deliver the proposed programme, and the foundational resources and systems are in place. Further development will be required to tailor student support and infrastructure to the specific needs of the programme and its international cohort.

Panel Judgement

Principle 7: Learning Resources and Student Support of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R7.1 Ensure the timely acquisition and renewal of software tools aligned with the programme's tech-oriented curriculum.

R7.2 Expand partnerships with firms and organizations to secure diverse and high-quality internship opportunities.

R7.3 Develop tailored onboarding and academic support services for incoming international students.

R7.4 Ensure timely development of detailed business case study material to enhance applied learning.

Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes

ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.

Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).

The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.

During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).

Relevant documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) on the launching of FLP*
- *Operation of an information management system for the collection of administrative data for the implementation of the Programme (Students' Record)*

Foreign Language Programme Compliance

I.   Findings

The IBT programme has established a robust system for collecting, analyzing, and utilizing key data to ensure effective management and continuous improvement. Data collection spans multiple areas, including student demographics, academic performance indicators such as participation, exam results, average grades, and ECTS credits. The programme also monitors teaching quality and effectiveness, primarily through mandatory student evaluations of courses and instructors, as well as student progression tracked via the Student Registry Information System. Additionally, the programme gathers information on faculty, research activity, and infrastructure availability.

The programme collects data on student satisfaction surveys, particularly course and instructor evaluations. These appear to be conducted electronically in the last two weeks of each semester, alongside infrastructure-related questionnaires. The gathered data undergoes structured analysis, with MODIP handling student evaluation data and performing descriptive statistical assessments. Satisfaction trends are compared year-over-year and benchmarked against other university programmes, ensuring transparency and targeted improvements.

Finally, instructors receive evaluation feedback, informing decisions on course assignments, curriculum adjustments, and resource management.

II. Analysis

Student feedback is taken seriously by the IBT programme and it is clear that AUEB has placed robust procedures ensuring transparency and targeted improvements.

III. Conclusions

The programme is fully compliant with the requirements of Principle 8.

Panel Judgement

Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 9: Public Information concerning the Foreign Language Programmes

ACADEMIC UNITS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE, AND READILY ACCESSIBLE.

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 Foreign Language 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, as well as graduate employment information.

Relevant documentation

- *Dedicated segment on the official website of the Department for the promotion of the FLP*
- *Bilingual version of the website with complete, clear, and objective information*
- *Provision for website maintenance and updating*

Foreign Language Programme Compliance

I.   Findings

The primary channel for public information about the IBT programme is its dedicated website, https://ibt.aueb.gr. This website is designed to provide comprehensive and updated information on all aspects of the programme. However, pending accreditation, the website contains limited information about the IBT programme.

The programme is taught exclusively in English and the IBT website suggests the programme's primary language is English. The main University website (aueb.gr) is generally bilingual (Greek and English). In general, relevant information is available and easily accessible.

Students are informed about the course outlines and evaluation methods through the study guide of the IBT programme. The learning outcomes for the overall programme and each course are mentioned in the study guide. The study regulations contain useful information for students, including understanding the programme structure and its objectives.

The Quality Assurance Policy of the IBT programme is communicated and disseminated to all stakeholders via the programme's website (https://ibt.aueb.gr/quality-assurance/). The programme's Quality Assurance Policy is harmonised with the Quality Policy of the Institution (available at: https://www.aueb.gr/el/content/politiki-diasfalisis-poiotitas).

II.   Analysis

The university and its IBT programme appear to have made significant efforts to ensure key information is available online. The dedicated IBT website (https://ibt.aueb.gr) needs further updates to include more comprehensive information on the programme's structure, teaching, and study regulations. While explicit mention of teaching staff CVs online is not found, information about the teaching staff is included. All course outlines, including evaluation methods, are stated to be available online via the Study Guide.

III.   Conclusions

The programme is fully compliant with the requirements of Principle 9.

Panel Judgement

Principle 9: Public Information concerning the Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1. The IBT website needs to be updated with relevant information on faculty members' CV and relevant course information for the programme.

Principle 10: Periodic Internal Review of Foreign Language Programmes

ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR FOREIGN LANGUAGE 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 FLP aims 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 FLP in 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 FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP 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 FLP, and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the FLP, and relevant decision-making processes (students, external stakeholders)*

Foreign Language Programme Compliance

I.   Findings

The Internal Evaluation and Review is the key process for the continuous monitoring and assessment of the quality of a program, and for identifying corrections, modifications, and upgrades that will maintain its continuous improvement path toward quality as well as adjust to the changing needs of the job market and society. This has been very eloquently and thoroughly described during the program director's presentation. However, without the preset ex ante action plans from previous reviews that are communicated to all interested parties, it will be difficult for the EEAP to assess exactly how the goals that have been set for the new Foreign Language Program on International Business and Technology of the Athens University of Economics and Business (AUEB) performance, since the goals that have been set, are quantified, translated and distilled into specific actions will finally be implemented at the inauguration of the program, and reviewed after a year.

The Internal Evaluation process, as described, may be deficient in terms of specifics and the distillation of the overall quality goals into functional specific action plans. It should be noted that this caveat is not for lack of previous experience with internationalization or the quality of the faculty and staff, but rather because there are a great number of moving parts in the construction and delivery of the program, such as the involvement of all departments in the

university with different goals and agendas, the funding from the Ministry of Education, the relations and exchange programs with foreign universities, the cultural diversity of the incoming students, etc.

II.   Analysis

There is a robust process in place to take care of future internal periodic evaluations of the program. Each faculty has to submit a report on the state of the course to the OMEA, which turns their report to MODIP to verify that the process is in accordance with the institution's internal evaluation standards and to the HAHE ones. There is clear evidence that the views of all interested stakeholders (teaching staff, students, departmental members of all departments) will be taken into serious consideration in these monitoring exercises, along with teaching evaluations, and other data which will be compared with the original KPIs, goals, and critical success factors that were set during the elaborate and responsible formulation of the new Foreign Language Program on International Business and Technology of the Athens University of Economics and Business (AUEB).

There is also a clear plan for the further reinforcement of good practices of the program, as they are developed and assessed by annual OMEA reports and reviews of other similar programs, changes in the institutional regulations, HAHE instructions and decisions, the feedforward by the academic staff, students, the program graduates and the job market conditions.

III.   Conclusions

The academic unit's methodical self-assessment approach and formulation of an internal Quality Assurance System engagement coupled with the vast internationalization experience of AUEB, enhance the credibility of its quality assurance endeavours. The prioritization of proactive measures and the execution of improvement plans toward continuous improvement serve as encouraging signs of the commitment toward providing top-tier education. Therefore, the new Foreign Language Program on International Business and Technology of the Athens University of Economics and Business (AUEB) is deemed to be in full compliance with the requirements of Principle 10.

Panel Judgement

Principle 10: Periodic Internal Review of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R10:1 In spite of AUEB's rich internationalization experience, it would be advisable to review the progress of the attainment of KPIs frequently, after the program's initiation.

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes

FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

> *HAHE is responsible for administrating the FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required.*
>
> *The accreditation of the quality of the FLP 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 recommendations submitted by the committee of experts for the continuous improvement of the FLP.*

Relevant documentation

- *Utilization of the recommendations of the external evaluation of the academic unit and / or the Institution for the establishment and the continuous improvement of the operation of the FLP (reference to the action plan)*

Foreign Language Programme Compliance

I. Findings

There is no previous External Evaluation since it is a new programme. The programme committee took into account previous evaluations during the design phase.

II. Analysis

The programme committee should follow and adopt recommendations from previous evaluations and accreditations to this programme.

III. Conclusions

The programme is fully compliant – given that there is no previous evaluation.

Panel Judgement

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

The strong interdisciplinary collaboration of all departments in the development of the programme.

Dedicated state of the art updated teaching facilities.

Internationally recognised faculty in teaching and research.

Good practice of the pastoral care system in supporting international students.

II. Areas of Weakness

The website content needs to be enriched with programme information, faculty CV, and course syllabi.

III. Recommendations for Follow-up Actions

Set up an external advisory board to support monitoring and improving the quality of the programme.

Proactively build more relationships with international business professionals and firms to support lectures, internships, and project-based learning.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,2,3,4,5,6,7,8,9,10,11

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
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