



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



**Εθνική Αρχή  
Ανώτατης Εκπαίδευσης**  
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# Accreditation Report

## for the Postgraduate Study Programme of:

**Business Analytics**

**Department: Management Science and Technology**  
**Institution: Athens University of Economics and Business**  
**Date: 14 October 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 Postgraduate Study Programme of **Business Analytics** of the **Athens University of Economics & Business** for the purposes of granting accreditation.

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b> .....	<b>4</b>
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation .....	5
III. Postgraduate Study Programme Profile.....	6
<b>Part B: Compliance with the Principles</b> .....	<b>8</b>
<b>PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT</b> .....	<b>8</b>
<b>PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>11</b>
<b>PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT</b> .....	<b>14</b>
<b>PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.</b> .....	<b>17</b>
<b>PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>20</b>
<b>PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT</b> .....	<b>23</b>
<b>PRINCIPLE 7: INFORMATION MANAGEMENT</b> .....	<b>26</b>
<b>PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>30</b>
<b>PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>33</b>
<b>PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES</b> .....	<b>36</b>
<b>Part C: Conclusions</b> .....	<b>38</b>
I. Features of Good Practice .....	38
II. Areas of Weakness .....	38
III. Recommendations for Follow-up Actions .....	38
IV. Summary & Overall Assessment .....	39

## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Business Analytics** of the **Athens University of Economics & Business** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Kostas Giannopoulos (Chair)**  
Neapolis University, Pafos
  
- 2. Prof. Dimitris Petmezas**  
Durham University Business School
  
- 3. Ass. Prof. Christina Koutra**  
Abu Dhabi University
  
- 4. Mr. Marios Fasoulas**  
CPA and PhD candidate

## II. Review Procedure and Documentation

On **Monday, October 9, 2023**, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

Soon after, the EEAP participated in a videoconference with the Directors of the PSP, the head of the Department, MODIP members, Steering Committees/OMAE members as well Rector, Professor Dimitrios Bourantonis, and the Vice Rector of Academic Affairs Personnel and associate President of MODIP Professor Vasilios Vasdekis.

On **Wednesday, October 11, 2023** the EEAP held video conferences with: i) the teaching staff of the program; ii) current students enrolled at this program; iii) graduates; iv) employees and social partners. The EEAP was rather impressed with the program **graduates'** feedback. They all gave their different perspectives relative to their experience with their studies in the Department. All of them indicated that the PSP prepared them well to succeed in their respective professional environments.

The EEAP met with a group of 5 **Employers and Social Partners**. They provided very positive feedback for the PSP emphasizing the quality of the graduates they have hired. Some have established on-going Internship program, and they retain a number of students that do their practical training (Internship) in their companies.

Soon after the EEAP held its private meeting to discuss the outcomes of the virtual visit and prepare the oral report. Thereafter, it was held the closure meeting where the Chair of the EEAP addressed the panel's findings to the Director of the program and the others representatives of the institution.

From **12 October to 14 October 2023**, the EEAP worked privately on drafting its Report.

The evaluation procedure was well structured and comprehensive, thus enabling the EEAP members to form a good picture of the programme, the department and university, its present status as well as its future prospective.

### III. Postgraduate Study Programme Profile

The Athens University of Economics and Business (AUEB) is the oldest University in Greece in the areas of Economics and Business Administration. It has always been on the forefront of education and research, and has produced by far the largest number of Greek industry leaders, entrepreneurs and managers, as well as faculty members and researchers in its areas of interest; it has thus played a key role in the development of the country. Situated at the crossroads of three continents, AUEB also offers an exceptional exposure to the world, bringing together issues and challenges from the European Union, the fast-developing Balkan countries, and the growing giants of Asia. AUEB is an institution open to the global market and society and collaborates with more than 250 foreign Universities and institutions within the context of its educational programs, its research and other offered services. At the same time, AUEB actively participates in international organizations, fora and networks that aim to improve Higher Education, as well as in initiatives that aim to strengthen international collaborations.

The PSP aims to produce executives who will be able to combine knowledge in business administration, data analysis and management techniques, and analytical tools based on statistical and business research, in order to make optimal business decisions. That is, to be able to handle the information of a fast and constantly changing world, rich in data, in a flexible, efficient and effective way for the environment in which they operate.

Every year the PSP in Business Analytics attracts the most capable candidates from the best departments of Higher Education Institutions in Greece and abroad, with very good degree grades and a comprehensive resume. The acceptance rate is less than 30%, which ranks this master's degree as one of the most competitive in Greece. The international popularity of the field of Business Analytics, the interface with the market and the excellent name of AUEB in postgraduate studies are important factors in attracting excellent candidates.

The PSP is offered on a full time (FT) basis as well as on part time (PT) basis. The FT study lasts three semesters and the PT one five semester. To complete the degree the students must have earned 90 ECTS divided in nine core, seven compulsory course and two electives. In the final semester the students need to write a dissertation which carries 30 ECTS. Students have the choice to do a study field or an internship instead of writing the dissertation. In the past students have undertaken internships or carried out study fields in large companies.

The curriculum is divided in four scientific areas; a) business performance and innovation management, b) quantitative methods in decision making, c) data analysis and management, and d) business applications and analytics tools. For each of the above areas, there are both fundamental courses and more specialized ones, part of which derives from contemporary research questions as well as from research seminars of participating Professors and researchers.

With the successful completion of the program a graduate should have acquired a broad as well as a more specialized knowledge on the fundamental concepts and the most modern trends that prevail in the subjects of Business Analytics and Big Data. A graduate should be able to comprehend, analyse and apply the fundamental rules governing data management, structured and unstructured, statistical methods in data analysis, machine learning techniques on unstructured data, data visualization, information technology and systems management, as well as innovation and entrepreneurship. Furthermore, the graduate should be able to apply, analyse and synthesize the above rules and help an organization to leverage the data at

its disposal in making critical business decisions, strategizing and creating innovative digital services and systems. In addition, the graduate should have acquired high-level analytical and synthesis skills, as well as familiarity with appropriate data management, statistical analysis and visualization tools and systems, and could handle the information of a fast and constantly changing, data-rich world with a flexible, efficient and effective way for the environment in which it operates. Since the field of business analytics is rapidly growing and with applications in all sectors of the economy, the degree holder can have a successful professional career either in the private sector or in public administration. Also, the Program places particular emphasis on the acquisition of an academic background suitable for further deepening in the context of doctoral studies.

Overall, the EEAP was impressed by the level of competence of students and faculty, the quality and quantity of research output, and the facilities. The internal accreditation report was prepared by the Department's internal evaluation unit OMEA and was available to the Committee prior to its visit. The Committee feels that the report provided a truthful assessment and covered in sufficient detail the 10 principles outlined in the Mapping Grid as provided by the HAHE.

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

### **PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT**

**INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

##### **I. Findings**

The EEAP has thoroughly assessed the documents provided by the department, specifically the presentation of the director of the PSP, the strategic planning as far as the development of the



programme is concerned, as well as the prospects for graduates, the structure of the programme and the feasibility and sustainability study.

The Department considers Quality Assurance (QA) as priority and a basic cornerstone for further development and enhancement of the PSP. This is evidenced by the fact that personnel and other resources are allocated to this effort.

The Curriculum of the PSP is well designed, and it meets its mission. The PSP is offered on a full time (FT) basis as well as on part time (PT) basis. The FT study lasts three semesters and the PT one five semester. To complete the degree the students must have earned 90 ECTS divided in nine core, seven compulsory course and two electives. In the final semester the students need to write a dissertation which carries 30 ECTS. Students have the choice to do a study field or an internship instead of writing the dissertation. In the past students have undertaken internships or carried out study fields in large companies.

In designing the curriculum and also in delivering the course is of paramount importance the research record of the faculty members.

The department has a number of research laboratories, namely:

- Management Science Laboratory (MSL)
- E-Business Research Centre (ELTURN)
- Business Analytics Laboratory (BALab)
- Information Systems Technology Laboratory (ISTLab)
- Laboratory of Management, Strategy and Entrepreneurship

## **II. Analysis**

The PSP applies a quality assurance policy that promotes the academic character and orientation of the programme, promotes its purpose and subject matter, implements the objectives that have been set forth, defines the means and ways of achieving them and applies the indicated quality procedures, with the ultimate aim of continuous improvement.

The laboratories contribute in exploring research, create, formulate and integrate engineering and management practices which lead in the increase and effectiveness of the information systems and their realisation and adoption process.

The EEAP has determined that as far as the academic profile is concerned the current faculty are well qualified.

The EEAP feels that a key differentiating factor of the PSP vis-à-vis other similar programmes is that it is delivered in English. The EEAP has positive view about:

- the student participation in the course survey is very high,
- permanent faculty carries out the majority of the teaching in the PSP,
- good balance of theory and practice,
- strong attendance in classes during entire course delivery.

The current number of admitted students, is approximately 60 per year, which ensures feasibility and financial sustainability of the PSP.

The Program's Quality Assurance heavily relies on the student's surveys. EEAP did not see any evidence of peer assessment of teaching.

### III. Conclusions

The department's goals to excel in teaching and research needs in the field of Business Analysis and in general in Management, Strategy and Entrepreneurship are fulfilled. The PSP produces graduates who can lead commercial projects, solve difficult real-life problems with the support of ICTs, or carry out various activities that are intended in the fields of E-Business, Digital Transformation, Industry 4.0, Innovation and Entrepreneurship, eCommerce and Big Data.

The academic staff is well-qualified. In general, there is an active engagement with quality assurance and a strong interest in developing processes aiming to improve quality.

The PSP achieves full compliance with principle 1.

#### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The quality assurance of the program should use criteria and policies in excess of the student surveys. Teaching quality could benefit by peer review. Assessment of the academic staff should include an annual review of the pre-set targets and goals.

## **PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

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

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

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

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

*In addition, the design of PSP must consider:*

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

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

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

While the program appears to have a robust foundation, taking into account both relevant standards and factors, and aligning with universally recognized criteria for the specific area of study, it should be beneficial to have an annual meeting with the external stakeholders.

The curriculum is firmly rooted in a commitment to academic rigor and quality, with a clear goal of meeting the highest educational standards in the field. It closely adheres to appropriate, universally accepted standards for the specific area of study. The curriculum presents a logical, well-structured framework that progresses from foundational to advanced topics, delivering a comprehensive educational experience to students.

The institution has implemented a well-defined procedure for the periodic revision of the program curriculum, acknowledging the importance of maintaining its currency and relevance. The process, as delineated in the Student Guide, outlines specific steps and timelines for revisions. To ensure the program remains up-to-date and applicable in real-world contexts, the curriculum takes into account industry trends, best practices, and evolving needs. Nevertheless, as mentioned above, there is a lack of annual consultation with external stakeholders.

The Moodle platform plays a pivotal role in affording students access to program course material and relevant information. This information empowers students to make informed decisions regarding course selection and preparations. To ensure students are suitably prepared for their classes, the information is updated as necessary for courses and lectures. Additionally, students actively provide feedback on the academic content, delivery, and examination formats of all program courses, contributing to curriculum evolution and effective delivery.

The Student Guide, while generally comprehensive and concise, provides valuable information for students. However, there is room for improvement in terms of enhancing its clarity and ensuring it comprehensively covers all essential aspects of the program.

The program offers students the option to partake in an internship, accommodating the majority who are engaged in full-time employment. Furthermore, the active engagement of instructors in research establishes a clear connection between research and teaching. This connection is notably evident through the incorporation of original research materials in teaching and the inclusion of research articles in the syllabus.

### **II. Analysis**

The program does not proactively engage external stakeholders in the self-evaluation processes, which could potentially affect the program's quality as it requires ongoing relevance to market needs.

Instructors are actively involved in research activities, establishing a robust connection between their research and teaching practices. They either integrate their original research materials into the teaching process or incorporate research articles into the syllabus, underscoring the significance of research in their courses.

A formal procedure is in position to include feedback in the program's design, primarily gathered from current students.

### III. Conclusions

The program's design and curriculum predominantly conform to relevant standards and exemplify a dedication to delivering high-quality education. Nevertheless, the absence of regular engagement with external stakeholders could potentially impact the program's quality in the future. The integration of research into teaching practices should be upheld and acknowledged.

On the whole, the institution's quality assessment procedures are effective. However, there is occasional ambiguity regarding the establishment of Key Performance Indicators (KPIs), the methods for goal measurement, and the criteria set by the institution.

#### Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

- Establish Key Performance Indicators (KPIs) and align them effectively with the Institution's objectives.
- Enhance the engagement of external experts in the curriculum revision process to access a wider range of viewpoints and to guarantee that the program stays in sync with the latest industry trends.

### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

- *respects and attends to the diversity of students and their needs by adopting 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*
- *strengthens 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 the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

## Study Programme Compliance

### I. Findings

PMS develops student-centred teaching and learning methods comparable to those of established international universities with the aim of giving students an active role during their studies. Thus, with respect to the diversity of students and their needs:

- It enables students to choose one of the two elective courses "Advanced Topics in Statistics" and "Advanced Topics in Data Engineering" according to their interests
- It enables students to choose according to their interests the preparation of a Diploma Thesis or Field Research or Internship in the last semester of their studies.
- Implements the institution of the personal Study Advisor (personal tutor).
- It provides students with the opportunity to follow a study program with an interdisciplinary character.
- It strengthens and supports students in practice through close collaboration with lecturers, in the context of the preparation of assignments and the process of academic supervision of the Diploma Thesis, Field Research and Internship.
- It provides opportunities for the active participation of students in academic research through collaboration in projects of the Department's research laboratories.
- It rewards active participation in the learning and research process with awards for outstanding achievement.
- It provides the opportunity to broaden the academic and scientific understanding of students with actions such as the organization of the annual student conference (<https://fsdet.dmst.aueb.gr>) and participation in innovation and entrepreneurship competitions, organized by the Department (<https://ennovation.gr>).
- It provides a range of teaching aids.

Students have the right to see their exam script and to ask for detailed explanations about the marking.

At the beginning of their studies students are provided with a detailed study guide available in both, English and Greek languages. There are described the study regulations, the PSP structure as well a detailed description and learning objectives for each course. The EEAP notices a vague inconstancy on the weights that carry each assessment component across the courses.

Students are asked to give feedback in the form of questionnaires at the end of each course. The statistics of the survey and any comments are communicated to faculty responsible for the course as well as to the Director of PSP.

There is a student complaint and appeal mechanism described in a regulation approved by the University Senate. Students can submit complaints and concerns in writing by filling the appropriate form. A formal policy on handling the complaints and its communication to the student is described in that regulation.

Mutual respect and cooperation tend to be a norm and the EEAP confirmed from students interviews their active participation in lessons and the urge from the faculty to dialogue

Professors-Advisors are available on each subject area to guide and inform students in the context of their studies.

## II. Analysis

The PMS implements practices aimed at fair and transparent assessment of students. All course descriptions, found in the study guide, highlight the assessment methods for each course. The vast majority of the courses in addition to written examinations use additional assessment methods include assignments, often accompanied by an oral presentation, and the submission of laboratory exercises.

However, student assessment is usually conducted by only one examiner, which is the norm in Greek Universities. The EEAP does not have information whether feedback for the exam paper (indicative answers) is posted after the exam.

Finally, it should be noted that students with disabilities and special learning needs is offered the option to have an oral examination. The oral exam takes place at the same time as the exams for the rest of the students and for the same duration but in a different room.

## III. Conclusions

A student-centred approach in teaching is adopted. The courses are taught and assessed in ways that are sufficiently varied. The weights of the components of the different pieces of assessment is not consistent across the courses which may lead to errors and bring confusion to the students.

### Panel Judgement

<b>Principle 3: Student-centred learning, teaching, and assessment</b>	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

In order to ensure the consistency in assessing each course it is proposed that the weights, are consistent across the pieces of assessment across all courses e.g., 70% final exam – 30% assignments and other methods.



## **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

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

*All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:*

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

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

### **Documentation**

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

## **Study Programme Compliance**

### **I. Findings**

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

There are opportunities for students to get involved with internships should they decide to not write a dissertation, which offers opportunities to the students to find a job after their studies. The internship program in place has been developed through the participation and networking of a variety of stakeholders, lending their weight behind the support of this structure. To this end, there is an External Business Advisory Board, which consists of a cross-section of business leaders from a variety of organizations from Greece and abroad, as well as distinguished alumni. The Panel commends this initiative in terms of highly sought-after, market-based skills building.

The PSP offers scholarships based on objective academic, financial, and social criteria.

For those students who decide to write a thesis at the end of their Master's studies, the program also offers seminars on researching and writing. There is also a well-defined set of quality requirements for the implementation of the thesis. A thesis handbook available. There is also a well-defined code of research ethics.

With regards to progression, 92.2% of the registered students graduate within the expected study tenure with an average mark of 7.68/10.

Throughout the study year(s) the student progression is monitored by the academic advisors as well as the academic staff that teaches the courses. The course sequence ensures that the students acquire the necessary knowledge to take the more advanced courses in subsequent semesters. There are individual assignments, group assignments and exams in place. The student assessment allows the students to demonstrate what they learned. Several meetings with students are conducted to ensure that the progression is smooth and to resolve any potential problems faced by the students. Finally, the Panel was able to confirm that a formal procedure for student appeals is in place.

The master's degree applies and recognises the European Credit Transfer System (ECTS) consistently across the curriculum and is in line and harmonised with international guidelines. The students should receive, in total, 90 ECTS to obtain their Master's degree (9 modules of 5 ECTS credits each, 6 modules of 2.5 ECTS credits each, and a thesis dissertation which accounts for 30 ECTS credits).

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

The MSc in Business Analytics signed an MoU with the University College London (UCL) and the Università Cattolica del Sacro Cuore regarding the mutual exchange of graduate students.

## **II. Analysis**

The Department has established well-defined admission criteria with high entry requirements. There is a highly structured process for newly admitted students from the point of entry (welcome week) where students are welcomed and provided with guidance and activities related to the question of managing their transition from their bachelor's studies to the Master's studies.

The students become aware of the facilities provided by the University which is communicated by both the academic and administrative staff. This procedure ensures that new students have a smooth transition.

## **III. Conclusions**

Very good procedures with respect to all phases of studies (admission, progression, recognition of studies and certification).

Very good support to students and evidence of opportunities for students' mobility.

## Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The EEAP encourages – if there are available resources – the organization of an annual event/outing with stakeholders which will offer the opportunity to the academic staff to be up to date with the most recent developments and needs in the industry.

## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

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

*The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, 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 for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

### **Documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

### **Study Programme Compliance**

#### **I. Findings**

The Department appears to conform with the processes required by Law for the recruitment and progression of academic staff. There are in total 15 members of teaching staff, out of which 12 are Universities' academic staff, 2 are researchers and 1 is external partner. There are also guest speakers in some courses. The combination of using primarily faculty members and guest speakers from the industry is a very good practice. Another good practice which incentivizes academic staff is that the Department has set a teaching award to the best teacher in the program. Finally, there is a very good staff to student ratio (i.e., approximately 1 member of teaching staff for 3 students) which facilitates interaction between students and teaching staff.

There is a very high quality of academic staff teaching in the Master's program with excellent research record and very good scores in teaching questionnaires. According to Scopus, there are 8,197 cross-citations for the members of staff over the period 2017-2021, which provides evidence of high quality of research for staff teaching in the program. It is also worth noting that almost all academic staff that teaches in the program has international experience in high quality Universities abroad.

There are two mechanisms in place for the evaluation of teaching staff. First, there are student questionnaires and surveys. Second, there is an Internal Evaluation by the University for the teaching staff and the program overall. It is also worth noting that students mentioned that they were particularly satisfied by the quick answers they receive from teaching staff to their questions via emails, and the easy access they have to the academic staff for queries during consultation hours. Students were also satisfied by the fact that the material is uploaded on Moodle relatively in advance for most modules. In terms of teaching delivery, students have also given credit to the interaction they have with the teaching staff during the lectures and laboratories.

The establishment and continuous use of the five Labs demonstrate a general encouragement of innovation in teaching methods and new technologies. Use of relevant statistical/programming packages as part of students' projects is another example of engagement with relevant innovative and teaching methods. Finally, the use of case studies, real life examples, provide further evidence of good practice.

## **II. Analysis**

Given the evidence of co-authored publications between junior and more senior members of staff, there is a culture of cooperation between members of staff for the achievement of publications in academic journals. Furthermore, there is clear evidence that academic members of staff are encouraged to attend international academic conferences and present their research outputs.

The workload is created based on the quality assurance processes of the University. There is a well-structured allocation of teaching hours which is also monitored by the Head of the Department.

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

The academic staff is financially supported by the program Action 1 (Drasi 1), which promotes their mobility to further their knowledge via visits to other Universities and research centers. There is a Sabbatical opportunity for academic staff (half year every 3 years or 1 year every 6 years) to enhance their research profile. Additionally, there is extra funding offered for research purposes if there is a certain number of publications by an academic staff. Moreover, the Department has set up MOUs with international academic institutions which could promote research collaboration. Additionally, it offers the opportunity to the academic staff to further their knowledge by participating in the Erasmus + program.

Use of relevant statistical packages as part of students' projects is another example of engagement with relevant innovative and teaching methods. Finally, the use of case studies, real life examples, as well as simulation events (for instance, asset management and trading) are further evidence of good practice.

Moreover, there is evidence that academic members of staff encourage students to read articles published in internationally acclaimed journals. In fact, students do get exposed to teaching staffs' publications.

### III. Conclusions

The international reputation of the department as well as the quality of its undergraduate and graduate programs attracts distinguished scientists. The department manages its human capital and measures the performance of each faculty member.

However, the department should develop a detailed working time model that tracks an accurate record of the workload of each faculty member to ensure that the designated responsibilities and expectations are realistic within the statutory working time.

#### Panel Judgement

<b>Principle 5: Teaching staff of postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

#### Panel Recommendations

- Whilst recognising the existing efforts of the Department and some constraints imposed by the existing regulatory framework, the EEAP recommends the following with regard to this Principle:
- To develop a stronger and more international research culture, the Department should pursue further the existing MOUs with foreign institutions.
- The Department should run a staff members' survey.
- The Department must record the working time of each academic staff in an objective, reliable and accessible way - see the judgment of the Court of Justice in the case C-55/18.

## **PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

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

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

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed 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. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Panel visited virtually some of the laboratories which are accessible to postgraduate students and felt they are satisfactory. The Panel also visited virtually two large rooms equipped with PCs available for the use of all students at the University.

Apart from the virtual tour we have also asked the opinion of the students about the facilities. Students have particularly praised the building at Troias street. On the contrary, students suggested that some improvement should be made to the building at Evelpidon street.

The EEAP also observed classrooms virtually (these are fitted with reasonably modern teaching equipment) as well as the University library. Most of the students informed us that they mostly make use of the online resources of the library. The Panel also virtually visited the offices of the student support services.

During the EEAP's virtual visit, it was noted that provisions have been taken to serve individuals with special mobility needs (e.g., existence of elevators and stair rails). Panel discussions revealed that students with other physical and/or learning disabilities (i.e., sight issues and dyslexia) have access to special examination provisions.

At the University, there is also a restaurant which can be visited by both the academic staff and the students. Additionally, sports and cultural activities are organized. There are also medical and mental support services offered to students in need.

The EEAP has been informed by students about international mobility services (ERASMUS). Additionally, the administrative team regularly informs students about job offerings, which are made by companies in Greece that are interested in students with the background of those who attend the MSc program.

## **II. Analysis**

Students receive the relevant material of the courses via an online platform (Moodle).

The Department operates the following five laboratories, all of which are well staffed and equipped; the learning and research activities of which relate to the learning tracks offered in the undergraduate program:

- a. Laboratory of Management Science (MSL)
- b. Laboratory of Electronic Commerce and Electronic Business (ELTRUN)
- c. Laboratory of Business Analysis (BALab)
- d. Laboratory of Information and Technology Management Systems (ISTLab)
- e. Laboratory of Management, Strategy and Business

It must be noted that the academic staff associated with these laboratories promote the associated learning and research activities to the job market with the purpose of establishing professional relations between industry and academia for mutual benefits and especially the placement and career development of the Department's graduates.

Students become aware of the services and available facilities from the beginning of their studies and these services are functional and easily accessed by the students. In general, there was evidence of sufficient and competent administrative staff to ensure the smooth operation of the student support services.

## **III. Conclusions**

Overall, the Panel believes that the Department's students have access to satisfactory infrastructure and services for learning and student support.



## Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The EEAP recommends that the Department makes some attempts to secure resources for improvement of the building at the Evelpidon street.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.**

*Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.*

*Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.*

*The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:*

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

*A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.*

### **Documentation**

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

## **Study Programme Compliance**

### **I. Findings**

The academic unit has established procedures for student data collection but lacks a formalized process for documenting teaching methods. The research laboratories that operate in the department are encompassing event organization, research publication, and fulfilling teaching and research needs.

To enhance communication, an academic advisor bridges students and provides guidance on program-related aspects, including curriculum, seminars, syllabi, elective courses, job prospects, and industry connections. The program's library contains physical copies of mandatory and optional course textbooks, supplemented by the option for graduate students to access digital books and scientific journals from the University Library through the VPN service.

Additionally, the department collaborates with employers to deliver seminars and support student employability. Employability and career progression are tracked using graphical

representations. Alumni feedback underscores the program's significant contribution to employability, with the entire program conducted in English.

The academic unit systematically gathers information on key performance indicators, student profiles, course progress, success and dropout rates, student satisfaction, learning resources, student support, and teaching staff evaluations. Various methods involve students and academic staff in data collection and analysis.

National Quality Information System (NQIS) data are collected annually and completed by designated department users. Students anonymously complete online questionnaires at the end of each course, with statistics submitted through MODIP's portal, shared with the program director, and faculty members who taught the course. A summarized anonymous overview is discussed at the Departmental Assembly, and conclusions are shared with the Vice Rector of Academic Affairs. The program director initiates discussions with teaching staff members for improvement. Past student evaluations are considered when assigning program courses.

While teaching staff is compared to other school programs graphically, these comparisons do not extend to university-level teaching staff.

## **II. Analysis**

### **Student Data Collection and Teaching Methods:**

The academic unit excels in its systematic gathering of student-related data, underscoring its commitment to understanding its student body. However, there is a noticeable gap in the absence of a structured approach for documenting teaching methods, highlighting a potential area for improvement in enhancing instructional quality.

### **Research Laboratories' Contribution:**

The department's operation of five research laboratories is commendable, as it significantly bolsters teaching and research activities. These laboratories serve as vital hubs for disseminating knowledge through the organization of scientific events and the publication of research papers.

### **Significant Role of Academic Advisor:**

The presence of an academic advisor plays a pivotal role in facilitating communication and student support. The advisor provides guidance on various aspects, including program structure, curriculum, seminar participation, elective course choices, job placement opportunities, and connections with labour markets.

### **Library Resource Accessibility:**

The availability of hard copies of mandatory and elective course textbooks within the program's library is a valuable resource for students. Additionally, the option for graduate students to access digital books and scientific journals online from the University Library via the VPN service enhances the richness of available resources.

### **Productive Employer Collaboration:**

The collaboration with employers for seminars and employment support represents a proactive approach. The use of graphs to track student employability and career progression provides a practical means to assess program effectiveness.

#### Alumni Endorsement:

Positive feedback from alumni, indicating that the program significantly enhances employability, serves as a strong endorsement of program quality. This attestation underscores the program's effectiveness in preparing students for success in the job market.

#### Teaching Staff Evaluation and Accountability:

The anonymous evaluations of teaching staff by students at the conclusion of each course serve as a valuable feedback mechanism. The sharing of evaluation results with the program director and teaching staff members ensures accountability and offers opportunities for improvement.

#### Transparency and Quality Assurance:

The discussion of an anonymous overview of evaluation outcomes at the Departmental Assembly enhances transparency in the evaluation process. Involvement of the Vice Rector of Academic Affairs further reinforces the program's accountability and quality assurance mechanisms.

#### Room for Broader Comparisons:

While the program conducts internal comparisons of teaching staff within the school and presents the findings graphically, it does not extend this practice to a broader university-level comparison. Expanding the scope of these comparisons could provide a more comprehensive view of instructional quality and areas for potential improvement.

### **III. Conclusions**

The academic unit exhibits proficiency in data gathering, support services, alumni achievements, and feedback processes. To further enhance its performance, it should consider formalizing the documentation of teaching methods and expanding its comparison scope to encompass university-level teaching staff.

## Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- Fortify connections with alumni and social partners to continually collect valuable feedback and gain insights into their career advancements, guaranteeing the program's continued relevance and efficacy.
- Improve the statistical analysis of student surveys to eliminate data inaccuracies and biases, ensuring consistency over time.

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**  
**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

*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 PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

**Documentation**

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

**Study Programme Compliance**

**I. Findings**

The PSP has its own website (<https://analytics.aueb.gr>) and a segment of the department's website is dedicated to the PSP of the department (<https://www.dept.aueb.gr/en/dmst/content/postgraduate-programs>). The above websites are available in English and Greek language.

The information provided in the PSP's website is addressed to prospective students, current students, graduates, members of the faculty and research staff as well as the academic community and public and private productive bodies.

The website presents its information in the below sections:

- PSP introduction (goals and expectations of the PSP, introduction of Business Analytics - Big Data and Data Science, quality assurance policy, departments info, institution's info).
- Program overview (Program's structure & philosophy, overview of the curriculum for part time program and full-time program with a link to a more detailed description of the courses).
- Admission criteria information (how to apply guide, applicants' profile and requirements, tuition fees, financial aid and a link for on line application).
- Academics information (faculty short CV, program courses, industry partners, list of employer partnerships with their websites).
- Resources (info on certificate in SAS, program's regulation, student care and life info, a link to e-learning portal, academic calendar info, study guide, dissertation and internship guide, academic advisor info, program's brochures, job openings, alumni and link to the institution on-line complain and recommendation form).

After browsing the PSP's site, we present a list of features that do not work:

- The link "Athens – A modern and vibrant city" of the introduction section.
- The links to faculty members' profiles.
- There are faculty members with no email links and no profile links.
- All pictures of the site don't appear/work.
- The link to AUEB Student life.
- The link to the website of the Greek Ministry of Education for student id application.

The information below is not presented in the site:

- Facilities.
- Steering committee members.
- External Advisory Board members.
- Administration staff names and contact information.
- Research output of the department.
- List of research labs with their available software, databases, addresses and websites.
- General regulation of complaints.
- Quality data (student performance, profile, pass rates, average score etc.).
- Evaluation procedure of the institution.
- International students guide.
- The ECTS of each course.
- Academic advisors' names and available times for meetings available.

## **II. Analysis**

The PSP is responsible for the website maintenance and keeping it comprehensive and up-to-date.

There are various no working links and the navigation through the university web site is problematic which restricts the access to information.

## **III. Conclusions**

The website has maintenance issues and its content is not up to date.

## Panel Judgement

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

- The site should undergo maintenance so all its feature will work properly.
- The site should be restructured in uniformity with the institution's other sites.

The EEAP recommends the following information should be clearly be accessible in the website:

- Facilities.
- Steering committee members.
- External Advisory Board members.
- Administration staff names and contact information.
- Research output of the department.
- List of research labs with their available software, databases, addresses and websites.
- General regulation of complaints.
- Quality data (student performance, profile, pass rates, average score etc.).
- Evaluation procedure of the institution.
- International students guide.
- The ECTS of each course.
- Academic advisors' names and available times for meetings available.



## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.**

*The regular monitoring, review, and revision of postgraduate 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:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
  - b) the changing needs of society*
  - c) the students' workload, progression and completion of the postgraduate studies*
  - d) the effectiveness of the procedures for the assessment of students*
  - e) the students' expectations, needs and satisfaction in relation to the programme*
  - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study 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.*

### **Documentation**

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

### **Study Programme Compliance**

#### **I. Findings**

The academic unit diligently records its annual self-assessment process, giving considerable importance to student survey results. However, there is a need to engage the involving external stakeholders, including alumni and industry representatives in the annual self-assessment. Conversations with these two groups revealed that the last industry consultation occurred in 2019, with no mention of such a meeting with the alumni. Despite this, both alumni and industry stakeholders provided numerous suggestions for program enhancement.

The self-assessment is subsequently presented at the Departmental Assembly, and the resulting conclusions are communicated to the Vice Rector of Academic Affairs. The program director actively engages with teaching staff to identify areas for improvement, taking into account previous student surveys when assigning courses to faculty members. These findings

act as catalysts for various actions, primarily focusing on curriculum restructuring and, if necessary, making adjustments to the teaching staff.

## **II. Analysis**

**Thorough Self-Assessment Process:** The academic unit exhibits a meticulous approach to documenting its annual self-assessment, primarily relying on student surveys.

**Transparency and Accountability:** The self-assessment findings are shared internally, presented at the Departmental Assembly, and communicated to the Vice Rector of Academic Affairs, fostering transparency and accountability.

**Engagement with Teaching Staff:** The program director proactively collaborates with teaching staff to identify areas for improvement, underscoring the commitment to enhancing teaching quality.

**Consideration of Past Evaluations:** Past student assessments are taken into account when assigning program courses to faculty members, highlighting the value of continuous enhancement.

**Involvement of External Stakeholders:** Although the academic unit collaborates with external stakeholders, including alumni and industry partners, such consultations are infrequent, with the last one occurring in 2019.

**Action-Oriented Approach:** The self-assessment findings drive various proactive measures, with a notable emphasis on curriculum restructuring and potential adjustments to the teaching staff.

## **III. Conclusions**

The academic unit's dedication to rigorous self-assessment, transparency, and collaboration with teaching staff reflects its commitment to ongoing enhancement. While the consideration of past student surveys is valuable, infrequent consultations with external stakeholders may affect the program's currency and alignment with market needs. Nevertheless, the unit's proactive approach ensures that assessment findings drive concrete improvements in both curriculum and teaching staff when required.

## Panel Judgement

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- Improve Feedback Incorporation: Maintain the proactive involvement of teaching staff in the self-assessment process, ensuring their feedback and recommendations are effectively integrated. This collaborative approach promotes ownership and can result in more impactful enhancements.
- Initiate Regular Consultation with External Stakeholders to Enhance Relevance.
- Enhance Transparency by Clearly Communicating Internal Program Quality Review Outcomes.

## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS 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 PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to 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.*

### **Documentation**

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

### **Study Programme Compliance**

#### **I. Findings**

This is the first accreditation undergoing this PSP. However, the University has already in place a general procedure on how to implement the recommendations of an external experts' report. This procedure stands as following:

- a) the process of monitoring and evaluating the recommendations,
- b) the development of a plan of actions for the implementation of the recommendations,
- c) monitoring of the results of the plan of actions.

#### **II. Analysis**

The University has introduced a well-planned and methodical procedure to implement the recommendations of the EEAP. This procedure is well designed and meets high quality assurance practices. This EEAP cannot assess the implementation of this procedure.

#### **III. Conclusions**

The PSP has established the necessary procedures in order to evaluate and assimilate any recommendations in the future.

## Panel Judgement

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

None.

## **PART C: CONCLUSIONS**

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

- Good balance of theory and practice.
- Good balance of business, IT and data analysis content in the curriculum.
- Good links to the industry.
- Good working relationship and communication between Faculty and students
- Good employability record of the graduates

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

- Lack of frequent meetings with external stakeholders
- Poor website functionality and content.

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

- The EEAP recommends that the department involves the stakeholders in a more formal, frequent and structured manner, for instance through a platform of communication with alumni and company representatives.
- The EEAP recommends the website to undergo a substantial improvement.

#### IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **5 and 8.**

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Prof. Kostas Giannopoulos (Chair)**  
Neapolis University, Pafos
- 2. Prof. Dimitris Petmezas**  
Durham University Business School
- 3. Ass. Prof. Christina Koutra**  
Abu Dhabi University
- 4. Mr. Marios Fasoulas**  
CPA and PhD candidate