



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης
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for Higher Education

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Accreditation Report
for the New Postgraduate Study Programme of:
MBA in Sustainability
Department: Business Administration
Institution: University of Piraeus
Date: 1 June 2024

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Master in Business Administration in Sustainability** of the **University of Piraeus** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **MBA in Sustainability** of the **University of Piraeus** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Michael S. Michael (Chair)**
Prof. Emeritus, University of Cyprus, Nicosia, Cyprus
- 2. Prof. Emeritus Economides Spyros,**
California State University, USA
- 3. Dr. Priporas Constantinos Vasilios, Senior Lecturer**
Middlesex University, UK
- 4. Dr. Ioannis Anagnostopoulos, Associate Professor**
Royal Holloway, University of London, Egham, United Kingdom
- 5. Ms Angelaki Erasmia, Postgraduate student**
Hellenic Mediterranean University, Greece

II. Review Procedure and Documentation

On Saturday, May 25, 2024, the EEAP was invited, via Zoom meeting, to attend HAHE's Director General, Dr. Christina Besta, on HAHE's mission, standards and guidelines of the accreditation process at 12:00am.

On Monday, May 27, 2024, at 16.00, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On Tuesday, May 28, 2024, the EEAP participated in five teleconferences with:

1. Meeting with the Vice-Rector/President of MODIP Professor Spyridon Roukanas, the Head of the Department Professor Panagiotis Artikis, Deputy Head of the Department of Business Administration, the Director of the PSP Professor Dimitrios Georgakellos, Head of the Department of Business Administration and MODIP Member Associate Professor Evangelia Kopanaki.
All of the above, kindly offered the EEAP an overview of the PSP (history, academic profile, current status, strengths, and possible areas of concern). It involved a short overview of the postgraduate programme: academic profile, status, strengths and possible areas of concern. There was also a discussion of the degree of compliance of the programme to the Standards for Quality Accreditation.
2. Meeting with the teaching staff members of the PSP namely, Professor Nikolaos Georgopoulos, Associate Professor Eleni Didaskalou, Assistant Professor Panos Chountalas, Assistant Professor Andreas Fousteris, Assistant Professor Alexandra Alexandropoulou.
The content of the meeting revolved around discussing professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; link between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.
3. On-line tour: classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. Discussion about the facilities presented in the video produced for this purpose. For these purposes the EEAP met with administrative and teaching staff members of the PSP namely, Mrs Kyriaki Stavrianidou (administrative), Head of the Secretariat of the Department of Business Administration, Associate Professor Eleni Didaskalou (teaching). The purpose of the meeting was to evaluate facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate for the successful provision of the programme.
4. Meeting with employers and social partners, namely: Mr George Pouloupoulos, Partner of EY Greece, Strategy & Transformation Architecture, Mrs, Mr Antonis Sagris, Senior Director, Head of Group Corporate Development & ESG, Piraeus Financial Holdings, Mrs Tina Orfanidou, Chair of the Hellenic Evaluation Society and Member of the Board of Directors of ELESMA, Hellenic Company of Management Consulting Firms. The meeting discussed the relations of the programme with external stakeholders from the private and the public sector.
Mrs. Chryssanthi Berbati, General Manager, Head of Business Planning, Investor Relations & ESG, Piraeus Financial Holdings was invited but unfortunately, she was absent from the meeting.
5. The closure meeting was made up of the final two meetings which were combined into one since they comprised of the same meeting members discussing the broader issues. The EEAP met with the MODIP staff Vice-Rector for Academic and Administrative Affairs and Student Affairs Professor Spyridon Roukanas, the Head of the Department Professor Panagiotis Artikis, Vice-chairman of the Department of Business Administration, the Director of the PSP Professor Dimitrios Georgakellos,

chairman of the Department of Business Administration, the MODIP Member Associate Professor Evangelia Kopanaki, as well as the following OMEA member Associate Professor Athanasia Bouranta and MODIP staff Mrs Varvara Markou. The aim of the meetings was dual: first, to discuss on several points /findings which need further clarification and secondly, to make an informal presentation of the EEAP's key findings.

From May 29 to June 1, 2024, the EEAP worked privately on drafting its Report.

The University of Piraeus and the Hellenic Authority for Higher Education (HAHE) provided the External Evaluation and Accreditation Panel (EEAP) members two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide and the Report template. The University provided the Panel members a number of files on the programme's structure and internal quality assurance procedures. 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 Department of Business Administration of the University of Piraeus is one of the four departments of the school of Economics, Business and International Studies. The Department offers seven graduate programs, two of them jointly with other departments. Two of its post graduate programs are in place since 1994. For all these programs, students pay a tuition fee.

The Department intends to start offering its new Master in Business Administration in Sustainability from the academic year 2024-25. The program is designed to last three academic semesters. In the first two semesters (September – January and February – June), students will take compulsory and elective courses while during the third semester they will write their thesis. Each semester consists of at least 13 teaching weeks and the workload is 30 ECTS. When the students attend successfully 90 ECTS, they are awarded an MBA in sustainability degree. With this degree, the employment opportunities of the graduates are considered good.

During their studies, students are required to attend courses, participation in laboratory exercises, and write and present various projects. During the summer, students will attend 10-15 days summer school. This is a full-time program.

At the time of the visit, the Department has a faculty of 22 members, 11 Professors, 7 Associate Professors and 4 Assistant professors, and four members of the administration. In addition to its own members, for the teaching needs of the PSP, the Department intends to use other teaching staff and a few faculty members from other Departments and Universities. For the new MBA in sustainability, the Department intends to admit 20 students each academic year. For this program the tuition fee is zero.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

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

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

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The new PSP has suitable structure and organisation. The learning outcomes and qualifications are in accordance with the European and National Qualifications Framework for Higher Education – level 7. The academic unit has set specific, measurable, achievable, relevant and timely goals relating to the PSP. Such goals also related to teaching methods, learning experience and research output. The department has well competent and well qualified teaching staff. Document A7 (Στοχοθεσία Ποιοτητας) submitted by the PSP supports the existence of tracking, implementing and improving annual goals. The employment opportunities for future graduates will be excellent as it was attested by the social partners. The action plan of the PSP for the quality policy includes objectives, actions, and measures related to the following dimensions:

- modern theoretical and technological education for students
- excellence in education and research
- extroversion and internationalisation
- contribution to the society

The PSP is benefited greatly by the quality services and facilities of the University. The internal evaluation process of the PSP must be appropriately implemented and sufficiently communicated to all stakeholders. Refer to principle 6 of this report.

II. Analysis

The EEAP feels that strategy, quality assurance policy and quality goal setting for the New PSP confers much sought after skills that connect theory with practice, and it is highly valued and appreciated by both students and employers.

III. Conclusions

The department's strategy, quality assurance policy and quality goal setting promote the academic character and orientation of the new PSP, its purpose and subject matter and facilitate the implementation of the objectives that have been set forth with the aim of continuous improvement.

Panel Judgement

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

Panel Recommendations

None

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The EEAP finds that the postgraduate study programme is designed based on appropriate standards – for the most part sufficient – to serve its purpose of Sustainability provision. The programme curriculum is comparable to universally accepted standards in the management discipline.

The relevant documentation describes the procedure in place for periodic revisions of the programme curriculum, but it is not very clear how those revisions will be undertaken—a point emphasised further in Principle 6 below. In particular, although the documentation evidently discusses the annual monitoring and review of the programme and includes the input of students and external stakeholders, there is no designed process that documents this input and the way it will feed into curriculum revisions. This is to be expected at this stage as this is a brand-new programme with its first intake expected by September 2024.

The programme, in general, reflects common practices in the design of postgraduate study programmes in sustainability around the world with a few exceptions. While it indeed includes the development of important skills for the students regarding management practices it seems a bit thin on evidencing sustainability practices. It is also highly commendable that there is also a recently established advisory board that considers the experience of external stakeholders from the labour market so as to guide the creation and development of a degree highly sought after by the labour market.

II. Analysis

The completion of the postgraduate programme involves 15 courses (9 in the areas of management/accounting/strategy/finance, 2 in Sustainability-related courses, and 4 optional courses). It also involves a final dissertation for a total of 90 ECTS.

The structure of the postgraduate programme is rational and clearly articulated in the documentation, and the Student Guide as it stands represents a complete, concise and appropriate information tool for prospective students.

The postgraduate programme design includes clear objectives, the expected learning outcomes, and the intended professional qualifications, including how these are achievable. The design of the programme corresponds to a well-defined written process that describes the involved participants, information sources, and the approval committees. There are also clear links between teaching and practice as can be evidenced by the staff CVs, their areas of expertise and their teaching experience.

However, in practice, there seems to be a gap in terms of the programme's comparability with other institutions, a point which the committee unanimously agrees on (see below).

III. Conclusions

More specifically, an aspect that is currently lacking from the programme design is the focus on sustainability. Other comparable institutions' MBAs with a focus on sustainability offer at least 3-5

compulsory modules on sustainability topics (for relevant and meaningful comparisons see for example, <https://www.onlineprogrammes.co.uk/institutions/anaheim-university-online/mba-in-global-sustainable-management>)

And/or

<https://www.onlineprogrammes.co.uk/institutions/university-of-hertfordshire>

<https://www.mbastudies.co.uk/institutions/ipag-business-school-3>

The EEAP recognises that the programme is new, and as such there may be teething problems related to the development and marketing of a brand-new programme. Hence, since there is emerging evidence that there is demand of such services, we make some further recommendations in the spirit of collegiality and well-intended provisions aiming to assist the university achieving even higher student satisfaction and recognition levels.

Panel Judgement

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

Panel Recommendations

R2.1. The existing course descriptors could be amended or adjusted to specifically and transparently reflect the focus on sustainability. For example, Financial Management to specifically reflect the relevant learning and practice/case study of sustainable finance such as green bonds, credit for sustainable projects, impact investing, microfinance, and sustainable funds etc.

R2.2. The new programme could also benefit and be enhanced by the creation of standalone, new modules that demonstrate a comprehensive understanding of sustainability. An example can be found here: <https://www.ox.ac.uk/admissions/graduate/courses/msc-sustainability-enterprise-environment>

For example, single courses such as ‘Sustainable Enterprise’ would allow the degree to summarise the ideas of shareholder-primacy very efficiently vis-à-vis stakeholder views of business. As such, with the creation of a single module the degree would relate these ideas to the concepts of sustainability; corporate social responsibility (CSR); triple bottom line; Environmental, Social and Governance (ESG); social licence to operate; legitimacy; and business ethics.

R2.3. A third avenue that would assist the programme in demonstrating more clearly its focus and innovation on sustainability would be for existing optional courses to become compulsory and be reconstructed and

amended with minimal input. For example, the course ESG and Enterprise Strategy is an obvious candidate where with minimal effort the number of compulsory sustainability-related modules become three as a minimum.

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

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

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

Indicatively:

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

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

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

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The new MBA in sustainability is planned to be offered in the academic year 2024-25. Lectures will be given in classrooms and student attendance is mandatory. A small percentage of them, however, can be delivered online. Prospective students can find all the relevant information on the Department's website. They can find applications and all relevant information about the required documents online.

At the beginning of each academic year, the program will organize a welcome meeting where the new students will receive information about the program, the Department, the University and the facilities. Incoming students will also find on the web page of the Department and the program all the relevant information about the program's structure, courses, timetable, the facilities, and tools available in the department and the University, about their rights and obligations and about the Department's policy of handling the students' complaints. The study programme has instituted an advising process, where each student can receive academic advice from faculty members throughout her/his studies. Upon graduation, graduates receive Diploma Supplement, containing detail information for their studies.

Students can find information regarding opportunities for internships with Erasmus+, on the Department's webpage. The program's handbook provides detailed information about the procedures for the dissertation, while the Department's general assembly adopts rules for its drafting and completion.

II. Analysis

The students will be selected through a well-designed procedure according to the government law and the rules set by the PSP. This procedure is well described in the programme's handbook which can be found on the webpage where other necessary documents are listed. Students can find all necessary information about the structure of the PSP, timetables, research ethics, studies rules and regulations, and procedures in the internet site of the department. Students will have online access to all information concerning their progress towards the degree, e.g., grades for exams, projects and courses. The department fully implements the European Credit Transfer and Accumulation System (ECTS) for its PSP. The total load is 90 ECTS units; 60 ECTS for courses and 30 ECTS for the thesis. The PSP website contains a detailed description of the courses. Students can participate in the ERASMUS+ exchange programme.

III. Conclusions

The Department of Business Administration has developed excellent published rules and regulations that cover all aspects and phases of its new MBA program in sustainability.

Panel Judgement

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

Panel Recommendations

None.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP's policy on staff recruitment, development, training, and mobility is clear and transparent following the usual practices, procedures and criteria of the Greek Higher Education sector. According to the accreditation proposal, the academic team involved in the delivery of the PSP consists of 18 resident faculty members at various levels of seniority, 8 visiting staff members from other departments of the University of Piraeus and other Greek or foreign universities, as well as two practitioners/experts educated to a PhD level. The PSP's academic staff has a diverse range of specializations consistent with the programme's multidisciplinary orientation. All of them are productive researchers and dedicated teachers with great enthusiasm to teach in this PSP without extra compensation. According to the discussions with the academics, the workload is considered manageable, and the department offers a supportive and collaborative environment.

II. Analysis

The new programme is staffed with highly qualified academic staff and experts with diverse backgrounds and specializations related to the PSP. All academics are experts in their fields, with significant research and teaching experience in their disciplines and are expected to support the proposed programme's objectives. The PSP's 11 core courses, 4 electives out of 17 and the dissertation are expected to be delivered mainly by a team of 18 resident faculty members and 11 academics and experts from other

departments, Universities and industry. The diversity of the academics in terms of expertise and seniority levels as well as the blend of resident and visiting staff members are considered strengths for the new PSP. The department encourages and supports research activities (i.e. participation in conferences, publication fees to open access journals) with 5000 Euros as a research allowance for each resident academic staff. However, it is pointed out though that there is limited database funding by the central government. The department’s collaborative and collegiate climate is reflected in staff’s enthusiasm to teach in this new PSP.

III. Conclusions

The department and PSP follow all the standard procedures and criteria for staff recruitment, obligations and development. It provides encouragement and adequate opportunities for academic staff professional development through a well-structured policy. In terms of individual research performance and teaching expertise, the staff is highly qualified and well suited to deliver a high-quality learning and teaching experience to the students of the proposed PSP.

Panel Judgement

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

Panel Recommendations

R4.1 The university should increase available funding for databases usage.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND- ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The MBA will employ the University of Piraeus's facilities and will offer its students support structures, services, and privileges. In terms of building infrastructure, the MBA will likewise employ the University of Piraeus' contemporary, fully refurbished Nikaia campus (Themistokleio Complex). All facilities are completely accessible to people with impairments and/or handicapped individuals (ramps and elevators).

Tuition Fee Utilization Plan

The MBA has no tuition fees.

The administrative staff supporting the MBA, as well as all the teaching staff of the Department who have been assigned work related to the MBA, offer their services pro bono.

The costs associated with the MBA will be covered by donations, bequests, legacies, sponsorships, research programmes, programmes of the EU or other international organisations, and other sources, as provided for by the existing legislation.

II. Analysis

The MBA programme, in cooperation with the University, aims to provide excellent academic and social assistance to postgraduate students. Postgraduate students are informed about the resources available to them at the start of their studies, as well as through the MBA programme and University websites. The Medical facility, Counselling support, Library and Reading Room, Student Services, Dining facilities, Liaison Office, and Department of International and Public Relations (Erasmus+ Programme) are all important student services. The University also offers essential digital services such as, e-secretariat, VPN, e-class, free software, access to databases, electronic and printed publications, scientific journals, Turnitin Plagiarism Checking Service, free Wi-Fi, free PC use, and so on.

The available funding will cover:

- expenditure on equipment and software
- expenditure on consumables
- travel expenses for MBA staff and students
- costs for administrative and technical support
- Other costs, such as publicity and promotion costs, purchase of educational material, conference organisation, fieldwork costs, etc.

A cooperation protocol has already been signed with Piraeus Bank for the financing of programme activities.

III. Conclusions

To summarize, postgraduate students have easy access to educational materials (books, textbooks, manuals, scientific journals, databases). They also have access to electronic and physical publications, and scholarly journals, which support students' participation in departmental conferences and career days.

Panel Judgement

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

Panel Recommendations

None.

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

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

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

The above comprise the assessment of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The EEAP examined the following documents to evaluate the framework of the Internal and External Evaluation processes associated with the proposed New Postgraduate Study Program (PSP) "MBA in Sustainability" of the Department of Business Administration:

- Document A2_Assembly Decision for new Program (new Απόφαση Συγκλήτου Ίδρυσης)

- Document A3_MODIP Introductory Report (Εισηγητική Έκθεση ΜΟΔΙΠ)
- Document A1_new Proposal for Accreditation (new Πρόταση Πιστοποίησης)
- Document A5_new Feasibility and Sustainability Study (new Μελέτη Σκοπιμότητας και Βιωσιμότητας)
- Document A7_new Quality Goal Attainment (Στοχοθεσία Ποιότητας)

All the discussions in the aforementioned documents regarding the proposed plans and actions suggest a well thought and disciplined approach in the design and future implementation of the proposed new PSP with excellent outlook for its feasibility, sustainability, and relevance to today's market needs. Of particular interest for this Principle was the proposed Internal Quality Assurance System, for the audit, Internal and External evaluation of the new PSP, which was discussed in the corresponding section of Document A1.

II. Analysis

Naturally, since the proposed PSP has not been implemented yet, with the intended initial implementation period being the academic year 2024-2025, an Internal Evaluation Process has not been conducted thus far, neither has the PSP been subjected to an External Evaluation. Therefore, the EEAP evaluation has relied only on the Document A1 presentation about the two aforementioned processes. For the annual Internal Evaluation of the PSP, the procedures for its reassessment, adjustment and updating were discussed. The intended feedback mechanisms to be used for the re-evaluation of the associated strategy and goals were mentioned along with the related decision-making processes through which the PSP can achieve sustained continuous improvement. For the future External Evaluation procedure of the PSP, the follow up actions that need to be taken relative to the recommendations are also discussed in Document A1.

III. Conclusion

The EEAP believes that the annual Internal Evaluation process is extremely important for the maintenance and quality improvement of the PSP. It appears that the discussion of the anticipated implementation of the Internal and External Evaluation procedures, in terms of the associated results and follow up actions is reasonable and indicates awareness of the data generation mechanisms to be utilized, the human resource requirements to be involved, and the processes and requirements to be followed and adopted as prescribed by the institutional Quality Manual. It remains to be seen how adequately all these issues will be documented and how will the results be implemented to transform the Internal and External evaluation processes from their current verbal descriptive stage to their actual implementation and executable stage. To that extent, the EEAP provides some guidelines and suggestions below in the form of recommendations to be considered in the preparation and presentation of the Internal Evaluation report and the format of the response framework to the External Evaluation comments.

Panel Judgement

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

Panel Recommendations

R6.1 The EEAP recommends that the departmental OMEA team in cooperation with the MODIP personnel invest in a one-time effort to jointly develop and adopt a standardized Internal Evaluation Template for the PSP. A standardized template could be reused annually by merely updating its content with the new annual data gathered and making some apparent additions, deletions, or modifications to qualitative and quantitative information, as needed. This will result in significant time savings and provide consistency and continuity in the process. It could be enhanced through the inclusion of quantitative and qualitative information within Document A7_new Quality Goal Attainment (Στοχοθεσία Ποιότητας), as it may be appropriate and relevant to the PSP evaluation.

R6.2 On the HAHE website one can find several suggested sample templates associated with the Internal Evaluation process. Even though it is not mandatory to utilize any HAHE sample templates for preparation or presentation of the Internal Evaluation process, it is recommended to consult some of them or parts thereof for guidance in the design of a proposed Internal Evaluation template. Below are a couple of examples of templates that could be used in combination to design a custom one:

- (link) 2497-OdigosEfarmogis_esot_aksiologisis_v1
- https://www.aueb.gr/sites/default/files/modip/Internal_Eval_Template_v2.pdf (In particular, section 3.2. Some tables are provided within this section to record relevant quantitative measurements of a PSP.

R6.3 In the preparation of a suggested standardized Internal Evaluation template consult the institutional Quality Manual (https://www.unipi.gr/wp-content/uploads/2023/09/%CE%95%CE%B3%CF%87%CE%B5%CE%B9%CF%81%CE%AF%CE%B4%CE%B9%CE%BF_%CE%A0%CE%BF%CE%B9%CF%8C%CF%84%CE%B7%CF%84%CE%B1%CF%82_%CE%95%CE%A3%CE%94%CE%A0_%CF%84%CE%B5%CE%BB%CE%B9%CE%BA%CF%8C.pdf), pages 39-43 and just utilize only information relevant to the evaluation of PSPs. Pages 64-67 are documentation forms which could be used, as it may be appropriate, to record, document and present findings.

R6.4 Develop a flow diagram, for any procedure as deemed appropriate, so that it is standardized and can be used in the future to facilitate the tasks. As an example, you can develop a flow diagram related to the process of communicating and implementing program revisions or correcting issues identified in need of improvement.

R6.5 Integrate any quantitative indicators or quality characteristics within Document A7_new Quality Goal Attainment (Στοχοθεσία Ποιότητας) that appear to be relevant and appropriate for the PSP into the Internal Evaluation template and reversely include any quantitative indicators associated with the PSP that deem worthy of becoming goals to track in Document A7, to further enhance the value of both.

R6.6 Upon the conclusion of the External Evaluation process, create a Progress Report (Εκθεση Προόδου) to record the management and results of your responses to the External Evaluation Report in a tabular format, as suggested by HAHE, which typically requires for every recommendation under consideration:

- The description of the recommendation
- Anticipated results
- Actions (to undertake to accomplish the anticipated results)
- Responsibilities (Individuals responsible for each action)
- Timetable for anticipated completion
- Resources required (Staff, Financing, other)

PART C: CONCLUSIONS

I. Features of Good Practice

- Uniqueness of the Program content
- The tuition free approach
- The no monetary compensation of faculty involvement
- High Quality Teaching Staff

II. Areas of Weakness

- Funds allocated by the University for the purchase of data bases are considered inadequate.
- Inadequate curriculum coverage of topics pertaining to sustainability issues.

III. Recommendations for Follow-up Actions

- Over time, for any repeatable PSP task or procedure, especially as it pertains to the Internal Evaluation process, develop a flow chart which standardizes and documents the procedure such that the performance is easily duplicated and facilitated.
- Revise the PSP curriculum such as to include 2 to 3 more courses with the emphasis being on sustainability rather than on the companion area of knowledge of the course
- Consider developing and including in the curriculum a course dealing with general knowledge on the subject of sustainability, such as Principles of Sustainability, covering definitions, concepts, application environments, advantages of incorporating into other specific areas of knowledge, state of the art characteristics, and possibly sample case studies.
- Revise course descriptions/outlines to distinctly include a section covering exclusively area knowledge of sustainability and its relationship to the specific subject area.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4, 5, and 6.

The Principles where substantial compliance has been achieved are:

2.

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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