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HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of: Accounting and Control of Public Sector and Businesses

Department: Business Administration

Institution: University of Piraeus

Date: 09/07/2024



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



NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Accounting and Control of Public Sector and Businesses** 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 postgraduate study programme of Accounting and Control of Public Sector and Businesses 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. SKOUTERIS THOMAS (Chair)
(Title, Name, Surname)
The American University in Cairo
(Institution of origin)

2. BANAKAS STATHIS
(Title, Name, Surname)
University of Notre Dame
(Institution of origin)

3. Lessis Giannis
(Title, Name, Surname)
Athens University of Economics and Business
(Institution of origin)

4. PAPAETHYMIIOU SOPHIE
(Title, Name, Surname)
Sciences Po Lyon
(Institution of origin)

5. Tsopanakis Andreas
(Title, Name, Surname)
Cardiff University
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Panel for the accreditation review of the MSc in Accounting and Control of Businesses and Public Sector comprised several esteemed members, including Profs. Stathis Banakas, Sophie Papaefthymiou, Andreas Tsopanakis, and Mr. Giannis Lessis, and was led by Prof. Thomas Skouteris following consultation with HAHE. Upon initial review, the Panel found the dossier comprehensive but requested additional information, which the program promptly provided. The accreditation review, conducted online from June 25 to June 29, 2024, began with a private meeting among Panel members to discuss accreditation proposals, allocate tasks, and compile issues for the upcoming meetings. They then met with the Vice Rector, Program Directors, Head of the Department, MODIP, and Steering Committees/OMEA members to review the program's history, academic profile, and potential areas of concern. An online tour of facilities was provided via video links to assess their adequacy. The first day concluded with a debriefing session to prepare for the second day. On June 27, the Panel engaged with the teaching staff to discuss professional development, mobility, and the adequacy of teaching staff, as well as the link between teaching and research. They also met with students to gather feedback on their study experiences, followed by a brief break, and then interacted with graduates to discuss their career paths. Subsequently, the Panel met with employers and social partners to understand the program's relationships with external stakeholders. The day ended with a debriefing session and a closure meeting to address any remaining points and informally present key findings. From June 28 to June 29, the Panel thoroughly evaluated the dossier and drafted the Accreditation Report, ensuring a detailed review of the submitted documents and discussions on the findings. While the online review was effective, the Panel noted to HAHE that on-site visits are generally more productive, allowing for better quality reviews through face-to-face interactions with stakeholders.

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The MSc in Accounting and Control of Businesses and Public Sector at the University of Piraeus is a specialized postgraduate program designed to address the intricate aspects of accounting, auditing, and financial management within both private enterprises and public organizations. The program was established by an act of the Senate of the University of Piraeus, reflecting the institution's commitment to expanding its academic offerings in response to industry needs. The establishment of the program aligns with the university's strategic goals of enhancing the quality of its postgraduate education and responding to the professional requirements of the Greek and international labor markets. The curriculum is structured to provide a comprehensive education in accounting and control, integrating various modules that cover financial accounting, management accounting, auditing, tax legislation, and financial analysis. The program emphasizes the development of analytical and critical thinking skills, essential for effective decision-making in complex business environments. The MSc program is designed to be completed over two academic years, comprising four semesters of full-time study. The structure allows students to engage deeply with the subject matter through a combination of coursework, seminars, and a research-based thesis. Upon successful completion of the program, graduates are awarded the qualification of Master of Science (MSc) in Accounting and Control of Businesses and Public Sector. This degree is recognized both nationally and internationally, providing graduates with a competitive edge in the job market. Graduates of the program are well-equipped to pursue careers in various sectors, including accounting firms, auditing companies, financial institutions, public sector organizations, and multinational corporations. The program prepares students for roles such as financial analysts, auditors, tax consultants, and financial controllers. The program aims to bridge the gap between academic theory and practical application. One of the key challenges addressed by the program is ensuring that students from diverse academic backgrounds can integrate and apply the knowledge effectively. The curriculum is designed to accommodate students with varying levels of prior knowledge in accounting and finance, providing foundational courses to those who need them. The MSc in Accounting and Control of Businesses and Public Sector is housed within the Department of Business Administration at the University of Piraeus. The department is known for its strong emphasis on research and quality teaching, supported by a faculty with extensive academic and professional experience. The University of Piraeus itself is a prestigious institution, recognized for its contributions to higher education in Greece and its robust connections with the business community. The program's comprehensive approach, combined with the

university's strong academic reputation, ensures that graduates are well-prepared to meet the evolving challenges of the accounting and finance sectors.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The MSc in Accounting and Control of Businesses and Public Sector at the University of Piraeus operates under a comprehensive quality assurance policy that aligns with the overarching quality assurance framework of the institution. This policy is clearly articulated and publicly available, ensuring transparency and accountability among all stakeholders involved. The quality assurance policy focuses on several key areas, including the academic profile and orientation of the Program, the realization of its goals, and the implementation of appropriate quality procedures aimed at continuous improvement.

The Program has established Specific, Measurable, Achievable, Relevant, and Timely (SMART) goals that are regularly monitored and updated. These goals pertain to teaching methods, student satisfaction, learning outcomes, and research output, ensuring a holistic approach to quality education. The commitment to continuous improvement is evident through the systematic review and updating of quality goals and the effective use of financial resources derived from tuition fees.

Furthermore, the Program ensures the suitability of its structure and organization, pursuing learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - Level 7. The teaching staff's qualifications are appropriate for the postgraduate level, contributing to the quality and effectiveness of teaching.

II. Analysis

The quality assurance policy for the MSc in Accounting and Control of Businesses and Public Sector demonstrates a well-defined commitment to maintaining high standards in postgraduate education. The Program's alignment with the institution's quality assurance policy ensures consistency and coherence in achieving the set quality goals. The public availability of the quality policy statement enhances transparency and fosters trust among stakeholders, including students, faculty, and external partners. The continuous improvement mechanisms are robust, with regular monitoring and updating of goals, which is essential for adapting to evolving academic and industry standards. The Program's structure and organization are well-suited to achieving the intended learning outcomes, supported by qualified teaching staff who are committed to delivering high-quality education. The efficient utilization of financial resources further underscores the Program's commitment to maintaining and enhancing quality.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The program's quality assurance policy is comprehensive, well-implemented, and aligned with institutional standards. The mechanisms for continuous improvement are effective, ensuring that the program remains relevant and up-to-date with current academic and industry trends. The involvement of qualified teaching staff and the efficient use of financial resources further enhance the program's quality.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Continue to monitor and update the quality assurance policy regularly to ensure it remains aligned with best practices and evolving standards.
- Maintain transparency by regularly communicating updates and outcomes of quality assurance activities to all stakeholders.
- Enhance the involvement of external stakeholders in the quality assurance process to gain broader perspectives and insights.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Based on the documents reviewed, the MSc in Accounting and Control of Businesses and Public Sector at the University of Piraeus is meticulously designed to meet the educational and professional needs of its students. The program's curriculum is structured to provide a comprehensive education in accounting, auditing, and financial management, integrating both theoretical and practical aspects to ensure graduates are well-prepared for the demands of the job market. The design of the program aligns with the European and National Qualifications Frameworks (EQF, NQF) and the Dublin Descriptors for level 7, ensuring that it meets high academic and professional standards. The curriculum includes a range of modules covering essential areas such as financial accounting, management accounting, auditing, tax legislation, and financial analysis. The program is structured over two academic years, comprising four semesters of full-time study. This structure allows for an in-depth exploration of key topics while providing ample opportunities for practical application and research. The approval process for the program involves multiple levels of review and verification by the institution's Quality Assurance Unit (QAU). This structured approach ensures compliance with established standards and promotes continuous improvement. The involvement of various stakeholders, including students, faculty, and external industry experts, in the design and approval process, ensures that the curriculum remains relevant and aligned with current market needs.

II. Analysis

The MSc in Accounting and Control of Businesses and Public Sector demonstrates full compliance with Principle 2. The comprehensive curriculum and structured approval process ensure the program meets high academic and professional standards. The curriculum is robust, addressing the necessary competencies in accounting, auditing, and financial management, and includes mechanisms for periodic review and updates to remain current with the latest developments in the field. The involvement of various stakeholders in the design and approval process is a notable strength, ensuring that the program is responsive to external requirements and expectations. The structured approval process, involving multiple levels of review by the institution's Quality Assurance Unit, further enhances the program's quality and relevance.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The program's design and approval processes are thorough, well-documented, and

aligned with national and international standards. The comprehensive curriculum, structured approval process, and active stakeholder involvement ensure that the program provides a high-quality education that meets the needs of both students and employers.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Continue to enhance the involvement of external stakeholders in the periodic review process to ensure the program remains responsive to evolving industry needs.
- Maintain regular updates to the curriculum and Student Guide to reflect the latest developments in the field.
- Ensure that all feedback from students and stakeholders is systematically collected and integrated into the continuous improvement process.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Program spans four semesters. The first three semesters feature compulsory courses, while the fourth semester offers three options: preparing a thesis, attending four elective courses, or attending three elective courses and undertaking an internship. Compulsory courses are taught over three weeks, with exams held in the fourth week. These courses consist of ten hours of instruction per week, divided into four hours on Friday evening and six hours on Saturday morning. Elective courses are taught over two weeks, with exams in the third week. Despite potential overload issues, students prefer this teaching format for its convenience. Evaluation is primarily through written exams, but some courses also include mandatory or optional assignments. Students express high satisfaction with the evaluation methods, which ensure fairness and effectiveness.

Student responses to the questionnaire reflect a very positive viewpoint about the Program, with the exception of their views on the diversity of teaching approaches, which are evaluated negatively. Interviews with students reveal mixed opinions regarding this feedback, though there is consensus on the potential benefits of adopting distance learning. Students note that faculty members consistently help them actively participate in the learning process. During discussions with the EEAP, current students and graduates expressed strong satisfaction with the approachability, support, and professional interactions with the Program's faculty members. This feedback, supported by questionnaire responses, highlights the value the faculty members bring to the Program. Additionally, during interviews, the EEAP recorded recommendations from graduates and social partners for further improvement of learning outcomes, which the Program has implemented.

Current students and graduates highlight several positive aspects of the teaching processes. They appreciate the use of real-life examples, teaching from market practitioners, and educational trips, which significantly develop vital skills for their future careers. Students also value the diversity within the Program, as it consists of individuals with varying levels of work experience, fostering synergies in the learning process.

The Program has formal procedures for handling student complaints and a functional academic advisor system. Current students and graduates acknowledge their awareness of these procedures and provide positive feedback on their effectiveness. Additionally, students are satisfied with the facilities and materials, noting that they adequately support their learning.

II. Analysis

A student-centered learning approach is evident in the Program, with course delivery allowing students to develop their individual skills. Faculty members' commitment and efforts lead to positive learning outcomes, with current students and graduates expressing satisfaction with current teaching and assessment methods. The mechanisms for student complaints and academic advising work

effectively. Students can express their opinions on courses through questionnaires, and the Program acts accordingly to satisfy their needs. The supporting materials are sufficient and assist students properly. The Program assists students in finding internships and career opportunities. Importantly, the Program has shown consistent effort towards continuous improvement, demonstrating a culture of considering feedback from students and social partners and making necessary changes to enhance learning outcomes, thereby adding value to the Program's outcomes.

The low grades on students' questionnaires about flexibility in learning paths are probably the only negative point. The current teaching format is undeniably among the Program's strengths because it helps working students attend courses at convenient hours. However, potential adjustments may improve learning outcomes without changing the format. A suggestion could be to create optional preliminary courses in accounting, assisting students with unrelated backgrounds in building solid fundamentals before entering advanced courses. This approach would decrease the teaching load for the current courses, offering additional time for alternative teaching methods. More case studies during teaching and more hours of lectures from market participants may provide an alternative learning path. Another suggestion is to incorporate students' willingness to adopt more distance learning, allocating a part of the ten-hour teaching to an online version. This adjustment would free up additional hours that could be filled with optional lectures where market participants present practical issues related to the course topics. Finally, optional day or multi-day schools with market participants from the public sector, audit firms, and institutions can be organized, allowing students to gain insights into working in these environments. These sessions can include lectures, analysis of case studies, and descriptions of day-to-day responsibilities and duties.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The Program offers a student-centered learning environment suitable for its students. The faculty and administrative staff continuously seek to enhance the learning environment and provide the necessary support.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Consider introducing optional schools where market practitioners offer analysis of case studies and their experience to students potentially interested in working in related workplaces.
- Consider adjustments to the teaching format to reform the potential overload issues of ten-hour teaching in less than 24 hours.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Holders of a first cycle degree in Higher Education (University and Technological Sector) from Greek or similar institutions abroad are admitted to the Program. The number of students admitted to the Program is capped at one hundred and twenty (120) per academic year, with twenty-eight (28) lecturers employed. This corresponds to 4.3 postgraduate students per lecturer. The evaluation and selection of candidates are based on the student's objective qualifications (degree, work experience, relevance of the home department, content of letters of recommendation) and a personal interview conducted by a committee of professors.

Postgraduate students have all the rights and benefits provided for first-cycle students. They are invited to participate in and attend seminars, conferences/meetings, lectures, or other scientific events related to the Program. Additionally, they have the opportunity to participate in Information Literacy courses conducted by the library on searching information sources, evaluating results (validity), citing bibliographic sources, avoiding plagiarism, etc.

Graduate students are required to attend the courses of the current curriculum without interruption and arrive on time. They receive necessary textbooks and scientific articles covering the syllabus in a timely manner. They must submit required assignments within the prescribed deadlines and fully meet their obligations regarding deadlines (e.g., submission of declarations, payment of tuition fees). Participation in educational activities is compulsory.

As part of the Program, students are required to prepare assignments and a Master's Thesis. According to the course program, students can choose either four elective courses or a Postgraduate Diploma Thesis. The thesis is completed in the third semester for full-time students or in the fourth semester for part-time students and corresponds to 15 ECTS. Both in thesis preparation and assignments, postgraduate students are trained in research methodology and ethics. For the

final degree grade, the average of the courses with a weighting factor of 80% and the Master's Thesis or the average of the four additional elective courses with a weighting factor of 20% is taken into account.

Practical Training (3.75 credit hours) is included in the program, enabling students to choose it as an elective course. Students can participate in the Erasmus+ program to study or do a traineeship in all study cycles, with terms and conditions specified in the mobility guide. The Program starts in the winter semester of each academic year. All courses are taught in Greek, primarily using English literature, and are thirty (30) hours each, except for the elective courses, which are twenty (20) hours each. In the full-time program, six Compulsory Courses are taught in the first and second semesters, and three in the third semester. The award of the postgraduate degree requires the successful completion of 90 credits of the European Credit Transfer and Accumulation System (ECTS) through participation in educational activities that are part of the Program of Studies.

Additionally, parallel educational and research activities, in which participation is optional, may take place. These activities may include scientific conferences or educational trips to universities and audit firms abroad. The Program leads to a level 7 qualification in accordance with the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). For all graduates, the Diploma Supplement is automatically issued free of charge. This explanatory document, written in Greek and English, is attached to higher education qualifications and provides a standardized description of the level, content, and general context of the studies completed by the graduate, as well as the learning outcomes and qualification acquired.

II. Analysis

The provisions on student admission, progression, recognition of studies, and certification of this Program are fully adequate and meet the standards set by this principle. From the written evidence submitted to the Panel by the Institution, and from oral evidence presented by students (selected by the Institution) and staff, we were persuaded of the high quality of admission and instruction standards. The Institution demonstrates a commitment to safeguarding the value of the degree in academia and the market by introducing rigorous assessment methods.

Our reaction was somewhat less enthusiastic when informed that all courses of the Program are taught in Greek, albeit primarily using English literature. Ideally, more courses should be taught in English, and more significant literature should be available in Greek. However, this comment applies generally to all postgraduate studies in Greece, not specifically to this Program.

III. Conclusions

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Attention should be paid to the language of teaching and sources used by the programme, given that teaching is In Greek only, but from mainly English literature,

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The department's policy on the recruitment, training, and further development of academic staff is in line with the overall framework in the Greek Higher Education sector and relevant bylaws and regulations.

There are 26 academic members of staff who teach in the PSP: 13 staff members of the department offering the PSP, 2 staff member from other departments of the University of Piraeus, 1 Professors Emeritus, 2 Professors from other higher education institutions and 8 external members of teaching team coming from the private sector. The majority of the faculty comes from the University of Piraeus.

Teaching performance is evaluated via anonymous student feedback and by an internal evaluation process.

II. Analysis

The department's policy on the recruitment, training, and further development of academic staff aligns with the overall framework of the Greek Higher Education sector and relevant bylaws and regulations.

There are 26 academic members of staff who teach in the Program: 13 staff members from the department offering the Program, 2 staff members from other departments of the University of Piraeus, 1 Professor Emeritus, 2 Professors from other higher education institutions, and 8 external members of the teaching team from the private sector. The majority of the faculty comes from the University of Piraeus.

Teaching performance is evaluated through anonymous student feedback and an internal evaluation process.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The department has in place an appropriate and effective process to support staff recruitment and development. The resident faculty teaching in the PSP consists of highly qualified academics with substantial research profiles and high teaching evaluation scores.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- The department could consider establishing an anonymous internal staff survey where members of staff can bring to light areas of excellence as well as areas for further improvement.

- The department can institutionalise annual teaching excellent awards for the faculty that achieve the top student evaluation scores.

PRINCIPLE 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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department of Business Administration and Management uses the premises and facilities of the University of Piraeus for the conduct of its MSc courses. In addition, for each MSc, it provides support structures, services, and facilities for its students. For the provision of these services, the University ensures that it is staffed by qualified personnel such as a Specialist Pathologist and Nurse in the Medical Office, Librarians in the Library, Education and Career Counsellors in the Career Office, Academic Counsellors, and a Student Advocate. It is estimated that

the Program, and the University of Piraeus in general, have adequate resources, greatly facilitating the education of postgraduate students and their ongoing support.

The teaching of courses and the supervision of theses is mainly carried out by faculty members (teaching and research staff) of the Department of Business Administration and Management (BMA) of the School of Economics, Business, and International Studies of the University of Piraeus. The academic staff of the MSc includes 16 faculty members (data for the academic year 2022-2023: thirteen men and three women). The administrative and secretarial support of the MSc is provided by the Department's Secretariat. In addition to the permanent staff of the Secretariat, the Department employs additional staff under contract, external collaborators, doctoral candidates, or postgraduate students who are remunerated by the Program.

Regarding building infrastructure, the MSc utilizes the modern, fully renovated building of the University of Piraeus in Nikaia ("Themistokleion"), intended to function as a Centre for Postgraduate Studies, Research, and Lifelong Learning. For the proper functioning of the MSc courses, classrooms and seminars, auditoriums equipped with audiovisual equipment, and laboratories of the Institution, bulletin boards, and digital notice boards are available. Specifically, 20 classrooms and 4 equipped laboratories are available for 1,100 postgraduate students. The buildings and infrastructure, in general, are accessible to persons with health conditions or impairments. Additionally, 6,000 sqm of landscaped space has been developed, with the design and development of the remaining 24,000 sqm planned to serve the academic community currently being put out to tender.

The Department, in collaboration with the Institution, seeks to ensure a satisfactory level of academic and social support for postgraduate students. Postgraduate students are informed about the services available to them through the MSc website, the Department and University's website, and digital notice boards. All information concerning the Program of Studies, course content, and assessment criteria and methods, as well as all relevant documents (Study Guide, Course Outlines), are posted on the MSc website.

The Library of the University of Piraeus is available to professors, researchers, and students, with opening hours from 8.00 a.m. to 8.00 p.m. daily on all working days. Access to the reading room is also possible for people with health conditions or impairments. There is the possibility of exemption from the prescribed fees of the MSc based on the conditions set out in Law 4957/2022, article 86, and announced on an annual basis. Meals are provided in the student club at a low price. Primary health care services are provided by the Medical Centre, open daily on the ground floor of the main building, office 003. The University of Piraeus Counseling Center (UCPC) provides individual and group psychological counseling.

The Department of International and Public Relations (Erasmus+ Programme) is responsible for the implementation of the Erasmus+ Student & Staff Mobility programme.

MSc students have access to free Wi-Fi, computers, VPN, e-class, and Free Software; they are given the opportunity to download and use Microsoft software free of charge, and they are guaranteed easy access to teaching material (databases, electronic and printed publications, scientific journals). The funding of the MSc comes from the tuition fees paid by the students of each cycle, which amounts to EUR 7,500, and secondarily from donations, benefits, bequests, sponsorships, research projects, EU or other international organizations' programs. Part of the income is allocated to the University of Piraeus for the proper functioning of the MSc, particularly for the use of lecture halls and seminars, auditoriums, and laboratories of the Institution, as well as for the administrative and secretarial support of the MSc. Additionally, significant program costs are covered by the tuition fees for the use of premises made available or leased for the operation of the program, the organization of business visits in Greece and abroad, the organization of guest speaker lectures, conferences, and other activities for which student participation is compulsory, the organization of the annual Business Week Conference and mentoring days, covering the expenses of distinguished speakers, provision of an Excellence Scholarship to a student of the Accounting and Auditing for Business and Public Organizations program, the organization of Summer school, organizing study tours for graduate students to universities in Europe and America, and upgrading the equipment of the laboratories. There is provision of free textbooks to MSc students.

The program is monitored and evaluated in comparison with similar domestic or international programs through e-questionnaires and in-depth interviews. The students' workload from the existing postgraduate program and the overall pace and degree of completion of studies at the time are taken into account. Subsequently, a process of reviewing the curriculum is followed. The revised Postgraduate Program is published on the Department's website, and the Guide to Studies is updated. The Program of Studies is updated on an annual basis.

II. Analysis

It appears from the Accreditation Proposal and the discussions with the students and faculty that the Programme provides all support structures, services and facilities. Qualified staff is appointed at the different support structures, the Library and the Advisory Offices. No information was provided about the use of the above services by the students.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. It appreciates the teaching staff's excellence and commitment to the continuous improvement of the Programme.

Panel Judgement

Please tick one of the following:

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- The School Library should be open on weekends.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Program has developed and maintains a sophisticated information management system covering various aspects of the Program's features. In particular, there is extensive use of technology to record and utilize information related to student cohorts, different electronic platforms facilitating the learning process, and their career destinations after graduation. There is also a systematic effort to collect and manage information on the Program and module evaluations, which are further employed by the Program management team to design the aims and future direction of the Program. There is a clear commitment and dedication to preserving the Program's quality, as indicated by the collective

efforts to incorporate recommendations from these evaluations into the Program's decision-making process and action plan.

II. Analysis

The Program's approach to managing information is comprehensive and well-aligned with the principles of information management. A fully developed electronic portal supports the Program, providing support to students and staff members. An IT system is in place, collecting information on academic staff research quality, as well as other types of quality indicators that MODIP uses to develop measures of Program quality. An important part of this quality measurement is student evaluations, both for the Program and the individual courses. Student feedback is then used by stakeholders to help the Program achieve quality improvements. A report outlining the progress in relation to the internal Program evaluation is provided, with clear quality targets and a timetable to achieve them. It is important to note the existence of a clear policy related to how the Program handles personal data records and their protection according to legislation.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The Program's information management system is effective and supports the Program in various aspects. It adheres to information management principles by collecting and analyzing data for decision-making and improvement. The systematic use of feedback mechanisms consistently indicates a culture of quality and accountability.

Panel Judgement

Please tick one of the following:

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Program has a dedicated website containing all the required information. The required sections are up-to-date and easily accessible, with information provided in both Greek and English. The website clearly communicates the Program's objectives and purposes, the courses, and the schedule, and clearly states the tuition fees. The sections on Quality policy and applications are easily accessible. Moreover, the website features a well-presented section detailing the Program's actions, which contains valuable information about important educational trips, sessions, schools, and partnerships. Finally, the website has a dedicated section with key information about teaching staff, including CVs, research interests, and contact details. However, the related links for external and older teachers are missing.

II. Analysis

The Program website has a user-friendly interface and provides easy access to all essential information. The only part needing updating is the section with information for external and older teachers. Additionally, there is a typo in the section 'Program Mode & Course Schedule' under the paragraph 'Curriculum,' where Semester D states that there are two compulsory courses, but the 'New Syllabus' section presents only one.

Overall, the website is of very high quality, and the following recommendations are stated only for further improvement. First, in the 'Quality Policy' section, the website could include actions or tools that the Program uses to secure high quality. Second, the website could have a new section where graduates and social

partners can state their opinions on the Program.

III. Conclusions

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Update the section 'Teachers' with information about external and older teachers.
- Consider adding graduate and social partners' testimonials on the first page of the PSP website.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The University of Piraeus has an Internal Quality Assurance System (QAS), within which the control and annual internal evaluation of all Programs of Studies, including the MSc programs, are carried out. The latest internal evaluation, conducted within the framework of the Institution's new Internal QAS, took into account all data and reports of the Program, course and faculty evaluation reports, the graduates' satisfaction evaluation with the curriculum, the action plan prepared by the Department, and the internal evaluation questionnaire formulated by MODIP. The results of the internal evaluation of the MSc are

recorded in an internal report prepared by the PMO and communicated to the Department's OMEA.

Regarding the continuous monitoring and evaluation of the Program of Studies: The Department has set as its main priority the assurance of a coherent, modern, and well-structured MSc, largely aligned with the needs of the business environment, productive institutions, and society. The Department's OMEA monitors the achievement of the objectives of the MSc on an annual basis through the measurement of appropriate indicators.

The priorities set by the MSc, which are monitored through its objectives, relate to its courses, the educational process, extroversion, excellence, resources and quality educational services, performance of students and research activity of faculty members, international collaboration, collaborations with local institutions, and participation of students in the evaluation processes. In addition to these objectives, the Department's OMEA monitors and evaluates the degree of satisfaction of the final year students and graduates of the MSc. Efforts are made to improve equipment, infrastructure, organization, and administrative support. Students may inform the Director through their representative or in person to address issues that arise.

The regular monitoring, control, and revision of the curriculum aim to maintain a high level of educational provision and create a supportive and effective learning environment for postgraduate students. To identify the need for changes and before starting the approval process, the PMA and the staff of the MSc interact with students, faculty, and third parties (e.g., Advisory Board) by analyzing and mapping out possible changes to the program.

In its latest evaluation (27/1/2023), MODIP confirmed that the Postgraduate Studies Program implements quality assurance procedures in accordance with the procedures and processes of the University of Piraeus' ESDS, as well as the existing HAHE Standard. It is established that the MSc Accreditation File is complete and is forwarded to the ETHAAE for further action.

Strong points include: carefully thought-out curriculum content, which is frequently updated considering recent scientific developments in the dynamic disciplines of Accounting and Auditing; a curriculum with a balanced workload (ECTS) and clear learning outcomes linked to its objectives; teaching staff (faculty members) with a high scientific background and external lecturers (private and public sector executives) with high technical expertise; institutionalized internships; and a high degree of internationalization through partnerships with two leading US universities (University of Illinois Urbana-Champaign, Loyola University of Chicago) and international professional certification bodies (ACCA, ICAEW, ACPAI).

MODIP recommended a more systematic recording of the satisfaction of administrative and teaching staff and more frequent updating of information on the MSc website for better visibility of the Program.

II. Analysis

The Program fully meets the requirements of Principle 9 regarding ongoing monitoring and periodic internal evaluation. All procedures are conducted on time, following the Institution’s rules and according to the HAHE model. Self- assessment results are submitted to MODIP, which examines all relevant data, from course outlines to student questionnaires and the Program’s self-assessment and aims. MODIP’s annual examination is included in a report transmitted to the Institution’s authorities. Special attention is paid to the teaching program and the participation of all concerned individuals in the procedures.

The MODIP report confirms that the outcomes of the self-assessment are properly recorded and submitted. It also confirms that the findings of the self- assessment of the Program have been shared within the School.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. All procedures comply with the rules and principles of the Institution's Internal System of Quality Assurance. The MODIP report is comprehensive, adequately describing the Program’s strong points and shedding light on its weak points. The Panel appreciates the information provided about the Program's conformity to the recommended actions.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The Panel recommends that the Programme achieves the objectives and communicates all reports to stakeholders.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

According to the information supplied by the Institution, quality assurance and accreditation is an ongoing process, continued through the internal monitoring and evaluation of the Department's postgraduate programs. The Department of Business Administration and Management takes all necessary steps to ensure that the recommendations and suggestions for improvement identified during the last external evaluation become a source of feedback and improvement for the Program, with the implementation of appropriate actions and corrective measures through a structured approval process.

In this context, considering the external evaluation reports of both the Department and the Institution, the Department's PMA prepared a progress report and an action plan based on the evaluation committee's recommendations, reflecting on the actions taken, the expected and achieved results, and the degree of their achievement. The Program in Accounting and Auditing of Enterprises and Public Organizations has taken advantage of these recommendations by enriching the course outlines, promoting autonomy in the search for knowledge, and enhancing the integration of up-to-date and reputable research articles in the preparation of student papers and theses.

According to the Institution's own proposal for accreditation, since the last external evaluation, both the Department and the Program have redefined their

vision and mission, and identified clear objectives related to cutting-edge knowledge production, teaching, research and innovation, extroversion and internationalization, as well as interfacing with businesses and the local community. Although we have no reason to dispute these claims, we have not been supplied with any detailed evidence to substantiate them.

II. Analysis

Based to the information made available to us by the Institution, it appears that the Institution has put in place a structured mechanism of review and implementation of recommendations by external evaluation panels, for improving the performance of the postgraduate programme. We do not have much detail on the timescale of such internal action, following receipt of the external evaluation report.

III. Conclusions

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

- Comprehensive Quality Assurance Policy: The Program’s Quality Assurance Policy (QAP) is well-documented and aligns with both the institutional strategy and the broader European and National Qualifications Frameworks. It ensures continuous improvement through systematic monitoring and evaluation mechanisms.
- Clear and Measurable Goals: The Program sets Specific, Measurable, Achievable, Relevant, and Timely (SMART) goals, which are regularly reviewed and updated.

These goals are clearly communicated to all stakeholders, ensuring transparency and alignment with the Program's objectives.

- Regular Review and Audit: The Program undergoes regular internal reviews and audits conducted by the Internal Evaluation Group (IEG) and the institution's Quality Assurance Unit (QAU). This ensures that the quality assurance system remains effective and up-to-date with current educational standards.

- Comprehensive Curriculum Design: The MSc in Accounting and Control of Businesses and Public Sector features a well-structured curriculum that integrates theoretical knowledge with practical skills. The curriculum covers essential areas such as financial accounting, management accounting, auditing, tax legislation, and financial analysis. This comprehensive approach ensures that students gain a robust understanding of the field and are well-prepared for professional roles.

- Alignment with Standards: The Program aligns with both the European and National Qualifications Frameworks (EQF, NQF) and the Dublin Descriptors for level 7. This alignment ensures that the Program meets high academic and professional standards and is recognized both nationally and internationally.

- Structured Approval Process: The design and approval of the Program involve multiple levels of review and verification by the institution's Quality Assurance Unit (QAU). This structured approach ensures compliance with established standards and promotes continuous improvement.

- Stakeholder Involvement: The Program actively involves various stakeholders, including students, faculty, and external industry experts, in the design and approval process. This engagement ensures that the curriculum remains relevant to current market needs and that graduates are equipped with the skills required by employers.

- Periodic Review and Updates: The Program includes mechanisms for periodic review and updates, ensuring that the curriculum remains current with the latest developments in the fields of accounting, auditing, and financial management. This commitment to continuous improvement reflects best practices in academic program management.

- Supportive Teaching and Administrative Staff: The teaching and administrative staff are extremely supportive of the students' needs.

- Practical Exposure: Students have opportunities to attend lectures from practitioners, enhancing their individual skills, assisting the transition to the workplace, and improving the practical understanding of learning materials.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

- Stakeholder Involvement: Although external stakeholders are involved in the quality assurance process, the documentation provided does not extensively detail how their

feedback is systematically integrated into the Program's continuous improvement efforts.

- Lack of Alternative Learning Paths: Students note the absence of alternative learning paths.
- Teaching Format: While the teaching format is convenient for students, a reassessment is needed to address students' needs for alternative learning paths and improve learning outcomes.
- Missing Preliminary Courses: The preliminary courses are not included in the syllabus.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Stakeholder Feedback: Provide more detailed documentation on how feedback from external stakeholders is collected, analyzed, and integrated into the quality assurance and continuous improvement processes. This can include formalizing feedback mechanisms such as advisory boards or regular industry consultations.
- Expand Use of KPIs: Broaden the scope of Key Performance Indicators to include more qualitative measures that can capture the nuances of student and faculty experiences. This could provide a more comprehensive view of the Program's strengths and areas for improvement.
- Continuous Training and Development: Implement regular training sessions for faculty and administrative staff to ensure a thorough understanding and consistent implementation of the Quality Assurance Policy. Highlight the importance of each member's role in maintaining and enhancing the Program's quality standards.
- Maintain High Standards: Continue to ensure that the curriculum aligns with the latest industry standards and academic research. Regularly update course content to reflect new developments in the fields of accounting and financial management.
- Enhance Stakeholder Engagement: Further develop mechanisms to engage with stakeholders, including alumni and industry professionals, to gather ongoing feedback and insights that can help in continually refining the Program.
- Expand Opportunities for Practical Experience: Increase opportunities for students to gain practical experience through internships, industry projects, and collaborations with public and private sector organizations. This will enhance their readiness for professional roles upon graduation.
- Leverage Technology in Learning: Incorporate advanced technological tools and platforms in the curriculum to ensure that students are proficient in the latest accounting and financial management software and technologies.
- Consider Wider Use of English: Consider wider use of the English language in teaching, given that most literature used is in English.
- Introduce Preliminary Courses: Consider the introduction of preliminary courses in

the syllabus, at least as optional courses.

- Introduce New Learning Paths: Consider the introduction of new learning paths to cater to diverse student needs and preferences.
- Offer Short-Term Programs: Consider the introduction of optional day or few-day schools in collaboration with firms, public organizations, and institutes.
- Teaching Excellence Awards: Consider the introduction of annual teaching excellence awards to recognize outstanding faculty contributions.
- Staff Satisfaction Survey: Consider the introduction of an annual internal anonymous staff satisfaction survey to gather feedback and identify areas for improvement.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

None

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
SKOUTERIS THOMAS	Signed by SKOUTERIS THOMAS - 09/07/2024 11:56:06 +03:00
BANAKAS STATHIS	Signed by BANAKAS STATHIS - 09/07/2024 11:56:06 +03:00
Lessis Giannis	Signed by Lessis Giannis - 09/07/2024 11:56:06 +03:00
PAPAEFTHYMIYOU SOPHIE	Signed by PAPAEFTHYMIYOU SOPHIE - 09/07/2024 11:56:06 +03:00
Tsopanakis Andreas	Signed by Tsopanakis Andreas - 09/07/2024 11:56:06 +03:00