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HELLENIC REPUBLIC



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Accreditation Report
for the Postgraduate Study Programme of:
Master in Business Administration (MBA)

Department: Production Engineering and Management

Institution: Technical University of Crete

Date: 31/01/2025



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 **Master in Business
Administration (MBA)** of the **Technical University of Crete** 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 Master in Business Administration (MBA) of the **Technical University of Crete** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. EFSTATHIADES ANDREAS (Chair)
(Title, Name, Surname)
European University Cyprus
(Institution of origin)

2. Arampatzis Marios
(Title, Name, Surname)
Aristotle University of Thessaloniki
(Institution of origin)

3. Serfes Konstantinos
(Title, Name, Surname)
LeBow College of Business, Drexel University
(Institution of origin)

4. VONORTAS NICHOLAS
(Title, Name, Surname)
Institute for International Science and Technology Policy & Department of Economics,
The George Washington University, USA
(Institution of origin)

5. VOUKELATOS NIKOLAOS
(Title, Name, Surname)
University of Kent
(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 was put together by ETHAAE which consisted of the individuals named at the front of this report of which they are the authors. The visit was held remotely on the 27th and 28th of January 2025. In preparation for this meeting, EEAP considered all the relevant documentation that is required for the accreditation which is uploaded on ETHAAE platform. Additional information requested by EEAP has been provided.

Prior to the visit the EEAP read all the provided material. The EEAP met on the evening of the 27th of January to allocate tasks and identify areas that are needed to pay further attention in. Overall, the information provided, and preparedness of the team was sufficient to conduct a thorough review of the course progress and to provide a fair view on the degree to which it meets the accreditation requirements.

The visit took place remotely over two days during which we met with representatives from the following groups as follows:

- On the 1st day (27th of January) we met with the:

- The Dean of the school and director of the program
- The Steering committee members
- OMEA and MODIP members and staff

- On the 2nd day (28th of January) we met with the following groups:

- The teaching staff members
- The students
- The graduates
- The employers and Social Partners

The closure meeting took place on the 2nd day, with the Dean of the School and Director of the program, the steering committee of the program, and OMEA/ MODIP members and staff. We were also provided with a presentation and a video of the main facilities.

Overall, the EEAP were greeted warmly, and found the University team to be knowledgeable, enthusiastic and well prepared.

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 PSP program in Business Administration (MBA) is offered by the School of Production Engineering and Management of the Technical University of Crete. At its present structure and curriculum it is offered since 2018. It aims to provide high-level postgraduate studies reinforcing the graduates with the appropriate knowledge and skills in modern systems of organization and management, marketing, financial management, new technologies, and innovation in businesses and public administration. It combines knowledge from the fields of organization and management, decision-making, operational research, economics, marketing, innovation, information technology etc.

The PSP is taught in the Greek language and leads to the award of the Master in Business Administration degree. It addresses 3 equivalent directions that the student can follow: ie (a) Marketing, (b) Financial Management and (c) Public Administration

The PSP is of 90 ECTS load and is offered in a full and part time mode. The full-time mode is offered over 3 semesters while the part time mode over 5 semesters. Students following the program in all specializations are required to attend five (5) core compulsory courses, 5 specialization courses and a Master Thesis. The specialization courses include four (4) courses from their chosen specialization and one (1) course from a different specialization.

The course curriculum is designed to meet the needs of the industry. Meetings of the teaching staff with the students are conducted face to face and/or remotely in a distance learning mode. The meetings are arranged at evenings (6.00pm- 9.00pm)

Teaching staff includes 12 faculty members from the School of Production Engineering and Management of the university, reinforced with collaborative teaching Staff from other universities. All teaching staff at PSP are active researchers and use their international teaching and research experience in teaching PSP courses.

Upon successful completion of the Program, the graduates develop both comprehensive and specialized knowledge on the core concepts, the best practices and the most recent trends in Business Administration; The employment prospects of the graduates are characterized as good.

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 quality assurance policy of the Postgraduate Study Program (PSP) in Business Administration within the School of Production Engineering and Management is compatible with the quality assurance policy of the University. It focuses on the continuous improvement of its educational, research, and administrative work.

The purpose of the Quality Policy is to safeguard the smooth operation and continuous improvement of educational activities in alignment with contemporary international academic practices.

As written in the quality policy the monitoring and continuous improvement of the quality of the PSP is promoted through:

- The Provision of high-quality education, through a student-centred approach that dynamically adapts to developments in fields related to the School's subject areas.
- The Production of high-level research, promotion of excellence, and strengthening the connection between teaching and research.
- The Enhancement of extroversion, through connection with the local community, the labour market, and the School's alumni, as well as through the development of collaborations with national and international scientific bodies, and research institutions both domestically and abroad.

The quality policy of the Postgraduate Program (PSP) is structured around three (3) strategic goals, each accompanied by specific quality objectives and KPIs, which are updated and communicated to all stakeholders.

The learning outcomes of the program align with Level 7 of the European and National Qualifications Framework for Higher Education.

II. Analysis

The quality assurance procedures are subject to periodic evaluation, which is carried out by the Program Steering Committee, in collaboration with OMEA of the School and MODIP of the University. The final decisions are made by the School Council. The Steering programme committee monitors the program delivery and develops proposals to the School council related to the programme content and delivery process. The quality policy and the KPIs are developed with the input of the faculty members and are discussed and finalized in the School council.

For continuous improvement the programme benefits from a feedback received from external stakeholders. This feedback is characterized as ad – hoc and informal. The Academic steering committee takes the necessary steps to ensure the proper link and integration of the academic staff research activities in the curriculum. An additional source of feedback for monitoring and improving quality are the students' courses evaluations. The student's response on the course's evaluation is low. The program should find ways to increase the response rate.

The Quality Assurance Policy of the PSP is disseminated among its stakeholders, ensuring that everyone assumes responsibility for quality assurance processes relevant to their role.

Students are informed about the Quality Policy, the Department, and the University as a whole from the beginning of their studies during a dedicated welcome event for new entrants. The PSP communicates its quality policy through events it organizes or participates in, as well as in meetings with professional, research, social, environmental, and cultural entities. The Quality Policy is also published on the university website

III. Conclusions

Based on the documentation provided, feedback from interviews of all the stakeholders, students, graduates, academic and administrative staff, employers and other social groups, the panel reached the conclusion that the program has in place a quality assurance policy.

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.

R1.1 The PSP should consider formalizing the process of collecting information from external stakeholders through the establishment of an Advisory Board specific for the PSP.

R1.2 The PSP should find ways to increase the student's response rate on the courses evaluation.

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

The Master in Business Administration (MBA) was one of two new graduate programmes set up in 2018 when the pre-existing postgraduate program of the School of Production Engineering and Management was terminated. All the steps for establishing new programs required by ETHAAE had been followed. The new programme aims at providing innovative tools and methodologies needed by modern companies, providing insights into emerging trends in management science, and developing soft and hard skills for handling complex business problems. It follows an interdisciplinary approach to attract graduates and professionals interested in business administration and management systems.

At inception, the MBA programme required the physical presence of students. The programme turned fully online during the pandemic and since 2022 it has continued in a hybrid form where some courses are offered fully online and others are offered in hybrid form (delivery of both course material and exams). About one third of the applicants are graduates of the Technical University of Crete and the University of Crete and the remaining from all other institutions of higher education in the country. There is a well determined application examination process but not very selective: a very significant share of the applicants is accepted – rejections are the exception.

The programme has three specializations: Marketing; Finance; and Public Sector management.

It can be taken full-time (3 semesters) or part-time (5 semesters) with the last semester reserved for the Master thesis.

II. Analysis

The programme was conceived by the faculty on the basis of their experience, knowledge of employment opportunities for earlier graduates, and informal contacts of individual faculty with market representatives. While the School of Production Engineering and Management has an Advisory Committee, no other instrument allowing formal programmatic deliberation was utilized.

A major concern of the faculty is the significant variation in the backgrounds of enrolling students. To bring everyone up to speed, the programme offers a remedial introductory seminar on necessary technical tools and an introduction to

rigorous analytical methods just before the beginning of the academic year.

A strong majority of the students are professionals who combine full time work with part-time study, finding the evening instruction and online engagement beneficial. However, it was difficult for the Panel Members to understand how the disparate group of people attending the program on site and mostly online can feel part of a community. There is certainly a need to consider ways of strengthening the interaction and networking among students as well as among students and graduates of the PSP.

The MBA study guide is informative, even though not as detailed as we have seen in other programmes of this type.

Even though the PSP covers a wide range of subject areas, there is limited coverage of human resource management and leadership.

Labour market data regarding the employment of graduates were unavailable.

III. Conclusions

This is an interesting interdisciplinary programme aiming at the intersection of enterprise management, marketing, finance, management science, decision science, information technology and emerging technologies. Its strengths lie in creating analytically competent business decision makers. Notable weaknesses are in creating a coherent cohort of students and graduates and in connecting them with the market. The faculty should make an effort to better articulate to prospective employers what differentiates their program from the rest and specific strengths of the program.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

R2.1. Engage students, programme graduates, and external stakeholders more extensively, perhaps even more formally, in the design and periodic adjustments of the programme.

R2.2. Given its online/hybrid mode of delivery, the PSP could place a greater emphasis in linking with employers from across the country rather than only the local industry.

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 courses taught in the programme have been approved by the appropriate faculty bodies of the School and by OMEA. Every effort is made by the faculty to engage students through the use of modern tools and new teaching methods. For instance, these include the production of single-person and group exercises, examination of case studies, student in-class presentations, and the use of specialized software. It must be stressed here that our Panel was shown systems of the Technical University of Crete that allow all registered students to access the university information systems in order to find all sorts of information, class material, and utilize a large set of software right from their private computer at their location. All courses use eClass extensively.

Teaching methods are individualized and rely upon the judgement of the professor.

All courses are evaluated by students through an online questionnaire at the end of each semester. The current questionnaire has 4 questions on the course, 5 questions on the professors, 1 self-evaluation question and 1 open question. The average scores of the past few years appear very satisfactory. The results of this evaluation are delivered to the faculty at the end of the year worked out by OMEA. Also, the faculty of the School sees the evaluation results and discusses ways of improvement.

There is a structured method to deal with student challenges and questions regarding specific courses starting from the professor, then moving to the student counselor and, if needed, further up the School hierarchy.

II. Analysis

There is apparent attention to student-centred learning by faculty members. The hybrid form of the programme, nonetheless, makes this a challenge. There is a debate among educationists about how to engage students online and how to integrate them with those following the programme by physical presence. The discussion in Principle 2 is also relevant here.

There is no provision for internships by the students. It is our conjecture that this reflects the fact that most students work. Yet not all do. The programme should also cater for these students. Solutions can be imagined by the faculty but one could be to turn the thesis into a hybrid form whereby a “client” organization works out with the student and the advisor a specific case for that organization thus allowing familiarity and a closer network between the two.

III. Conclusions

The challenges of engaging students and connecting them with each other and with the world outside the university will continue to be a challenge in a hybrid programme.

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.

R3.1. The hybrid nature of the programme makes it even more imperative to continue with efforts to engage productively the whole student body. Innovative techniques must be tried out.

R3.2. The Master thesis should focus on practical, industry-oriented topics, rather than theoretical ones.

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

The appropriate procedure for submitting an application for admission to the PSP has been institutionalized. Following a call for applications published each academic year, prospective students submit their documents, which serve as proof of their qualifications, knowing in advance the weight assigned to each document in the selection process. If deemed necessary, there is a provision for candidates to be invited for an interview.

The diploma, once obtained, certifies that students have successfully completed 10 courses totaling 60 ECTS and have submitted and defended their thesis, which accounts for 30 ECTS. Additionally, the diploma supplement specifies the specialization they have completed. The minimum duration of studies is three semesters, though it may extend further for part-time students or those unable to complete their studies within the standard timeframe.

The rights and obligations of students are outlined in the academic regulations and are also communicated to them during an introductory meeting at the beginning of each academic year.

A key objective is to increase the annual graduation rate in relation to enrolled

students. This goal is pursued through active monitoring of students' progress by the academic supervisors of each course, as well as through support provided by academic advisors.

For the successful completion of each course, students must undergo assessment through semester assignments, oral or written examinations, which may take place either in person or remotely. In certain cases, a combination of both methods may be applied, depending on the mode of course attendance chosen by the student. To pass, students must achieve a grade of at least 6. Based on their academic performance, they may also be eligible for an excellence scholarship, subject to the decision of the program's academic board.

Although student mobility is provided for in the regulations, it appears to be underutilized. This is primarily due to the fact that most students are employed.

II. Analysis

The program has adequately defined the procedures for the admission of prospective students and their assessment in each course for the attainment of the diploma. The evaluation of students in courses where examinations may be conducted either in person or online represent a potential challenge for the PSP.

III. Conclusions

The program has analytically designed the necessary procedures for a postgraduate study program and ensures that students are informed through meetings at the beginning of each academic year.

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.

R4.1 Particular attention must be given to the evaluation of students in courses where examinations may be conducted either in person or online.

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 compliant with local laws and regulations.

There were 12 instructors involved in the delivery of the PSP during the last academic year (2023/24). The majority of instructors in the PSP (8 out of 12) are resident faculty at the School of Production Engineering and Management, with the remaining of the teaching team consisting of an honorary professor, a lab assistant, and two external lecturers.

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

II. Analysis

The student-staff ratio (around 3-to-1) is within commonly accepted norms in comparable institutions. The additional workload per member of staff who teaches in the PSP is reasonable.

The academic staff who teach in the PSP are well-recognized experts in their fields, with significant research activity. Students have historically provided very positive feedback in internal evaluations, with high average scores across most questions. In this sense, student feedback is indicative of high-quality teaching by staff at the PSP.

There is evidence that academic members of staff are encouraged and supported to pursue research. Research activity is supported via internal funds at the departmental/institutional level.

III. Conclusions

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 teaching experience and research activity.

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.

none

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 to which the PSP belongs is housed in a newly constructed and modern building that fully meets the needs of the program. Additionally, it features all necessary accessibility provisions to accommodate individuals with special needs. The facilities include lecture halls, classrooms, computer labs, dedicated spaces for research labs specializing in fields relevant to the curriculum, as well as a library with study areas.

The teaching staff consists of faculty members (DEP) from the department, special

teaching staff (EDIP), as well as visiting professors who collaborate with the program.

The PSP provides students with various benefits, including access to the university's VPN, which allows free access to scientific papers from international publishers and other academic resources. Students also have access to the e-class platform, where lecture materials, supplementary resources, and necessary course content are uploaded, and where online examinations are conducted. Additionally, the university offers all students access to a Virtual Desktop Infrastructure (VDI) application, enabling them to use university software and services remotely without needing to be physically present in a computer lab.

II. Analysis

The program's teaching staff is highly specialized in their respective fields, with several members also leading research laboratories related to the program's subject matter. Additionally, guest lectures are occasionally delivered by external collaborators when deemed beneficial.

The lecture halls and classrooms ensure the smooth operation of the educational process, both in person and online. This is further supported by the provision of free VPN and VDI access to students, enabling them to utilize essential academic resources and software remotely.

III. Conclusions

On the basis of the information provided regarding the infrastructure of the program, the EEAP feels that Principle 6 is fulfilled.

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.

None

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 responsibility for collecting, analyzing, and using information for effective management of postgraduate programs (PMS) lies with the higher education institutions (HEIs). The School of Production and Management Engineering (PME) collects and analyzes various types of information to monitor the functioning of the PMS and continuously improve the services provided. Detailed student data is collected through the School's Secretariat and the electronic student registry, which is used for course declarations, grades, and teaching organization. Evaluation data for educational work is collected through anonymous electronic questionnaires filled out by students.

II. Analysis

The collected data is processed to make recommendations for periodic revisions of the study regulations and to organize teaching activities. The Secretariat collaborates with the Quality Assurance Unit (OMEA) and the School's Committee (SE) to ensure that the data feeds into the Ministry of Education's reports and the National Quality Information System (OPESP). The evaluation process is organized by OMEA in collaboration with the Quality Assurance Unit of the Technical University of Crete (MODIP). The results are processed and shared with the Dean and teaching staff, and statistical data is posted on the School's website.

III. Conclusions

The comprehensive data collection and analysis processes ensure the effective management and continuous improvement of the PSP. The use of electronic systems for data collection and service provision enhances accessibility and efficiency. The evaluation process helps identify problems and improve both the data collection process and the quality of education provided.

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.

R7.1. Collect feedback from alumni to gain insights into the long-term impact of the postgraduate programs on their careers and professional development.

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

HEIs are required to publicly disclose their educational and academic activities related to PMS in an accessible and updated manner. The School of PME emphasizes providing immediate and complete information about all academic activities through its website. Information available includes details about the School, its history, administrative structure, offered programs, research activities, staff, quality policy, and various announcements.

II. Analysis

The website is continuously updated with new material by the Promotion and Public Relations Committee, under the supervision of the Dean. Additional information about the MBA program is provided on a dedicated website, including details about the program's goals, organization, admission process, offered courses, and student services. The eClass platform is used to provide further information about the courses, and the School maintains a Facebook page for updates on the MBA program.

III. Conclusions

The School's commitment to transparency and accessibility ensures that all relevant information about the PSP is readily available to students and the public. The continuous updating of the website and the use of various platforms for information dissemination enhance the visibility and accessibility of the School's activities and programs.

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.

R8.1. Develop a more robust social media strategy to engage with current and prospective students. Use platforms like LinkedIn, Instagram, and Twitter to share updates, success stories, and program highlights.

R8.2. Publish detailed reports on program outcomes, such as graduation rates, employment rates, and student satisfaction scores, on the School's 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 periodic internal evaluation of the PSP is the joint responsibility of the University's unit for quality assurance (MODIP) and the Department's internal evaluation committee (OMEA). The internal review takes place annually, and it considers a number of relevant principles and criteria such as student attainment and attendance, progression and completion statistics, staff and student feedback (including formal course evaluations), developing trends in the industry and similar programmes offered by other universities, etc.

Student questionnaires are one of the key inputs to the internal evaluation process. At the end of the academic year, the OMEA collects student feedback, analyses the responses, and then presents this analysis in the school assembly for consultation. This input, combined with other information and analyses, are used to produce the internal evaluation report at the end of the year. This report highlights the main aspects and issues of interest regarding the PSP, such as structure and curriculum, student satisfaction, student recruitment, teaching team, etc. The resulting action plan is discussed in the school assembly.

Overall, the internal review process requires the involvement of OMEA, MODIP, current students, faculty members, alumni, and administrative staff. The participation of an external advisory council, as well as informal discussions with external stakeholders more generally, seem to play a very prominent role in the internal evaluation of the programme.

The outcomes of the process are communicated at various stages to the OMEA, the PSP's director of studies, and to faculty members involved in delivering the PSP.

II. Analysis

There is in place an appropriate process for the periodic internal review of the PSP. MODIP and OMEA collect a significant volume of relevant data from different sources to assist the evaluation of the programme. This information is evaluated according to principles and criteria that are consistent with internationally recognized standards of good practice. Furthermore, the outcomes of the internal review process are communicated to all internal and external stakeholders.

The study programme committee meets annually to discuss potential revisions/updates to the PSP or specific courses. The participation of external stakeholders, especially with respect to the external advisory council, adds significant value to the internal evaluation process of the PSP. However, interactions with the external advisory council appear to be on a relatively informal basis at the moment. The EEAP feels that the PSP would benefit from a more formal structure governing the function of the external advisory council.

III. Conclusions

The PSP has in place appropriate and robust processes for the periodic internal review of the PSP. These processes are transparent and benefit from the involvement of relevant internal and external stakeholders.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

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

R9.1 The department is encouraged to establish a more formal structure around the function of the external advisory council. For instance, regular meetings with recorded minutes, to discuss the PSP specifically instead of the department as a whole, would be a step in that direction.

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

The Postgraduate Program (PSP) in Business Administration (MBA) has not yet undergone an external evaluation.

However, the School of Production Engineering and Management was evaluated by ETHAE in September 2012. In this evaluation report specific comments were made regarding the existing Postgraduate Study Program (PSP). The evaluation committee recommended a review of the PSP directions that were in place at the time of the evaluation, in order to integrate them more effectively into the framework of the School's strategic objectives and the research fields. This observation was a key motivation for the organization and operation of the new PSP "Business Administration" as an independent program focused on a subject in which the School has extensive research activity with international recognition.

II. Analysis

The PSP has established a procedure for utilizing the recommendations of the External Evaluation and Certification Committee. It is committed to reviewing all recommendations proposed by the committee and implementing necessary and appropriate actions to ensure their optimal utilization, considering the available capabilities and resources.

III. Conclusions

Based on the documentation provided and feedback from interviews, the panel concluded that Principle 10 is fulfilled.

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.

None

PART C: CONCLUSIONS

I. Features of Good Practice

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

Fully competent faculty, with significant research activity and teaching experience.

Unique positioning of the PSP which prioritizes the development of analytically competent business decision makers.

Hybrid delivery which provides students with the necessary flexibility.

II. Areas of Weakness

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

The absence of formalized procedures to identify industry needs.

The absence of courses on human resource management and leadership.

Limited opportunities to develop a coherent cohort of students and graduates, primarily due to the hybrid mode of delivery.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

The department is encouraged to establish a more formal structure around the function of the external advisory council.

The PSP is encouraged to introduce core courses on human resource management and leadership.

The PSP should focus on increasing opportunities for students to form a coherent cohort.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,3,4,5,6,7,8,10

The Principles where substantial compliance has been achieved are:

2,9

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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