



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# **Accreditation Report** **for the Postgraduate Study Programme of:**

**Education Management**

**Department: Administrative Science and Technology**

**Institution: University of Patras**

**Date: 25 January 2025**



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Education Management** of the **University of Patras** 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 **Education Management** of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Emeritus Spyros Economides (Chair)**  
California State University, United States of America
  
- 2. Prof. Michalis Drouvelis**  
University of Birmingham, United Kingdom
  
- 3. Assoc. Prof. Sotiris Georganas**  
City University of London, United Kingdom
  
- 4. Dr. Andreas Tsopanakis**  
Cardiff University, United Kingdom
  
- 5. Ms. Elisavet Protonotariou**  
Athens University of Economics and Business, Greece

## II. Review Procedure and Documentation

The schedule followed during the teleconference interaction between the EEAP and various interest groups of the Postgraduate Programme of Education Management (PSP1) of the University of Patras was:

Monday January 13, 2025

Meeting with the Directors of the two PSP, the Head of the Department, MODIP, Steering Committees/ OMEA members

Directors

Hera Antonopoulou, Professor, Head of the Department and Director of the PSP2 (DIMA)  
Ioannis Mitropoulos, Professor, Director of the PSP1 (MANEDU)

MODIP member

Ioannis Giannikos, Professor

Steering Committee

Niki Georgiadou, Associate Professor Konstantinos Halkiopoulos, Assistant Professor Ioanna Giannoukou, Associate Professor

OMEA members

Aristogiannis Garbis, Professor Christos Pierrakeas, Professor

MODIP staff

Fieroula Papadatou, Head of MODIP

Most of the time available for this meeting was devoted to two detailed presentations by Professor Ioanna Giannoukou focusing on the Digital Innovation and Management Postgraduate Programme (PSP2) and Professor Panagiotis Mitropoulos focusing on the Management Education (PSP1) Postgraduate Programme. Questions and clarifications were addressed especially since the two presentations were expanded to cover various facts, aspects and issues about the University in general, the Department of Management & Technology and its undergraduate programme.

On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSP. A video was produced for this purpose

Due to the availability of the related video for the EEAP, this session was shortened in favor of continuing the discussion of the above session. Two teaching staff members, Assistant Professor Georgios Thanasas and Adjunct Assistant Leonidas Theodorakopoulos used the last portion of the period to inform the EEAP about the computer application packages available to the postgraduate students to use in their research work.

Tuesday, January 14, 2025

#### Meeting with the teaching staff of the PSP1

Georgios Panagiotopoulos, Professor Apostolos Rafailidis, Associate Professor Dimitrios Papadopoulos, Assistant Professor Panagiotis Mitropoulos, Assistant Professor Zoi Karanikola, Special Teaching Staff

The topics of an interactive discussion between EEAP and faculty of PSP1 included:

- The process and criteria for faculty hiring and /or promotion
- The student evaluations and the manner of dissemination of results or feedback to the students
- Issues and activities of faculty mobility associated with the ERASMUS programme or through other vehicles
- The extent of academic cooperation with other institutions Meeting with students of the PSP1 (3d semester of studies)
- Some students shared the reasons for their choice for PSP1 given that they came into the programme with a background of a different knowledge area
- They all pointed out that the flexibility in attendance between physical presence and/or long-distance learning is a great advantage
- Some felt that the programme should follow the current technological trends and incorporate some Artificial Intelligence knowledge in the curriculum
- They indicated there is no Alumni Association or other similar group for interaction

#### Meeting with PSP1 graduates

This was a group of educational administrators in all levels of public education who indicated that the Programme has greatly enhanced their personal aspirations and professional advancement. The on-going activities of the programme in terms of seminars and professional gatherings, as well as the social media, have established a nationwide coherent group of public education administrators that benefit from each other's exchange of views and ideas in spite of the absence of an institutional Alumni Association. They indicated that the programme offers knowledge that encompasses legal and technological aspects applicable to the educational field, and they consider it very competitive compared to other similar programmes offered elsewhere.

#### Meeting with employers, social partners of the PSP1

Evgenia Pierri, Director of Secondary Education Directorate  
Nikolaos Kladis, Director of Primary Education Directorate  
Kleopatra Vasileiou, Director in Primary Education Directorate

Athanasia Balomenou, Regional Supervisor of Education Quality

The employers and social partners group were equally enthusiastic about the programme's uniqueness. Their perception of its value and competitiveness was evidenced by their comment that on every proclamation by the ministry of education for new position openings this programme's graduates are favored among the prospects for hiring. On the other hand, it was mentioned that since all hiring decisions in public education are ultimately controlled by the Ministry of Education, the local and regional educational administrators do not have any opportunities to hire any graduates of the programme that they may have identified as desirable for their organization. Nevertheless, one memorandum of understanding for cooperation has been signed between the programme and one secondary education directorate.

Closure meeting with the Director of the PSP1, the Head of the Department, MODIP, PSP1 Steering Committee/ OMEA members

Head of the Department  
Hera Antonopoulou, Professor

Director of the PSP1  
Ioannis Mitropoulos, Professor

MODIP members  
Ioannis Giannikos, Professor

PSP1 Steering Committee  
Niki Georgiadou, Associate Professor

OMEA members  
Aristogiannis Garbis, Professor

MODIP staff  
Fieroula Papadatou, Head of MODIP

The EEAP mentioned to the group its overall impressions based on the material available for the accreditation beforehand combined with the experience and information gained from the various meetings. Some time was devoted to discussing the mutual understanding and clarification of issues relating to the annual internal Quality Assurance evaluation framework of the programme and the internal evaluation report. The EEAP will state its recommendations on the subject in the accreditation report on this issue.

### **III. Postgraduate Study Programme Profile**

The Postgraduate Programme of Education Management was established in the academic year 2019-2020 and is delivered by the Department of Management and Technology of the University of Patras.

The Academic personnel for the programme are comprised of 9 faculty members, one EDIP staff member and one external associate who contributes a specialized instructional service. The instructor-to-student ratio is 1/10 and the average teaching load does not exceed four hours per week per instructor.

The duration of the programme until the granting of the postgraduate Studies degree consists of 3 full time academic semesters, two of which entail course instruction and the third one is devoted for the research and writing of the thesis. During the first two semesters the students must complete 8 courses which correspond to 60 ECTS units, that is 7.5 ECTS per course. Thesis work corresponds to 30 ECTS units. Thus, the completion of the postgraduate study requires the completion of 90 ECTS units.

The mix of registered students in the programme for the academic year 2024-2025 is 15 males, 36 females for a total of 51 students. Tuition fees for completion of the programme are 3,200 Euro.

The facilities infrastructure utilized for the programme is contemporary and of high quality. It includes two lecture rooms, a laboratory, and an amphitheatre that belong to the department of Management and Technology. They all have adequate electronic instructional media with internet capabilities and appropriate software applications and are all suited for students with special physical needs. The university library facilities are available to the students of the programme, as are all the departmental and university services, including the support of the departmental administrative personnel.

## 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)*

### Study Programme Compliance

#### I. Findings

Based on the provided documentation, the PSP has a comprehensive quality assurance policy in place. This policy is publicly available on the Department website (<http://manedu.upatras.gr/description/politiki-poiotitas>).

Strategic objectives are set by the Institutional Quality Assurance Unit (MODIP) in collaboration with the Department Internal Evaluation Group (OMEA), and the teaching faculty. KPIs related to these targets are specified (document M1.2) along with specific timelines.

Implementing the Graduate Programme's Quality Policy requires continuous investigation, recording, and analysis of processes and their outcomes, timely identification of problems and their resolution, and ensuring the satisfaction of all academic community members and collaborating entities.

Applying the Quality Policy is conducted through annual reviews and internal audits with the participation of all academic community members.

As part of the annual review and internal audit, data are collected and processed with quantitative metrics regarding the implementation of the study programmes and evaluation of courses and instructors by students. Instructor reports are prepared for courses, and monitoring and analysis of any other issues relevant to the achievement of the postgraduate programme's goals are conducted.

## II. Analysis

The PSP administration appears committed to quality.

The programme provides high quality teaching (based on the courses and the learning outcomes) and has specific, measurable, and relevant goals regarding the postgraduate study programme, that seem achievable.

The Panel appreciated the key performance indicators relevant to these targets and considers them appropriate for an educational programme of this kind.

Attention can be given to the communication to students of the findings of the evaluations on an annual basis.

## III. Conclusions

The PSP is compliant with Principle 1.

### Panel Judgement

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

### Panel Recommendations

None.

## **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).*

### **Study Programme Compliance**

#### **I. Findings**

The programme includes a mix of core and marketing courses, digital training, and thesis options. The design process involves continuous evaluation and improvement based on market needs and shareholders' feedback. The structure is interdisciplinary, focusing on educational policy and administration of education, within the framework of the principles of adult education and lifelong learning.

## II. Analysis

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 institution designed the PSP through a documented process, which specifies the participants, the sources of information, and the approval bodies.

## III. Conclusions

The PSP design is comprehensive and adaptable, ensuring it meets current market needs and student expectations. Continuous improvement processes are in place to keep the programme relevant and effective.

### Panel Judgement

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

### Panel Recommendations

None.

### **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.*

### **Study Programme Compliance**

#### **I. Findings**

The PSP structure caters for the student needs in terms of the assessment forms. The latter consist of written exams, individual and groupwork assignments, critical literature reviews, as well as participation to workshops and conferences. The courses are predominantly taught on a face-to-face basis, even though there is an option for online, synchronous lecture deliveries. There is an effort to provide student support services, for students with disabilities or coming from lower socioeconomic background, in order to attend and completed their studies uninterrupted. Students' evaluations are conducted every semester, so that students can

provide their feedback in regard to the quality of the course contents, the competence of the teaching staff, the quality of the provided learning material and the existing infrastructure.

## II. Analysis

The PSP is properly aligned with the requirements of principle 3.

There is a variety of assessment methods, which contribute to students' learning and development needs, while there is flexibility in terms of the way teaching staff deliver their lectures (online and onsite). IT infrastructure and learning support platforms are used, such as the e-class platform for the distribution of the teaching material. In there, students can access all necessary teaching material.

There is also wider academic support available, for students with disabilities, academic advisory as well as wider university-level support for career advisory. The evaluation process is robust, collecting important information for the teaching quality, the quality of the course contents, which is facilitated by the electronic platform of MODIP. This information is then analysed by the OMEA who further update and redesign the future direction of the PSP.

## III. Conclusion

The PSP is considered fully compliant with principle 3.

### Panel Judgement

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

### Panel Recommendations

None.

## **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.*

### **Study Programme Compliance**

#### **I. Findings**

This PSP language of instruction is Greek, with students being admitted under very specific admissions criteria. These include the UG degree classification, appropriate work experience, any relevant research experience, the knowledge of English and the interview outcome among others. There is a point tariff system, which contributes to the candidates' ranking and final choice of new students.

60 ECTS credits are provided by the taught semester, while the third semester is devoted to the dissertation writing (30 ECTS credits). Throughout the two taught semesters, student attainment and progression are monitored by the academic staff who teach as well as the assigned academic advisors. The assessment mix comprises assignments and final exams, which allows students to demonstrate how well they have achieved the programme's learning objectives. At the dissertation stage, students have the opportunity to work on some applied projects, relevant to the specialisation pathway they choose. There are opportunities to discuss and present student work at academic conferences and workshops, while some of these dissertations might be published in the form of a paper or book chapter.

Overall, there are appropriate procedures in place to manage all phases and aspects of studies, including admission, progression, recognition of studies, and certification.

#### **II. Analysis**

The PSP has established well-defined and appropriate admissions criteria. The PSP fees are relatively low, making it a good value for money programme. There are also provisions for

scholarships, based on merit criteria to the students that might not be able to afford studies at postgraduate level.

Students can find all necessary information about the structure of the programme, teaching staff, timetables, studies rules and regulations, and procedures in the website of the PSP. The programme recognises and applies the European Credit Transfer System (ECTS) consistently across the curriculum. Students can participate in the ERASMUS+ exchange programme for up to 12 months.

### III. Conclusions

We conclude that the PSP is fully compliant with the Principle 4 requirements.

#### Panel Judgement

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

#### Panel Recommendations

R4.1: Excellence awards for the top performing students in each cohort.

## **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.*

### **Study Programme Compliance**

#### **I. Findings**

The instructors are mainly academics (of course practitioners from the field can also be invited to give lectures).

Their accomplishments in the field consist of both instructional and research endeavours.

The selection of the teaching staff of the PSP is transparent and with merit-based criteria, according to law 4957/2022 for the postgraduate programmes of study.

These criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, teaching and research experience, service to the department.

The Department supports the research activities of its faculty, which it also deems to be as conducive to better instructional capabilities down the road. Funding for conferences exists, and sabbatical educational leaves are covered.

Staff mobility is supported by allowing short-term visits to foreign universities with the Erasmus+ programme, some members of staff have taken advantage of these options, others plan to use them in the future.

The total workload is the standard one at Greek universities, the actual teaching hours within the programme are the lecturer's choice.

The instructor's evaluation by the students is accomplished via surveys.

## II. Analysis

The Postgraduate programme (PSP) ensures a level of knowledge and skills of their teaching staff and applies transparent and merit-based processes for faculty recruitment, training, and further development.

Supporting the professional development of the faculty in order to improve their teaching capabilities leads to sustainability of the programme.

## III. Conclusions

The PSP is compliant with Principle 5.

### Panel Judgement

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

### Panel Recommendations

R5.1 For hiring and/or promotions, the department could specify a set of guidelines.

This can include general rules regarding metrics and indices that will be used (including whether citations are part of the criteria) but also the ranking of the scientific journals in the field (could use general recursive impact factors, or more precise lists such as the ABS ranking).

## **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.*

### **Study Programme Compliance**

#### **I. Findings**

The necessary facilities needed for the PSP, such as classes, laboratories and IT infrastructure. There is a comprehensive set of support services for the PSP students that they have access to. Information on the available resources and contacts is readily available on department and university websites.

Students have access to library resources such as various databases, electronic access to publications, books, and academic journals. There are events that cooperating companies and government bodies are invited to inform the students of career opportunities and changes in the market.

#### **II. Analysis**

The classroom audio-visual equipment is up to date with cameras, projectors, microphones, electric screens and speakers, all compatible with hybrid lectures if needed.

Students have access to relevant journals and databases as needed. The students interviewed by the EEAP said that the resources, including social support, are available and sufficient. The students have access to facilities, including libraries, reading and seminar rooms.

Current and former students interviewed by the EEAP said they were very satisfied with the support services. The EEAP found that sufficient provisions exist to ensure appropriate learning resources, and that there is the student support in place needed for a positive learning environment, which indicates a research- supportive teaching environment. PSP courses are often taught by individual staff, but since there is an overlay in staff expertise, collaborating for sharing of views and best practices.

### III. Conclusions

Overall, the EEAP finds that the facilities are appropriate, support services and student processes are established and contribute to a strong student learning environment.

#### Panel Judgement

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

#### Panel Recommendations

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.*

### **Study Programme Compliance**

#### **I. Findings**

PSP processes data of interest gathered on an ongoing basis to serve its operational needs through the University's information system. The PSP uses electronic questionnaires to gauge student satisfaction with teaching methods and overall programme experience. These surveys are conducted each semester. Student feedback on teaching staff is gathered through the same electronic questionnaires used for student satisfaction surveys. The collected data are used to provide reports on teaching staff performance, including mean scores and standard deviations.

#### **II. Analysis**

The results of data analysis are communicated to relevant stakeholders, including teaching staff, programme management, and the University's Quality Assurance Unit. Student feedback is taken seriously by the PSP and has led to changes in improving learning experience. This clearly helps in improving the programme and the students' career paths. Graduate students consider that the programme has met continuous changes to better fit the labour market's needs.

### III. Conclusions

Information management is well performed and achieves full compliance.

#### Panel Judgement

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

#### Panel Recommendations

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.*

### **Study Programme Compliance**

#### **I. Findings**

The Department's website provides key information about the academic unit and the PSP including the Programme structure, attendance mode, assessment criteria, degree awarded, and announcements related to academic operation. The website aims to increase the PSP recognition within the wider community, including academic and scientific circles. The key information regarding the PSP activities are available online through <http://manedu.upatras.gr/>. The information is presented mainly in Greek and, to a limited extent, in English. There is also information available for the courses provided, faculty's biography and contact hours for each course. However, the navigation through the website is not user friendly and needs further improvement to make the look more professional. The information presented in English is incomplete. The website provides important information but its structure needs improvement to make the format more consistent. This will facilitate the navigation and flow of the presented information.

#### **II. Analysis**

The information in the PSP's website is up to date and the visitors can find information on learning outcomes, admission requirements, teaching staff, course fees and contact information. Information regarding the CVs and publication record of teaching staff is incomplete and the presentation format is not homogeneous across faculty members. There is also information regarding the quality policy and targets of the PSP. It is crucial to offer more consistent information about the specifics of each course in English too in an attempt to increase the external recognition of the PSP. Access to lecture materials and resources is easy and available to students. The students commented that the library resources were also useful. The description of the materials is clear and up to date.

#### **III. Conclusions**

Public information of the PSP achieves substantial compliance.

## Panel Judgement

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

## Panel Recommendations

R8.1. The navigation in the website and flow of the provided information needs improvement.

R8.2. The PSP should publish on its website the CVs and publication record of all teaching staff. The website profiles of faculty members should contain information in a more homogeneous way across faculty members.

R8.3. The website could be updated in English in a more consistent way (including identical information to the website in Greek language).

## **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.*

### **Study Programme Compliance**

#### **I. Findings**

The sources of information examined by the EEAP for the appraisal and evaluation of Principle 9, were:

-The Programme Director's presentation and the following documents from the submitted materials:

- M1 Πρόταση Ακαδημαϊκής Πιστοποίησης
- M1.2 Στοχοθεσία Ποιότητας για το ΠΜΣ
- M6.3 Μελέτη βιωσιμότητας για τη λειτουργία του ΠΜΣ
- M7.3 Λοιπά εργαλεία και διαδικασίες
- M7.4 Αποτελέσματα από την ανάλυση και αξιοποίηση των πληροφοριών
- M9.1 Αποτελέσματα εσωτερικής αξιολόγησης του ΠΜΣ από τη ΜΟΔΙΠ
- The Programme Website (<http://manedu.teiwest.gr>)

Document M7.4 states that the annual internal evaluation report, which is compiled by the OMEA of the department, is submitted to the MODIP of the University of Patras. This report records all elements related to the postgraduate programme, like teaching work, course workload, degree of student satisfaction, student performance and achievements, suggestions from students and teaching staff regarding specific points that can be improved.

It assesses attainment of objectives and goals, suggests strong and weak aspects of the PSP1 and dictates, among other things, PSP1 course content adjustments, the establishment of new goals and matches them with desired quality levels. Finally, sets the process to properly communicate all the proposed improvements and adjustments to the relevant academic or administrative units. Emphasis is placed on monitoring and evaluating the progress of postgraduate students (e.g., successful course completion), focusing on graduation rates of each academic year's admissions and timely completion of their studies.

## **II. Analysis**

Document M1 has a comprehensive verbal description of this Principle. The complementary documents M7.3, M7.4, M9.1, are also verbal descriptions relating to the content, purpose, use and implementation of the internal evaluation process for the programme. The EEAP did not receive a report as described above. Instead, it was directed to the MODIP website (<https://modip.upatras.gr/>) which references several sub links, each one including departmental annual internal evaluation reports of the University of Patras. One such sub link is:

([https://modip.upatras.gr/ektheseis-pistopoiisis-kai-esot-exot-axiologisis/?wpv\\_view\\_count=2593&wpv-academic-unit=dept&wpv-report-category=etisia-esoteriki-ekthesi&wpv\\_filter\\_submit=%CE%91%CE%BD%CE%B1%CE%B6%CE%AE%CF%84%CE%B7%CF%83%CE%B7](https://modip.upatras.gr/ektheseis-pistopoiisis-kai-esot-exot-axiologisis/?wpv_view_count=2593&wpv-academic-unit=dept&wpv-report-category=etisia-esoteriki-ekthesi&wpv_filter_submit=%CE%91%CE%BD%CE%B1%CE%B6%CE%AE%CF%84%CE%B7%CF%83%CE%B7)), and includes a collection of annual internal evaluation reports for the Department of Management Science and Technology, where this postgraduate programme belongs, one for each of the 5 academic years 2019 to 2023. The EEAP examined this departmental internal evaluation report and found it to be comprehensive and adequate for the department but not for the programme. The EEAP recognizes that portions of this report deal with issues and metrics applicable to the postgraduate programme of Education Management but feels that the information content is incomplete and inadequate. Moreover, it is confusing and cumbersome to find information associated with the programme since this information is fractionally dispersed and combined with information pertaining to other departmental issues and programmes. The EEAP did not see an internal evaluation report as described in document M7.4, customized to deal with the programme operation and performance, besides the references to some of its aspects and facts included in the departmental internal evaluation report. However, it is acknowledged that document M9.1, a summary of findings during the internal evaluation process, has been submitted to ETHAAE.

## **III. Conclusions**

Document M9.1, which is submitted to ETHAAE, summarizes the results, findings and follow up actions of the internal evaluation process for the programme. It cannot be considered an internal evaluation report, the purpose of which is to discuss the methodology, data collection and provide documentation justifying these results. The submitted departmental internal evaluation report includes a small subset of these requirements for the programme, therefore, the EEAP feels that an Internal Evaluation Report specific to the programme that

would incorporate the events and the information associated to its internal evaluation would be needed.

### Panel Judgement

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

### Panel Recommendations

R9.1: It is recommended that the Quality Assurance team prepares (for future use) an Internal Evaluation Report specific to the programme, which would include adequate evidence and documentation in support of the findings and the implementation results. There are two approaches that may be used regarding the composition of the report:

a) Follow the Institutional Quality Manual, <https://modip.upatras.gr/egcheiridio-esdp/>, which in section 4 provides a road map to follow for the process of the Internal Evaluation accompanied by a flow diagram, as well as the recommended associated procedures (διεργασίες) involved. A subset of forms suggested in Appendix D (Παράρτημα Δ-Έντυπα) of the Institutional Quality Manual may be used, as may be applicable, to record, document, and present findings. This approach may be more cumbersome and labour intensive.

b) A preferable alternative would be to design a standardized template for that purpose. This would be designed once and could be reused for future evaluations by merely updating the annual data gathered. This template could have three sections:

- One for recording qualitative data and information
- One section for recording quantitative data, perhaps as a collection of tables in which the goal attainment indicators could be incorporated
- One section incorporating any relevant form from the Quality Assurance Manual to report results and conclusions in the spirit of document M9.1. This section could include a flow diagram related to the process of communicating and implementing programme revisions or correcting issues identified in need of improvement.

NOTE: For some guidance it may be useful to look at an older ETHAAE document: 2498-ypodeigma\_ekthesis\_esoterikis\_aksiologisis2011.doc. Section 3.2 of this document refers to the Postgraduate Programmes.

## **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.*

### **Study Programme Compliance**

#### **I. Findings**

The EEAP took into consideration the presentation material of the Programme Director and documents:

M1.new\_ Πρόταση Ακαδημαϊκής Πιστοποίησης.pdf

M10.1 Έκθεση Προόδου για το ΠΜΣ.pdf

Since these were the two available sources of information relative to the External Evaluation of the Programme.

#### **II. Analysis**

The presentation demonstrated that the Quality Assurance team of the Programme had a comprehensive knowledge and understanding of the follow up tasks required to comply with the recommendations of the External Evaluation committee, the corrective actions that must be taken to ensure compliance and the reporting framework, that is a tabular format as required by ETHAAE to present the level of conformance achieved, referred to as a Progress Report.

The programme has been in existence since 2019. The Proposal for Accreditation document (M1) states that an External Evaluation of the programme has not taken place to date due to the relatively short period that has elapsed since its implementation. As a result, the EEAP has no material at its disposal regarding any recommendations and associated degree of compliance to evaluate. On the other hand, the content of document M10.1 (Progress Report for the Postgraduate Programme) which was submitted was instead a 2015 Progress Report for the undergraduate programme of studies. EEAP's assessment is that this report was presented to suggest a sample of the reporting format to be used in a future evaluation and additionally to indicate that a subset of the recommendations of this report could very well be anticipated for the Programme and, if so, preventive steps could be taken to avert any potentially similar recommendations by an External Evaluation committee.

### III. Conclusions

An External Committee Evaluation of the Programme has not been performed to date, so there is no progress or compliance for the EEAP to evaluate. However, the EEAP recognizes that the Programme Quality Assurance team is aware of the process, the compliance requirements and the reporting framework of the results for a future evaluation.

#### Panel Judgement

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

#### Panel Recommendations

R10.1: Modify the 2015 Progress Report tabular format that was presented in Document M10.1 to include additional details for each recommendation under consideration, as follows

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

## **PART C: CONCLUSIONS**

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

- The student attendance flexibility on the choice of remote and/or physical presence.
- Interdisciplinary Programme combining Management Science and the Educational field.
- The high demand for admissions in the programme far exceeds the positions available, thus, ensuring its sustainability.

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

- Absence of institutionalized cohesive interaction between faculty of the programme and employers/social partners for mutual feedback associated with the programme content.
- The programme website needs general review and assessment regarding its structure, completeness of content and navigation.

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

- Establish an Advisory Board composed of programme faculty and social partners for more organized communication and interaction for mutual benefits.
- Develop an English version for the programme and incorporate instructional capabilities to expand its reputation and attract foreign candidates.
- Establish qualitative/quantitative standards and metrics for faculty advancement.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 10.**

The Principles where substantial compliance has been achieved are: **8, 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	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **The members of the External Evaluation & Accreditation Panel**

### **Name and Surname**

- 1. Prof. Emeritus Spyros Economides (Chair)**
- 2. Prof. Michalis Drouvelis**
- 3. Assoc. Prof. Sotiris Georganas**
- 4. Dr. Andreas Tsopanakis**
- 5. Ms. Elisavet Protonotariou**