ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report

for the New Postgraduate Study Programme of:

Innovative and Sustainable Entrepreneurship

Department: Economics

Institution: University of Patras

Date: May 2025

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Innovative and Sustainable Entrepreneurship** 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 new postgraduate study programme of Innovative and Sustainable Entrepreneurship 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. VOUKELATOS NIKOLAOS (Chair)
   University of Kent

2. DEDOUSIS EVANGELOS
   The American University in Dubai (AUD)

3. DIMOU MICHEL
   Université du Sud Toulon-Var

4. VOZIKIS GEORGE
   Department of Management, Craig School of Business, California State University, Fresno

5. Μπομπολάκη Κατερίνα
   Hellenic Mediterranean University

II. Review Procedure and Documentation

On Monday, May 26th, 2025, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On Tuesday, May 27th, 2025, the EEAP participated in 4 teleconferences with:

1) Prof. Ioannis Venetis, Vice Rector and President of the MODIP, Prof. Manolis Tzagarakis, Head of the Department of Economics, and Prof. Kostas Tsekouras, Representative member of the PSP. They offered an overview of the PSP (history, academic profile, status, strengths, and possible areas of concern).
2) Teaching staff of the PSP: Prof. Nikolaos Chatzistamoulou, Prof. Areti Gkypali, Prof. Konstantinos Kounetas, and Prof. Andreas Nearxou.They informed discussed with the EEAP Members about professional development opportunities, mobility, expected workload, and possible areas of weakness.
3) Staff who will be providing administrative support to the PSP: Prof. Athanassios Karalis (CTL coordinator), Theodora Fertaki (administration staff), Alexandros Roussos and Ismini Goudis (special teaching laboratory staff). They informed the EEAP about the infrastructure available to support students and staff in the PSP.
4) Seven employers and social partners of the PSP. We discussed the relations of the PSP with external stakeholders.

At the end of the working day, there were
1) A private debriefing meeting among the EEAP members to primarily discuss findings up to that point and prepare an oral report.
2) A closing meeting with Prof. Ioannis Venetis, Vice Rector and President of the MODIP, Prof. Manolis Tzagarakis, Head of the Department of Economics, Prof. Kostas Tsekouras, Representative member of the PSP, and Ms Fieroula Papadatou, Director of the MODIP. The EEAP offered a brief overview of findings and preliminary suggestions for possible future improvements.

From Wednesday, May 28th to Friday, May 30th 2025, the EEAP worked privately on drafting its report.

The Department of Economics, the University of Patras and the Hellenic Authority for Higher Education (HAHE) provided the EEAP with two sets of documents. Specifically, HAHE provided quality indicators, accreditation guidelines and standards, the mapping grid assessment guide, and the report template. The university provided the EEAP with several files on the programme's structure, internal quality assurance procedures, etc.

The evaluation procedure was well structured and comprehensive, thus enabling the EEAP to develop a good understanding of the programme and its future prospects.

III. Postgraduate Study Programme Profile

The MSc in Innovative and Sustainable Entrepreneurship, henceforth PSP, is a new programme that it will be offered by the Department of Economics of the University of Patras. The PSP is expected to start in the academic year 2025- 26, assuming that the accreditation and approval process is finalized in time.

The PSP is designed to run across two academic semesters in 12 months of full-time study. There is no part-time provision. Each semester contributes 30 ECTS credits, for a total of 60 ECTS credits at the programme level. The first semester consists of 4 taught courses (3 core and 1 elective), while the second semester consists of 2 taught courses (1 core and 1 elective) and the postgraduate dissertation. Each teaching term lasts for 13 weeks. The exams are held at the end of each semester. Teaching will be delivered online only, with no on-campus or hybrid delivery.

The PSP will be delivered by 13 instructors, the majority of whom are resident faculty at the department. The department plans to recruit 30-40 students per academic year, and the tuition fees are 3.900 euros. The employment opportunities of the PSP' graduates are considered good.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

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

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

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

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

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

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

d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*

e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*

f. *the level of demand for the graduates' qualifications in the labour market*

g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*

h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*

i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

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

Study Programme Compliance

I. Findings

The quality assurance policy of the proposed PSP is aligned with that of the Department of Economics and the University of Patras more broadly, with an emphasis on continuous improvement. The quality assurance process addresses, among other aspects, the adequacy of the organization and structure of the PSP, the achievement of learning objectives, the enhancement of teaching quality, and the link between teaching and research activities.

The responsibility for collecting and analyzing teaching evaluations, preparing the annual internal evaluation report, and monitoring performance more generally lies with the University's Internal Evaluation Team (OMEA). Overall, the PSP demonstrates adherence to quality assurance standards, goal attainment, and the academic unit's pursuit of excellence.

There is in place an e-learning strategy, which is of particular importance given that the PSP is planned to be delivered entirely online.

The PSP's website provides information about various aspects of quality assurance. However, the quality assurance policy document does not seem to be

publicly available on the website.

External stakeholders provided some input in the design of the PSP. However, the relationship between the PSP and external stakeholders appears to be relatively informal, with no formal body or structured processes in place.

II. Analysis

The proposed PSP is well-structured, with an intensive workload that meets academic requirements and challenges students. Quality goals are well articulated, with key performance indicators (KPIs) established and presented in the documentation provided to EEAP members. The quality assurance policy is deemed appropriate.

External stakeholders were very positive about the need for the proposed PSP and its overall prospects. This enthusiasm could be more efficiently harvested by formalizing the involvement of external stakeholders within the quality assurance framework of the PSP.

The EEAP feels that the academic faculty is well-qualified, and the PSP represents a distinctive programme with a clear positioning inside the University's programme portfolio and the wider sector.

III. Conclusions

Given the above findings and analysis, the EEAP feels that the PSP is fully compliant with Principle 1.

Panel Judgement

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

Panel Recommendations

R1.1 The department is encouraged to develop a more formal and structured mechanism to engage with external stakeholders for the continuous improvement of the proposed PSP. An external advisory board would be an important step in that direction.

R1.2 The quality assurance policy should be made publicly available on the PSP's website.

Principle 2: Design and Approval of New Postgraduate Study Programmes

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The NEW Postgraduate Study Program (PSP) in Innovative and Sustainable Entrepreneurship of the University of Patras was developed in a dynamic, systemic, and thorough fashion and will provide added value to the Greek society and Economy, especially on the regional level in Achaia and the surrounding areas. Its curriculum is designed in such a way, so its purpose is to create a foundation and learning outcomes where individuals acquire the skills that are needed to initiate, manage, and develop private enterprises. To this end, the PSP will provide the students with the appropriate knowledge, critical thinking, and analytical abilities to provide capabilities for the analysis of threats and opportunities for the development of an effective business plan and entrepreneurial strategy with the long-term perspective of sustainability, that EKPA 9 provided for the certification of this type of program.

The program was designed after many hours of collaboration among the department's faculty, as well as distinguished faculty from Greece from the Athens University of Economics and Business, University of Piraeus, and the University of Peloponnese, who have served in positions that deal with the academic field of entrepreneurship, to determine the educational topics that should be included in such a new program, as well as the appropriate teaching load for faculty and course load for the students, with special emphasis in making the program attractive to prospective students not only with a business undergraduate educational background, but also those from other non-business educational sectors, such as law, science and engineering. The long-term association with significant factors of the business regional environment of the University of Patras also helped in the identification of the program's needs through in-depth personal contact interviews, such as Advisors in ESG & Sustainability Services from Grand Thornton Greece, and Business Planning & ESG Operations Officers from ELPEDISON, Greece. For the same reason, the same institutional strategy was developed in order to identify similar needs of local and regional social and business entities. These efforts along with contacts and assistance from foreign universities offering the same subject matter, contributed to the development of the universally accepted appropriate standards for the program as well as pinpointing the universally accepted "best practices" for the specific area of study of Entrepreneurship. The outcome of this entire process resulted in the formulation of the content of the New PSP and its incorporation into the institutional strategy of the University of Patras overall graduate program. The

structure of the program is rational and clearly articulated as evidenced by the material provided by the department to the accreditation committee.

The program is a one-year program comprised of two teaching semesters for 60 ECTS, and tuition costs are 3,900 euros. It is an online program with both synchronous and asynchronous sessions attempting to accommodate working individuals and at the same time eliminate the need for the students to relocate. The program requires 32 ECTS of required courses, 12 ECTS of two electives, and 16 ECTS of a thesis at the end. It is anticipated that there will be many applications, but the upper limit for accepted students has been set at 50, with twenty-two students being the break-even point.

It is the responsibility of each MODIP to undertake an Internal System of Quality Assurance (ESDP) which must cover all the services and activities of the department. The purpose of this exercise is to ensure that the program is operating on a quality level, and there is continuous improvement, as well as effectiveness in the delivery of the program's instructional and research activities, according to international standards and norms, especially the ones of the European area of Higher Education, as well as the principles and the directives of ΕΘΑΑΕ. The internal evaluation of the program is based on working paper 4 of ESDP EKPA entitled "Internal Evaluation" (A19.1 Manual of Quality Assurance ESDP EKPA, pp. 43-49).

The internal evaluation of the program will be based on global standards in science and technology incorporated in the curriculum and ensuring that the curriculum is appropriate for the achievement of the scientific and learning outcomes and objectives and the assessment criteria developed for the teaching faculty evaluation. These criteria are formulated on an annual basis by the University of Patras MODIP and are compatible with the Internal System of Quality Assurance (ESDP) and are identical with the ETHAEE requirements as well as the requirements of the European Association for Quality Assurance in Higher Education (ENQA) (Κ.Υ.Α., § 5.6 και άρθρο 215 του ν. 4597/2022).

The curriculum revision of the program will be undertaken with the participation and consultation of students, faculty, and proposals and input from additional interested parties and external stakeholders, and especially future alumni. The curriculum revision procedure will identify the strengths and the weaknesses of the new PSP, while at the same time it will aim at the identification of new targets for quality and excellence according to the A3 indices of quality. The annual internal evaluation reports, the items to be monitored, and the related tables will be published on the new PSP website in order to facilitate the informational needs of all informed parties. Additionally, the individuals involved

in the implementation of the results of the internal evaluation will receive the results of the internal evaluation and the changes that caused the new PSP to adapt into and adopt the various improvements and modifications for the new academic year's goals.

The students will be well informed and notified about the numerous services available to them, through newsletters, the new PSP website which is also linked to social media and with notices posted in the Secretariat of the PSP or the Department. These services include email services, Wi-Fi, VPN individual websites, graduate network, open academic classes, academic video lectures, attendance of live lectures, and reviews of electronic surveys. There is a student complaint procedure and the overall student access to university and departmental policies and procedures seems to be adequate, complete, and appropriate, through a formal and concise Student Guide both in Greek and English along with faculty advisors, and study counselors (https://innovsustent.upatras.gr/student-advoc/), (https://www.econ.upatras.gr/undergraduate/symvoylos-spoydon/), (https://innovsustent.upatras.gr/advisors/).

The new PSP will confer a high-quality degree in Innovative and Sustainable Entrepreneurship. It is a degree that connects theory with practice, and will be highly valued and appreciated by students, alumni, as well as past and prospective employers. The new PSP has formulated a satisfactory internal Quality Assurance Policy. The vast majority of the faculty is well-qualified and research active as well as current within the area of their expertise.

II. Analysis

The New Postgraduate program (PSP) in Innovative and Sustainable Entrepreneurship of the University of Patras will offer a robust and innovative educational program to its students by organizing and proffering a much needed and high added value education in the field of entrepreneurship. Additionally, the Department has created a creative environment conducive to research in the field, and freedom of academic thought for everyone in its academic community, including graduate students.

Even though there the University of Patras has a plethora of connections and ties with many external stakeholders, it is my opinion that there should be more formal communication and linkages with external experts, graduates, and prospective employers, especially as it relates to feedback and consultation regarding periodic revisions of the program curriculum. This formal communication can take the form of an advisory board to meet the challenges of the fast-evolving threats and opportunities in global economic development,

especially for countries like Greece where the very vast majority of businesses are small and medium size enterprises and family firms.

III. Conclusions

The new PSP will confer a high-quality degree in Innovative and Sustainable Entrepreneurship. It is a degree that connects theory with practice, and will be highly valued and appreciated by students, alumni, as well as past and prospective employers. The new PSP has formulated a satisfactory internal Quality Assurance Policy. The vast majority of the faculty is well-qualified and research active as well as current within the area of their expertise. Overall, the new PSP is found to be fully compliant and fulfils the requirements of Principle 2.

Panel Judgement

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

Panel Recommendations

R.1: The goal of fifty students in the classroom may be deemed too ambitious for an online graduate course, and cumbersome to manage.

R.2: A formal advisory board consisting of external stakeholders and alumni and meeting at least once a quarter, is absolutely essential.

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

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

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

Indicatively:

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

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

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

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

All courses in the proposed, 60 ECTS worth and two-semester long, PSP will be delivered exclusively online using ZOOM and Open eClass. The projected maximum annual student intake is 50. The admissions criteria, degree structure, fees, eligibility for scholarships and fees exemption, length of studies, graduation thesis, award of degree and the like are all detailed and available in the study guide and the document on internal regulations. Students are required to keep the camera on during online meetings while a student card is used to monitor students' progress for the length of studies. Course syllabi are complete including detailed information on contents, equivalent ECTS, expected learning outcomes, teaching and assessment methods, development of competencies, and bibliography. A diploma supplement template including courses taught and ECTS is available in Greek and English. There is detailed presentation of ethical issues pertaining to intellectual property rights, plagiarism, and expected code of conduct for faculty, staff, and students in the document code of deontology (Κώδικας Δεοντολογίας).

With respect to student support and welfare, students are guided and supported by academic advisors so that they can graduate in a timely manner. Regulations regarding student complaints and the procedure to follow for submitting such complaints to a dedicated e-mail account are clearly stated. Students can have access to the student advocate. Needy students are entitled to free medical/hospital care. A dedicated webpage is available for students interested in participating in the Erasmus+ Studies program. It may also be mentioned that the Department maintains close professional relationships with employers and employer associations which may be useful in the professional career of the graduates of the PSP.

II. Analysis

The student-centered learning approach is evident in all aspects of the proposed PSP. Course syllabi provide clear and detailed information about contents, assessment methods, learning outcomes and similar. Students are assigned to academic advisors who help them navigate smoothly through their studies and graduate on time. Students have access to the student advocate while they can

formally lodge possible complaints. Faculty expressed their support for the proposed PSP during the meeting with the EEAP. Four comments are due at this point in line with the student-centered learning approach of the PSP:

1 In some courses proposed/recommended bibliography includes dated sources going back 15-20 years. These must be updated to reflect recent developments in the cognate areas. Further, rather than proposing titles of academic journals to students for further reading, it would be more helpful to them if details of specific articles in such journals are available.

2 Student assessment is based solely on the final examination in some courses. This is hardly appropriate for a PSP. Other assignments, for instance a project, a report on a company/industry, discussion of an article in a journal, etc. must be part of student assessment.

3 Given that the projected annual student intake is set at 50, and assuming that this target is reached, it is difficult to imagine whether sufficient attention, support, and guidance can be offered to each student so that a truly student-centered learning approach can indeed be achieved.

4 The second semester carries a heavy workload especially for students who work (likely the majority of the target applicant pool). This is because students must take one core course (8 ECTS), one elective course (6 ECTS), and complete the graduation thesis (16 ECTS). This is a taxing task for students and some consideration is due.

III. Conclusions

Drawing on documents reviewed and on discussions held with faculty the EEAP believes that the proposed PSP will be delivered in an environment that places students at the centre of the teaching/learning process. The EEAP has found the PSP to be fully compliant with Principle 3.

Panel Judgement

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

Panel Recommendations

R3.1 Consider updating bibliography and include a variety of items in student assessment.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The teaching staff of the new PSP Innovative and Sustainable Entrepreneurship program at the University of Patras consists of 13 members, most of whom are faculty members. The program's reliance on remote teaching enables the Department to recruit specialists from various universities, allowing for a diverse and expert teaching team. Some of the teaching staff come from institutions such as the Economic University of Athens, the University of Piraeus, and the University of the Peloponnese. This collaborative approach enhances the quality and breadth of the education provided.

The weekly teaching load for each lecturer in the PSP Innovative and Sustainable Entrepreneurship program ranges from 6 to 9 hours per week. These limits apply uniformly to all teaching staff. In this new PSP, all faculty members are assigned a teaching load that is independent of seniority, rank, or any other distinction. At

the same time, the allocation of teaching hours considers the need to ensure that staff in the Department have sufficient time to devote to their research activities. This balance aims to support both high-quality teaching and ongoing research productivity.

II. Analysis

At the beginning of each semester, each professor submits to the General Assembly of the Department the lists of courses (undergraduate, laboratory and postgraduate) for which an evaluation of the teaching work is planned. The Internal Evaluation Team (IEG) of the Department is responsible for submitting the results of student questionnaires regarding the teaching effectiveness of a professor to the Selection Committee and the Electoral College when the professor is being considered for election, promotion, renewal, or tenure. This evaluation is taken into account in the preparation of the report and the decision-making process of the Electoral College.

Moreover, the Rectorate of the University of Patras (UP) has established, since 2021, an Outstanding Teaching Award for faculty members. The establishment of this award is intended (a) to emphasize the importance that the University places on teaching in its curricula and (b) to recognize those members who serve the teaching ideal with exceptional skill and dedication.

The University of Patras also places great importance on promoting and recognizing the research efforts of its faculty members. To facilitate this, the university has developed the Alexandria application (https://alexandria.upatras.gr/), which automatically collects data on metrics such as the number of papers, citations, h-index, and g-index, both for the past year and the last five years. This data is sourced automatically from widely recognized and reliable bibliometric databases.

In addition, the Rectorate of the University of Patras (UPP) established the Outstanding Publication Award in 2021. The aim of this award is twofold: (a) to highlight the primary importance the University of Patras places on both basic and applied research that advances scientific and technological knowledge, and
(b) to recognize and reward exceptional research work carried out at the university.

III. Conclusions

The program is fully compliant.

Panel Judgement

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

Panel Recommendations

None

Principle 5: Learning Resources and Student Support

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP, "Innovative and sustainable entrepreneurship" of the University of Patras, offers a labour market oriented course programme.

It is completed in one year and covers innovation, strategy, sustainability, ESG framework and entrepreneurship.

According to the presentation of the PSP, by the faculty members, the programme applies student-centred teaching and learning methods such as (active participation of students in the educational process, development of autonomy and responsibility, collaborative learning, open discussions, etc.)

II. Analysis

The department has the necessary infrastructure (classrooms, laboratories, library, etc.) to conduct the courses of the PSP, based on the needs of the students.
The department is able to provide a number of scholarships based on academic criteria to students on a full-time basis.
Students are informed about the above services through the department's website.
The secretariat of the postgraduate department is responsible for the smooth and efficient function of the PSP.
There is an online complaint form and a special committee that manages student complaints and the academic advisor acts as an advisor to new students and follows their studies from the beginning to the completion.
The courses are taught exclusively at a distance, in real time, using an appropriate digital platform available. More specifically, the electronic platform Zoom is used.

III. Conclusions

The EEAP agrees that the PSP is fully compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

none

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

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

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

The above comprise the assessment of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The initial internal evaluation process for the new MSc has begun with the submission of an accreditation file to the ETHAAE, following the approved procedure of the University of Patras' Internal Quality Assurance System. This

procedure ensures the compliance and effective implementation of the Internal Quality Assurance System in the new MSc program while meeting the quality requirements set by the ETHAAE.

The quality assurance policy of the PSP Department aligns with the quality policy of MODIP (Μονάδα Διασφάλισης Ποιότητας / Quality Assurance Unit) of the University. The purpose of this policy is to support the Department's personnel and assessment processes in achieving its strategic objectives, particularly: fostering academic and professional excellence among students, promoting excellence in faculty research, and maintaining distinction in educational quality.

The MSc "Innovative and Sustainable Entrepreneurship" held a meeting with the MODIP to discuss the information and planning for the internal evaluation.
Following this, the accreditation file was prepared and submitted by the President of the Department of Economics and Business Administration. The MODIP reviewed the complete dossier and, after verifying the required data, provided feedback and comments on the contents of the dossier.

Concerning external evaluation, the MSc is evaluated within the framework of the periodic review and certification of the academic unit by the National Authority for Higher Education. This evaluation encompasses a comprehensive assessment of the MSc's work, including the extent to which the objectives set during its establishment have been met, its sustainability, the success of its graduates in the labor market, its contribution to research, and internal evaluations from postgraduate students. Additionally, the evaluation addresses the feasibility of extending the operation of the MSc, its overall quality, the quality of services provided, and the quality of student work.

II. Analysis

The programme undergoes both internal and external evaluations following Law 3374/2005. The quality assurance of the MSc programmes in the Department of Economics is ensured through the following continuous monitoring and periodic internal evaluation activities:

1. Establishment and operation of a Steering Committee: This committee is appointed by a decision of the Assembly and has a two-year term. It consists of the Director of the MSc and four members of the Teaching and Research Staff.

2. Establishment and operation of the Department's Internal Evaluation Team (IEG): The IEG is responsible for ensuring the smooth completion of course, teacher, and laboratory unit evaluation questionnaires by undergraduate and postgraduate students. It also prepares the annual internal evaluation report and monitors the Department's ranking indicators at the international level.

3. Annual Internal Evaluation of the Department: This evaluation is conducted in coordination with the OMEA (Internal Quality Assurance Unit), with the assistance of all department members and students.

Furthermore, after its establishment, the MSc will follow the periodic accreditation procedure as outlined by the ETHAAE, ensuring continuous adherence to quality standards and external validation of the programme.

III. Conclusions

The programme is fully compliant.

Panel Judgement

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

Panel Recommendations

R6.1 The department could establish an external advisory board to assess the position of MSc graduates in the Greek labor market. This board could include industry professionals, employers, and experts from relevant sectors who are familiar with the labor market trends and needs.

PART C: CONCLUSIONS

I. Features of Good Practice

1. Well-designed curriculum that is aligned with current industry needs.
2. Teaching team consisting of high-quality academics from the host instituion as well as top economics and business institutions in Greece.
3. The online delivery model can afford significant flexibility to students, especially those combining studies with work.

II. Areas of Weakness

1. The absence of a formal structure (e.g., an external advisory board) to obtain independent, strategic advice from external stakeholders.
2. The combination of a postgraduate dissertation with taught modules in the Spring term is a potential area of concern regarding student workload and performance.

III. Recommendations for Follow-up Actions

1. The PSP should consider updating bibliography and include a variety of items in student assessment.
2. The PSP is encouraged to develop a formal structure to support engagement with external stakeholders, for instance by establishing a programme-specific external advisory board.
3. The PSP is encouraged to monitor how the combination of dissertation and taught modules in the Spring semester works in terms of workload and student performance, and make adjustments where necessary.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1, 2, 3, 4, 5, 6
The Principles where substantial compliance has been achieved are:
none
The Principles where partial compliance has been achieved are:
none
The Principles where failure of compliance was identified are:
none

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
VOUKELATOS NIKOLAOS	Signed by VOUKELATOS NIKOLAOS
DEDOUSIS EVANGELOS	Signed by DEDOUSIS EVANGELOS
DIMOU MICHEL	Signed by DIMOU MICHEL
VOZIKIS GEORGE	Signed by VOZIKIS GEORGE
Μπομπολάκη Κατερίνα	Signed by Μπομπολάκη Κατερίνα