



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report
for the New Undergraduate Study Programme in
operation of:

Economics

Institution: University of Western Macedonia

Date: 27 November 2022



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



Report of the Panel appointed by the HAHE to undertake the review of
the New Undergraduate Study Programme in operation of **Economics** of
the **University of Western Macedonia** 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 undergraduate study programme in operation of **Economics** of the **University of Western Macedonia** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Michel Dimou

Université de Toulon, Toulon, France (**Chair**)

2. Prof. Ioannis Violaris

City Unity College Nicosia, Nicosia, Cyprus

3. Prof. Nicholas Vonortas

The George Washington University, Washington, United States of America

4. Dr Fragiskos Gonidakis

Economic Chamber of Greece, Athens, Greece

5. Ms Konstantina Panagopoulou

student of Economics, Athens University of Economics and Business, Athens, Greece

II. Review Procedure and Documentation

Before the review, the Panel received from HAHE a comprehensive folder containing fully detailed material to support Panel members for the review. Overall, forty-nine files with material have been sent from the Department of Economics of Western Macedonia.

During the early evening of the 21st of November 2022 as well as the afternoon and evening of the following day, the Panel held separate online meetings with colleagues at the Department and with various stakeholders of the Department: a) Vice-Rector/President of Quality Assurance Unit (QAU/MOΔΙΠ) & the Head of the Department; b) OMEA & MODIP; c) Academic staff members; d) Students; e) Employers & social partners. The Panel also had the opportunity to observe classrooms, lecture halls, the University library, and other facilities via a dedicated video. Following on from this, the Panel spent three days drafting this report.

Overall, the External Evaluation & Accreditation Panel (EEAP/Panel) reviewed this Undergraduate Study Programme with the aim to grant accreditation. The Accreditation review constitutes a sort of benchmarking of the study programme against a predefined set of Principles (Standards for Quality Accreditation of Undergraduate Programmes). These Principles were formulated by HAHE, in line with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015).

III. New Undergraduate Study Programme in operation Profile

The Department of Economics of the University of Western Macedonia was created in 2019. It is located at the city of Kastoria. The Department' staff is composed by 9 University (ΔΕΠ) members, among which 3 full professors and 6 senior lecturers, 1 emeritus professor, 2 technical staff, 2 administrative staff, 7 contractual teaching staff, 2 Ph.D. students and 1 post-doc.

The Department offers two four-year bachelor's degrees (Πτυχίο), the first one in Economic analysis, the second one on Business Economics; the latter aims to provide further specialization on accounting and tax consulting. In line with all other accounting and finance University programmes in Greece, graduates from this Programme are awarded by the Economic Chamber of Greece the professional rights to exercise formally the profession of accountant. Graduates can continue with postgraduate and doctorate studies, both in Greek and in international Universities. In September 2023, the Department aims to offer an English-speaking program on Economics and sustainable development for graduates of non-European Union countries in economics, in cooperation with the Department of chemical engineering and the Department of mathematics.

The students follow the same courses during the first two years, then specialize in one of the two options of the programme. The programme reviewed is the only undergraduate programme offered by the Department and its remit is to equip graduates both with advanced theoretical knowledge and technical expertise/competency. Students undertake 34 modules; 18 of those modules are compulsory/core courses for all students registered in the programme during the first two years of study. In years three and four, students undertake further 16 courses. Half of these courses are electives. Active students may add 6 complimentary courses and obtain a teaching proficiency.

Approximately 337 students are currently enrolled in the programme, all entering after 2019. Every year around 110 students enter the programme. Freshmen represent 33% of all students and the ratio men/women is 51%-49%. From the total number of students enrolled, more than 75% are considered as active.

The Department's infrastructure is modern with newly built facilities that are fully equipped with modern educational tools and a library with rich resources. Its laboratories are also fully equipped, with several software packages, logistics, marketing, interactive media, personal computers and its classrooms and amphitheatres with modern presentation tools (projectors, interactive whiteboards, sound installations, etc.).

The Department is new, so is the programme. The first graduates should enter the labour market next year. This also explains, why neither the Department nor the program have undergone any evaluation in previous years.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).
- **Learning process:** Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).
- **Learning outcomes:** Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.

f. The number of admitted students

- The proposed number of admitted students over a five-year period should be specified.
- Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.

g. Postgraduate studies and research

- It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.
- In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

The profile of the Department is clearly specified, and its mission is stated. The scientific field of the Department is included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in

education, by UNESCO (ISCED 2013). Specifically, these are covered by the field “03 Social Sciences Journalism and Information” and sub-field 0311 – Economics.

The academic development strategy for the operation of the Department and the study programme was set out in 2019, when the department was created. This strategy appears to result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, mainly the region of Western Macedonia. The Department staff is fully aware of the structural changes that the economy of this region is undergoing, with the end of the specialization in the fur industry and the progressive decreasing of the national energy power industry (Δ EH) influence based on the extraction of the lignite. The Western Macedonia region has the second highest unemployment rate in Greece (21.6%). The region’s business world is strongly supporting the Department. The Department aims in organizing a “career day” where students meet the local and regional business world.

The structure of the programme is clear with 34 courses been equally divided in 8 semesters. Elective courses start in semester 5. The courses are aligned with the European Credit Transfer System (ECTS). Knowledge, skills, and competences acquired by graduates, as well as the professional rights awarded have been mentioned.

II. Analysis

The academic development strategy of the Department, its opportunities and risks are reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats.

The Department features a strong will to develop its undergraduate program but also aims to develop a post-graduate program. There is a continuing effort for improvements both in educational matters and in research activity. The number of freshmen remains at a good level, compared to other Greek universities and the students have a quite easy access to the entire teaching staff. Interactions between professors and students are quite strong.

The Department also aims in collaborating with other departments to offer new original teaching programmes, such as the Economics and sustainable development program which starts in September 2023. This program should host 25 freshmen, mainly foreigner non-European Union students. Finally, the Department supports its members for their research activities and yearly organizes the international conference on applied economics.

The main weaknesses of the Department and the programme are related to its young age. The Department has only been created in 2019. The attractiveness of the programme is lower than the ones offered by large cities’ universities, but this is mainly due to the locational choices of students. However, students housing in Kastoria seems to be an issue. Erasmus exchanges still remain at a very low level, also because of the pandemics. The Department offers post-graduate studies in public economics. A new post-graduate programme in Entrepreneurship and business economics could be more relevant with the needs of the region’s labour market.

The Department aims to offer a modern study programme in Economics and in Accounting in order to provide a new generation of economists and entrepreneurs in the region of Western Macedonia which was strongly affected by economic crisis and by the pandemics. Like most Greek universities and departments, the Department of economics of Western Macedonia needs to increase its teaching staff and its budget but this depends upon the State policies and decisions.

III. Conclusions

The Study Programme achieves full compliance with this principle, although there is scope for improvement in relation to specific sub-principles.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Panel considers that the Department has built a very interesting undergraduate programme. The Department staff is willing to improve its teaching and research performances and there are numerous constructive exchanges with the institutional and business actors of the region in order to respond, at the best, to the needs of the different local labour markets.
- The panel congratulates the Department staff. The undergraduate programme of studies was only created in 2019. In the following years, important information should be collected about the capacity of students to enter the regional and national labour markets or to continue post-graduate studies. The Panel believes that a post-graduate programme more related to the business world would be interesting for the students. Finally, the Panel encourages the Department staff to keep on building original teaching proposals and programmes with other Western Macedonia University departments.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I. Findings

The Department of Economics of the University of Western Macedonia, in cooperation with the Quality Assurance Unit (MODIP) and the relevant services of the University has harmonized the quality policy of its Department with the quality policy of the Foundation and focuses on continuous improvement of the quality of the study program, of educational, research and administrative work.

The Quality Assurance Policy for the Department is implemented through the Institution's Quality Assurance Unit (QAU/MOΔΙΠ) in collaboration with the Department's

Internal Evaluation Groups for undergraduate, post-graduate and Ph.D. studies. The Security Policy of the Department is made public and disseminated to its members involved, shaped, changed, improved and adapted to current conditions and requirements, and is constantly fed with the active participation of all members of the Department.

The Quality Assurance policy aims to address four key areas: Quality of teaching, quality of research activity, quality of study programmes and quality of national and international networks. The institution has set objectives and targets around these four areas. The institution has only been created in 2019. Although, there is not yet information for some issues (such as the capacity of students to enter the regional business labour markets or to find a post-graduate programme), the Panel stresses the fact that the Department has produced an impressive number of documents, with very accurate data, concerning the accreditation process with all the needed information.

The MODIP is exchanging views and information on a permanent basis with the Department's consulting committee on the undergraduate programme to constantly improve it. There is a specific committee which evaluates the programme on a yearly basis and provides information to students on eventual changes in courses. The students participate in this evaluation through questionnaires on courses and labs. The Department has created an exit questionnaire that students must fill when they finish their studies.

The Department has developed excellent on-line services – partly because of the pandemic. The website is very informative and provides useful information both in Greek and in English.

For research activities, the Department has an active strategy to find contracts and research programmes. It organizes seminars and workshops every year as well as the International conference on applied economics. The University of Western Macedonia awards every year the researchers with the best publication. From 2019, there is at least one member of the staff of the Department of Economics who receives this award.

II. Analysis

Given the Institution's recent creation, the establishment and adoption of the quality policies, procedures and targets are very, very recent. However, the Panel considers that there is already important work and data on this field. It is expected that there will be a learning curve and there is scope for improvement and for more data within the next few years when the first generation of graduate students will enter the labour market.

It is also important to work in a more systematic way on the connection of the Undergraduate and Postgraduate Programs' content with the demands of the labour market and society and also with the content of the Doctoral Program.

III. Conclusions

The Study Programme achieves full compliance with this principle.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel considers that the Department should continue with the good work especially when the first graduates will enter the labour market.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The study programme was based on other similar programmes in Greece and abroad as well as the collective experience of the faculty. The Panel members considered the structure

and composition of the programme to be fine, following international standards. The programme is composed of eight semesters where the first four provide the introduction to economic theory and the general analytical toolbox for the economist and the last four semesters are spent on the students deepening in one of two available specializations: applied economics and entrepreneurship.

The only questions raised by the members of the Panel were about the availability of prerequisites – they do not exist – and about the extent to which students engage in internships (Πρακτική άσκηση, formal or informal). Formal internships have been limited (partly due to the pandemic) while the practice of informal internships, we heard, is widespread.

This being a new programme with no graduates until now, the Panel members could not really judge the extent of achieving the learning objectives of the programme and the extent to which those agree with the market. However, during the interviews we received very encouraging information from the faculty, the current students, and the market representatives and prospective clients. Everyone kept saying that the programme is expected to play a pivotal role in the effort to transition the region of Western Macedonia from the dirty lignite era to cleaner sources of energy. A graduate programme is being set up now by the Department on environmental issues.

The laboratory of applied economics operating the past couple of years in the Department engages students in research. We also heard that in a good number of courses students prepare and present term papers. Applied courses such as econometrics and applied financial analysis among others incorporate extra lab lectures and seminars for the students.

The Department has constituted an Advisory Council made up by prominent representatives of the regional private and public sectors who advise the faculty on programmatic issues.

The instituted system for design, introduction and monitoring of the quality of the teaching programme looks fine to us. The programme Committee and OMEA send ideas to the faculty body of the Economics Department, then to ΜΟΔΙΠ, followed by the faculty senate.

II. Analysis

The study programme is modern and well annotated. There is a lot of enthusiasm from the faculty members. We think that the Department is following all the recommended steps for monitoring and annotating the programme over time.

III. Conclusions

The faculty has gone the extra mile to ensure a modern undergraduate programme. Keep up the good work.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- As the first graduates of the programme will appear soon, try to stay in touch and engage them in advisory roles for the new incoming students. Create a strong alumni network.
- Continue the effort in engaging current students with the local community. Formal and informal internships must be encouraged.
- With the passing of the pandemic, reinvigorate the effort for student and faculty exchanges with foreign institutions. Make use of opportunities like Erasmus as much as possible.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling 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 application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces 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 students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The programme reportedly uses alternative teaching methods to achieve its learning objectives. The classic method of in-classroom teaching is complemented with project-based learning, cooperative learning, and learning through research. Moreover, the programme organizes E-con talks inviting external academic speakers and career days for opening employment horizons for the students. Each student is assigned to an academic advisor as soon as they enter the programme.

Students become aware of the criteria for grades through E-class, professor announcements in the classroom, syllabi, and mock exams. The Panel members were told of a long list of software used for learning purposes and a good number of applied courses that use such software.

The Department regularly evaluates courses. The institutionalization of the academic advisor for every student and of procedures for handling complaints is a welcome feature of the programme. But most of all, we think, is the observed enthusiasm of the faculty and the closeness with the student population which is rare to find in larger, longer established programs of central universities.

II. Analysis

As described by both the faculty and the interviewed students, the programme provides a student-centred learning experience. Students are encouraged in various ways to participate and to enhance their individual and team skills. Students have ample opportunities to familiarize with and enhance their digital skills through a modern suite of software tools.

III. Conclusions

As far as we could tell, the Programme does a very good job in addressing the needs of their student population through a closely-knit student-centred experience. The faculty apparently radiates their enthusiasm to the students.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The programme of studies and the teaching methods are modern. They were designed just a little while back. Keep a vigilant eye on both and continue annotating as time passes to reflect the changes in the science, the global socioeconomic developments, and the needs of the local community. The latter is going through wrenching changes partly due to the environmental concerns of old energy sources and the challenges of the fur industry.
- Continue the good work of pairing faculty with students and having them work together.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

The Panel members were told that the newly entering class is met with a warm welcome from the members of the Department, including welcome ceremony, various channels of distribution of information regarding the study programme, housing, alimentation services, athletic life, and generally every detail that will be necessary for them during the university years. The Department also looks after incoming students with special needs.

We were happy to see a pretty well-structured Study Guide with all necessary information about the programme, the semesters, the courses, and opportunities for students to engage and plan ahead. The document with the analytic description of courses is complete and in standardized format that makes it an easy read. Throughout their stay students are assigned an academic advisor who follows their progress and can suggest steps for further development whether during the programme or later.

An important aspect is the possibility of getting a certification of IT skills with the completion of four semester-long courses which can be stitched together from a list provided by the Department.

The programme is equipped with the necessary electronic tools for the provision of diplomas, certificates, analytic grade lists and everything that the students may need. The final diploma is available in both Greek and English languages and includes the degree, certificate of analytical performance throughout the programme of studies, and information on the Department of Economics.

The Department of Economics participates in the ERASMUS+ programme for student mobility. However, due to the newness of the programme instituted just before the pandemic, the activities have been dormant. The Department plans to reinvigorate its activities in this area and is putting forward clear guidelines for student participation.

Finally, an interesting activity is the “Kozani-Karlsruhe Startups and International Business Strategies” programme engaging 12 German and 12 Greek students in the creation of export-oriented start-ups with the participation of four students from the Economics Department.

II. Analysis

The Department seems to be taking the necessary steps for a well-informed, well-served population of undergraduate students of economics. We reached the conclusion that the faculty is well aware of the possibilities and the broader horizon opening with foreign engagement and mobility. The onslaught of the pandemic during the past two years was not helpful here, but now efforts are being made in earnest to reinvigorate international activities.

III. Conclusions

Everything looks fine here. Several of the new faculty members have spent years abroad and thus the faculty body is aware of international practices.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

With the pandemic in retreat, reinvigorate linkages with foreign institutions and opportunities for student mobility.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

The Department has 9 permanent academic members (3 full Professors and 6 Associate Professors), 7 special teaching staff, 1 honorary doctorate associate and 2 technical laboratory staff members.

II. Analysis

The profile of the Department is reflected in resident faculty expertise, the skills of which fit well with the needs of the programme. The Panel feels that this is essential, and it is particularly desirable for the good operation of this programme.

At this specific Department and curriculum, every effort was made to hire high-level Professors with good resumes, studies, publications, research programs, books publications, participation in international scientific conferences and experience within the framework of the procedures in force.

Faculty members appear to be quite active in externally funded research that demonstrates the Department’s societal impact. Research funds are also used to create and fund successful and innovative research that the department is running.

Most faculty members participate in various committees, e.g., MODIP, which increase their overall workload, yet their teaching load stays the same.

III. Conclusions

The panel considered the faculty to be competent, quite enthusiastic, making a sincere effort to meet international standards in both teaching and research.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Establish a “list of publications” providing significant and measurable targets for research output in peer-reviewed journals, keeping in mind the nature of the department and the programme.
- The panel suggests that the faculty members get even more systematically engaged in high impact academic journals and in European research projects.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department and generally the university have adequate facilities for the effective delivery of the programme.

II. Analysis

There is dedicated office space for the Department and enough classrooms with various capacities, which are well equipped and with sufficient IT equipment. There are also dedicated labs and an IT lab for student use and for the teaching of IT related subjects. Facilities seem to fit the needs of the Department.

The Department shares the use of the library of the university. The library provides access to various databases and financial data, as well as electronic access to publications, books, and academic journals. These facilities seem to fit the needs of the programme and the

availability of such databases is essential for carrying out academic research in peer-reviewed journals.

There is a significant variety of student support facilities available for the students, which are: ERASMUS Office, Enterprise Liaison Office, Counselling Services and Restaurant. Within the university community there are also many social, sport clubs and other activities that the students can participate in. All in all, there is a wide range of business and social activities to keep the students engaged within the academic community of a regional University. The students of the Department indicated that they are pleased with the support and accessibility they enjoy.

There is Student Advisor Support service for the students to seek advice on their study program as well for the resolution of possible personal problems. In general, all students indicated that the relationship with and accessibility with the support facilities and their professors is very good and friendly.

Information and Material for all thematic units are uploaded on the electronic learning platform (e-class), which contains useful learning material including lecture notes, articles, and other useful sources of information pertinent to the programme. This also provides a useful platform for communication between students and faculty.

III. Conclusions

The available resources and student support of the undergraduate programme meet the expectations of the panel members.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The panel recommends that the Department encourages more the active engagement of the Student Association in departmental functions such as the involvement in Quality Assurance related issues.
- There are student support services available to the students, but the university ought to also develop the Office for Practical training, facilitating the administration of Internships.
- A good perspective for the university would be the completion of student housing accommodations.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department and the new UGP*
- *Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme*

Study Programme Compliance

I. Findings

The Department has pioneered the use of various technologies and information management systems in education. The UG programme has established and already operates an information system for the management and monitoring of data concerning faculty, course structure and organization, students, course materials, teaching, and provision of services to students as well as to the academic community.

II. Analysis

There is process, method, and effective procedures in place for collecting and evaluating information on study programmes and human resources (students and employees) continually updated by professional services.

The University collects useful statistical information on the satisfaction of students for the programmes and on courses they attend, which helps for the evaluation of the faculty and for the expression of the learning dynamics of the department.

The University also collects statistical data about the profile of the student body, which offers useful information on the characteristics, the needs, and challenges of the students. Most of the above data is used to calculate the key performance indicators and are utilized for the Department's goal setting.

The results of the student evaluations are examined and analysed at the programme coordinators' meeting, so that all members of faculty are informed and participate in the improvement process. The collected data are utilized to highlight the points of excellence of the Department and to identify those that need improvement, in order to design and launch appropriate actions. The Department recognizes that evaluation is an important mechanism for maintaining and improving the quality of the program.

III. Conclusions

The above findings are in line with the panel expectations.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommends that the department collects in the future data about the career progression of graduates. This could give the programme a better awareness of its alumni basis.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The External Evaluation & Accreditation Panel (EEAP) has thoroughly evaluated the University's and the Department of Economics' website and has determined that most of the necessary information, as required by the HAHE (Hellenic Authority for Higher Education) and the internationally accepted norms, is available to the public.

Their website is well structured and can be explored in a user friendly mode. It is arranged in nine main sections, each of which focuses on distinct areas, such as:

An overview of the Department, Academic staff, undergraduate, graduate and doctoral studies, students, research activities, quality assurance and contact details. The site is regularly updated and gives the opportunity to the public to be informed about the programs offered, the resources used and the activities of the Department and the university in general.

The interested parties can find on the website a welcome address by the Rector, information on the Schools and Departments, the offered programs of study, the administrative structure, Erasmus programs' possibilities, as well as activities taking place by the university and its departments.

II. Analysis

The website is organised in sections that are readily accessible and provide the interested parties (prospective and current students, employers, other universities researchers and academic faculty, stakeholders ea.) the necessary information of the programmes' structures, such as resources available, learning outcomes, Research and Erasmus activities, academic staff, as well as quality assurance procedures.

It is available both in Greek and English, thus enabling non-Greek speaking parties to be able to reach the university and department, both for applying for registration and/or research cooperation. This is especially useful as the Department is planning to offer soon programs in English. It is also useful for students interested in Erasmus exchange programs.

Additionally, the Department is issuing at regular intervals a newsletter which is distributed to existing students as well as to the general academic community. Through it their profile and activities are disseminated to the public, thus further disseminating them to all concerned stakeholders.

III. Conclusions

We can safely conclude that the requirements of this principle are met to a satisfactory degree.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Website: we would like to recommend that the department adds a separate section on the website in which to mention the current activities, especially those related to the programme under review. Learning outcomes, for each module in each programme need to be explicitly mentioned, instead of being offered in a general mode. Additionally, the teaching, learning and assessment procedures, as well as the pass rates and learning opportunities, should be provided, perhaps by providing some statistical data, in order to indicate average grades, average years needed to complete the degree and/or number of students withdrawing from the programme. Also, information on the origins of the students registered, in order to highlight the international spectrum of the programme.
- Website: information of practical nature needs to be provided, such as accommodation possibilities, public transport, maps. The Quality assurance policy needs also to be made more explicit and provide information on who is involved in its formation.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. 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.

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes*

Study Programme Compliance

I. Findings

We were able to determine that the Institution has in place all that is necessary for the internal evaluation of the programme under review. This is achieved through the setting up of the necessary Committees, QAU/MODIP, in which all the staff participates and offers its input. The staff, as well as the students through their representatives, is involved and takes part in regular formal as well as informal meetings, in which these matters are discussed in a team work environment. It is obvious from the documentation provided to us that the internal evaluation procedure is done in a professional mode and the decisions taken are followed up and most importantly implemented. The documents indicate that all aspects of the learning environment and procedures are addressed and due care is taken in offering to the students all material and resources they need for their courses. There is evidence that quality is a priority for the Department and that all faculty and staff is aware of this priority and does its part in achieving it.

II. Analysis

It has been determined that the self-assessment procedure is scheduled to take place annually and the outcomes of it are properly recorded and disseminated to all academic and

administrative staff and other stakeholders involved. Representatives of the general external community (Chamber of Commerce, Technological Chamber, Firms' representatives) are involved in the structure of the new program, offering their opinion and advise. Areas for improvement are detected and the Department Head privately meets the faculty and discusses with them any issues or matters that need special attention. The students are also evaluating their lecturers on a regular basis; their comments are seriously taken into consideration and are addressed accordingly. The Department is also applying an open-doors policy and although Office hours are in place, students can usually visit their lecturers outside office hours if needed. Additionally, Academic Advisors are assigned to groups of students to follow their academic progress through their university years.

III. Conclusions

We believe that this principle is also met to a satisfactory degree.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

We would like to recommend that meetings between students and faculty are scheduled at least once per semester in an auditorium, so that an open discussion is encouraged in order to bring to the surface student concerns and suggestions.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with 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.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

We were able to determine that the new programme has been following all the necessary requirements of the HAHE through a Panel of independent experts, such as the Chamber of Commerce and the Technological Chamber representatives, as well as the Prefecture. A benchmarking procedure, as explained to us, was implemented to ensure that the new program is in line with similar programs considered as good practice.

The staff members are also well aware of this procedure and have participated in its formation. Given that several faculty members have experience from foreign universities, in the UK, Germany and beyond, their collective experience has been reflected in the program's structure.

The stakeholders, students, industry representatives etc. have also been involved and seem to be enthusiastic about their involvement.

II. Analysis

Our Panel has thoroughly gone through the documents provided by the Institution and HAHE and verified their compliance to the requirements through the meetings we had with the academic staff, students and other stakeholders of the Institution and the programme under review. During our remote visit, we have met not only with the University's and Department's officials, but with students, stakeholders and administrative staff. It is

impressive to note that all of them have a clear understanding of the vision and mission of the program under review and are willing to continue offering their input in achieving its development.

III. Conclusions

We can safely conclude that the accreditation process has followed HAHE's requirements and that the new programme meets the quality standards. The programme is rightfully recommended for accreditation.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- We strongly recommend that regular meetings with external stakeholders are scheduled throughout the year in order to get them more regularly involved and in order to get their feedback and the market's changing parameters and requirements.
- We would also like to recommend more involvement of students as in this way they will also be closer to the department, and this will get them more involved in their studies.
- Additionally, external speakers should be regularly invited to offer their views on the programme offered and its individual disciplines.
- Moreover, given that in 2023 the first graduates of the program will enter the market, it will be a good idea to get them involved and perhaps gradually build an alumni chapter that could more officially be part of the programme's development.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

- I. Findings**
- II. Analysis**
- III. Conclusions**

We have determined that the new program is not related to anything pre-existing. The program of the TEI (Technological Educational Institute) that was offered prior to the establishment of the University was on International Commerce and is completely different in content and structure from the new Economics program. Therefore, Principle 12 is not applicable

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

PRINCIPLE NOT APPLICABLE

PART C: CONCLUSIONS

I. Features of Good Practice

- The programme is modern and in line with international standards.
- The established interdepartmental cooperation is to be highly praised.
- There is important teamwork.
- Local institutions and industry representatives are strongly involved.
- There is a friendly approach towards the students.
- Open-door policy.

II. Areas of Weakness

- Lack of internship
- Lack of students' dormitories

III. Recommendations for Follow-up Actions

- Introduce internship with ECTS
- Add a module for final year project
- Expedite the creation of dormitories
- Expand European and International cooperation
- Add modules on Social responsibility, business law, artificial intelligence
- Link as much as possible the programme under review with post-graduate education.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8, 9, 10, and 11.**

The Principles where substantial compliance has been achieved are: **6.**

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

1. Prof. Michel Dimou

Université de Toulon, Toulon, France (**Chair**)

2. Prof. Ioannis Violaris

City Unity College Nicosia, Nicosia, Cyprus

3. Prof. Nicholas Vonortas

The George Washington University, Washington, United States of America

4. Dr Fragiskos Gonidakis

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