



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the New Postgraduate Study Programme of:

Business and Public Organizations Administration

Department: Economics

Institution: University of Ioannina

Date: May 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the New Postgraduate Study Programme of Business and Public
Organizations Administration of the University of Ioannina 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 Business and Public Organizations Administration of the University of Ioannina comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. DIMOU MICHEL (Chair)
Université du Sud Toulon-Var

2. GEORGANAS SOTIRIS
City University London

3. NEANIDIS KYRIAKOS
The University of Manchester

4. Tsopanakis Andreas
Cardiff University

5. MATIKA ΒΑΣΙΛΙΚΗ
University of Patras

II. Review Procedure and Documentation

The accreditation review was carried out between the 28th of April and the 5th of May 2025. The External Evaluation and Accreditation Panel (EEAP) had downloaded the package of files submitted by the administration of the Hellenic Authority of Higher Education (HAHE) for the new Postgraduate Study Programme (PSP) Business and Public Organizations Administration of the University of Ioannina. The material included inter alia the accreditation guidelines, acronyms, the European qualifications framework, the mapping grid, the Report template, the Accreditation Guide, and the Accreditation management system manual.

As the programme is yet to commence, the evaluation procedure involved an initial accreditation process based on the organization of the future programme and the projections regarding its sustainability.

The assessment was conducted online. On Monday, the 28th of April, the EEAP held an internal meeting to discuss the programme and plan upcoming tasks. Subsequently, on Tuesday, the 29th of April, the Panel had a series of meetings; the first meeting was with the Vice-Rector who also serves as the University Evaluation Unit (MODIP) President, the director of the PSP and Dean of the School of Economics and Management Science and the Vice-President of the Department of Accounting and Finance. The following two meetings were with the programme's teaching staff and the external stakeholders.

The panel members were provided with all materials presented during these meetings. Throughout the remainder of the week, the Panel members collaborated to draft and finalize the accreditation report.

III. Postgraduate Study Programme Profile

The programme under review is scheduled to start in September 2025. It is organized by two Departments of the University of Ioannina: the Department of Economics and the Department of Accounting and Finance. A series of preliminary meetings had been arranged between the programme's director and the heads of the two departments. A similar programme was already running in Preveza, under the authority of the University of Ioannina. Considering the strong demand from candidates, the two Departments have decided to collaborate and offer this Master's degree programme also in Ioannina.

The objective of this collaboration is to develop a competitive and contemporary curriculum in Business and Public Organization Administration by conducting a comparative analysis with similar programmes offered by other Greek and European Universities. This is the only postgraduate programme in Business Administration in the Epirus region.

The programme strongly emphasizes student-professor contact. All courses take place on-site. The programme focuses on candidates who already have working experience in the Epirus region, although candidates who have just graduated are also welcome. All courses are conducted in Greek.

In addition to acquiring knowledge, students are expected to enhance their analytical skills and cultivate unique personal and interpersonal capabilities. No minimum number of students is required to initiate the programme's operations in September 2025. However, in subsequent years, the programme aims to attract approximately 40 to 50 freshmen annually.

The programme is offered full-time and spans two years. It is structured around 12 courses and 1 Dissertation or professional training experience, all together accounting for 90 ECTS credits. Upon successful completion, graduates are conferred a master's degree in business and public Organization Administration. The curriculum consists of four courses per semester. During the last semester, students have the option to undertake a dissertation or professional training to further enhance their practical experience and professional skills.

The campus is pleasant for students and staff. It includes several new buildings that house staff offices, classrooms, auditoriums, and a library.

The programme fees are 3,500€, making it not among the least expensive (future) programmes for postgraduate students in Greece.

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 PSP operates under a comprehensive quality assurance policy that aligns with the overarching quality assurance framework of the institution. This policy is clearly articulated and publicly available, ensuring transparency and accountability among all stakeholders involved. The quality assurance policy focuses on several key areas, including the interdisciplinarity of the courses offered, the alignment to the job market requirements, the development of the employability of the students, the growing mobility of both staff and students to collaborative institutions abroad, and the creation of a research culture.

The PSP has created a robust quality assurance policy, as indicated by the processes to conduct a regular review of the PSP academic quality and rigour. These processes pertain to teaching methods and approaches, student satisfaction, programme learning outcomes, the aim for high quality research output, overall ensuring a holistic approach to achieving academic excellence. The effort for a continuous improvement is evident through the systematic review and updating of quality goals and the regular actions as prescribed to the PSP action plan.

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

II. Analysis

The PSP demonstrates a well-defined commitment to maintaining high standards in postgraduate education. The PSP's alignment with the institution's quality assurance policy ensures consistency and coherence in achieving the set quality goals. There is clear evidence that aim of the institution is the availability of the quality policy statement in the public domain, enhancing transparency and trust among stakeholders (students, faculty, external partners and wider community). There is a properly developed quality assurance policy, as indicated by the university overall strategy and its implementation from the department and the PSP relevant committees. The PSP's structure is well-suited to achieving the intended learning outcomes, while faculty members of high caliber can guarantee the quality of the provided academic training, research and education.

III. Conclusions

Given the above findings and analysis, the EEAP considers this principle fully compliant.

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: Develop further formal linkages with external stakeholders and market employers that can support and contribute to the PSP. This could be promoted with the setup of an External Advisory Board that feeds its views about curriculum update and labour market directions to the PSP.

R1.2: Consider the development of an international version of the PSP offered in English for international students.

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 PSP Master in Business and Public Organisations Administration is a collaborative effort from the departments of Economics and Accounting and Finance of the University of Ioannina, as described in the 1163/26-3-2024 university senate decision. Aim of the PSP is the advanced training of students and professionals on the fields of business and economics, with a particular emphasis on the decision making process of public sector organisations.

The PSP has a strong research profile, with academic staff of high caliber, actively conducting research and with a clear effort to embed their research findings in the PSP regular teaching. The PSP graduates will be equipped with the necessary skills to continue studying at a PhD level, if desired. There is a clear procedure for the periodic review and update of the programme of study, with the contribution of several interested stakeholders (students, academic staff, external stakeholders, graduates).

The PSP consists of three academic semesters, during which students should complete 90 ECTS. Semester one consists of four core courses, providing 30 ECTS, while the second semester is split into two trimesters, where students have to choose optional courses for 30 ECTS.

Finally, a 30 ECTS dissertation is developed in semester three, which can either be written in Greek or English. Students can participate in Erasmus exchange programmes for up to 12 months.

II. Analysis

The PSP is a well-designed program, offering a significant valuable training and specialisation in the respective areas. It is expected to be a popular programme, for young graduates as well as more senior industry professionals.

The programme is a collaborative effort of the departments of economics and accounting and finance of the University of Ioannina, with academic experts from the areas economics, accounting, finance and business to contribute to the PSP teaching delivery. The programme contents and learning outcomes are designed taking into account the Dublin descriptors, as well as the level 7 NQF and EQF frameworks.

There is a clear procedure for the periodic review and update of the PSP, based on the data collected by MODIP, the work conducted by the programme OMEA, as well as from the reflection and recommendations of the relevant parties (students, graduates, industry stakeholders, the competition from comparable PSPs in other Greek institutions).

III. Conclusions

The EEAP has found the PSP to be fully compliant with 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

None

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

The PSP language of instruction is Greek, with possible delivery of some lectures or courses in English if necessary. The admissions criteria include clear guidelines on the process, with the UG degree classification, work experience as well as the English language knowledge as requirements. During the taught stage of the programmes, student attainment and progression are monitored by the academic staff who teach on the courses as well as by the academic advisor.

The assessment policies comprise of assignments, final exams, presentations which allow students to clearly demonstrate their learning outcomes satisfaction. In the third semester, students undertake a dissertation which has a very well-defined set of guidelines and requirements and can be written in Greek or English. Overall, there are clear and solid procedures in place to manage all stages of studies, from admission to progression, recognition of studies, and certification.

II. Analysis

The PSP has established well-defined and appropriate admissions criteria. The PSP is expected to admit up to 50 students every academic year, something feasible given the potential strong interest in the programme from the local and regional market. There is a mechanism to provide scholarships, based on academic excellence. Students should be able to access necessary information about the programme structure, teaching staff profiles, academic timetables, programme bylaws and regulations, in the PSP website.

The programme follows the European Credit Transfer System (ECTS), while a diploma supplement will be provided. Students can participate in the ERASMUS+ exchange programme for up to 12 months.

III. Conclusions

There are appropriate procedures in place with respect to all aspects of studies, from admission to certification. Based on this, we conclude that the PSP is fully compliant with the requirements of 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 expanding the pool of applicants from outside the regional level at a later stage.

R3.2: Consider introducing a maximum number of dissertations each staff member can supervise, as an additional academic quality measure.

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 instructors are mainly academics. There are 17 departmental staff members and 1 external.

Their relevant accomplishments consist of both instructional and research endeavours. The selection of the teaching staff of the programme is transparent and with merit-based criteria, according to the law.

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

The Department supports the research activities of its faculty, which besides having a high value per se, will also enhance postgraduate education in the future.

It is planned that journal submission fees can be paid by the programme. Funding for conferences exists and sabbatical educational leaves are covered.

Staff mobility is supported by allowing short-term visits to foreign universities with the Erasmus+ programme.

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

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

II. Analysis

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

It is early to tell whether faculty members take advantage of the resources provided to attend prestigious conferences and/or to publish in high impact journals.

Since the programme is new and will be expanding, hiring and promotions will be very important. An emphasis on high research quality will be important in this phase.

III. Conclusions

The PSP is considered fully compliant with principle 4.

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's cooperating departments are well-equipped to deliver high-caliber administrative, research, and instructional services. Seventeen academic members make up the PSP's teaching staff. There are six people working in the two departments' secretariats. Instructors from other universities will be able to teach the courses as well. For the administrative support of students and lecturers of the PSP, one (1) external administrative employee will undertake responsibilities.

The support services that will be provided to the students are: The institution of the Academic Advisor, Support for Students with Disabilities, Student support through the structures of the institution's data. The students of the PSP will also be able to make use of the support and advisory services of the European Business School, services of the Institution, such as the Central Library and the Information Centre, the foreign language centre, the innovation and entrepreneurship unit etc.

The Central Library and Information Centre has the printed and digital material for the needs of students, teaching and research staff of the University. Students have the opportunity to make use of the Reading Rooms, the Department of Books and Research and Journals.

There is a restaurant on Campus where all members of the University community can be fed, either free of charge or for a small fee. Students have access to the student club and can use it without payment for breakfast, lunch and dinner.

The PSP in cooperation with the Counselling Centre of the University of Ioannina offers confidential support services to students facing various personal problems.

The University of Ioannina actively participates in the ERASMUS+ programme, promoting cooperation with universities, businesses and other institutions.

The digital services, such as electronic student account, e-course platform, electronic library service etc, which will be available to students immediately after their admission to the PSP, will aim to contribute to the multifaceted communication between teachers and students.

The PSP has already designed a functional website containing extensive material on its activities activities of its programme, useful links to services and related activities provided centrally by the University of Ioannina.

As can be seen from the five-year (2025-30) budget, the revenues of the programme are budgeted up to €185,000 per year, of which of which up to €175,000 will be tuition fees and up to €10,000 other resources (donations, sponsorships, financial support from national and regional bodies). The above amounts are derived taking into account the maximum number of students in the PSP (50 students per cycle). Tuition fees are set at €3,500 per course. (for a total duration of three semesters).

II. Analysis

The findings indicate that the duo-department-PSP (A new academic program) is well-positioned with robust resources and support systems to ensure high- quality delivery of services. The cooperation between departments and external universities enhances its academic and administrative capacity. The staffing includes 16 academic members and 6 administrative staff, supplemented by an external administrative employee, ensuring adequate human resources.

Support services for students are comprehensive and accessible to various university facilities. The inclusion of external support from the European Business School and confidential counseling further strengthens student assistance.

Facilities such as a campus restaurant, student club, and digital platforms, facilitate a supportive learning environment. The active participation in international programs like ERASMUS+ indicates a commitment to global engagement and cooperation.

Financially, the program is projected to generate up to €185,000 annually, primarily from tuition fees, ensuring sustainability within the projected capacity of 50 students per cycle over five years.

III. Conclusions

Overall, the PSP demonstrates a well-structured framework capable of delivering high-quality educational and support services, backed by solid financial planning and resource allocation. So, the Committee considers that the existing measures ensure sufficient learning resources and availability of student support.

Panel Judgement

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

Panel Recommendations

R5.1. Special guest lecturers and visitors from industry should be invited to deliver courses.

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

Given that for this New PSP neither an Internal Evaluation nor an External Evaluation has been conducted to date, the EEAP focused its attention on the degree of awareness indicated by the Quality Assurance teams regarding the methodology and associated management of the findings and the follow up actions associated with these two evaluations.

In general, the Internal Evaluation process reviews and monitors the PSP curriculum, the goals to be achieved, and identifies the processes and procedures to be followed for the implementation of corrective or revision actions to be taken to ensure compliance of the PSP with the Internal Quality Assurance System (IQAS). This entails the annual review and examination of the teaching work, course workload, degree of satisfaction of students' expectations and services offered to support their studies, and

the learning environment. Data gathered may suggest the establishment of new goals that need to be matched with desired quality levels. The Internal Evaluation may highlight the need for revision of the curriculum of the PSP such as the updating of course material, and the addition or removal of courses. Additionally, it may reveal the need for adjustments in the institutional framework, current perspectives of the specific scientific field and developments in the labour market, as well as due to suggestions from students and teaching staff regarding specific points that can be improved. A process must be in place to properly communicate all the proposed improvements and adjustments to the relevant academic or administrative units, and allow for annual goal adjustments.

II. Analysis

The PSP has developed a robust internal process to collect, analyse and produce strategic insights. Together with MODIP, the programme director, the PSP steering committee and OMEA will collect the necessary information and produce an annual periodic internal review report. The data collected consists of information regarding the academic staff, in particular their research and teaching performance, and information about student performance and student evaluations of course unit contents, assessment methods and teaching staff performance, all crucial for this data collection exercise.

Moreover, there is an appropriate strategy to draft an annual internal evaluation of the programme, which is discussed and validated within the departmental general meeting. OMEA is in charge of this evaluation, but MODIP will have the overarching supervision of the internal review process of the PSP and will maintain the necessary data from each academic year.

Importantly, the EEAP wishes to emphasize that all supporting data associated with all the above issues and the follow-up actions to be implemented and communicated must be thoroughly documented by the quality assurance teams involved, and be presented in the form of an Internal Evaluation Report. Some suggestions for the preparation and the format of such a report are given in the recommendations section R6.1 below.

Regarding the External Evaluation process, the Quality Assurance teams must place their focus on the collection of recommendations made in the report of the External Evaluators. These recommendations are intended to be improvement proposals and suggestions for academic policy directions. They will form the basis upon which the next External Evaluation and Certification Committee will conduct an audit of the PSP during the next evaluation and certification process. The Action Plan to be followed to address and implement the recommendations of the External Evaluation Report, as suggested by HAHE, is stated in recommendation R6.2 below.

III. Conclusions

The EEAP recognizes that a good understanding has been demonstrated and that a very detailed and comprehensive description has been presented regarding the scope,

the content, and the tasks involved in the preparation of the Internal Evaluation Report and the response to the External Evaluation Report.

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: It is recommended that in the preparation of the Internal Evaluation Report, the Quality Assurance teams ensure that:

- a) Adequate evidence and documentation is gathered in support of the findings and the implementation of the results. It is suggested that a standardized template could be designed for that purpose which could be reused for future evaluations by merely updating the annual data gathered.
- b) Develop a flow diagram, for any procedure, as deemed appropriate, so that it is standardized and can be used in the future to facilitate the tasks. As an example, you can develop a flow diagram related to the process of communicating and implementing programme revisions or correcting issues identified in need of improvement.
- c) Use the results of the Internal Evaluation to revise the goal setting, as applicable.

R6.2: Present your responses to the External Evaluation report, in a Progress Report, in tabular format suggested by HAHE which typically requires for every recommendation under consideration: i) the description of the recommendation, ii) anticipated results, iii) actions (to undertake to accomplish the anticipated results), iv) responsibilities (individuals responsible for each action), v) timetable for anticipated completion, and vi) resources required (staff, financing, other).

R6.3: To enhance the satisfaction of students' expectations and needs, institute at the end of semesters 1 and 2 a formal meeting between a student committee and the PSP leadership team, i.e., a Staff-Student-Liaison-Committee (SSLC), to discuss what went well and what can be improved as viewed from a student perspective.

PART C: CONCLUSIONS

I. Features of Good Practice

- Under the collaboration of two Departments, the teaching staff is enthusiastic about this project.
- There is already a similar programme running in Preveza, which helped the two Heads of the Departments to organize the new PSP according to the needs of the market.
- The stakeholders are willing to actively participate to the development and success of the PSP.

II. Areas of Weakness

- The programme focuses on candidates almost exclusively from the Epirus region.
- This is a field with strong competition from other Universities both on a national and a European level.

III. Recommendations for Follow-up Actions

- Develop further formal linkages with external stakeholders and market employers that can support and contribute to the PSP. This could be promoted with the setup of an External Advisory Board that feeds its views about curriculum update and labour market directions to the PSP.
- Consider the development of an international version of the PSP offered in English for international students. The English version could be online.
- Special guest lecturers and visitors from the industry should be invited to deliver courses.

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

DIMOU MICHEL
GEORGANAS SOTIRIS
NEANIDIS KYRIAKOS
Tsopanakis Andreas
MATIKA ΒΑΣΙΛΙΚΗ

Signature

Signed by DIMOU MICHEL
Signed by GEORGANAS SOTIRIS
Signed by NEANIDIS KYRIAKOS
Signed by Tsopanakis Andreas
Signed by MATIKA ΒΑΣΙΛΙΚΗ