



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the Postgraduate Study Programme of:

Executive MBA

Organization and Business Administration
National and Kapodistrian University of Athens
07-12-2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Executive MBA** of the **National
and Kapodistrian University of Athens** for the purposes of granting
accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Executive MBA of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Dimitris Petmezas, (Chair)**
Durham University, UK
- 2. Prof. Kostas Giannopoulos,**
Neapolis University Pafos, Cyprus
- 3. Dr. Constantinos-Vasilios Priporas,**
Middlesex University, UK
- 4. Ms. Basiliki Matika,**
PhD Candidate, Department of Tourism Management, University of Patras, Greece

II. Review Procedure and Documentation

The panel was put together by HAHE which consisted of the individuals named at the front of this report of which they are the authors. The visit was held remotely on the 2nd and 3rd of December 2024. In preparation for this meeting, EEAP considered all the relevant documents that are required for the accreditation which is uploaded on ETHAE platform. Additional information requested by EEAP has been provided.

Prior to the visit the EEAP read all the provided material. The EEAP met on the afternoon of the 2nd of December to allocate tasks and identify areas that are needed to pay some further attention in. Overall, the information provided, and preparation of the team was sufficient to conduct a thorough review of the department's and course progress and to provide a fair view on the degree to which it meets the accreditation requirements.

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

On the 1st day (2nd of December) we met with the:

1. Head of the Department
2. Director of the Program
3. Steering Committees/OMEA members
4. The Director of the Program and
5. MODIP members and staff

On the 2nd day (3rd of December) we met with the following groups:

1. Teaching staff members
2. Students
3. Graduates
4. Employers and social partners

The closure meeting was taken place on the 2nd day, with the Director of the program, the Head of the Department, MODIP members and staff and the Steering Committee/OMEA members.

We were also provided with a presentation and a video of the main facilities.

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

III. Postgraduate Study Programme Profile

The Postgraduate Study Program (PSP) in Executive MBA of the department of Business Administration of the National and Kapodistrian University of Athens (NKUA) aims to educate and train efficient managers of corporations and other organizations who will develop their knowledge and skills in such a way that will add value to both themselves as well as the organizations they will be employed at.

The PSP is taught in the Greek language and leads to the award of the Post Graduate degree in Executive Master's of Business Administration (EMBA). The curriculum is of 90 ECTS load offered over 3 semesters. To obtain the Post Graduate degree in EMBA, the postgraduate student must attend and complete successfully 12 Courses (7.5 ECTS each). No elective courses are provided but the students can choose the path they want to take in the third semester: In particular they can choose among i) General Management ii) Accounting and Finance; iii) Human Resource Management; and iv) Marketing

The course curriculum is designed to meet the needs of the industry. Lectures are conducted on weekends. Lectures are conducted on a blended learning mode, i.e., both face-to-face and in-person.

Teaching staff includes 8 faculty members from the Department of Business Administration of the university, 8 faculty members from other HEIs and 10 visiting teaching staff (two of them do not hold a PhD degree).

All faculty members who teach at the PSP are active researchers and use their international teaching and research experience in teaching PSP courses.

Upon successful completion of the Program, the graduates develop both comprehensive and specialized knowledge on the core concepts, the best practices and the most recent trends in the Management of Business Administration. The majority of the students attending the course are with industry experience while the employment prospects of the graduates are characterized as very good.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The quality assurance policy of the Postgraduate Study Program (PSP) in Executive MBA of the department of Business Administration is compatible with the quality assurance policy of the University and focuses on the continuous improvement of its quality and its educational and administrative work. The purpose of the Quality Policy is to safeguard the smooth operation and the continuous improvement of the educational activities, according to contemporary international academic practices.

The monitoring and continuous improvement of the quality of the PSP is promoted through:

- I. The Continuous improvement of the overall academic work of the program,
- II. The Improvement of teaching and learning outcomes,
- III. The Ongoing modernisation of the curriculum,
- IV. The Efficient organisation and administration of its services; and
- V. The standardization of the procedures and actions towards the development of an educational and administrative methodological framework.

The program has set quality goals that are paired with KPIs, which are updated and communicated to all parties involved. The goals are characterized as SMART and all parties involved are committed for the achievement of those goals. The learning outcomes of the program are appropriate for the level 7 according to the European and National Qualifications Framework for Higher Education.

II. Analysis

To achieve the vision and goals of the Postgraduate Program (PSP), a comprehensive Quality Assurance System and a holistic Quality Assurance Policy framework have been implemented. This framework follows a set of specific principles that define processes for goal achievement, implementation of planned procedures, and improvement interventions.

The quality assurance procedures are subject to periodic evaluation, which is carried out by the OMEA, in collaboration with the MODIP of the University. The final decisions are made by the Department Council. In fact, OMEA is responsible for monitoring and implementing the evaluation procedures of the department. For this purpose, it collaborates with the MODIP of the University. The OMEA presents the results of the above actions to the General Assembly of the Department and suggests ways of improvement, ensuring the effective implementation of the quality policy.

For continuous improvement, the programme benefits from feedback received from external stakeholders and employers. In this direction the EEAP has been informed that the PSP is considering assembling an Advisory Board. The Program

Steering Committee, the OMEA and the Department council take the necessary steps to ensure the proper link and integration of the academic staff research activities in the curriculum. An additional source of feedback for monitoring and improving quality are the students' courses evaluations.

The Quality Assurance Policy of the Postgraduate Program is disseminated, among its stakeholders ensuring that everyone assumes responsibility for the quality assurance processes relevant to their role. Students are informed about the Quality Policy, the Department, and the University as a whole from the beginning of their studies during a dedicated welcome event for new entrants. The Postgraduate Program communicates its quality policy through events it organizes or participates in, as well as in meetings with professional, research, social, environmental, and cultural entities.

The Quality Policy is published on the program's website and included in all printed materials used to promote the postgraduate program.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

R1.1 The PSP should consider the creation of an Advisory Board that will consist of both people from the industry as well as alumni representatives.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP in Executive MBA is offered under the auspices of the National and Kapodistrian University of Athens. The Program was inaugurated in 2022 as a 3-semester program for full-time students (or 6 semesters for part-time students). The founders considered several factors such as research and professional background of teaching staff, benchmarks of quality of similar programs in Greece and other countries, input from local stakeholders and feedback from graduates of undergraduate programs in search of furthering their education. Current instructors frequently and informally meet with graduates and prominent representatives of the private and public sectors who advise on the program's development regarding usefulness of courses.

The PSP is offered over three semesters and carries 90 ECTS. In the first two semester all student take the same course and in the third semester they can choose they can choose among four paths: i) General Management ii) Accounting and Finance; iii) Human Resource Management; and iv) Marketing.

The purpose of the Program is to equip its graduates with the necessary knowledge and skills required for a managerial position at a corporation or other organization. All students concurrently hold a job, thus intentionally, the program does not want to develop the research skills of the students and does not require a dissertation. The number of maximum students enrolled stands at 139. The teaching staff and their representatives are making every effort to proactively advertise the Program (through formal and informal means such as the local press, internet, and personal connections with local business entities).

Additionally, the PSP offers convenience and flexibility in teaching (courses are taught both in-person and online), charges reasonable tuition fees (6000 Euros), and recruits high quality students by setting high standards of student selection. Moreover, the PSP offers scholarships to students, and organizes various activities ranging from invited lectures (delivered by scholars and business leaders) to field trips.

The structure of the Program is strong and clear and reflects existing research strengths of the faculty and the needs of local, national and international entities. There is also an intention to create an alumni body which will create a network and bring in contact ex-students of the Program.

II. Analysis

The EEAP has studied the material uploaded on HAHE's platform, has carefully considered the presentations of the Program's Director and has determined that the program has been carefully designed to meet current market needs. The program is expected to encourage individual and group work.

The program encourages individual and group work.

The program aims to satisfy the educational and professional outcomes and enable graduates to assume key positions at private or public organizations.

The Program has addressed well the balance between the teaching of mostly a contemporary set of post-graduate master's level curriculum and the need to equip students with theoretical and practical skills, as evidenced by testimonials of various stakeholders, current students and alumni.

III. Conclusions

The EEAP considers the Principle 2 as fully compliant.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The PSP has clear objectives and follows best national and international practices. The PSP aims to student-centered process learning. The program is comprehensive and targeted, balancing fundamental and applied learning outcomes. With respect to students' evaluation, the PSP has set transparent processes that are well presented and available on the programme's website and syllabus. All courses and the study guide provide clear information about course structure, units requirements, and learning outcomes. Although there is an appropriate balance between core and elective courses, with appropriate depth and coverage of the relevant subjects, the number of elective courses offered could be greater to further promote flexibility and ownership of the students learning experience. Lectures are offered on-site and livestreaming. Exams are held on-site. Student satisfaction surveys are conducted electronically on a regular basis at the end of each term. Regarding students' complaints and appeals, regulations are in place for students to use. Through conversations with current and graduate students of the programme, it became evident that it is very interesting and there is a high satisfaction rate with their studies and the teaching staff's knowledge and expertise, support, guidance, and frequent communication for clarifying and resolving any issue. Furthermore, discussions with the teaching staff highlighted their enthusiasm and satisfaction with the programme and the professionalism of the student body. There is an intention by the PSP to create an advisory board.

II. Analysis

A meticulously crafted Program of Study (PSP) based on appropriate standards, supported by seasoned educators, places a significant focus on the student-centered process of learning. General guidelines, procedures, and resources are clear and transparent. Student satisfaction surveys are carried out regularly and the results feed into the regular internal evaluation of and potential revisions to the PSP. A clear and logical procedure is in place for students to address complaints. The teaching staff is readily available and highly responsive to student's needs.

III. Conclusions

The PSP is a meticulously designed programme of study offering a very satisfactory student-centred learning experience corresponding to international standards. Graduates are provided with strong knowledge, experiences, and employability skills to meet the demands of the contemporary marketplace. Teaching staff-student relationships are exceptional. Teaching staff fully and actively supporting students in their studies and helping them to meet their learning needs.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

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

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

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The PSP's student admission, progression, recognition of studies, and certification are well-structured and serve the students well. The criteria for selection and the admission process of students into the ExecMBA programme are carried out through a clear and standardised procedure. As for the stages of academic progression, they are elaborated in detail in the study guide, which serves as a valuable resource for students. The PSP's webpage contains detailed information about the structure and the requirements of the PSP. There is a welcome week during which the students are informed about the program and the tools they can use during their studies. There is also an academic advisor in place.

II. Analysis

The students are selected through a well-designed procedure according to the rules set by the PSP. The student admission procedures follow standard good practices, and student rights are protected and well respected. This procedure is well described in the programme's handbook which can be found on the webpage where other necessary documents are listed. Students can find all necessary information about the structure of the PSP, studies rules and regulations, and procedures on the internet site of the department.

The department fully implements the European Credit Transfer and Accumulation System (ECTS) for its PSP. The total load is 90 ECTS units (12 courses, 3 semesters for full time students or 6 semesters for part-time students); 60 ECTS for core courses, and 30 ECTS for the electives. The PSP website contains a detailed description of the courses. All the above are also publicly available through the PSP's webpage, which contains detailed information about the structure and the requirements of the PSP, and as such it serves the student community as a valuable source of information.

III. Conclusions

The EEAP concludes that the PSP has a set of well-defined and well-structured rules and regulations that address the needs of the students satisfactorily.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- Procedures and criteria for teaching staff recruitment
- Employment regulations or contracts, and obligations of the teaching staff
- Policy for staff support and development
- Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)
- List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin

Study Programme Compliance

I. Findings

The postgraduate program is run by highly experienced academics who are active researchers in their corresponding areas of research, and it is therefore evident that the required policies are in place from the department as a whole so that highly qualified academics are attracted. The PSP's policy on staff recruitment, development, training, and mobility is clear and transparent following the usual practices, procedures, and criteria of the Greek Higher Education sector. According to the accreditation proposal, the academic team involved in the delivery of the PSP consists of 7 resident faculty members at various levels of seniority, 1 staff member from another department of the University, 7 staff members from other Greek universities, as well as 10 external staff members (practitioners/experts) educated to a PhD level (8 of them, while the other 2 without a PhD, provide supervised teaching activities). The PSP's academic staff has a diverse range of specializations consistent with the programme's multidisciplinary orientation. All of them are productive researchers and dedicated teachers with great enthusiasm to teach in this PSP.

The overall ethos of the department is to be fully supportive towards research and this development is evident also from the quality of the postgraduate modules that are offered. It offers a supportive and attractive environment to them, (e.g. through the provision of funding for active conference attendance, sabbatical leave, funding for research activities), staff mobility, and recognition for outstanding teaching (awards). The teaching staff is regularly evaluated by students through questionnaires Current teaching loads seem to be appropriate.

II. Analysis

The programme is staffed with highly qualified academic staff and experts with diverse backgrounds and specializations related to the PSP. All academics are experts in their fields, with significant research and teaching experience in their disciplines, and support the programme's objectives. The department is bound to follow the national higher education guidelines for the recruitment of academic staff. The PSP's 8 core courses and 11 electives are delivered mainly by a team of 7 resident faculty members, and 18 staff members from other departments, universities and industry. The department encourages and supports research activities. The research quality of the academics is also displayed in the supported documentation. Faculty members are given enough discretion in developing coursework in a way that links their own research to the coursework content. Staff members are committed to their teaching responsibilities and have shown a laudable willingness to provide student support at the postgraduate level. According to the discussions with the academics, the workload is considered manageable, and the department offers a supportive and collaborative environment. Staff mobility via sabbatical leaves is supported by the department and based on the discussions it is evident that every possible action is taken to grant such requests which are important for professional development, especially for early or mid-stage researchers/academics.

III. Conclusions

III. Conclusions

The department and PSP follow all the standard procedures and criteria for teaching staff recruitment, obligations, and development. It provides encouragement and adequate opportunities for academic staff professional development through a well-structured policy. In terms of individual teaching expertise, the staff is highly qualified and well-suited to deliver a high-quality learning and teaching experience to the students of the proposed PSP. Finally, the individual research performance of the teaching staff, based on internationally recognised systems of scientific evaluation is at a high level and comparable to very good foreign institutions.

Panel Judgement

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

Panel Recommendations

R5.1 The EEAP recommends that the majority of the teaching in the program to be carried out by permanent faculty.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP in Executive MBA is offered in the Greek language, full-time (3 semesters) or part time (6 semesters), remotely (through livestreaming platform) or in person, in weekends. The courses are delivered by a great number of Professors, members of the NKUA and also external partners. Seminars by guest lectures are not frequent enough according to the students. The course syllabus is communicated to the students through the course content description. In each e-class, each student may find different documents, course description, academic texts, course slides, published papers, study timetables, audiovisual material and extra material to support the courses.

Students are examined at the end of each semester by person, but it is under consideration the possibility of remote examination. The students have the obligation to deliver one written work per semester, individually or in groups.

Recourses for the PSP in Executive MBA are available through state subsidy, student fees, while research funds are available also through ELKE funding.

The students use new facilities available at the National and Kapodistrian University of Athens (large teaching rooms, the internet site and e-class) and also rooms of the ex Law School of Athens.

The students of the PSP in Executive MBA program have access to specialized software and online libraries, to research data bases, although according to the Director of the Program usually there is no need for material/infrastructure support as the students either attend the courses by distance either bring their own laptops and material. Technical support is provided in permanent basis through the courses, as they are transmitted through livestreaming to the students that are attending by distance.

Through the discussion with the students of the PSP in Executive MBA the Committee we can reach to the conclusion that both professors and administrative services and secretariat are helpful and accessible to the students. Complaints and suggestions of the students are heard and satisfied, as the programme in new and keeps improving.

II. Analysis

The learning resources and existing infrastructures allow to provide sufficient student support both to full-time student and partial-time students. The programme has been organized to fulfil the needs of both categories of students. The PSP in Executive MBA functions on quite good infrastructure conditions.

It is important to note that still a small number of students have graduated from the PSP in Executive MBA as it is a new programme, so there is not an official network of alumni, which is crucial according to the students, that would appreciate an alumni network.

III. Conclusions

The EEAP considers that the existing measures ensure sufficient learning resources and availability of student support. The PSP in Executive MBA gets fully compliance for this principle.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R6.1 The PSP should consider a formal alumni association to be established and administrated.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

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

Study Programme Compliance

I. Findings

The PSP in Executive MBA processes data of interest gathered on an ongoing basis to serve its operational needs through the University's information system. This data includes statistics on student questionnaires and many other data categories.

The process of data collection from the Department follows measurements according to the plan by OMEA and in relation to the objectives of the quality assurance policy under the directions of MODIP and those of HAHE Standards of Quality Assurance. The Department has established a system of collecting data for assessing / evaluating the PSP in Executive MBA . It operates as part of the

internal evaluation of the faculty.

The information gathered relates to the students' satisfaction and students' support but also to some key performance indicators such as student progression and success.

II. Analysis

The PSP in Executive MBA provides information on students' progression. This clearly helps in improving the program and in considering future strategic directions.

Student satisfaction is monitored by annual surveys; these evaluations show a high satisfaction of the students for the on-going program.

III. Conclusions

The information management is well performed. Important information on the students' satisfaction and support is available. The Department proceeds on the systematic evaluation of the courses and of the teaching staff from the students. The PSP in Executive MBA gets fully compliance for this principle.

Panel Judgement

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

Panel Recommendations

R7.1 Acquire information about graduates' career progression.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

Comprehensive Online Presence: The Executive MBA program maintains an official website, hosted on the National and Kapodistrian University of Athens (NKUA) network servers. The site is accessible via a dedicated link on the department's webpage. It includes detailed information about the program structure, learning outcomes, tuition fees, and faculty profiles. This ensures transparency for prospective and current student.

Dedicated Management and Updating Procedures: The content is managed by the program's administrative staff, with regular updates to dynamic content (e.g., announcements) and bi-annual reviews for static information (e.g., regulations). Efforts are ongoing to enhance the website's functionality and aesthetic appeal, particularly for international users.

Communication and Accessibility: Information is also disseminated via additional channels, including email updates and a specialized section on the department's main website. This section provides a link to the program's standalone site for broader visibility.

Graduate and Stakeholder Involvement: Public information includes internal evaluation results and policies for student feedback, reflecting a commitment to engaging all stakeholders.

II. Analysis

- Strengths:

The program demonstrates a robust commitment to ensuring accessibility, accuracy, and regular updates of public information.

The integration of modern communication channels (e.g., social media, email) complements the website's functionality and broadens stakeholder engagement.

The bi-annual review system ensures information remains relevant and compliant with quality assurance standards.

- Areas for Improvement:

Although the website is accessible in English, its content could be expanded to better cater to international students.

More detailed employment outcome data for alumni could enhance the program's appeal by demonstrating its real-world impact.

III. Conclusions

The Executive MBA program at NKUA has established a clear, accessible, and efficient system for public information dissemination. Its commitment to continuous updates and stakeholder engagement reflects compliance with best practices in higher education. Further enhancements to its English-language resources and digital tools will solidify its position as a competitive and transparent program. The program is fully compliant with Principle 8.

Panel Judgement

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

Panel Recommendations

R8.1 Leverage Digital Innovations: Incorporate AI-powered tools, such as chatbots, to assist prospective students with frequently asked questions.

R8.2 Publish Alumni Outcomes: Provide detailed insights into alumni career paths, highlighting success stories to attract prospective students.

R8.3 Annual Reporting: Publish a concise annual public report summarizing achievements, updates, and graduate feedback to reinforce transparency.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The Executive MBA program adheres to the Internal Quality Assurance System of NKUA, which is aligned with the standards of the European Higher Education Area (EHEA) and the Hellenic Authority for Higher Education (HAHE). Monitoring and review processes are conducted annually by MODIP (Quality Assurance Unit).

Regular evaluations involve a range of stakeholders, including faculty, students, and external advisors. Feedback is collected through tools like questionnaires and electronic systems (e.g., Unitron).

Annual internal reports are used to identify achievements and areas for improvement.

The program content is frequently updated to reflect the latest research, societal needs, and labor market trends.

II. Analysis

Strengths:

The program demonstrates a strong commitment to quality assurance through regular monitoring and feedback systems.

Effective use of ICT tools, such as the Unitron system, and regular updates to the curriculum ensure the program remains relevant and competitive.

Weaknesses:

Alumni engagement remains underdeveloped, limiting opportunities for networking and program support.

Communication and outreach strategies need further strengthening to attract a more diverse pool of high-potential applicants.

III. Conclusions

The Executive MBA program exhibits a strong foundation in internal quality assurance, with robust processes for ongoing monitoring and improvement. While strengths like curriculum relevance and stakeholder engagement stand out, there are opportunities to enhance alumni relations and outreach strategies. Addressing these areas will further solidify the program's quality and appeal.

Panel Judgement

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

Panel Recommendations

R9.1 Develop a Comprehensive Outreach Strategy: Leverage social media and alumni networks to promote the program and attract high-potential candidates.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

Policy Framework: The Executive MBA program at NKUA has outlined a policy for implementing recommendations from external evaluations conducted by HAHE, as specified in the program proposal. The policy establishes procedures for ensuring compliance with accreditation requirements and integrating recommendations into strategic program revisions.

Evaluation and Feedback Process: The policy emphasizes the role of external evaluations as a mechanism for quality assurance and continuous improvement. Recommendations from HAHE evaluations will be analyzed, and specific actions will be taken to address them, such as curriculum adjustments, resource allocation, and stakeholder engagement.

Implementation Mechanisms: A detailed action plan will be created, assigning responsibilities to the program's steering committee, faculty, and administrative staff. Timelines and required resources for implementing recommendations will be specified to ensure timely and effective execution.

II. Analysis

Strengths:

The policy reflects a proactive commitment to quality assurance, with a clear structure for addressing external recommendations. Alignment with HAHE and

EHEA standards ensures that the program's processes meet both national and international benchmarks. Involvement of key stakeholders in the implementation process demonstrates a collaborative approach to quality improvement.

Challenges:

As this is the program's first external evaluation, there is no prior experience with implementing HAHE recommendations, which may require extra effort in capacity building and stakeholder coordination.

III. Conclusions

The policy articulated by the Executive MBA program provides a robust framework for incorporating external evaluation feedback into the program's development. The structured approach, involving action plans and stakeholder participation, demonstrates the program's commitment to aligning with HAHE's principles and fostering continuous improvement. The program is fully compliant with Principle 10 in terms of its policy and preparedness for external evaluations.

Panel Judgement

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

Panel Recommendations

R10.1 Develop Monitoring Tools: Establish clear metrics and tools to track the progress of implementing recommendations, ensuring timely execution and transparency.

PART C: CONCLUSIONS

I. Features of Good Practice

1. Good links with the industry
2. Use of industry experts in delivering lectures
3. Good infrastructure of buildings and equipment
4. Detailed and very informative study guides
5. The commitment and loyalty of the teaching and administrative staff.
6. The program is offered at a very competitive price.

II. Areas of Weakness

1. Lack of an Advisory Board
2. Lack of an alumni association
3. Limited information on achievements, updates and graduate feedback
4. Limited use of social media to promote the program

III. Recommendations for Follow-up Actions

1. The PSP should consider the creation of an Advisory Board that will consist of both people from the industry as well as alumni representatives.
2. The PSP should consider the creation of an alumni association.
3. Annual Reporting: Publish a concise annual public report summarizing achievements, updates, and graduate feedback to reinforce transparency.
4. Develop a Comprehensive Outreach Strategy: Leverage social media and alumni networks to promote the program and attract high-potential candidates.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 9, 10**

The Principles where substantial compliance has been achieved are: **8**

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. Dimitris Petmezas**
- 2. Kostas Giannopoulos**
- 3. Constantinos-Vasilios Priporas**
- 4. Basiliki Matika**