



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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# Accreditation Report for the Undergraduate Study Programme of:

**Public Administration**

**Institution: Panteion University of Social and Political Sciences**

**Date: 18 December 2021**

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Public Administration** of the **Panteion University of Social and Political Sciences** 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 Undergraduate Study Programme of **Public Administration** of the **Panteion University of Social and Political Sciences** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Sophie Papaefthymiou (Chair)**  
Institut d' Etudes Politiques de Lyon, France
- 2. Associate Professor Jannis Angelis**  
KTH Royal Institute of Technology, Sweden
- 3. Professor Efstathios Banakas**  
University of East Anglia, United Kingdom
- 4. Professor Georgios Gounalakis**  
Philipps-Universität Marburg, Germany
- 5. Mr Ioannis Michiotis**  
Member of the Economic Chamber of Greece, Greece

## **II. Review Procedure and Documentation**

The External Evaluation and Accreditation Panel was formed by the Hellenic Authority for Higher Education approximately one month before the review process. Due to the Covid-19 pandemic all meetings were held online. A virtual tour of the premises was made possible thanks to two videos, which showed the privileged location of the Panteion University, the historic building and its garden, as well as the two new buildings, hosting the classrooms, the administrative offices and the library.

The Panel received the OMEA Accreditation Proposal (120 p.) containing the 10 Principles established by HAHE and 19 documents produced by the Unit. All documents were comprehensive, informative and very well prepared. The Students' Guide contains information in 182 pages and the Course Description in 320 pages.

The online visit took place in the week of December 13<sup>th</sup>, 2021. Panel conducted online interviews with several stakeholders, including the Rector Ms. Koulouri, the President of the Unit, members of MODIP and of OMEA, administrative staff, members of the Faculty, selected students, alumni and external stakeholders.

The administrative staff, the Library and the Students Welfare Office provided valuable information. Equally collaborative and informative were the meetings with the alumni and the external stakeholders, during which the Panel appreciated the Unit's positive impact on them. The meeting with members of the Faculty was an opportunity for substantive discussion. That with the students selected by the Unit was affected by a gap in communication, due to the students offering prepared answers, which did not correspond to the Panel's questions.

The President of the Unit presented a Power Point focusing on the Unit's history and structure and developing in an illuminating way its strong and weak points, as well as its strategies and objectives, by means of R. Jakobson's, H. Mintzberg's and D. Miller's organizational models.

The Panel found the discussions to be collegial and productive, and thanks the Unit and all those involved for the constructive and trusting cooperation.

The Panel would like to particularly thank the Rector Ms. Christina Koulouri for her warm welcome and farewell, during which she presented the history of the "Panteios School for Advanced Human and Social Studies" and its transition to the "Panteion University". Additionally, the Panel would like to thank the administrative and teaching staff for their availability and all participants for their commitment to constructive dialogue, transparency, inclusivity.

## **III. Study Programme Profile**

The Panteion School of Public Administration was founded in 1963 as one of the two Schools composing the Panteios School for Advanced Human and Social Sciences,

founded in 1927, the other one being the School of Political Science. Nowadays, the Department of Public Administration (hereinafter the Unit) is one of the 9 Departments of the Panteion University. The Unit's aim is to provide knowledge in the field of Public Administration in its current form and function, including its relation to the private sector.

It delivers a degree in Public Administration, containing two orientations, Public Institutions and Public Economics. The Unit offers over 100 core and elective courses, taught in 8 semesters and corresponding to 240 ECTS (30 ECTS per course). The degree prerequisites are 51 courses, of which 39 are compulsory and 12 elective and also a 3 month training before graduation. The Unit is affiliated to the ERASMUS and ERASMUS + programmes. It offers three Masters Degrees in Public Law and Administration and one in Public Economics.

The Unit is composed by three (3) Sectors (Economics, Law and Administrative Science). It uses the University Library and has 7 different Research Laboratories. Regarding the faculty, there are 20 teaching staff, one Laboratory Teaching staff (EDIP) and 4 Emeriti Professors. Three (3) Administrative staff are appointed to the Secretariat, while staff is also appointed to the Library and the Students Welfare Office.

The Unit has approximately 1500 active students (registered in total about 3500). In the first year 340 students are admitted through the National Competition for Higher Education. Approximately 140 students graduate every year. Graduates can find employment in both the public and the private sector and are eligible for teaching in the secondary education.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Academic Unit Policy for Quality Assurance

**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 ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.**

*The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.*

*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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.*

*In particular, in order to carry out 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 the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

### Study Programme Compliance

The Unit confirms the commitment of all stakeholders to implementing the policy of promoting their academic profile, and determining the means of attaining the programme's continuous improvement and strategic goals. Eight (8) strategic goals are aimed, and five of them have been attained. There is no evidence of: a survey of the implementation of the procedure of the Undergraduate Programme, replacing the survey by the Unit's President (iii); the coordination

of the Unit's international activities (v); the creation of an Association of Alumni, proper to the Unit (vii).

The quality procedures are presented in the various documents provided to the Panel; they reveal the Unit's will to excel by the quality of the teaching and research and by the suitability of the Programme to the labour market. As will be developed in the following pages, the support services such as the administrative services, the Library and the student welfare office appear to be functioning satisfactorily, in spite of the work overload of the staff.

The Quality Assurance Policy (QAP) is reviewed annually by the General Assembly, which examines the proposal of the Sectors as well as the common proposal of the Internal Evaluation Group (OMEA) members of the relevant sector and of the "Studies Programme Committee" (about which no information was provided to the Panel).

In its Accreditation Proposal (B1) the Unit establishes three principles (the interdisciplinary character of the courses, the knowledge of theories, methods and techniques, the acquisition of skills for either a professional career or postgraduate studies). These principles are said to be periodically updated in view of the reform of the Programme, of the combining of courses or the addition of new ones, under the control of the OMEA and in cooperation with the directors of each sector and the Studies Programme Committee.

The recruitment of teaching staff to respond to the Unit's needs, internal evaluation (B4) as well as the research conducted, also contribute to the achievement of the goals of the quality policy.

The Unit's aim as described in the Accreditation Proposal is to make both studies and research suitable to the market.

All graduates can register with the Economic Chamber of Greece. Graduates of the Public Economics Orientation gain exemptions in a considerable number of the courses that they have taken in the Unit for the purposes of the examination for Certified Accountants. This is a sign of recognition of the high quality of the studies and research conducted in this Orientation.

All graduates can find employment in both the public and the private sector and are eligible for teaching in the secondary education.

Document B10 contains the actions undertaken in conformity of the 2014 External Evaluation Report of the Unit (published on the Unit's website). Much effort has been made to conform to the above Report by 31 December 2021, mainly through the reduction in the number of courses, the addition of new courses aligned to the market demand, the creation of Graduate Degrees and their enrichment with new courses. However, Document B10 makes it clear that several suggestions have not been implemented for several reasons including lack of funding.

## Panel Judgement

<b>Principle 1: Academic Unit Policy for Quality Assurance</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

The Panel recommends the Unit:

- Publish full QAP Statement on the website.
- The implementation of the QAP is controlled annually by both a Quality Policy Committee and the MODIP group.

## Principle 2: Design and Approval of Programmes

**INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).*

*Furthermore, the programme design should take into consideration the following:*

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

## Study Programme Compliance

The Programme reveals the commitment and enthusiasm of the teaching staff; however, the announced aims do not entirely correspond to the learning outcomes, to the extent that the teaching is multidisciplinary, it is not “interdisciplinary”, and the “critical and even ‘self-critical’” approach required from the students gives rise merely to the “acquisition of knowledge”, transferred from one or many handbooks to the students, but not to necessary skills.

The division of the Unit into three sectors causes the fragmentation of courses. This contradicts the so-called interdisciplinary character of the Unit and impedes the development of a critical approach by the students. This also reveals the current trend in neo-liberal societies, i.e. lack of communication among disciplinary fields, and competition instead of cooperation. This trend is obvious in the conception of public administration as isolated from public policy, and in the total lack of courses in political science. The strategy of isolation and hyper-specialization impedes the comprehensive understanding of society. The focus on “new public management” and even on “new public financial management” in the study of administrative science (if it is not accompanied by an equally important interest in criticism) further strengthens this isolation and prevents students from having a critical understanding of current social and political issues and

a critical appreciation of practices like that of “public private partnerships”, whose main concern is economic profit against public economy and public goods, like health and education.

Several topics are part of the core courses, however they are insufficiently dealt with.

The Programme and several other documents present the Unit as “student centered”, enhancing the students’ active participation, critical thinking and autonomy. However, there is no replacement for the courses which remain vacant due to either retirement or sabbatical leave; some fundamental courses have not been taught for the last two years, while the teaching of several other courses has been left to the contingency of an ESPA contract.

The Panel believes that multiple introductory courses to specific fields of law should be abolished and a single concise introductory course should be offered (e.g. fundamental concepts of private law, i.e. person, right, contract, property, responsibility). Further development of these concepts should take place in later semesters and in interdisciplinary seminars, co-taught by specialists of the three sectors. This method would allow the enrichment of the curriculum without overloading it with an excessive number of elective courses. To the extent that not every course can be taught, although important for public administration, like, e.g. criminal law, the number of law courses has to be reduced. This will thus be better aligned with the Public Administration and Management Degrees in foreign Universities, like that in Monfort University in Leicester, U.K., presented by the Unit as equivalent, which does not contain any course in law. It is worth mentioning that this degree shares the first year of studies with the degree in politics.

The Panel suggests the creation of interdisciplinary seminars on topics of common interest, e.g. public health, climate change, migrations, environmental refugees, economic crisis, corruption, tax havens, sustainable development, the dialectics of freedom and security, violence and organized crime, human trafficking, child labour, energy and economy, multiculturalism, deliberative democracy, “post-democracy”, all of them in both their national, transnational, international and global aspects, as well as topics of global concern, e.g. global public goods, co-taught by specialists in each sector, so that students acquire the skills necessary for public administration.

These seminars should be scheduled in later semesters of the undergraduate programme. They will allow the teaching staff to contribute to the current transition of public administration from national to global. Seminars of the same kind should be co-taught in the graduate programmes, which should also contain “special courses”, e.g. courses on a genuine research topic, not simply taken from a handbook. Masters Degrees are supposed to offer in depth knowledge of a field with which the student is already familiar. It is therefore preferable not to teach general courses in a Master Degree.

The Unit has not provided information about the procedure followed in regard to the teaching staff and their service hours in case elective courses do not attract a sufficient number of students and are therefore not taught.

## Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

The Unit restructures the programme as follows:

- Reduces the number of taught courses by combining those of similar content, which are given more time than necessary (4 hours/week). This observation concerns the courses in law and administrative science. The restructuring of the programme will remove the overload of teaching hours to the benefit of library work and research. It will also free the teaching staff from excessive hours of service, as the average weekly workload of 6 hours will then be respected.
- Moving certain courses to early semesters will both create the basis of a structured curriculum, (e.g. the distinction public/private, the methods of legal interpretation) and enhance the skills of the future administrators (e.g. discourse ethics, argumentation, as well as mediation, negotiation and international arbitration).
- Transfers certain courses with a historic and comparative approach to the first and second semesters.
- Gives emphasis on European and international regulation.
- Ensures teaching certain fields (e.g. administrative law, constitutional and European law) in a progressive order. Adds new courses, such as copyright, public administration ethics, corporate ethics, anthropology, geopolitics, international relations.
- Abolishes multiple introductory courses to specific fields of law and offers a single concise introductory course.
- Creates a number of genuine, cross-sector interdisciplinary Masters Degrees. This should give rise to a common corpus of teachers and fields, as the division into sectors serves only to create positions of power among them. These seminars will allow the study of the intertwinement of law, economics and administrative science and the role played by the law, i.e. its possibilities and its limits, as both an instrument of power and a protector of human rights.
- Creates a Mid-career Master Degree, lasting one academic year, offering established professionals/administrators - "mature students" - the possibility of updating, as necessary for their practice. This degree may be interdisciplinary. A special Mid-career degree in Economics seems appropriate to the continuous training of the economists.
- Establishes courses and seminars in English.

### **Principle 3: Student- centred Learning, Teaching and Assessment**

**INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement 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, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement;*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys;*
- *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff;*
- *promotes mutual respect in the student - teacher relationship;*
- *applies appropriate procedures for dealing with students' complaints.*

*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;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

### **Study Programme Compliance**

The programme of studies covers several disciplines and offers two specialisations within the same degree. All students follow the same progress through the compulsory coursework, which comprises 39 out of 51 courses total (240 ECTS). There are 12 elective courses on top. A module on practical training («Πρακτική») is offered.

A majority of the students at the national entry competition choose the programme as one of their top three choices. Students are admitted with relatively high grades and admittance with lower grades is rare, which enables teaching to students with a uniform body of knowledge and preparedness.

The Department has a formal process of reviewing and annotating its annual undergraduate programme of studies also taking into consideration the regular course evaluations by the students. The Department staff showed open interest in promoting student-centred learning practices including lectures, course workshops, seminars, individual or team projects, and the use of the education platform e-class.

Staff access to students needing further support was mentioned as an additional provision to ensure necessary support was made available. All undergraduate courses are available in the university e-class platform. The platform is also used for the regular evaluation of courses, teaching and examinations, and communications.

All courses, core and elective, are evaluated by the students taking them, which provides useful feedback to the Department on student perceptions as well as performance. Also, there is extensive use of online access to course material via e-class. The e-class provides students with early and timely access to course material and supports significant flexibility for the student in their preparations for each course, further strengthening the learning environment.

Students have the opportunity to not have exam results counted, in cases where they seek a higher grade for further studies or employment. The interviewed students noted that this practice was not that commonly used but much appreciated for the flexibility it provides. Average course and total programme grades are around seven points.

Regulations at Unit and University level ensure that course delivery and examination take into account student mitigation circumstances, e.g., family events and illness, as well as continuous circumstances such as learning disabilities. So there are procedures at the Unit to accommodate students with special learning disabilities as well as care for students with disabilities and their access to different spaces of the University. The Unit has a Studies Counsellor advising students on issues related to course content, course selection, and processes of course evaluation and grading. Students can also contact Unit staff directly during office hours or through e-class and email for consultation and advising. This was encouraged, as stated by both staff and the interviewed students. It is noteworthy that current and graduated students of the programme highlighted the same high level of staff accessibility and support.

### **Analysis of Judgement**

The undergraduate programme reflects the objectives of the Unit to provide a broad yet critical education with familiarity of ongoing topics, including technology development, policy changes and broader environmental concerns.

With electives focused on the latter parts of the programme, such changes need to be, and are, built into regular courses rather than having their own courses. Student interaction with Unit staff seems open, as noted by both current and former students, and by Unit staff interviewed. There is a substantial number of students at v+2 stage, but in practice active student numbers are more manageable. Active actions have been taken to ensure students' progress in the programme, as evident from the support provided. Regular student surveys and an advisory

curriculum committee are noticeable mechanisms in support of curriculum evolution and delivery.

All courses, core and electives, are evaluated by students taking them every semester using the online system. However, this is conducted just before semester ends which may hinder the opportunity for continuous course improvements as further distance from taken courses may reduce the quality of the responses. There is student mobility through the Erasmus programme, which remains at quite low numbers, both in outgoing and incoming students. The Department has established relations with similar programmes and Units abroad, so there is scope for collaborative expansion.

### **Conclusions**

The Unit is making an effort to meet the needs of modern student-centred learning. There is ongoing assessment of the programme, course content and examination formats. Course changes were made in response to the Covid pandemic with support of the digital platform (e-class). The use of e-class is commendable, but there is scope for expanding it, for instance by making more classes or guest talks available online. Longer term courses could be made available entirely through e-class and also be made available to alumni as a form of continuous learning and a way to retain close relationship with the Unit. There is also a clear opportunity to make greater use of the programme alumni in the various courses, as guest speakers and student project expert panellists. For programme content, there are electives offered mostly on the latter stages. So there is an opportunity to introduce electives earlier in the programme for greater student choice to specialise within the programme.

### **Panel Judgement**

<b>Principle 3: Student- centred Learning, Teaching and Assessment</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The Panel recommends the Unit:

- Consider making all exams anonymous, to ensure fair assessment of individuals. While there were no indications of misuse, there is always the potential for bias and unfair treatment that thus would be minimised.
- Consider strengthening the programme (and Unit) use of practitioners with relevant expertise, offering ongoing learning events with alumni together with current students for improved programme relevance and impact.

#### **Principle 4: Student Admission, Progression, Recognition and Certification**

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

*Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*

*Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*

*Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

#### **Study Programme Compliance**

The programme follows the ECTS credit system which is applied across the course curriculum, with 60 ECTS for every year of study. The ECTS is applied across the curriculum for the sake of students' recognition and certification. The Unit has made efforts to take into account student and faculty feedback into the programme development and delivery.

Student progress is followed electronically through their course and programme performance and there is effort to support those students that fall short of expectations. Course workloads are aligned with international standards. Interviewed current and former students of the programme highlighted the support staff provided them on - or off- student hours for individual courses, as well as ad hoc for selection of specialisation, careers, and external academic activities such as student competitions.

Student progress is monitored, and the interviewed staff highlighted that this was given particular focus during Covid pandemic to ensure student could manage. There is a detailed programme of studies in both Greek and English on the Unit website. The programme of studies contains relevant and important information for the incoming and continuing student populations.

The Diploma Supplement is produced electronically for all graduates. The Department participates in the Erasmus+ programme supporting mobility, with a relatively small number of incoming and outgoing participants. Students that participate in the ERASMUS exchange programme have their courses taken at the host institution recognized as equivalent to the home courses in terms of grades and allocated ECTS credits.

Many programme graduates find employment in their field of study, including without further postgraduate studies, so the programme offers strong employment opportunities.

## **Analysis of Judgement**

The programme study guide includes particular information about the aim, content and structure of the programme and its modules, and describes student related processes and services regarding admission, progression throughout the programme and courses and regulations offered by Unit and the University. This seems to be updated regularly, although care must be taken to ensure an ongoing update and review.

At the start of the programme students are also informed about course choices, the programme specialisations and other opportunities such as ERASMUS courses abroad. Assessment of many courses has expanded beyond a final course exam, including presentations and team projects. This is supported by the availability and use of new technologies, as shown with the online examinations during Covid and use of guest speakers.

The Panel notes that this could be further expanded to cover more programme courses and thus also help improve the students' soft skills. Processes in place help ensure programme regulations and requirements are available in a timely manner to students and staff alike, and documentation needed on course content and results is available. Note, however, that this was not always possible for the Unit staff to facilitate working from home due to Covid restrictions, so there were some delays (measured in days, not months). This was due to university processes and IT requirements to ensure security and student confidentiality, but it is an issue that could be resolved through technical means if the Covid restrictions continue.

## **Conclusions**

Admission, recognition and certification activities are implemented according to the law and realized efficiently using appropriate control mechanisms and facilitated by digital tools. There is willingness of the Unit staff to help ensure that regulations and procedures are followed in an open manner. Student mobility is encouraged via the ERASMUS programme, and through the praktikum. It is recommended that an effort should be made at the Unit level to encourage students to apply. For example, instructors should advise and encourage students to have a closer look at the merits of the ERASMUS programme. While this is already done to some degree, post covid there may be a need for greater emphasis. There are students that take courses to improve their grade average for employment reasons that otherwise would have graduated earlier. The number of students within a class cohort that need two extra years of study to graduate are declining, and the Unit has in place the procedures and student support needed to help reduce this number further.

## **Panel Judgement**

<b>Principle 4: Student Admission, Progression, Recognition and Certification</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## **Panel Recommendations**

None

## Principle 5: Teaching Staff

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.**

*The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, the academic unit should:*

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

## Study Programme Compliance

Recruitment of Staff: The Unit's accreditation proposal mentions several measures in force to safeguard fairness and transparency in the recruitment of qualified staff. These are welcome and enhance the Unit's academic standing. No statistical data were supplied by the Unit in writing, but it appeared in oral discussions with the representatives of the Unit that recruitment is primarily drawn from existing Faculty members who set in motion, as they have a right to do by law, the process of their promotion. We were told of only one appointment of an external candidate coming from a University in the UK, to a junior teaching post, in the years since the last certification of the Unit.

Most, if not all, new posts are advertised at the lower level of Assistant Professor. Those appointed at that level, have a statutory right to set in motion the procedure of their promotion after a certain period of time, and the post to which they seek promotion is advertised and external candidates may also apply. They rarely do. Also, external candidates are very rarely appointed to senior roles, such as Professor. This may be ascribed to issues beyond the Unit's power, such as unfavourable employment conditions, workloads and poor salaries. As all Greek Universities are run by the State, improvements in these matters are in the gift of the Greek Government and there is very little that the HEI can do about that. In the opinion of the Panel, increasing the number of external applicants/appointments would have a positive effect on the quality and diversification of the Teaching Staff and the learning and teaching experience provided.

Conditions of employment: Conditions of employment, as those of recruitment, are set by national legislation, applicable to all Universities (which the Greek Constitution dictates must be directly funded and governed by the State). Academics are civil servants. Conditions of

employment include teaching, marking, research and administrative duties. Staff are obliged to self-certify at the end of the teaching period the total amount of teaching hours they have delivered. The legal framework within which the Unit operates is therefore strict. When a Unit such as this Unit, has a large number of students, the teaching and administrative load is considerable and this may impact on research. As already mentioned, Teaching Staff salaries are considerably lower than the European average, and a large percentage of Teaching Staff are also practicing a profession or doing other jobs to supplement their income.

Opportunities and promotion of the professional development of the teaching staff: The Unit does not report any formal process for the professional development of Teaching Staff. The Unit refers to ERASMUS staff exchanges and attendance of international conferences, collaborative research Programmes, inter-university agreements of staff exchange and the like, which are important, but there does not appear to be any special provision for classes, seminars, or other special events to support the continuing professional development of staff.

Encouraging of scholarly activity to strengthen the link between education and research and innovation in teaching methods and use of new technologies: The Unit has adopted good practices of technological support in classrooms and extensive use of information technology for the delivery of teaching, teaching support and student information, both in person and on line. It appears that teaching rooms are equipped with computer systems and power point facilities.

Promoting the increase of the volume and quality of the research output within the academic Unit: The Unit reports that Teaching Staff carry out individual research, or research in collaboration with other members of the Unit or other Greek or foreign higher education institutions in their areas of interest. The Unit also asserts that the research and scientific work of the members of the Unit, as confirmed by the relevant quantitative data, is maintained at a high level both in terms of publications in peer-reviewed journals, but also in terms of its recognition. The research and scientific achievements of its academic and scientific staff continue to be high despite the constantly decreasing funding of Greek universities.

Research is therefore highly valued by the Unit and the research activity of Teaching Staff is extensive. It is also evident that the financial support for Teaching Staff to make research visits and attend international conferences and other events is not adequate and must increase. The Panel is happy to add our voices to that of our colleagues that the Greek Government should increase research related funding to levels corresponding to those in other European countries.

Quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training etc.):

The Unit operates a system of continuous student evaluation of Teaching Staff. It is noted, however, that the participation of students in the assessment process is much lower than desired, especially since the transition from print to electronic assessment. Despite the encouragement by Teaching Staff members (both oral during the lessons and written, through announcements), only a rather small percentage of students (not exceeding about 23 % of the enrolled in each course) completes the relevant questionnaires. The Panel notes in this regard a rather similar problem with student evaluations in other Greek and European Higher Education Institutions.

In relation to this Principle, good practices in Universities elsewhere in Europe include performance monitoring by the academic departments of their Staff, annual formal Staff appraisals, and regular formal peer review of teaching, as specific quality processes. We are not aware of any such practices adopted by the assessed Unit.

### Panel Judgement

<b>Principle 5: Teaching Staff</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The Panel recommends the Unit:

- Considers introducing performance monitoring of Teaching Staff, annual formal Staff appraisals, and regular formal peer review of teaching;
- Actively seeks and welcomes applications by external applicants, including applicants from foreign Institutions, for Faculty positions;
- Reviews the teaching and administrative load of Staff, by reviewing the number of offered courses, presently too high;
- Takes measures to further strengthen the link between teaching and research, innovation in teaching methods, and the use of new technologies.

## **Principle 6: Learning Resources and Student Support**

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

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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 ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.*

*In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*

### **Study Programme Compliance**

The Unit reports that the amount of human resources (academic and auxiliary staff) and material resources (teaching spaces) is hardly sufficient to fully serve the educational needs of the Unit. The Unit also reports serious understaffing of the Unit's Secretariat, which, among other difficulties, makes it difficult for the Unit to run an examinations office dedicated to the management of examinations.

The Panel takes this issue very seriously. Proper human and material resources are indispensable for ensuring high quality education. As the Unit is entirely dependent for financial support on the State for undergraduate programmes, the Panel cannot but urge the Ministry of Education to pay particular attention to any lack of human and material resources and provide necessary funds to remedy it.

The Panel commends the Unit for making good use of the available resources, serving so far as possible the needs of all students, whether they are full-time or part-time, employed or international students, or students with disabilities, and student-centred learning is valued. Student Advisors and also a specific staff member of the Secretariat, can be contacted for any issue. However, it appears that students make only limited use of the services of Student Advisors, which, in any event, are very hard to perform properly with a low Staff/Student ratio. There is no information in the Unit's Proposal on whether staff dealing with issues of student welfare are qualified and have opportunities to develop relevant competences. The Unit's

accreditation Proposal does not contain information regarding the extent to which physical access to all teaching spaces is available to disabled students.

Turning to general teaching aids, the Panel was not able to cast an eye on textbooks offered to students or a comprehensive sample of lists of recommended reading materials in different subjects. For this reason, the Panel cannot comment on the quality/appropriateness of such materials.

Regarding the quality/appropriateness of lectures and seminars (frontistiria), the Panel was unable to access any online lectures or seminars.

Worth mentioning is the excellent Library of the University, offering a substantial amount of printed and online resources to all students and staff, reading spaces, inter-library loan facilities, as well as access to major national and international databases to all students.

In terms of internal quality assurance that ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them, there is no information in the Unit's accreditation Proposal of a departmental system of quality control, such as a Teaching Committee. It appears that the task of keeping the students informed is allocated to the secretariat. From our interviews with the students presented by the Unit, it was difficult to gauge if the student population is content with the level, timing, and quality of information about teaching and other activities communicated to them.

The Unit offers to students the services of the University's Student Service Centre (SSC), Liaison Office, and Counselling and Psychological Service Support. The Student Service Centre and the Student Advice Centre deal with issues relating to the basic needs of student life (accommodation, food, etc.), while the Liaison Office focuses on information and advice to students on issues concerning education and career planning. The Unit is encouraged to offer also, as do most Universities abroad, special career events for students, in which representatives of the Public sector services and the professions, and distinguished alumni are regularly attending, during Term time.

### Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The Panel recommends the Unit:

- Faculty and Staff dealing with issues of student welfare are properly qualified;
- The size of classes and tutorials is reduced;
- Secretarial Staff numbers should increase to allow the provision of essential services, such as an Examinations Office to manage examinations;

- The University creates a dedicated University Accessibility Unit for the assistance of students with disabilities, as in other Greek HEIs.
- The State provides funding for student scholarships.

## **Principle 7: Information Management**

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

*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 as well as to the academic community.*

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

*The information gathered 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 programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

## **Study Programme Compliance**

The Panel ascertained the establishment of a comprehensive system for the collection of a large set of data from sources like questionnaires, mainly concerning the student body, the completion of studies, students' employability, etc. The procedure for the collection and processing of such information combines data from the information systems. Student evaluation of individual courses is conducted at the end of every semester. The evaluation includes information related to the Programme of Studies, in terms of various factors and indicators, learning outcomes, workload and Faculty member performance.

The evaluation includes a quality assessment of the available teaching material and resources, its adequacy to the stated academic goals and its accessibility (IT equipment, library, academic support). The evaluation and eventual remarks are examined by the OMEA with executive staff and MODIP and submitted to the Unit chair who may raise individual issues with academic members concerned and the corrective measures taken.

The data collection, processing, analysis, and the derivation of information is well established and functioning. However, it is not evident that the QA improvement cycle is completed with the development of an implementation action plan (Key Performance Indicators monitored through a dashboard) that would enable a closer monitoring of the effectiveness of continuous

improvement actions. This is perhaps due to the early stages of the Internal QA system and processes now under implementation by the Greek universities.

The Panel noted the considerable efforts deployed by academic members to provide counseling and support to students. These efforts are neither measured nor assessed, although they constitute one of the core strengths of the Department.

### **Panel Judgement**

<b>Principle 7: Information Management</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The Panel recommends the Unit creates a more comprehensive data collection process for the career of graduates. This will give the Unit a better understanding of its alumni basis, and the data can also be used for advertisement and promotion.

## Principle 8: Public Information

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.**

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

*Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

### Study Programme Compliance

The Panel ascertained the availability of the necessary information on the Unit's website, relating to the mission, study programme, the teaching staff and Quality Assurance policy. The Unit has deployed considerable efforts in upgrading its website and the OMEA in cooperation with MODIP control the available information on academic programmes, activities and services to students which are made public, to ensure compliance and Quality Assurance.

The OMEA and the Secretariat of the Unit are tasked with controlling the content of the website three times a year, ahead of each semester and the examination periods. The Department provides clear criteria for the evaluation of the website referring to its reliability, completeness, user friendliness, accessibility and uniformity, amongst others.

The website is also available in English in all subject-fields. The Unit's website (e-class) has the dual role of an information tool, available to students, and of an access portal to applications such as e-Secretariat and e-Class. The web application of the electronic-secretariat allows students to search for information about courses which are offered in the curriculum, instructors, suggested reading and other course related issues, register for courses for each semester, access grades for courses in which they have been enrolled, receive a confirmation of studies instantly in electronic format, and obtain a variety of other documents related to their academic endeavors.

The access to this application is simple, by using the student username and password, ensuring its confidentiality.

### Panel Judgement

Principle 8: Public Information	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

None

## **Principle 9: On-going Monitoring and Periodic Internal Review of Programmes**

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

*Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

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

*Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*

### **Study Programme Compliance**

The Unit has established an internal process for the revision of the Study Programme. In relation to workload, progression and completion the Panel understands that the department has to operate within the Greek legal framework.

There is an internal process for the modification, adaption, or revision of the Study Programme. This may involve the withdrawal of modules or the introduction of new modules. The Unit recognizes that internal evaluation procedures can help to achieve the learning outcomes of the study programme and has underlined some key efforts already achieved (s. B2 of Unit's material).

The Unit has established an Internal Quality Assurance Unit (OMEA) which evaluates the quality of the Undergraduate Programme in order to improve its overall operation and achieve the stated goals. The evaluation procedure is conducted by the Unit and shared with the academic members and the MODIP. OMEA submits the Internal Evaluation Reports to MODIP, according to the provisions by Law 3374/2005. OMEA coordinates the evaluations of the programme courses by the students.

The Panel understands that the Unit should operate within the general legislative framework set by the Ministry. However, the Panel believes that, where possible, OMEA, the Unit, and external stakeholders should review the amount of student workload in order to establish a better balance between directed and independent learning. Based on the provided data, an average student has up to 24 hours of directed teaching and learning per week, which, in the opinion of the Panel, is far too onerous and does not allow sufficient time for independent learning.

The semi-annual course evaluations with questions are accessible both to each faculty member, in terms of their own courses, and to the OMEA.

The internal evaluation is not done regularly by OMEA. But there is an acceptance of the QA process and a willingness to consider further developments. The Unit should check the programme on an ongoing basis, so that they respond in the best possible way to the quality and excellence policy pursued by the Unit, but also to the needs of its students.

The Unit should include in the Study Guide a system of continuous evaluation and reform of the programme. All changes in the undergraduate programme should be discussed by the members in the general assembly of the Unit. In addition to this, by introducing an annual process, that can (as far as necessary) lead to a reform of the study programme, an in-depth major evaluation of the programme (e.g. in a four-years-period) should be decided by the Unit.

In particular, it could be helpful that every four years the following actions will be taken: three questionnaires should be developed, under the responsibility of a Department Programme Committee, for the faculty members, for students of the last semesters and for its graduates, which seek answers to questions about all aspects of the study programme. The questionnaires should be approved by the Assembly of the Unit. The questionnaires should be completed anonymously and sent to OMEA which will record the findings as well as the proposals made and notified by the Department Assembly as well as by the Students.

However, the Panel believes that - where possible - the amount of weekly workload of students should be reduced. The number of courses for the attendance and successful examination, in total fifty one (51), is too high.

The quality and effectiveness is assessed by a questionnaire for each module. The Panel commend this policy, especially since the completion rate is much higher than in other Schools (about 23 percent).But it could be even better.

Assessment is carried out mainly by written and oral exams. There are processes for students to review their papers and receive feedback. The Panel considers this is as a good practice.

The Panel was not able to physically visit the department due to the pandemic. Based on the video presentations and the discussions with administrative staff and faculty, the Panel thinks that the physical environment and the supporting services are adequate to deliver the assessed programme of study.

### Panel Judgement

<b>Principle 9: On-going Monitoring and Periodic Internal Review of Programmes</b>	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

## **Panel Recommendations**

The Panel recommends the Unit:

- Deepens the on-going review of the study programme and establish a periodic review (e.g. in a four-years-period).
- Reduces the number of courses for the attendance and successful examination from fifty one (51) to forty (40). Especially reducing elective courses should be strongly considered. It is recognized that such a development will encounter difficulties due the threat of decreasing numbers of faculty members.
- Reduces the length of studies beyond 5 years.

## **Principle 10: Regular External Evaluation of Undergraduate Programmes**

**PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

*Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.*

*The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*

### **Study Programme Compliance**

All staff members contributed to the review processes and evidence was provided that they appreciate the importance of both professional body accreditation and HAHE peer review. The current accreditation has benefited from the effective interaction between various committees and agencies, including OMEA, MODIP and HAHE. The department's Internal Evaluation Group (OMEA) has a continuous and productive collaboration with MODIP.

The Panel drew evidence from representatives of all stakeholders (students, faculty, alumni and employers). The stakeholders have expressed their willingness to contribute to the programme in various ways thus enhancing student education and career orientation.

The first evaluation of the study Programme took place in 2014. The Unit has been active in implementing some main feasible actions recommended by the previous External Evaluation Committee. The Programme was reformed during the last 7 years.

However, the proposal of the 2014 Committee concerning the restructuring of the academic staff has not been addressed through strategic restructuring. Therefore the Unit should continue working on the implementation of the three main general areas of potential improvement, which require a more strategic and a more proactive approach by the Unit, and were pointed out by the first evaluation:

- Establishing a mechanism for revising the curriculum to reflect the needs of all stakeholders, including the needs of the Greek society and economy, which is informed by the latest developments in the field of Public Administration internationally.
- Adopting a more strategic approach for steering the department through a rapidly changing external environment and financial pressures. Such a strategy needs to include the proactive pursuit of external funding from the private and non-profit sectors.

- Establishing a mechanism for continuous self-reflection, evaluation of teaching and research activity. Clearly defined incentives for research and scholarly activity of an international standard need to be an integral part of such a mechanism.

Furthermore the Unit should allow critical thinking beyond the prevailing market ideology in order to strengthen the intellectual autonomy of students.

Also there are no anonymous written examinations, which is a standard at European Universities.

### Panel Judgement

<b>Principle 10: Regular External Evaluation of Undergraduate Programmes</b>	
Fully compliant	
Substantially compliant	<b>x</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

The Panel recommends the Unit:

- Continue working on the implementation of the three main general areas of potential improvement, which require a more strategic and a more proactive approach by the Unit and was recommended by the first evaluation 2014.
- Set focus on restructuring of the academic staff through a strategic recruitment based on international standards.
- Think about establishing a Senior Professorship to attract foreign scientists on low cost basis.
- A 5 to 10 year strategic plan could contribute to innovative thinking for the Unit of the quality of the programme. Therefore, a strategic planning committee that would look into where the department wants to be 5 and 10 years from now in an extremely competitive international environment, is recommended.
- Ensure anonymous written examinations. The introduction of an examination office that ensures the anonymization of examinations is strongly recommended.

## **PART C: CONCLUSIONS**

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

- The support services (library, secretariat, Student Welfare Office) function satisfactorily.
- The teaching programme is suitable to the labour market.
- There is ongoing assessment of the programme, course content and examination formats to ensure their appropriateness.
- Regulations and process related to admission, recognition and certification activities are developed and fully adopted as per the requirements and are openly accessible.
- The Unit has adopted good practices of technological support in classrooms and extensive.
- Use of information technology for the delivery of teaching, teaching support and student information, both in person and on line.
- The research and scientific achievements of the Unit's academic and scientific staff continue to be high despite the constantly decreasing funding of Greek universities.
- The Unit makes good use of the available resources, serving so far as possible the needs of all students, whether they are full-time or part-time, employed or international students, or students with disabilities, and student-centered learning is valued.
- Excellent University Library, offering a substantial amount of printed and online resources to all students and staff, reading spaces, inter-library loan facilities, as well as access to major national and international databases to all students.
- The Unit offers to students the services of the University's Student Service Centre (SSC), Liaison Office, and Counselling and Psychological Service Support.
- Great evaluation of teaching materials and resources.
- They are greatly contributed to connectivity with both private and public labour markets.
- Excellent physical environment and supporting services.
- Implementation of some of the 2014 Report's recommendations.

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

- Insufficient implementation of the 2014 External Evaluation Committee Suggestions.
- Division of the Unit into 3 sectors.
- Lack of critical understanding of the society.
- Lack of interdisciplinary courses.
- Lack of courses in political and social science.
- Vacant courses.

- Lack of progression.
- While the programme has processes in place for fair student assessment, this should be further strengthened with the use of anonymous exams to ensure unbiased assessment.
- There remains a significant number of students on v+2 despite ongoing and successful efforts to reduce this number, and remains a resource issue.
- No established practices of performance monitoring of Teaching Staff Lack of external applications/appointments to academic staff roles.
- High teaching and administrative load of Staff, partly due to the number of offered courses, presently too high.
- It does not appear that Faculty and Staff dealing with issues of student welfare are properly qualified in counselling.
- The size of classes is too large Secretarial Staff numbers are too small, and do not allow the provision of some essential services, such as an Examinations Office to manage examinations.
- There appears to be no dedicated University Accessibility Unit for the assistance of students with disabilities. There are no student scholarships.
- Imperfect correlation between the skill set acquired by the graduates and the needs of the labour market.
- Chronically declining appropriations of public funds.
- Number of courses for the attendance and successful examination (51) is too high.
- Examinations are not anonymized; there is no restructuring of the academic staff through a strategic recruitment based on international standards.

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

- Strengthening the control of the Quality Assurance Policy.
- Compulsory participation in class.
- Compulsory coursework in each subject.
- Restructuring the programme by reducing the number of teaching hours and of courses, by creating co-taught, interdisciplinary seminars and by adding new courses in political and social sciences.
- Greater participation of the teaching staff in the ERASMUS programme.
- Strengthen the Unit and programme relations with practitioners, offering ongoing learning events with alumni together with current students for improved programme relevance and impact.
- Participation in the ERASMUS exchange programme is small and a greater effort should be made to increase participant numbers.
- The Unit must consider introducing performance monitoring of Teaching Staff, annual formal Staff appraisals, and regular formal peer review of teaching.
- The Unit must seek and welcome applications by external applicants, including applicants from foreign Institutions, for Faculty positions.

- The Unit must review the teaching and administrative load of Staff, and the number of offered courses, presently too high.
- The Unit must take measures to further strengthen the link between teaching and research, innovation in teaching methods, and the use of new technologies.
- Faculty and Staff dealing with issues of student welfare should be trained for offering counselling.
- The size of classes and tutorials must be reduced.
- Secretarial Staff numbers should increase to allow the provision of essential services, such as an Examinations Office to manage examinations.
- The University should create a dedicated University Accessibility Unit for the assistance of students with disabilities, as in other Greek HEIs.
- The State should provide funding for student scholarships.
- Improve participation of students in the evaluation process and provide feedback to them on the utilization of the results to facilitate efforts for improvement in the quality of teaching and learning.
- Periodic updating of websites and better utilization of social media.
- Establish an in-depth evaluation of the programme (every 4 years); reduce the Number of courses for the attendance and successful examination from fifty one (51) to forty (40).
- Continue working on the implementation of the three main general areas of potential improvement; Set focus on restructuring of the academic staff through a strategic recruitment based on international standards; Think about establishing a Senior Professorship to attract foreign scientists; ensure anonymous written examinations; introduce an examination office that ensures the anonymization of examinations.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 5, 6, 7 and 8**

The Principles where substantial compliance has been achieved are: **2, 9 and 10**

The Principles where partial compliance has been achieved are: **None**

The Principles where failure of compliance was identified are: **None**

Overall Judgement	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Professor Sophie Papaefthymiou** (Chair)  
Institut d' Etudes Politiques de Lyon, France
2. **Associate Professor Jannis Angelis**  
KTH Royal Institute of Technology, Sweden
3. **Professor Efstathios Banakas**  
University of East Anglia, United Kingdom
4. **Professor Georgios Gounalakis**  
Philipps-Universität Marburg, Germany
5. **Mr Ioannis Michiotis**  
Member of the Economic Chamber of Greece, Greece