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Accreditation Report
for the Postgraduate Study Programme of:

Business Administration (MBA)

Department: Economic Sciences

Institution: Aristotle University of Thessaloniki

Date: 06/06/2026

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

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Business Administration (MBA)** of the **Aristotle University of Thessaloniki** 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 Business Administration (MBA) of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. VONORTAS NICHOLAS (Chair)
   (Title, Name, Surname)
   Institute for International Science and Technology Policy & Department of Economics, The George Washington University, USA
   (Institution of origin)

2. CHRYSOCHOU POLYMEROS
   (Title, Name, Surname)
   Aarhus University
   (Institution of origin)

3. GEORGANAS SOTIRIS
   (Title, Name, Surname)
   City University London
   (Institution of origin)

4. Vlachos Ilias
   (Title, Name, Surname)
   University of Lancashire
   (Institution of origin)

5. Πρωτονοταρίου Ελισάβετ
   (Title, Name, Surname)
   Athens University of Economics and Business
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

This External Evaluation & Accreditation Panel (EEAP) carried out the accreditation review process for three Postgraduate Study Programmes of the Department of Economics at the Aristotle University of Thessaloniki: Business Administration (MBA) (PSP1), Strategic Marketing (PSP2), and Logistics & Supply Chain Management (PSP3). The interviews were held online (Zoom platform) during February 9-13, 2026. Our onsite visit was held by viewing two pre-prepared video clips and Session 2 of the first day of interaction with the representatives of the Department (see below).

The extensive documentation received prior to our virtual meetings adequately described the current programmes and practices in place. Furthermore, the EEAP asked for and received copies of all four power point presentations delivered during the first day of the meetings.

On Monday, 9 February 2026, the EEAP started with its own private meeting, followed by two (2) online sessions with members of the Department of Economics:

Session 1. The Directors of the three PSPs, the Head of the Department, MODIP members, Steering Committees/OMEA members, MODIP Staff:
Prof. Christina Boutsouki, Head of School of Economics, Director of the MSc in Strategic Marketing
- Prof Kyriaki Kosmidou, Director of Business Administration (MBA)
- Assoc. Prof. Christos Zikopoulos, Director of the MSc in Logistics & Supply Chain Management, OMEA Member
- Assoc. Prof. Alexandros Diamantidis, Head of OMEA
- Prof. Stefanos Papadamou, OMEA Member
- Maria Michalitsiou, OMEA Administrative Member
- Prof. Panagiotis Seferlis, MODIP Committee member
- Prof. Vasileios Fyntikoglou, MODIP Committee member

Session 2. Online Tour (facilities). Administrative staff members, teaching staff members of both PSP:
- Prof. Dimitrios Kousenidis, Former Vice Rector of Finance and Infrastructure, Former Head of School of Economics

● Eleni Emmanouil, Head of Administration Office
● Xenia Nastou, MSc in Strategic Marketing & MSc in Logistics and Supply Chain Management Administration
● Sofia Kalatha, MBA Administration
● Eirini Adali, Head Librarian
● Andreas Mattas, Laboratory Teaching Staff

On Tuesday, 10 February 2026, the EEAP carried out five (5) online sessions relating to PSP1:

Session 1. Teaching staff:
● Prof. Dimitrios Kousenidis, Aristotle University of Thessaloniki
● Prof. Charalambos Spathis, Aristotle University of Thessaloniki
● Assoc. Prof. Panagiotis Gkorezis, Aristotle University of Thessaloniki
● Assis. Prof. Athanasios Kazanas, Aristotle University of Thessaloniki
● Assoc. Prof. Maria Tsipouridou, Aristotle University of Thessaloniki

Session 2. Students:
● Sotiris Apostolou, 3rd semester
● Andriana Grava, 1st semester
● Pinelopi Kousenidou, 1st semester
● Maria Matziari, 1st semester
● Ioannis Myridis, 1st semester
● Maria Nikolakaki, 3rd semester
● Tzei Pali, 1st semester
● Spyros Papaioannou, 1st semester
● Ioannis Rountes, 3rd semester
● Sofia Stampoultzi, 3rd semester

Session 3. Graduates:
● Dimitrios Archontis, Pricing & Metering Team lead, HENGAS
● Despoina Fragia, Retail banking officer, Eurobank
● Rodanthi Gkavagia, Retail banking officer, Eurobank
● Dimitra Papanastasiou, Deputy Director, Bank of Greece, Komotini Branch
● Ioannis Pavlopoulos, Advisor to the Deputy Regional Governor
● Apostolos Plastiras, Retail banking officer, Eurobank
● Prodromos Sarafidis, Sales Manager Northern Greece-CNG LNG Specialist ELINOIL SA
● Minas Tsatsoulis, Advisor to the Deputy Minister at the Ministry of Health
● Evangelos Tsiamis, Economist
● Louiza Vasilaki, Owner & Operations Manager of Geoponiki Corfu

Session 4. Employers, social partners:

● Vasileios Georgiadis, President of the Economic Chamber of Central Macedonia and Deputy Governor of the Public Employment Service (DYPA)
● Spyros Kiartzis, New Technologies & Alternative Energy Sources Manager, HELLENiQ ENERGY
● Kostas Andriosopoulos, Professor, Director HELLENiQ ENERGY Center for Sustainability and Energy @Alba Graduate Business School
● Theodore Papakonstantinou, Strategy & Transactions Partner, Deloitte
● Georgios Kipouros, Head of Retail Branch Network, Central & Eastern Macedonia and Thrace, Eurobank
● Babis Englezos, President of Hellenic Investors Association (SED)
● Vasileios Margaris, Founder and Member of the BoD, Capital Markets Experts SA

Session 5. Closure meeting with the Programme Director, Head of the Department, MODIP members, PSP1 Steering Committee/OMEA members, MODIP staff:
● Prof. Christina Boutsouki, Head of School of Economics
● Prof. Kyriaki Kosmidou, Director of Business Administration (MBA)
● Assoc. Prof. Alexandros Diamantidis, Head of OMEA
● Assoc. Prof. Christos Zikopoulos, OMEA Member
● Prof. Stefanos Papadamou, OMEA Member
● Assoc. Prof. Dimitrios Dadakas, OMEA Member
● Prof. Vasileios Fyntikoglou, MODIP Committee member
● Alexandra Tzaneraki, MODIP Committee Secretary
● Polyxeni Poutiou, MODIP Staff

The EEAP members worked privately and collectively for several more days to draft this report.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The Department of Economics (DoE) of Aristotle University of Thessaloniki goes back almost a century. It was established in 1928 as the Department of Economics & Political Science. Through more recent iterations it is now formally called the Department of Economic Science and is one of three Departments of the School of Economics and Political Science.

DoE has 27 regular faculty members (17 Full Professors, 6 Associate Professors, 4 Assistant Professors) allocated into three thematic areas: Applied Economics (8), Economic Theory and Policy (7), and Business Management (12). DoE also has 2 representatives ΕΕΔΙΠ, 4 Emeritus Professors, 3 lab teaching personnel (ΕΔΙΠ), and 3 lab technical personnel (ΕΤΕΠ). DoE has 8 administrative personnel. This EEAP dealt with the accreditation of three PSPs of the faculty of Business Management: Business Administration (MBA) (PSP1), Strategic Marketing (PSP2), and Logistics & Supply Chain Management (PSP3).

DoE has organized and operated the PSP Master in Business Administration (MBA) since 2015. The PSP has graduated 309 students during its first 10 years of operation. The number of applications has generally been increasing, with significant jumps in the past couple of years, allowing to reach the maximum enrollment of 60 students in the current period (out of 140 applicants). Less than 20% of the enrolled students are graduates of the specific Department (DoE). The students are selected on the basis of explicit criteria. The program of studies accounts for 90 ECTS total which are equally distributed between three semesters. Students take 5 obligatory courses during the first semester, they select 5 out of a total of 8 elective courses offered in the second semester, and complete their studies in the third semester with the Master thesis.

The full cost of the PSP is 4.500€. However, almost one third of the students can be exempt on the basis of economic need. Five fellowships are offered during the three semesters (2+2+1) on the basis of academic performance.

The MBA offers a student advisor who is available to individual students. The students are also invited to select their representative who will bring common problems across the student body to the Department.

All courses are being evaluated by the students. The aggregate evaluation results appear

quite positive in terms of quality of the course content and the teaching staff.

Finally, the MBA collaborates with important external organizations such as private sector companies and professional associations which operate as a source of information -- several sit on the program's Advisory Board -- and an employment destination for programmers graduates.

An informative SWOT analysis indicated the perceived strengths (teaching staff, programme of studies, strong brand name, electronic support, external collaborating organizations), but also some weaknesses (international database access, buildings), and threats (competition from other institutions, self supporting programme liable to changing socio-economic conditions)

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 provided documents and the discussion with several members of MODIP and OMEA present at the interviews (see Part A.II) strongly indicates that the PSP in question follows the quality standards set by the University and the School of Economics regarding the structure and organization of the PSP, the learning objectives, the achievement off correct set of capabilities of the teaching staff, the set and evaluation of KPIs, the quality of the provided service of the program, and the best use of the income of the PSP from programme fees. The declared quality targets include:

-- Renewal, accreditation, and internationalization of the programme of studies;
-- Improvement of the educational process;
-- High quality of the teaching staff;
-- High levels of satisfaction of graduates, and care for their professional careers;
-- Improvement of the learning process and everyday operation of the PSP;
-- Efficient and correct communication;
-- Deepening of the understanding of the students in issues of sustainability and sustainable development according to the declared objectives of the European Union.

II. Analysis

The EEAP read the provided materials and discussed online with various members of OMEA and MODIP as well as the representatives of the teaching staff and students. No concerns were raised.

III. Conclusions

The PSP has the correct quality objectives and follows the appropriate procedures to achieve them.

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

None.

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 PRORAMME 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 Master in Business Administration (MBA) was initiated in academic year 2014-2015 and was reorganized in academic year 2018-2019. Our review of the proposal indicates that the programme is in accordance to the most current legislation and has been running in accordance to the internal procedures of the University (MODIP, OMEA).

The basic principle of the organization and the operation of the programme reportedly were based on student-based approach to learning, the coherence between the different sections and courses of the programme, the continuation of the items taught in the undergraduate programme, the connection of theory and practice, and the continuous evaluation of the programme of studies.

The program of studies accounts for 90 ECTS total which are equally distributed between three semesters. Students take 5 obligatory courses during the first semester, they select 5 out of a total of 8 elective courses offered in the second semester, and complete their studies in the third semester with the Master thesis.

Due to the increase of the incoming students -- the programme has reached its upper limit of 60 -- the programme will be offered in two cohorts of 30 students each starting the next academic year.

II. Analysis

The EEAP examined the organization of the PSP and the combination and content of courses and found both appropriate for the subject matter of the PSP. The fully online programme seems to work well, no problems were reported.

There was some discussion around the idea of selecting a few areas of concentration in the future in accordance to the strengths of the teaching staff and market demand -- such as Human Resources, Energy, Financial Economics -- to differentiate this PSP from competitors. However, the EEAP is not in a position to go further into such details -- it is up to the faculty body to decide.

III. Conclusions

The programme seems to be very healthy. There are no concerns about the intermediate future.

Panel Judgement

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

Panel Recommendations

R2.1 Consider the possibility of adding a few concentrations in the programme beyond the general direction.

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

Higher Education Institutions are required to ensure that postgraduate programmes provide the necessary conditions that encourage students to take an active role in the learning process. The programme under review meets this requirement by fostering student engagement through participatory teaching approaches, continuous academic support, and structured interaction between students and faculty.

The assessment methods applied are aligned with this objective, promoting active learning and critical thinking. Student performance is evaluated through written examinations, coursework, laboratory work, projects, and other forms of continuous assessment that support the progressive development of knowledge and skills.
Structured feedback mechanisms are in place. Students evaluate the programme through formal questionnaires administered each semester, enabling systematic monitoring of teaching effectiveness and overall programme quality.

In addition, the programme operates under clearly defined regulations governing: the student complaints and appeals mechanism, the Academic Advisor scheme, and the overall framework of teaching and assessment methods.
These mechanisms ensure transparency, accountability, and responsiveness to student needs, while reinforcing a student-centred learning environment consistent with European higher education standards.

II. Analysis

The program adopts a student-centered approach, with courses carefully designed to address students' learning needs and prepare them effectively for the labor market. The curriculum consists of ten courses per semester, divided into five compulsory and five elective modules. In the third and final semester, the completion of a Master's thesis is mandatory.
Assessment is primarily conducted through written examinations. Throughout the semester, courses are further supported by laboratories, interactive discussions, coursework assignments, and tutorial sessions, ensuring continuous engagement and academic support.
As part of the quality assurance process, sample completed student questionnaires are included in the submitted documents. These questionnaires are structured into the following sections: course content, teaching staff, overall evaluation, and comments/observations. Students complete the questionnaires each semester via an online platform and receive a reminder email once per week. The documentation also includes a statistical analysis of the results, along with an interpretation and commentary on the findings.

In cases of complaints or concerns, students may contact the teaching staff directly or reach out to the university's administrative services. Any issues raised are addressed promptly. Additionally, each student is assigned an academic advisor (one advisor per ten students), who provides guidance on course selection, supports the choice of thesis topic, and offers continuous academic

mentoring throughout the duration of the studies.Student representation is formally ensured through the participation of one elected student representative and one alternate representative, who contribute to the programme's decision-making processes and serve as a communication link between the student body and the academic administration.

III. Conclusions

The PSP is considered fully compliant with Principle 3.

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 documents provided to the EEAP outline the comprehensive academic and administrative framework governing the PSP. They detail the regulations for student selection, academic progression, recognition of studies, and award of degrees. The selection process is clearly defined, with eligibility criteria, required documentation, and evaluation procedures. Candidates must submit applications including academic transcripts, certification of English proficiency (level B2) or other foreign languages, and other supporting materials. The evaluation is conducted in two phases: verification of formal qualifications and evaluation academic performance, professional experience, publications, and additional degrees. Then an interview follows.

During studies, the rights and obligations of students are explicitly stated. Students are required to attend classes regularly, submit assignments on time and respect academic integrity. The programme includes mechanisms for monitoring

student progress, including grading policies, re-examination procedures, and course evaluations. The document also specifies procedures for the master's thesis. Students must select a topic, find an advisor and submit a short summary for approval.The final thesis is subject to plagiarism checks and must be deposited in the institutional repository. Failure to meet academic standards or deadlines may result in dismissal from the programme.

II. Analysis

The documents provided to the EEAP reflect a well-structured, transparent, and coherent academic governance model. The programme operates in accordance with its Internal Regulations and the Code of Ethics governing research, studies, internships, mobility, and the preparation of academic assignments.

The rules and regulations adopted by the Department (Decision 175/19.06.2025) are merit-based and inclusive, allowing applicants from diverse academic backgrounds to apply while maintaining rigorous academic standards. The programme awards additional points to candidates employed in relevant professional positions and would reasonably welcome the possibility of recognising alternative qualifications for admission, should this be permitted under the Ministry's regulatory framework.

During their studies, students' academic obligations are clearly defined and balanced by a transparent articulation of their rights and access to institutional resources. The programme promotes academic discipline while supporting student success through structured evaluation procedures, continuous feedback mechanisms, and opportunities for reassessment where appropriate.

The inclusion of explicit academic integrity policies, particularly regarding plagiarism, underscores the programme's strong commitment to ethical scholarship. The possibility of changing a thesis topic under strictly defined conditions provides flexibility without compromising academic quality or standards.

The programme's structure — including its duration, credit requirements, and degree award procedures — is fully aligned with European higher education standards. Upon successful completion of their studies, students are awarded a Master's Diploma issued in Greek and officially translated into English, accompanied by a detailed transcript and the corresponding credit units.

Courses are delivered primarily through distance learning, with the exception of academic workshops and special events, which are conducted in person. To further support students' academic needs, the Department has recently procured new tablets to enhance access to educational resources and facilitate participation in the learning process.

III. Conclusions

The PSP is considered fully compliant with Principle 4.

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 instructors are mainly academics, including 4 full professors, 2 associate professors, 2 assistant professor, and 1 external.

The staff's relevant accomplishments consist of both instructional and research endeavours.

The selection of the teaching staff of the programme is transparent and with merit-based criteria, according to the law. These criteria relate to the candidate's command of the topic to be taught, the quality and the number of publications, teaching and research experience, and service to the department.

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

Journal submission fees can be paid by the programme. Funding for conferences exists and sabbatical educational leaves are covered (department members have made use of this in the past).

Staff mobility is supported by allowing and financing visits to foreign universities with the Erasmus+ programme.

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

Instructors are evaluated by the students via surveys.

II. Analysis

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

III. Conclusions

The PSP is considered fully compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 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 LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed 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 is funded entirely through tuition fees, which cover staffing, infrastructure, and all operational expenses without requiring additional financial support from the Department of Economics or AUTH. The program ensures equitable allocation of resources for all student groups and provides high-quality academic and support services.

The PSP is delivered entirely online, with Greek as the language of instruction. The program also independently finances a range of student-oriented services, including a dedicated website, events, and social media presence.

In addition to its own services, the PSP benefits from the extensive digital infrastructure of AUTH, offering students and staff access to email, VPN, eduroam, shared software, the student records system, Moodle-based e-learning, quality assurance tools, and digital library services via HEAL-Link. These services create a comprehensive academic environment that supports teaching, learning, and administrative efficiency, ensuring that students have access to modern and adequate resources throughout their studies.

Students have full access to the wide range of institutional services offered by AUTH. These include academic tools such as the university's institutional repository (IKEE), the myAuth mobile application, Erasmus support services, the Student Ombudsman, ethics committees, the Gender Equality Committee, the Data Protection Officer, and student support services such as the Career Office, the Support Office for Vulnerable Groups, and the Counseling and Psychological Support Center. Together, these services provide a comprehensive environment that supports academic, professional, and personal development.

The program is overseen by a Coordinating Committee made up of faculty members and instructors, under the direction of the PSP's Director. Full administrative support is provided by a dedicated staff member funded by the program, who manages all postgraduate administrative issues with additional assistance from the Department's Secretariat. This specialized administrative structure ensures the efficient operation of the MSc and effectively addresses the needs of both students and teaching staff.

II. Analysis

The PSP benefits from robust learning resources and institutional infrastructures that collectively provide a solid foundation for effective student support. Its transition to and emphasis on a predominantly online delivery model demonstrate a high degree of adaptability to contemporary educational trends.

The positive feedback from students and graduates highlights the strong performance of the administrative and counselling services. Their positive views attest to the teaching and administrative staff's responsiveness and professionalism.

The program distinguishes itself through its modern pedagogical approach, blending digital tools with practical resources to create a dynamic and engaging educational experience. The presence of highly qualified academic staff enhances this foundation, exposing students to leading expertise in the field. Collaboration between academic experts and industry professionals ensures that learning is closely aligned with real-world applications and provides valuable opportunities for networking.

Overall, the PSP presents a strong academic offering supported by capable staff, meaningful stakeholder engagement, and modern digital infrastructures.

Addressing the absence of a formal sustainability plan and further defining the program's strategic identity would enhance its long-term stability and reinforce its competitive standing.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 MBA programme operates through three institutional platforms: the AUTh Student Records system (Foititologio/students.auth.gr) for registration, grades, and certificates; the Registrar electronic secretariat for administrative workflows; and the Moodle-based eLearning platform (elearning.auth.gr) for course materials, assignment submission, and plagiarism checking. Faculty access grading and class management via sis.auth.gr. All systems are maintained by AUTh's Centre for Electronic Governance (ΚΗΔ).

Quality assurance data are collected via the MODIP QMS (qa.auth.gr), including faculty census forms (Apografika Deltia), course description sheets, and anonymous electronic student evaluations covering three dimensions: the course,

the instructor, and their combined effectiveness. In 2022–2023, the programme recorded an 82.4% evaluation completion rate—the highest in the Department. Course quality scored 84/100, substantially above the undergraduate benchmark. The OMEA produces annual consolidated reports with KPIs on study duration, student profiles, mobility, completion times, and degree classifications.

AUTh's institutional data protection framework guides compliance with the GDPR. An internal centralised storage system secures departmental and programme data. Students also access the institutional repository (IKEE), HEALINK digital library, VPN/eduroam, and the myAuth mobile app. The programme's website (mba-auth.gr) and Facebook page serve as public information channels.

II. Analysis

The programme effectively leverages AUTh's institutional infrastructure. The 82.4% evaluation response rate and 84/100 course quality score provide credible evidence of a functioning feedback loop. The structured five-stage evaluation process (data collection, OMEA analysis, recommendation drafting, Coordinating Committee review, Department Assembly decision) demonstrates that data are actively used for improvement rather than merely archived. The analysis of M7.4 and M7.1 reports reveals that the programme uses it for granular benchmarking against national standards via the OPESP system, achieving a course quality score of 84/100.

III. Conclusions

The programme is Fully Compliant with Principle 7. It leverages a mature, institution-wide information management infrastructure that ensures data reliability, integrity, and accessibility. The integration of specialized platforms (SIS, MODIP, OPESP) provides a holistic view of the programme's performance, supporting both daily operations and long-term strategic planning. By maintaining high stakeholder engagement and utilizing sophisticated analytical tools, the programme meets all requirements for effective information management in higher education.

Panel Judgement

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

Panel Recommendations

None.

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

The PSP maintains a dedicated website at www.mba-auth.gr, developed by Noetik and funded from the PSP's own resources (M8.1). The site operates in Greek and English with a language toggle. The Greek version includes 13 navigation sections: Home, Academic Staff, Programme, News and Announcements, Events, Documents, Services, Quality Assurance, Links, Advisory Board, Applications, Alumni, and Contact. The English version mirrors most of these but omits certain sections (Services, Quality Assurance, Applications) from its navigation menu. The site publishes curriculum details, faculty profiles, admission requirements, tuition fees (€4,350), the Internal Regulation (FEK 1709/8.4.2025), and the academic calendar (M1, Section 8). Social media presence includes Facebook and LinkedIn pages. Printed promotional materials are produced during admission periods (M1, Section 8). A formal maintenance procedure is documented in M8.1, covering security, backups, updates, SEO, performance analytics, and preventive maintenance.

II. Analysis

The PSP satisfies all three documentation requirements of Principle 8. The dedicated website provides direct, accessible information on the programme offered (90 ECTS, three semesters), the intended learning outcomes at EQF Level 7, the degree awarded, teaching and assessment procedures, and employment perspectives (M1, Sections 2 and 8). The bilingual format effectively serves both domestic and international audiences, and the quality policy explicitly commits to systematic website updates in Greek and English. The M8.1 maintenance procedure is comprehensive, specifying responsibilities (PSP Director, administrative staff, external technical administrator), security protocols, and related procedures. However, the Panel's review of the live website identified

minor content asymmetries between the Greek and English versions: several sections available in Greek (e.g., master program quality policy) are absent from the English navigation, and the English-language "Registration Information" sidebar link is non-functional. Additionally, the English homepage displays an RSS feed (bottom page) of unrelated external news articles (BBC News), which detracts from the professional presentation of the programme. Facebook (https://www.facebook.com/mba.econ.auth.gr/) — and LinkedIn (https://gr.linkedin.com/company/mba-auth) are active but not frequently updated; content is in Greek with little engagement e.g. 221 followers.

III. Conclusions

The PSP is fully compliant with Principle 8. The dedicated bilingual website, supported by a formally documented maintenance procedure (M8.1), multi-channel communication (website, Facebook, LinkedIn, printed materials), and comprehensive content covering all required information categories (M1, Sections 1, 2, 6, 7, 8), demonstrates that public information is published in a direct, accessible, up-to-date, objective, and clear manner. There are minor content improvements that do not affect the overall compliance judgement, but they should be addressed.

Panel Judgement

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

Panel Recommendations

None.

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 PSP's internal evaluation is well organised and takes place in accordance with the internal quality assurance system, as developed by MODIP.

In particular, OMEA members are liable to collect the necessary information, using a questionnaire to collect views and insights for the internal evaluation, on student performance, student and teaching staff opinion, academic staff research output and the evaluation of learning outcomes achievement. The information collected through these processes is further utilised by MODIP and HAHE.

II. Analysis

There is a consistent and streamlined process for the periodic internal evaluation of the PSP.

With help from MODIP and OMEA, there is an abundance of information collected, considering the views of students and academic staff.

III. Conclusions

The PSP is considered fully compliant with Principle 9.

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

None.

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

This is the first external evaluation of the PSP; therefore, no previous evaluation reports exist against which progress can be assessed. Nevertheless, the PSP has established a structured process for utilising findings and recommendations from external evaluations.

This process is coordinated by the university's MODIP and the department's OMEA and includes three main components:
(a) the systematic monitoring and analysis of the evaluation's findings and recommendations,
(b) the development of a targeted action plan to address any recommendations, and
(c) the subsequent review of progress achieved during the implementation of this action plan.

This framework ensures that the PSP is well-positioned to respond constructively to external feedback and to support continuous quality improvement going forward.

II. Analysis

The PSP has established a robust and appropriate process for engaging with the findings and recommendations of external evaluations. As this is the first external evaluation of the program, there is no prior report against which the implementation of past recommendations can be assessed. Nevertheless, the

Panel notes that the PSP - represented by its director, faculty, and administrative staff - participated actively and constructively throughout the evaluation process. Their engagement demonstrates a clear commitment to quality assurance and continuous improvement.

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

a) The PSP has developed a strong brand name and a very good reputation.

b) The recruitment process is working well. The result is that the PSP has seen an increase in applications and student intake (recently reached its max desired level).

c) The PSP has a good network of social partners that are actively engaged.

d) The curriculum of the programme is highly relevant.

e) The teaching staff is engaged in relevant research which enriches teaching.

II. Areas of Weakness

a) The PSP does not offer sufficient training on qualitative research methods.

b) The PSP does not systematically engage their advisory board and their alumni.

III. Recommendations for Follow-up Actions

a) Consider strengthening reputation in a narrow set of subjects. This can lead to the introduction of MBA specializations in the future.

b) Engage more systematically the Advisory Board and the significant group of alumni.

c) Strengthen training on qualitative research methods.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

The Principles where substantial compliance has been achieved are:

None.

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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