



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

**Accounting and Finance**

**Institution: University of Peloponnese**  
**Date: 20 May 2023**



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



Report of the EEAP appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Accounting and Finance** of the **University of Peloponnese** for the purposes of granting accreditation.

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation EEAP**

The EEAP responsible for the Accreditation Review of the new undergraduate study programme in operation of **Accounting and Finance** of the **University of Peloponnese** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Michel Dimou (Chair)**  
Université de Toulon, Toulon, France
  
- 2. Professor Ioannis Violaris**  
City Unity College, Nicosia, Cyprus & Visiting Professor at the Frederick, European and Neapolis Universities
  
- 3. Professor Spyros Economides**  
California State University, Hayward, United States of America
  
- 4. Mr. Stelios Mastorogiannakis**  
Economic Chamber of Greece, Athens, Greece
  
- 5. Mr. Alexandros Pappas**  
Student of Accounting and Finance, University of Macedonia, Thessaloniki, Greece

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

The Hellenic Authority for Higher Education (HAHE) provided the EEAP members a number of documents that were prepared by the HAHE itself as well as from the University whose programme was under review. The HAHE documents included, inter alia, quality indicators, standards and guidelines, the mapping grid assessment guide and the Report's template.

Moreover, the University provided, inter alia, the strategic plan produced by MODIP (the university's quality assurance unit) and OMEA (the department's internal evaluation unit), the quality policy, targets planned, study guide, course outlines, exams, and internal operation policies, as well as the academic faculty involved and in general all the procedures in place that ensure the smooth operation of the programme under review. The University also provided the EEAP members with all the presentations related to the establishment of the programme under review, the faculty involved, the available resources, a SWOT analysis, as well as a description of all other services offered to the students.

The review of the programme took place remotely on Monday the 15<sup>th</sup> and Tuesday the 16<sup>th</sup> of May 2023. During these days, the EEAP met virtually with the Vice Rector for Academic Affairs, the Head of the Department, the MODIP and OMEA representatives, teaching staff and students' representatives, as well as representatives of employers and other external stakeholders. Interesting discussions took place during the various virtual meetings. Some technical connection issues appeared on the early meetings of the 16<sup>th</sup> of May, but these problems were progressively resolved.

The interaction with the above-mentioned groups has enabled the EEAP members to form a first-hand understanding of the programme structure, the vision and mission of the department and the university, as well as the planned development of the Department and programme under review.

### **III. New Undergraduate Study Programme in operation Profile**

The programme under review commenced its operation in 2019. The Department exists since 2009 under the form of a Technological Educational Institute (TEI). In 2013, the national programme Athena led to a series of changes and the programme specialized specifically on Finance and Accounting. On 2019, the TEI entered the University of Peloponnese as a full Department.

The duration of the new undergraduate study programme is 4 years. It is structured around 64 courses and 240 ECTS. Successful completion of the programme leads to the award of a Bachelor diploma in Accounting and Finance. Graduates can either find employment in the private sector - firms, banks, accounting offices and related businesses - or in the public sector. They can also follow one of the two Master programmes delivered by the Department. There are no graduates from this programme yet, since it only started in 2019. The first graduates are expected in July 2023.

The student body currently numbers 1703, with 1260 students having transferred from the previous undergraduate programme offered by the TEI of Kalamata and the remaining 660 students having entered the new programme since its introduction in 2019. Every year the Department welcomes around 190 fresh-comers. There are officially 120 available places for newcomers, but the Ministry of Higher Education significantly increases the number of new students (as in most universities in Greece).

The staff/student ratio is around 1/57 in terms of “active” students (i.e., those who entered the new programme at the University of Peloponnese) and around 1/102 in terms of the entire student population (i.e., including students who transferred from the earlier TEI programme).

The campus includes several new buildings that contain staff offices, classrooms, auditoriums, and a library. There are dedicated facilities for student accommodation and catering facilities; the campus is located at a 2-miles distance from the city. The campus is situated in the town of Kalamata, at a pleasant and enjoyable location with a 2-hours direct access to Athens via the highway.

The EEAP recognizes that certain aspects of the accreditation (such as graduates’ prospects in the job market) cannot be explored fully due to the lack of data given the fact that this is a new programme that was only introduced in 2019.

## **PART B: COMPLIANCE WITH THE PRINCIPLES**

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

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

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

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

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

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

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

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

#### **b. The strategy of the Institution for its academic development**

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

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

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

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*

- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

**d. The documentation of the sustainability of the new department**

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

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

**e. The structure of studies**

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

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

**f. The number of admitted students**

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

**g. Postgraduate studies and research**

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

**Relevant documentation**

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*



- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

## **Study Programme Compliance**

### **I. Findings**

The academic unit provided the EEAP with a set of helpful documents about its short history, the functioning of the Department and the strategy of the undergraduate and postgraduate degree programmes. The EEAP was also provided with a comprehensive SWOT analysis of the Department.

The undergraduate study programme was created at its current form in 2019. The creation of the Department reflects the decisions of the University of Peloponnese following the 2019 law on the overhaul of Greek Technological Educational Institutes (TEIs) and their conversion to Higher Educational Institutes (AEIs). The Department of Accounting and Finance at the TEI of Kalamata was transferred as a new Department at the University of Peloponnese. As a result, the Department still hosts a substantial number of students from the previous undergraduate TEI programme. The Department's members are consisting of faculty that was mostly employed prior to 2019; additionally, 3 new faculty members were employed after 2019 and it is expected that one more faculty member, at the rank of Assistant Professor, will be employed as from the Fall 2023 semester.

This is the only Department in the University - also in Peloponnese - offering an undergraduate degree in Accounting and Finance. Demand in the regional and national labour market is very strong for such skills, and the Department is very confident about matching the skills of its graduates with the needs of employers. The teaching staff aims to equip students with theoretical knowledge as well as professional skills. The Department has done considerable work in terms of recognition of its programme by national institutions such as the Association of Chartered Certified Accountants (Σώμα Ορκωτών Ελεγκτών Λογιστών) and the Economic Chamber of Greece. Most students come from Peloponnese but also from the Athens area which is connected to Kalamata with a new highway. The commuting trip from/to Athens doesn't exceed 2-2.30 hours.

### **II. Analysis**

The Department focuses in both disciplines related to its programme's areas, namely Finance and Accounting. This is in line with the programme of study as well as the additional activities taking place, such as the CFA Research Challenge and the exceptions achieved for the ACCA qualification. Thus, there exists a symmetrical involvement of these two learning areas. The department's graduates acquire skills that enable them seek employment opportunities both in Accounting as well as in Finance.

This corresponds to the needs of the regional and national labour market. We consider that this is a good strategy, since it matches the learning outcomes of the programme to the real economy, and it prioritizes the development of skills that are in demand by employers.

The programme could benefit from some differentiation relative to similar programmes offered by other Greek universities (there are 8 universities in Greece offering a similar

bachelor). The programme of the University of Peloponnese is like the other programmes at a level of 80%. This differentiation would allow students to be more competitive in the job market. In addition to the undergraduate study programme under review, the Department offers two postgraduate programmes, one on Finance and Accounting with 134 students and the other on Business Administration with 143 students. In 2022, the University Senate has voted favourably on the transformation of one of the two postgraduate programmes. The new postgraduate programme concerns Sustainable accounting and finance but doesn't yet operate.

One of the main issues facing the Department remains the ratio teaching staff/students. With an increasing number of students, the Department needs to be strengthened with young lecturers. One recruitment, at the rank of Assistant Professor, has taken place in 2023; this is expected to reinforce the team as from September 2023. A second issue has to do with attractiveness to potential students. The number of new students has been consistently increasing during the past few years. This is very encouraging. Nevertheless, the Department should start innovating and specializing to keep this attractiveness. The Department has created a Consulting/Advisory Committee with the participation of external stakeholders. This Committee meets once or twice a year to discuss about the performances of the programme and the way it fits to the private sector's needs. The Committee considers this as an excellent initiative.

### **III. Conclusions**

The EEAP recognizes the willingness of all Department's members to work on and improve the undergraduate programme. The attractiveness of the programme clearly appears with the increasing number of new students. Nevertheless, the Department should strongly consider building competitive advantages to differentiate from similar programmes in other universities in Greece. Sustainable finance and accounting seem to be a quite good opportunity.

## Panel Judgement

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

## Panel Judgement

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

## Panel Recommendations

**R1.1:** Continue developing new areas of teaching and elaborate a clear strategy of competitive advantages for the programme in Greece.

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings & Analysis**

The Department has developed a Quality Assurance Policy. Three members of the unit work in the Quality Assurance System. The team has created student questionnaires to evaluate the performance of each course and the programme.

The Quality Assurance System provides information for strategic planning to the Head of the Department. However, it is probably early to evaluate the performance of the Quality Assurance System of the Department due to its recent introduction (in 2019) and the adverse impact of the covid pandemic. Important information, such as on the career prospects of recent graduates and their progression to postgraduate degrees, is not available yet.

Another issue has to do with the number of students that complete the course evaluations. It seems that the completion ratio is very low. This limited engagement with the process most likely reflects students' poor physical attendance on campus, rather than the Department's efforts to promote the evaluation process.

The EEAP acknowledges that the Quality Assurance team has provided helpful and relevant material to support the accreditation of the undergraduate programme. The EEAP would also like to encourage the Department to continue working at the same level in the future. However, the student lack of engagement with the process needs to be addressed.

## II. Conclusions

The discussion with external partners was very interesting and it has showed that the strategic plan of the Department converges in several areas from what is expected by its stakeholders.

### Panel Judgement

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

### Panel Recommendations

R2.1: Increase student engagement in the quality assurance process.

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

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

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

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

#### **Relevant documentation**

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

#### **I. Findings**

The following documents, references and links were looked at for the evaluation:

- B10. Decision for the Department Creation

- B1. Proposal for Accreditation
- B2. MODIP Proposal Report
- B5. Four Year Business Plan
- B9. Goal Setting and Attainment
- B11. Student Guide
- B12. Course Outlines
- B13. List of Digital Skills Courses
- B20.1 Study Regulations
- B26.11 Departmental Presentation
- the departmental website [www.accfm.uop.gr](http://www.accfm.uop.gr)

The EEAP recognizes that the Department has done a very organized and comprehensive job in submitting its Proposal for Accreditation. The documents mentioned above are a subset of those included in the Proposal.

## **II. Analysis**

### **Senate Decision for the establishment of the Undergraduate program of Studies**

The establishment of the Department of Accounting and Finance which is based in the city of Kalamata, in the Greek prefecture of Peloponnese, was authorized by the Greek Parliament based on article 46 of the legal directive N.4610/2019 (ΦΕΚ Α' 70/07-05-2019 and became part of the School of Management of the University of Peloponnese. The associated Undergraduate Program of Studies was subsequently approved by the University Faculty Senate in its 155<sup>th</sup> meeting in July of 2019 with its decision 40/26-07-2019, has been implemented since the start of the 2019-2020 academic year.

### **Curriculum Structure**

The awarding of an undergraduate degree requires 40 courses which amount to the completion of 240 European Credit Transfer and Accumulation System (ECTS) units. The courses are divided in mandatory core courses and elective courses offered in 8 semesters of study. In the first two years, students take core courses which are the basis of the curriculum. In the third and fourth year, along with core courses, students are required to choose elective courses compatible with their choice of specialty orientation and their perceived professional career. The expected learning skills of the Undergraduate Program of Studies are appropriate for the various accounting and finance specialty options offered in the Program.

The curriculum includes numerous “supporting knowledge” courses for the degree specialty options and specializations, such as Economics, Mathematics, Statistics and Econometrics, Law, Quantitative Analysis, Informatics, Marketing, Business Ethics, Management, and others. Appropriately enough, 5 courses of Digital Skills are included in the curriculum, out of which students must take 4 to acquire a Digital Skills certificate, appropriate and compatible with their Accounting or Finance knowledge acquisition, which is very useful for employability in today’s job market.

In addition to the theoretical knowledge obtained from the courses taught, the students can participate in the non-compulsory practical experience (Internship program), equivalent to 6



units of credit, to gain practical, job market experience and in the ERASMUS exchange program to acquire a flavour of international experience.

The 240 ECTS degree units encompass the knowledge-gaining activities and resulting learning outcomes as expected, to satisfy the standards of the appropriate degree level(s) of the European Qualifications Framework (EQF).

#### **Labour Market Employability and International Experience**

Since the new Department has been only three years in existence there are no graduates yet so that data cannot be gathered and assessed regarding their employability or their work experience in the domestic or international labour market. Nevertheless, the program so far has attained approval and recognition from relevant national and international professional associations, such as Certified Public Accountants (CPA), Chartered Financial Analysts (CFA), Greek Association of Certified Auditing Accountants (ΣΟΕΛ) and the Greek Economic Chamber (OEE). The established positive relationship with these organizations significantly enhances the visibility of the program and the employability prospects for the graduates.

#### **Student Guide**

The EEAP considers the student guide of the Department to be very thorough and comprehensive. It provides information to the students about academic and administrative structure and procedures, curriculum, support services, facilities and degree requirements.

Since the job market for the graduates has a variety of professional practice flavours, the student guide lists and discusses the skills and competences with which the program of studies equips the students in various professional practice areas of Accounting and Finance. Examples in accounting are public, tax, corporate or banking, and in finance are financial investment, international finance, or banking.

#### **Course Outlines**

The Department has in place a comprehensive package of course outlines in the form of a series of tables, one table for each semester, displaying the course titles that are taught, the corresponding hours of instruction, workload and ECTS units awarded for each course. Each course outline has a corresponding standard format of detailed information on various aspects of interest to the students, such as performance expectations and material coverage presented and explained in a standard organized format.

#### **Teaching Staff Information**

An academic profile of each faculty and staff member is included in the Student Guide displaying the field of specialization, academic rank, and courses taught.

### **III. Conclusions**

In the design phase of the Undergraduate Program of Studies several sources were taken into consideration, such as similar programs in foreign institutions, competitive programs of departments in domestic regional institutions, as well as feedback from local and regional business professionals. Based on the relationship and close interaction with an institutionalized Advisory Board with membership from these local external business partners,

the program is continuously monitored, and feedback is obtained for needed upgrades and improvements to keep abreast with the needs of the job market.

The EEAP considers that for a department on the third year of its existence, the undergraduate curriculum, the academic staff, the student services, the facilities, and the administrative support systems associated with the study program, possess a good dynamic and are in a continuous quality improvement path to produce graduates with competences matching those of other competitive undergraduate programs in the country.

### Panel Judgement

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

### Panel Recommendations

R3.1: Consider the definition and adoption of a market “niche”, incorporate it in the Undergraduate Study Program, promote and market it, to gain recognition and a competitive advantage over other similar regional departmental programs.

R3.2: Convert and include a selected number of courses in the curriculum in English to facilitate the expand the internationalization of the program in terms of mobility and influx of foreign students through the ERASMUS program.

R3.3: Consider the adoption of a Quality Assurance course in the curriculum. Dedicate a small portion of the instructional material to educate and motivate the students to actively engage in the pursuit of quality improvement of all aspects of the Undergraduate Program.

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

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

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

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

### **Relevant documentation**

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

### **I. Findings**

The programme of studies consists of a total of 40 courses (240 ECTS) out of which 33 are compulsory and 7 are chosen from a list of 28 electives. It is safe to say that the number of electives is on the low part. There are no predetermined areas of specialization since these are supposed to emerge from student course choice, thus the limited number of electives is also restricting students on finding an area of specialization. It was further noted that out of the whole programme of studies there is only one course of English language, which is an elective, and there are no other foreign language options. The students agreed that this kind of courses would be a much-needed addition to the programme. The EEAP also observed that there are no pedagogical courses taking place for students that want to specialize in the teaching spectrum.

The students assured EEAP that they have an active role in the classroom as their professors are asking questions and engaging in dialogue with them. In case some students need more

explanation on a subject small group lessons are regularly taking place, with the initiative of the professor. Moreover, all faculty members make sure they upload their study material regularly on the e-class platform where all students have access remotely.

The assessment of courses is based on the grade of the final exam at the end of each semester. However, as students confirmed, almost half of the courses include individual or group assignments that are considered for the final grade. In many cases there are also mid-term exams to track the progress of the students.

There is a student complaint procedure in place, and an associated form to be completed online is available.

Academic advisors are appointed to each student, their contact information can easily be found at the website, or they can be approached in person since every faculty member adopts an “open-door-policy”.

At the end of each semester students get the chance to evaluate their professors and their courses. It came to our attention, however, that the percentage of participation in this process is extremely low.

## II. Analysis

Faculty members clearly value student-centred learning since they are actively involving students in the learning process and are evaluating them with modern standards. They have mechanisms in place to ensure that the quality of their courses is steadily improving.

## III. Conclusion

The department has managed to keep-up with the modern pedagogical methods and is taking steps to further enhance student-centred learning in the programme of studies.

### Panel Judgement

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

### **Panel Recommendations**

R4.1: With the addition of new Faculty members, it is strongly advised that more options of courses are added so that students can choose and specialize on. Immediate attention needs to be given to foreign languages and pedagogical courses.

R4.2: Encourage students to participate in the evaluation process at the end of each semester, this will give invaluable information to further improve the quality of the courses.

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

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

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

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

*as well as*

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

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

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

### **Relevant documentation**

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

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

### **I. Findings**

At the beginning of each academic year a welcome / orientation ceremony is being held for the incoming students. Students are provided with all the necessary information about their programme, facilities, rights, and obligations. The EEAP was pleased to note that besides faculty and student representatives, external stakeholders also take part in this ceremony.

Student progression is being monitored both by the academic advisor mentioned in the previous principle and by the statistics of the exams from each semester.

The programme provides the opportunity for a two-month internship during the 6<sup>th</sup> and 8<sup>th</sup> semester. Unfortunately, the number of internships available each year is on the low spectrum mainly due to limited funding. Last year there were only 10 places for internships, but the department managed to turn them to 17 by raising private funds from the businesses. The department also provides the choice of a 4-month part time internship. Nonetheless, students don't seem to be interested in the idea of internship (only 23 students applied last year). They do not like the two-month duration and the 6-unit credit only that is awarded.

The department is participating in the Erasmus student exchange program, though we must stress out that this is a fairly new territory for most of them being former TEI students and faced with the recent consequences of COVID-19. Each year only 2-3 students are being sent to an exchange university abroad and an average of just 1 student is admitted in this programme. The Erasmus office does in fact have agreements with more than 10 universities around the world, however when students were asked, they answered that they were only aware of 2 and it was obvious that they weren't particularly informed on the subject.

The recognition of credits is based on established European principles through the ECTS system. All graduate students receive their printed diploma along with their diploma supplement at no cost.

It is worth mentioning that the department has set out a policy that rewards students with exceptional performance. The students are eligible to receive awards each year as well as various benefits, one of them being a full scholarship at the Department Master's programme.

## **II. Analysis**

The faculty has made sure that admitted students are feeling welcome from the moment they arrive and are equipped with all the necessary tools for a successful student career. The study programme and the diploma given is in accordance with all European academic standards. Additional incentives are provided to the students to excel in their studies. The department is making sincere efforts to maximize their internship programme with the available resources, but the Erasmus programme could use both more time and attention to grow.

## **III. Conclusion**

The Department of Accounting and Finance has a well-structured and recognised programme of studies. The EEAP recognises that student-centred procedures like the internship and Erasmus programme are a work in progress that is constantly improving.

## Panel Judgement

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

## Panel Recommendations

R5.1: Inform students about the capabilities and benefits of Erasmus. Additionally, advertise the programme to foreign universities to attract incoming students.

R5.2: Keep increasing the number of internships each year. Additionally, inform and educate the students on the benefits of the practical training.



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

**Programmes Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.**

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department has 11 permanent academic members, 3 Full Professors, 2 Associated Professors, 4 Assistant Professors and 2 Lecturers. The Department also has 2 Special Teaching members, 1 for IT and one 1 for Economic Theory. The Teaching Staff members are distributed in the following scientific fields: 2 members in quantitative methods, 4 members in financial courses and applications, 2 in accounting courses, 1 in Legislation course and 1 in research and teaching for quantitative and financial applications. The Department, according to the framework of the European Program of Acquiring Academic Experience, has employed, in the last 3 years using fixed-term teaching contracts, PhD students who are exclusively involved in tutorial sessions in the areas of their specialization. The EEAP notes that there is only one woman between the member's staff. The relative ratio Student /member of staff is 57 students in the Department of the University and 102 students by adding the students from the previous Study Program (of TEI). Through future appointments, the Department aims to further improve

the relative students/ member staff ratio (1/35). The Department expects one more staff member for accounting soon.

The Department employs three (3) permanent administrative staff members to support academic and student services.

The Department has a clear policy of recruitment, which complies with the regulatory framework and includes criteria in academic and research activities. Teaching Staff is selected and developed through transparent procedures which are defined by government legislation.

As far as educational processes are concerned, alternative teaching methods are used. Lecturers are encouraged to make use of new technologies, specialized software, e-classroom and on-line courses. In case of difficulties the Lecturers seek the technical support of the Special Teaching Staff for laboratory courses and laboratory simulations.

The research work of the Department has been improving in last years. During the period 2018-2022 the Staff members of the Department published 121 high-quality papers in internationally recognized peer-reviewed journals, 124 announcements in referred conference proceedings, 13 books, 12 chapters in collective volumes, and 3 international awards and distinctions.

The Research work in progress/working papers are 15. The Departmental research work in the last 5 years has achieved 3.185 citations and 2.969 cross references.

## **II. Analysis**

The EEAP feels that the student-staff ratio in the undergraduate study programme is quite high and significantly limits the faculty's available time for research activity and mobility. The skills, research experience and activities of the teaching staff fit well with the needs of the undergraduate programme. The recruitment of new staff is based on reasonable requirements of teaching and research output. These requirements and the overall recruiting process are consistent with legal requirements. Regarding the development of the teaching staff, the EEAP notes that the professional training and mobility through the Erasmus program and professional leaves is inadequate.

The EEAP finds that there is a strong spirit of collegiality in the Department, with all faculty members in cooperation with the Advisory Committee participating enthusiastically in academic activities. This team spirit ensures the very good cooperation of upgrading the undergraduate programme.

Considering the background of the Department and the transition phase it currently finds itself in, the EEAP notes that the funding of the Department is low. The Department aims to sustain and strengthen the research activity using financial incentives for all members and encouraging them to increase collaboration within and outside the Department.

## **III. Conclusions**

Despite significant efforts, the EEAP feels that there is still substantial room for ensuring a sustainable, balanced, and high-performing long-term research strategy in the Department.

## Panel Judgement

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

## Panel Recommendations

R6.1: Intensify the efforts to recruit new highly qualified academic staff as well as administrative staff for the Department.

R6.2: Secure additional funding to further strengthen the Department research efforts.

R6.3: Encourage the research activities of all members by providing clear incentives such as financial awards and distinctions of excellence.

R6.4: Encourage international orientation by increasing mobility of the staff members through the ERASMUS Programme and sabbaticals.

R6.5: Expand the cooperation with other Research Institutions and Universities and organize International Conferences on campus.

R6.6: Conduct research activity such as to achieve research paper publications in highly regarded professional journals.

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

**Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs.**

*Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Relevant documentation**

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

### **I. Findings**

The EEAP examined all the documents and information links to assess the learning resources and student support of the Department.

The available space for teaching and research needs includes:

Three (3) Auditoriums with a capacity of 80-200 seats each (total capacity of 570 people) equipped with projectors and all necessary teaching facilities, sound, and microphone facilities and one (1) Central auditorium which is used for organizing meetings and conferences. Two (2) conventional teaching classrooms with a capacity of 63 and 135 seats respectively, equipped with PCs, video projector, boards, and microphone setup. The Department also has at its disposal two (2) Electronic Training Laboratories, each with 25 PC positions for practicing purposes. The Laboratories are fully equipped. There is internet connection to the main library of the university for electronic access to its resources. There are numerous educational /research software packages such as SPSS, STATA, R, and Enterprise Resource Management-ERP).

In addition, to the University's Central Library, the Department has a Research Laboratory for Financial Data Analysis and Accounting Studies (FINDCCP) that supports the research activity of faculty members, doctoral students, and postgraduate students. It is equipped with PCs, a projector, smart TV and an Interactive Board.

The students of the Department have access to the online business database of ICAP (ICAP Data. Prisma), the integrated online application (InBroker), as well as tracking international stock market information provided by the Athens Stock Exchange. Through the website of the Library and the Information Centre of the University of Peloponnese (VKEP), member of the network of Greek academic libraries (Heal-Link), students have access to the Database (WorldData.AI) as well as to the Digital Library of academic journals (JSTOT). All Permanent Academic Staff have offices connected to the internet and personal emails.

The Department's academic community has in place student support services. All information is posted on the Department website and includes:

- The electronic Secretariat which keeps the Students' Registry. It also organizes a welcome and information event for the first-year students and the professional prospects of the graduates, the structure of the Department, the structure of the Program Studies as well as the services offered to them.
- An Innovation and Entrepreneurship Unit of the University connecting students with the labour market.
- An Internship Office dedicated to support internship activities.
- The University Restaurant and Canteen for catering.
- Housing allowance offered to overcome the limited number of places offered at the University's Hall of Residence.
- A health care facility.
- Other Electronic Services such as The Platform for Distance Learning (Open E-class) and the Platform MS Teams, electronic EVDXOS for securing teaching books, electronic Mail and Electronic Notice Delivery.
- Academic Advisors and a Student Advocate.
- The library, which lends various types of publications.
- An Erasmus Office, through which the Department offers the possibility for students' participation in mobility programs through the Erasmus+ within the framework of inter-Institutional collaborations abroad.

The University finances the Department directly from its Budget for covering supplies of fixed assets, maintenance equipment, cost of staff training etc. Additionally, this funding is enhanced through the income from the Postgraduate Study Programs and from Research Activities on Regional and European projects. The distribution and management are done by the Department Assembly.

## **II. Analysis**

The above findings are based on written material as well as information provided during discussions with the Department. All information has been evaluated in relation to the body of students and the academic staff of the Department.

## **III. Conclusions**

The needs of the Department are financed through the Central Budget of the University. Some funding resources come from European Projects.

The impression of the EEAP is that the Department has adequate infrastructure and equipment for educational and research activities. The Department engages in continuous monitoring and maintaining its equipment and infrastructure.

### Panel Judgement

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

### Panel Recommendations

**R7.1:** Negotiate additional funding from the Central Budget of the University. Explore the potential of securing external funds such as European research grants and find sponsorships from other private sources.

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The Department has established an information system (Electronic Secretariat Cardisoft) for the collection, analysis, and use of reliable data for all categories of human resources and learning processes, concerning student body and profiles, such as rates of enrolment, the number of active students, the progress, the participation in evaluating the courses and lecturers and their satisfaction from teaching and facilities. This statistical data is useful for use in quality assurance assessments.

The process of collection and analysis of data takes place periodically and systematically at the end of each term for every individual course. The process focuses on the content of each course, the teaching methods, the evaluation of teaching staff, student satisfaction, and the quality of facilities. The data obtained from the information system of MO.DI.P and OPESP are utilized by OMEA for issues such as the average time completion of studies, lecturer evaluation, the Curriculum Committee, and the Research Planning Committee of the Department. The processed evaluation results are sent by MODIP to OMEA which prepares a report for being presented at the Assembly of the Department, in which students participate through two representatives; the results are discussed for taking corrective actions.

After the end of the semester the instructors fill out an inventory form for each course, they teach answering a questionnaire which refers to the way of teaching, the number of students that participate, learning difficulties etc. This data is processed statistically and discussed at the Assembly of the Department.

There is not enough quantitative data about the rate of student's participation in the process of evaluating the courses and teaching staff. The interest of active students to participate in this process remains low and that limits the reliability of the results.

There is no alumni association yet that could potentially provide useful feedback from the market.

The Department has established an External Advisory Board of Stakeholders, who participate in the Department's activities enthusiastically in a cooperative spirit and provide feedback relative to upgrading the Study Programme. The Advisory Board meets twice a year and participates actively in the Department's events by organizing special seminars and conferences for students.

## II. Analysis

Various key performance indicators (KPI's) and statistical tables are produced using the statistical information produced for use by OMEA and MODIP to monitor and evaluate the performance of the programme, facilities and infrastructure services.

Key performance indicators are also utilized for the Department's goal setting in the annual Business Plan. All members of teaching staff are informed and participate in the annual monitoring and improvement process. At the end of this process, the Department's General Assembly discusses the results for the proposed programme changes and develops an evaluation report. The collection and processing of the data is monitored and managed by MODIP.

Finally, the Department develops and implements an annual action plan based on KPI values that are regularly monitored and evaluated.

## III. Conclusions

The EEAP considers that the Departmental system of collection, analysis and the use of information data are fully compliant.

### Panel Judgement

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



**Panel Recommendations**

R8.1: Encourage and further motivate student participation in the process of course evaluation for more reliable information.

R8.2: Encourage expected graduates to establish and operate an active Department Alumni Association upon graduation.

## **Principle 9: Public Information Concerning the New Undergraduate Programmes**

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

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.*

### **Relevant documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The EEAP examined the following documents and references for the assessment of this Principle:

- B1. Department Proposal for Accreditation
- OMEA Presentation
- B25. Welcoming of incoming students
- Departmental websites [www.accfm.uop.gr](http://www.accfm.uop.gr) and [www.accfm.uop.gr/en/home](http://www.accfm.uop.gr/en/home)
- B26.8 Website Committee
- B26.9 Website Maintenance and Updating

### **II. Analysis**

As expected, the departmental website, a sub section of the institutional website, is the main source of information about the Department and its Program of Undergraduate and Postgraduate Studies which is of interest to the university community at large and the public. A website committee responsible for the maintenance and regular updating of the website was designated, as indicated in the minutes 23/12-10-2020 of the departmental meeting.

The EEAP examined the Greek version of the departmental website, [www.accfm.uop.gr](http://www.accfm.uop.gr), and found it quite informative and comprehensive with many sub links of information about the Programs of Study, the academic and administrative personnel and procedures, research programs, student related issues and services , facilities, as well as a section of assorted

announcements and social media links. Most sub links present detailed information about the Program of Studies by virtue of posting relevant documents as they have been submitted in the proposal for accreditation package.

The EEAP believes that a specific link should be created in which all Quality Assurance issues, procedures and practices associated with and managed exclusively by the departmental OMEA are consolidated.

The English version website [www.accfina.uop.gr/en/home](http://www.accfina.uop.gr/en/home) needs rewording and upgrading. It matches the Greek version in style, design and searching but it is deficient in terms of information content correspondence compared to the Greek version.

Other means and ways of disseminating departmental and program of studies information to the various target groups are the organizing of professional seminars, visits to high schools of prospective incoming students, and presence in social media.

### III. Conclusions

Overall, the departmental website is well designed, user friendly and the information content is comprehensive. The EEAP has been told that a redesign and upgrading of the institutional website is in progress and that will result in enhancements and corrections that are needed in the departmental website.

#### Panel Judgement

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

#### Panel Recommendations

**R9.1:** Improve the English version of the website as it is the basic instrument for the promotion and marketing of the Department and its Study Programs in the competitive arena of similar study programs domestically and abroad.

**R9.2:** Organise open days, at least once in each semester, so that interested students will have the opportunity to visit the institution and in particular this department be made further known to the public.

## Principle 10: Periodic Internal Review of the New Study Programmes

**Academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, with a view to continuous improvement.**

*Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Relevant documentation**

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

## **Study Programme Compliance**

### **I. Findings**

Internal review and evaluation of the programme and its resources is an ongoing process that all faculty and administrative personnel are well aware. Each year an Internal Evaluation Report is drafted that pinpoints the areas that need improvements and further development. This Report is based on HAHE's guidelines and reflects current achievements, resource usage, and weak areas that need to be addressed. OMEA is responsible for this Report and executes its task in collaboration with the faculty members under the guidance of the Department Head and the Rector's and Vice-Rector's Offices.

### **II. Analysis**

The students' end of semester evaluations is processed and analysed, and their views and suggestions are seriously taken into consideration. To this end KPI's are used aimed to quantify the areas that need improvements, as well as the progress achieved. Additionally, relevant information is drawn from the Research design committee, the Mobility committee, the Internship committee, as well as the Committee for ensuring equal opportunities. The whole process follows a process, which passes through the department head, the department council, and finally 'MODIP'.

The department is also paying special attention to the enrichment of the UGP by suggesting additional courses, updating the course content, and considering student and external stakeholders' views. This process takes place every two years.

### Panel Judgement

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

### Panel Recommendations

**R10.1:** Conduct Advisory Board meetings more regularly and ensure that the student representative is given the opportunity to express his/her views regarding all issues.

**R10.2:** Advocate and encourage the student participation in class evaluations, perhaps by devising specific incentives to be offered to student classes with high participation.

**R10.3:** Over time, create a flow diagram for each regular and/or significant process of the Department and the Undergraduate Program, much like the ones presented in the Quality Manual, so that procedures are standardized and are visually easy to follow by anyone. Assemble this documentation in a dossier which will be available to satisfy accreditation requirements in the future.

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

It is the first time that the current new UGP is externally evaluated; even when the 'TEI' existed only the Institution was once evaluated, therefore there is no basis for comparison. The process followed is set by HAHE and involves the obligation of the department and institution to abide with the EEAP's recommendations and suggestions; the analysis of the EEAP Report and the drafting of a strategic plan on how the EEAP suggestions are to be materialized.

#### **II. Analysis**

Since this is the first evaluation, no further analysis can be offered at this stage.

#### **III. Conclusions**

We can safely conclude that the future external evaluation will be conducted following the HAHE guidelines.

## Panel Judgement

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

## Panel Recommendations

R11.1: Ensure that the findings and recommendations of this Report are taken into consideration, and it will be addressed prior to the next accreditation process.

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The new UGP has been established in 2019 in the context of law 4610/2019 and in particular article 53 provided that the existing TEI students should have been given the opportunity to continue their studies and graduate. As a result, currently the new programme runs with two cohorts, one comprised of new students, and one comprised of the transfer students. These students are regularly advised and assisted so that they can complete their studies. This consequently creates an additional burden to the faculty as well to the administrative staff, who must ensure the correctness of the transition. It also translates in offering additional courses, which existed at the TEI as well as the completion of the internship that was obligatory for the TEI students.



## II. Analysis

A scientific advisor has been appointed who oversees the process, which is due to be completed in about one year's time. Supportive part time faculty has been employed, to complete the transition. It is worth noting that the TEI internship is of a 6 months' duration, a fact that places additional responsibilities and burden to all involved. Moreover, transfer students are allowed, by taking 4 additional courses, to graduate with the university's degree.

## III. Conclusions

The EEAP is satisfied that despite the complications involved in this transition period and despite the small number of permanent faculty, the transition is running well and secures the students' rights.

### Panel Judgement

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

### Panel Recommendations

No recommendations

## **PART C: CONCLUSIONS**

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

- The existence of an institutionalized Advisory Board with the presence of stakeholders.
- A collegiality environment between faculty staff and students.
- A continuous flow of incoming students.

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

- Low mobility of Erasmus students and of the teaching staff.
- Insufficient academic and administrative staff.
- Insufficient funding and limited budget.
- Insufficient number of elective courses.

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

- Consider the designation of appropriate curriculum courses as prerequisites.
- Establish a computerized platform to facilitate the communications between the members of the institutional Advisory Board, the departmental personnel, and alumni (when there are graduates) to interact concerning issues of mutual interest. If so needed, modify, and use the Career Office computer information system as a platform for this purpose.
- Enrich the programme with areas of current interest, such as Green Accounting.
- Revise, expand and further quantify the Undergraduate Program and departmental goal sets by selecting an appropriate subset of goals from the ETHAAE document (s) “Ανάλυση Κριτηρίων Διασφάλισης Ποιότητας Ακαδημαϊκών Μονάδων (ΑΔΙΠ 2011)” and “Διασφάλιση της Ποιότητας στην Ανώτατη Εκπαίδευση, Ενημερωτικό φυλλάδιο (ΑΔΙΠ 2007). Additional goals of exclusive interest to the Department should also be included and associated with appropriately defined KPI values.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 6, 7, 8, 9, 11, and 12.**

The Principles where substantial compliance has been achieved are: **4, 5, 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 EEAP

Name and Surname

Signature

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