



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

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ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report for the Undergraduate Study Programme of:

International and European Economic Studies

Institution: AUEB

Date: 10 November 2019

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



Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme in International and European Economic Studies of the **Athens University of Economics & Business** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of International and European Economic Studies of the **AUEB** comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Prof. Daniel Himarios (Chair)
University of Texas at Arlington
2. Prof. Konstantinos Serfes
Drexel University, Philadelphia
3. Dr Dionyssis G. Dimitrakopoulos
Birkbeck College, University of London
4. Mr Konstantinos N. Georgiou
Economic Chamber of Greece

II. Review Procedure and Documentation

The accreditation visit was conducted between 5 and 9 November 2019. The panel was briefed by the HQA on Tuesday 5 November 2019 and then went on to spend two days on site (at AUEB) meeting various stakeholders (see attached schedule), ranging from members of the AUEB's Quality Assurance team, academic faculty teaching on the programme, current and past students, external stakeholders (from both the private and public sector). The panel then convened to consider the voluminous documentation produced by the Department and the HQA, as well as the evidence collected during the on-site visits (including the information obtained informally through an impromptu meeting with current students).

III. Study Programme Profile

The Athens University of Economics and Business (AUEB) is the third oldest Higher Education Institution in Greece and the first in the fields of Economics and Business Administration. Over time the scientific fields of Informatics and Statistics have also been added. From its establishment in 1920 until the present time, the University has had a rich history of noteworthy scientific accomplishments, which shape its exceptional outlook for the future. The AUEB consists of three (3) Schools: a) School of Economic Sciences, b) School of Business, and c) School of Information Science and Technology. There are in total eight (8) Departments, and they offer degree programs at three (3) cycles of study: (a) Undergraduate, (b) Master's and (c) Doctoral. The School of Economic Sciences consists of two (2) departments, the Department of International and European Economic Studies and the Department of Economics.

The Department of International and European Economic Studies was established in 1990 with the purpose of training specialists in European Integration issues and, generally, in International Economics and International Relations. The Department also offers a postgraduate programme as well as a doctoral programme. The academic aim of the Department is to promote and convey knowledge in the field of International and European Economic Relations. The curriculum extends over a wide range of academic subjects related primarily to economics, but also other relevant social sciences. The 4-year programme is structured so as to train economists and financial experts who are more focused and proficient in the fields of International Economics and other neighbouring disciplines (e.g. political economy, international economic relations) than those who have a degree from an economics Department.

The programme includes two (2) pathways: a) International Economics and Finance, b) International and European Political Economy. The Department uses a variety of teaching methods such as tutorials, group discussions, written assignments and the preparation of a thesis. It also maintains a fully equipped computer laboratory (EUROLAB). Graduates of the Department, as economists with multi-disciplinary knowledge, can work in banks, other businesses in the private sector, in international organizations, in the European Union, and in the public sector. They can also continue their studies at master's or doctoral level in one of the Department's well established programmes or beyond.

The programme currently has about 1350 students, including around 800 active ones. 26 academic staff work in the Department. Classes are held at AUEB's campus in central Athens.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

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

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

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

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

Study Programme compliance

The academic unit has a quality assurance policy for the undergraduate programme in question. This policy is consistent with the AUEB's policy and is appropriate for the programme in question. It includes a commitment to continuous improvement through the involvement of OMEA and MODIP. It includes four strategic objectives and 22 goals per strategic objective. It is also made available to relevant parties. It includes relevant, measurable and achievable goals in relation to learning outcomes, research output and student satisfaction. It also appears to be monitored annually.

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

We suggest the Department seriously consider reducing the number of goals set per strategic objective (e.g. in relation to research output) so that they can better concentrate their efforts.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme compliance

The programme meets this principle and is designed according to the prevailing standards. The structure of the programme is clearly presented in the annual study guide (οδηγός σπουδών)¹. The AUEB has also recently established a clear procedure for the revision/reappraisal of its undergraduate programmes². The revision process involves various internal and external stakeholders (via the Curriculum Development Committee and the External Consultative Committee). It is meant to take account of developments in the labour market, current trends in the relevant fields of expertise, the views of students (albeit via the teaching questionnaire) etc. Since this is a new procedure, we look forward to its implementation.

The annual study guide is comprehensive and offers a wealth of relevant information to students attending the programme. We commend the inclusion of a compulsory research project in the curriculum as well as the opportunity for practical training.

¹ Οδηγός σπουδών προγράμματος Διεθνών & Ευρ. Οικονομικών Σπουδών 2019-20 του ΟΠΑ.

² Απόσπασμα πρακτικών 1^{ης} συνεδρίασης της ΜΟΔΙΠ του ΟΠΑ της 14^{ης} Οκτωβρίου 2019.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

If the programme is revised in the future, we encourage the department to keep disseminating relevant information to affected students in a timely manner.

Principle 3: Student-centred Learning, Teaching and Assessment

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

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

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

In addition :

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

Overall, the programme offers flexibility to students (e.g. through the availability of different pathways involving several optional courses) and entails the use of different modes of delivery (including tutorials). The committee has been instructed to look for a) assessment criteria and b) assessment methods. The latter are published in advance (e.g. in the syllabi and the annual student guide) but there is no official document detailing the currently applicable assessment criteria. The Department also carries out regular student satisfaction surveys and aggregate data are discussed collectively. In cases of low scores, the head of the department discusses them with the relevant academic. We note that student assessment is not normally conducted by more than one examiner (the research project/thesis being the current exception). There is a

formal student appeal process but there is also an informal one whereby students may approach the relevant academic and ask for feedback on or re-evaluation of exams.

Panel judgement

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

Panel Recommendations

We strongly encourage the Department to

- spread the use of tutorials and seminars as widely as possible within this programme so as to promote active learning on the part of the students;
- widen the use of mid-terms or other similar mixed modes of assessment for the same purpose;
- specify, where appropriate, the applicable assessment criteria³, in particular for courses that involve the writing of text in exams, essays etc.
- promote essay-writing and other similar learning, transferable skills (e.g. how to read an academic paper, how to make a seminar presentation).

The committee recommends that individual syllabi that relate to courses involving essay-type examinations and/or term papers should contain a detailed description of the assessment criteria that apply therein. We have seen evidence⁴ that the Department has discussed this issue in the past (in 1995) but we have seen no follow-up discussion. This recommendation is reflected in the aforementioned rating.

A strongly held (but minority) opinion within the committee is that the department should seriously consider the use of a second examiner at least for the courses that involve the production by students of lengthy texts in exams, etc. (e.g. in areas such as European integration, European Political Economy, Law etc.) in line with the practice that applies to the programme's research theses.

³ See also HQA, External evaluation report, Dept. of International and European Studies, AUEB, 16 March 2012, https://www.aueb.gr/sites/default/files/modip/Ext_Eval_Dpt_of_Int_and_Eur_Ec_Studies_AUEB.pdf, p. 12, accessed on 9 November 2019.

⁴ Σημειώματα Ε. Τσακαλώτου και Π. Τσακλόγλου της 14^{ης} Ιουνίου 1995 προς τη Γενική Συνέλευση του Τμήματος Δ.Ε.Ο.Σ. σχετικά με τη βαθμολόγηση α) γραπτών εξετάσεων και β) διπλωματικών εργασιών.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme compliance

The Department makes an effort to welcome new students by providing them with a wealth of information when they enroll in the programme. It has also established the commendable system of student advisors⁵ (one for each year). It has also been implemented⁶. We understand that the current legal framework does not promote the monitoring of annual progress. The Department formally complies with the ECTS framework and issues a Diploma Supplement for its graduates. The Department has produced a brief thesis guide for the students' benefit⁷, and offers access to various past examples of student research projects/theses. The Department also utilizes a guide on the use of the AUEB library in relation to the production of the final research project⁸. This document also includes generic advice on the writing up of the project, including its structure, synopsis, examples, referencing, guidance on how to avoid plagiarism (incl. the use of Turnitin).

The Department has also instituted a popular practical training scheme involving employers from the public and private sectors though we note that a) some placements do not involve appropriate remuneration (thus hindering the involvement of some students) and b) some

⁵ Απόσπασμα πρακτικών 13^{ης} συνεδρίασης της συνέλευσης του τμήματος Δ.Ε.Ο.Σ. της 27^{ης} Ιουνίου 2019 και απόσπασμα πρακτικών 8^{ης} κοινής συνεδρίασης της συνέλευσης και του εκλεκτορικού σώματος του τμήματος Δ.Ε.Ο.Σ. της 20^{ης} Φεβρουαρίου 2019.

⁶ See, e.g. ανακοινώσεις του τμήματος Δ.Ε.Ο.Σ. της 23^{ης}, 24^{ης}, 25^{ης} Σεπτεμβρίου 2019 σχετικά με τον ορισμό συμβούλων σπουδών για το 1^ο, 2^ο, 3^ο και 4^ο έτος σπουδών.

⁷ Οδηγίες για την εκπόνηση διπλωματικών εργασιών, https://www.dept.aueb.gr/sites/default/files/odigies%20diplomatikon_0_0.pdf, accessed on 8 November 2019.

⁸ Πώς να αξιοποιήσετε τη βιβλιοθήκη του ΟΠΑ, Εκπαιδευτικό σεμινάριο για τη διπλωματική εργασία στο τμήμα ΔΕΟΣ.

employers (notably in the public sector) are formally constrained in terms of direct recruitment practices (thus preventing them from investing in the development of students' skills). Student mobility is also encouraged via the Erasmus+ programme. We commend the Department for the provision of a prize to a student who receives a mark of 10/10 for their research project/thesis⁹.

Panel judgement

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

Panel Recommendations

Existing legislation effectively compels departments to admit some students on the basis of a centrally (i.e. government-) administered system of 'transfers'. This leads to an increase in disparity in terms of student ability in popular programmes such as this one. The government ought to consider alternative ways to achieve the current system's social objectives, e.g. through the provision of funding to the relevant students.

⁹ Ανακοίνωση Τμήματος ΔΕΟΣ, ΟΠΑ, 1^η Ιουνίου 2016, <https://www.dept.aueb.gr/sites/default/files/Χορήγηση%20Υποτροφίας.pdf>, accessed on 8 November 2019.

Principle 5: Teaching Staff

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

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

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

Study Programme compliance

The Department is bound to follow the national legal framework for the recruitment of academic staff. It offers a supportive and attractive environment to them, e.g. through the provision of funding for active conference attendance, sabbatical leave, funding for research activities (e.g. the recruitment of research assistants), staff mobility (Erasmus+), recognition for outstanding teaching¹⁰ (based on student questionnaires). Current teaching loads seem to be appropriate. The teaching staff is regularly evaluated by students through questionnaires. The Department also encourages activities that seek to strengthen the link between teaching and research. A few research clusters operate within the Department. These clusters help guide students when they choose their thesis topic.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

We recommend that formal, systematic training in terms of teaching skills¹¹ be provided across the AUEB, at least for newly-minted doctorates and newly-recruited faculty, especially those who have never received such formal training.

¹⁰ Απόσπασμα πρακτικών 7^{ης} συνεδρίασης της Συγκλήτου του ΟΠΑ της 24^{ης} Ιανουαρίου 2019.

¹¹ This would go way beyond the new procedure established (rightly at AUEB level) that has not yet been implemented. See Απόσπασμα πρακτικών 8^{ης} συνεδρίασης της Συγκλήτου της 25^{ης} Ιανουαρίου 2018.

Principle 6: Learning Resources and Student Support

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

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

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

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

Study Programme compliance

Funding is largely provided by the state. The Department currently has additional income from fees charged to postgraduate students. The Department's and the programme's facilities appear to be adequate in terms of office space for staff, teaching rooms and library resources. Administrative support too is reported to be satisfactory. On the contrary, dormitories are not appropriate for reasons that are at least in part beyond the control of the AUEB (but are under the control of the government). Although students with some forms of disability¹² appear to be identified quite early on and special provisions are made in terms of student assessment, we did not find evidence of support in terms of other forms of disability (e.g. dyslexia). Of course, this is an AUEB-wide (i.e. not programme- or department-specific) issue. We commend the existence of psychological counselling services across the AUEB¹³. The Department makes an active use of

¹² Βιβλιοθήκη ΟΠΑ, Άτομα με ειδικές ανάγκες, <https://www.aueb.gr/el/lib/content/%CE%B1%CE%BC%CE%B5%CE%B1-%CE%AC%CF%84%CE%BF%CE%BC%CE%B1-%CE%BC%CE%B5-%CE%B9%CE%B4%CE%B9%CE%B1%CE%AF%CF%84%CE%B5%CF%81%CE%B5%CF%82-%CE%B1%CE%BD%CE%AC%CE%B3%CE%BA%CE%B5%CF%82> accessed on 8 November 2019.

¹³ Ομάδα κοινωνικής μέριμνας και ψυχολογικής υποστήριξης ΟΠΑ, <https://www.aueb.gr/el/syndesi-news>, accessed on 8 November 2019.

the internet (e.g. via e-class) for the dissemination of programme- or course-specific information.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The AUEB is strongly encouraged to make a more determined effort to provide additional learning and teaching support to larger pools of students with special needs (e.g. dyslexic students). This recommendation relates to the entire AUEB and is reflected in the aforementioned rating.

Principle 7: Information Management

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

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme compliance

The Department regularly conducts student satisfaction surveys per course. Aggregate scores are disseminated at departmental and university level¹⁴; course-specific scores are seen by a restricted group of officeholders; outliers are rewarded (in the case of top performers) or (in the case of low scores) discussed between the head of the department and the relevant academic. There is clear evidence of systematic data gathering in relation to student profiles, elements of student progression, research activity, graduate satisfaction and career information¹⁵ presented in graphs demonstrating trends and allowing direct interpretation and comparison, etc.

Panel judgement

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

Panel Recommendations

N/A

¹⁴ See, for example, ΜΟΔΙΠ ΟΠΑ, Στατιστικά αξιολόγησης μαθήματος/διδασκαλίας, <https://www.aueb.gr/el/node/16336>, accessed on 9 November 2019.

¹⁵ See ΟΠΑ, Έρευνα αποφοίτων ΟΠΑ 2012-2018, Σεπτέμβριος 2018.

Principle 8: Public Information

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

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

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

Study Programme compliance

The structure of the programme, mode of attendance, degree awarded, the CVs of teaching staff are available online. Brief course outlines are available online¹⁶. They include a description of the applicable assessment method but not the applicable assessment criteria. The applicable Policy for Quality Assurance is also available online¹⁷. The published information appears to be up to date, clear and easily accessible.

Panel judgement

Principle 8: Public Information	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To the extent that ADIP/HQA actually requires departments to publish their applicable assessment criteria (as opposed to just 'assessment methods' or 'procedures'), these should be made available online.

¹⁶ See, e.g. Μικροοικονομική Ι, <https://www.dept.aueb.gr/el/deos/content/μικροοικονομική-ι>, accessed on 9 November 2019.

¹⁷ See Πολιτική ποιότητας, ΔΕΟΣ, ΟΠΑ, <https://www.dept.aueb.gr/el/deos/content/%CF%80%CE%BF%CE%BB%CE%B9%CF%84%CE%B9%CE%BA%CE%AE-%CF%80%CE%BF%CE%B9%CF%8C%CF%84%CE%B7%CF%84%CE%B1%CF%82>, accessed on 9 November 2019.

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

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

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

The above comprise the evaluation of:

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

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

Study Programme compliance

There is a procedure in place¹⁸ for the Department's self-assessment of the study programme. This procedure was established a month ago¹⁹. The AUEB's Quality Assurance Unit (MODIP) has recently adopted a model for the internal review of the university's programmes²⁰. The Department has also instituted²¹ and activated²² the relevant external consultative committee which brings together, inter alia, non-academic actors such as representatives of employers. We have seen evidence indicating that the newly established internal evaluation process does take place²³ and actually involves external actors as well²⁴. For example, one of the first review's action points related to the need to update the form of the Diploma Supplement. This update has been carried out²⁵. The self-assessment's results appear to a) result in documented and communicated action points and b) be shared within the Department.

¹⁸ See Εγχειρίδιο ποιότητας, Εσωτερικό σύστημα διασφάλισης ποιότητας, ΜΟΔΙΠ ΟΠΑ, έκδοση 1^η, Ιούλιος 2018, <https://www.aueb.gr/sites/default/files/%CE%95%CE%A3%CE%94%CE%A0-%CE%9F%CE%A0%CE%91-%CE%A4%CE%95%CE%9B%CE%99%CE%9A%CE%9F.pdf>, accessed on 9 November 2019.

¹⁹ Απόσπασμα πρακτικών 1^{ης} συνεδρίασης της ΜΟΔΙΠ του ΟΠΑ της 14^{ης} Οκτωβρίου 2019.

²⁰ ΜΟΔΙΠ/ΟΠΑ, Υπόδειγμα αναθεώρησης/αναμόρφωσης ΠΠΣ, Οκτώβριος 2019, and απόσπασμα πρακτικών 1^{ης} συνεδρίασης της ΜΟΔΙΠ του ΟΠΑ της 14^{ης} Οκτωβρίου 2019.

²¹ Απόσπασμα πρακτικών 9^{ης} συνεδρίασης της συνέλευσης του τμήματος ΔΕΟΣ/ΟΠΑ της 20^{ης} Μαρτίου 2019.

²² Απόσπασμα πρακτικών 10^{ης} συνεδρίασης της συνέλευσης του τμήματος ΔΕΟΣ/ΟΠΑ της 17^{ης} Απριλίου 2019.

²³ ΜΟΔΙΠ/ΟΠΑ, Απόσπασμα πρακτικών 2^{ης} συνεδρίασης της ΜΟΔΙΠ/ΟΠΑ, 21 Νοεμβρίου 2018 και ΜΟΔΙΠ/ΟΠΑ, Πρακτικό εσωτερικής αξιολόγησης, 28 Μαρτίου 2019.

²⁴ Επιστολή Κατερίνας Μαρμαρά, 21 Οκτωβρίου 2019, σημείωμα Αναστασίας Θεοφιλάκου σχετικά με την έκθεση αξιολόγησης ΠΠΣ ΔΕΟΣ του ΟΠΑ, Οκτώβριος 2019.

²⁵ ΟΠΑ, Πρόταση ακαδημαϊκής πιστοποίησης του ΠΠΣ του τμήματος ΔΕΟΣ, Μάρτιος 2019, p. 34.

Panel judgement

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

Panel Recommendations

Our suggestion is that, to the extent that the current legislation allows it, the internal review of the programme could take place less often (e.g. every two or three years).

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

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

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

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

Study Programme compliance

The previous external evaluation (organized by the HQA) was carried out in 2012²⁶. No other external evaluation has been carried out by any agency other than the HQA. The Department has reported its implementation of actions in response to several of the recommendations that were included in the report of 2012. Staff members appear to be aware of the importance of external review and its potential contributions to improvement. Various stakeholders appear to be actively engaged in the external review. After the submission of the 2012 evaluation report, the Department discussed the committee's recommendations and implemented a large part of them, including some that relate to the undergraduate programme, the operation of the secretariat and other supporting services. These actions appear in the Department's progress report that was adopted on 20 November 2018.²⁷ This report was written in collaboration with the Department's internal evaluation team (OMEA) as well as the AUEB's Quality Assurance Team (MODIP) on the basis of ADIP's model report and guidance.

²⁶ See HQA, External evaluation report, Dept. of International and European Studies, AUEB, 16 March 2012, https://www.aueb.gr/sites/default/files/modip/Ext_Eval_Dpt_of_Int_and_Eur_Ec_Studies_AUEB.pdf, accessed on 9 November 2019.

²⁷ See tables 1 and 2 in Έκθεση Προόδου, ΟΠΑ, Σχολή Οικονομικών Επιστημών, Τμήμα ΔΕΟΣ, Νοέμβριος 2018.

Panel judgement

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

Panel Recommendations

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

- The use of IT (e.g. e-class), and the dissemination of information via the Department's well-designed web page.
- Practical training for students.
- The compulsory nature of the thesis/research project as supported through the continuous interaction of the faculty with the students via the corresponding seminar.
- The use of study advisors.
- The presence of psychological support services at AUEB level.
- The employment of current doctoral students for the provision of tutorials, workshops etc. to undergraduate students.
- The accessibility of faculty to students.
- The provision of a "best teacher" annual award.
- The presence of high quality, research-active staff amongst teaching faculty.
- The provision of incentives for and the means of academic staff's involvement in research activities such as conferences etc.

II. Areas of Weakness

- The absence of formal, systematic training in terms of teaching skills across the AUEB, at least for newly-minted doctorates and newly-recruited faculty, especially those who have never received such formal training.
- The need to expand to larger groups of students with disabilities the provision of active learning support at AUEB level.
- The need for well-functioning, safe dormitories.
- The apparent absence of an explicit statement of assessment criteria for student coursework and exams to the extent that ADIP requires it.
- The absence (with the exception of the research project/thesis) of a second examiner for student coursework and exams to the extent that ADIP requires it.
- The need for greater use of mid-term assessments, to the extent that the current applicable framework allows it.

We duly note that some of these are not programme- or Department-specific.

III. Recommendations for Follow-up Actions

We recommend that

- formal, systematic training in terms of teaching skills be provided across the AUEB, at least for newly-minted doctorates and newly-recruited faculty, especially those who have never received such formal training;
- larger groups of students with learning difficulties be catered for;
- greater use of mid-term assessments be made, where possible;

- safe dormitories be provided to students who need them;
- the deployment of a second examiner, where possible, in line with ADIP's requirements (see principle 3).

We duly note that some of these recommendations can only be implemented with the robust and active support (including via the provision of funding) by the relevant ministry.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principle 1: Academic Unit Policy for Quality Assurance

Principle 2: Design and Approval of Programmes

Principle 4: Student Admission, Progression, Recognition and Certification

Principle 5: Teaching Staff

Principle 7: Information Management

Principle 8: Public Information

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

Principle 10: Regular External Evaluation of Undergraduate Programmes

The Principles where substantial compliance has been achieved are:

Principle 3: Student-centred Learning, Teaching and Assessment

Principle 6: Learning Resources and Student Support

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	

SOURCES

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Πολιτική ποιότητας, ΔΕΟΣ, ΟΠΑ,

<https://www.dept.aueb.gr/el/deos/content/%CF%80%CE%BF%CE%BB%CE%B9%CF%84%CE%B9%CE%BA%CE%AE-%CF%80%CE%BF%CE%B9%CF%8C%CF%84%CE%B7%CF%84%CE%B1%CF%82>, accessed on 9 November 2019.

Πώς να αξιοποιήσετε τη βιβλιοθήκη του ΟΠΑ, Εκπαιδευτικό σεμινάριο για τη διπλωματική εργασία στο τμήμα ΔΕΟΣ.

Σημείωμα Αναστασίας Θεοφιλάκου σχετικά με την έκθεση αξιολόγησης ΠΠΣ ΔΕΟΣ του ΟΠΑ, Οκτώβριος 2019.

Σημειώματα Ε. Τσακαλώτου και Π. Τσακλόγλου της 14^{ης} Ιουνίου 1995 προς τη Γενική Συνέλευση του Δ.Ε.Ο.Σ. σχετικά με τη βαθμολόγηση α) γραπτών εξετάσεων και β) διπλωματικών εργασιών.

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The panel has also made use of the following documents²⁸

Έκθεση Προόδου του Τμήματος.pdf

FINAL TIMETABLE_ΔΕΟΣ_ΟΠΑ.pdf

ODIGOS PISTOPOIISIS_en.pdf

P12_Guidelines for the Accreditation Panel.pdf

P13_MAPPING GRID.pdf

P14_Template for the Accreditation Report.docx

quality indicators_15_16.pdf

quality indicators_16_17.pdf

quality indicators_17_18.pdf

quality indicators_DEP_15_16.pdf

quality indicators_DEP_16_17.pdf

quality indicators_DEP_17_18.pdf

Standards for Quality Assurance of Undergraduate Programmes_EN.pdf

2. Πολιτική Ποιότητας ΠΠΣ.pdf

4.1 Κανονισμός ΠΠΣ.pdf

4.2 Κανονισμός Κινητικότητας Τμήματος.pdf

4.3 Κανονισμός Πρακτικής Άσκησης Τμήμ.pdf

4.4 Οδηγός Διεξαγωγής Εξετάσεων ΟΠΑ.pdf

5. Περιγράμματα Μαθημ ΠΠΣ_2017-18 (1).pdf

6. Στοχοθεσία Ποιότητας ΠΠΣ (1).pdf

7.1 Ερωτηματολ αξιολόγησης μαθήματος_gr.pdf

²⁸ They are contained here: https://www.dropbox.com/sh/zni4sowohwcn3zg/AACCVu_Y8MazHzdpmhl1-CYRa?dl=0

7.2.Ερωτηματολ αξιολόγησης μαθήμ_ERASMUS.pdf
7.3.1 Συγκεντρωτ στατιστ αξιολόγ_Χειμερινό 17.18 (1).pdf
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7.4 Ερωτηματολόγιο τελειοφοίτων ΠΠΣ.pdf
7.5 Αποτελέσματα Ερωτηματολογίων Τελειοφοίτων.pdf
8.1 Απόσπασμα πρακτικού ΜΟΔΙΠ.pdf
8.2 Ερωτηματ. Εσωτερικής Αξιολόγησης ΠΠΣ.pdf
8.3 ΠΡΑΚΤΙΚΟ ΜΟΔΙΠ ΕΑ(ΔΕΟΣ).pdf
9.1 Δεδομένα Ποιότητας ΟΠΕΣΠ_Τμήμα 2015.2016 (1).pdf
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10.1 Έκθεση Προόδου του Τμήματος.pdf
10.3 Υπόδειγμα Παραρτ Διπλώματος_gr.pdf
10.4 Υπόδειγμα Παραρτ Διπλώματος_eng.pdf
10.5 Απόφαση Συγκλήτ για Αξιοποίηση Στατιστ Αξιολ.pdf
10.6. Απόφαση Συγκλήτ για Βραβείο Αριστείας στη Διδασκ.pdf



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Α Δ Ι Π

ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY**Final Timetable of the Accreditation Panel Visit
INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES****Undergraduate Programme of the
ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS****04/11/2019-10/11/2019**

Time	What & Who?	Why?
Monday, 04/11/2019, Athens		
Late afternoon	Arrival of Accreditation Panel (AP) members in Athens Check-in at the hotel: Airotel Alexandros (8 Timoleonos Vassou str., 115 21 Athens, tel: +30 2106430464)	

Tuesday, 05/11/2019, Athens		
09:00 - 11:30	Briefing AP & members of the HQA HQA (1 Aristidou str., 3rd floor, 105 59, Athens)	Information on HQA mission, standards and guidelines of QA accreditation process, national framework of HEIs
11:45 - 12:15	Transport of AP members to the Department of International and European Economic Studies	
12:30 - 13:00	Private meeting AP members only Conference room A36 (Antoniadou building, 3rd floor) at the Department site	Discussion on the proposal report; allocation of tasks; list of issues for the site visit
13:00 - 13:30	Meeting with the Deputy Rector/President of MODIP & the Head of the Department <ul style="list-style-type: none"> ➤ AP, ➤ Dimitrios Bourantonis, Professor, Deputy Rector of Academic Affairs/President of MODIP ➤ Thomas Moutos, Professor, Head of the Department of International and European Economic Studies 	Welcome meeting - Short overview of the Undergraduate Programme (history, academic profile) current status, strengths and possible areas of concern

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



	(Senate's Hall)	
13:45 - 15:45	Meeting with OMEA & MODIP <ul style="list-style-type: none"> ➤ AP ➤ Dimitrios Bourantonis, Professor, Deputy Rector of Academic Affairs, President of MODIP ➤ Sarantis Kalyvitis, Professor (MODIP representative) ➤ Stylianios Psarakis, Professor (MODIP representative) ➤ Panagiotis Hatzipanagiotou, Professor (OMEA member) ➤ Konstantinos Roumanias, Assistant Professor (OMEA member) ➤ Kyriaki Zachariady, Secretary of the Department of International and European Economic Studies (OMEA member) ➤ Parthenopi Kainou (MODIP staff) (Conference room A36)	Discuss the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation. Review of students assignments, thesis, exam papers & examination material
16:00 - 16:30	Debriefing meeting AP members only (Conference room A36)	Reflect on impressions; prepare for the second day of visit
16:30	Transport of AP members back to the hotel	

Wednesday, 06/11/2019, Athens		
09:30 - 10:15	Meeting with teaching staff members <ul style="list-style-type: none"> ➤ AP ➤ Margarita Katsimi, Professor ➤ Antonios Demos, Professor ➤ Asterios Pliakos, Professor ➤ Panagiotis Tsakoglou, Professor ➤ Ioannis Biliass, Associate Professor ➤ Valanda Milliou, Associate Professor ➤ Spyridon Blavoukos, Associate Professor ➤ Georgios Economides, Associate Professor (Conference room A36)	Discuss professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness
10:30 - 11:15	Meeting with students <ul style="list-style-type: none"> ➤ AP ➤ Georgios-Nektarios Bratis ➤ Anna-Maria Kyritsaki ➤ Eleftheria Dritsoula ➤ Vassiliki Dokopoulou ➤ Georgios Bramos ➤ Christina Kallogeri ➤ Georgios Ntavatzikos ➤ Maria-Konstantina Kostopoulou ➤ Artemis Kalogridi ➤ Styliani Toliopoulou 	Students satisfaction from their study experience and Department/Institution facilities; student input in quality assurance; priority issues concerning student life and welfare

	<ul style="list-style-type: none"> ➤ Stylianios Maroudas (Conference room A36) 	
11:15 - 12:15	<p>Visiting classrooms, lecture halls, libraries, other facilities: Secretariat, <i>Classrooms-Amphitheaters</i>, <i>Teaching Laboratory</i>(Eurolab), <i>Computer Center</i>, <i>Library</i></p> <ul style="list-style-type: none"> ➤ AP ➤ Thomas Moutos, Professor, Head of the Department of International and European Economic Studies ➤ Panagiotis Hatzipanagiotou, Professor (OMEA member) 	Evaluate facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate to ensure a successful provision of the programme
12:30 - 13:15	<p>Meeting with graduates</p> <ul style="list-style-type: none"> ➤ AP ➤ Asimina Christoforou ➤ Theano Kakoulidou ➤ Eleni Kanavitsa ➤ Natalia Kotti ➤ Chrisoula Leventi ➤ Panoraia-Maria Mouroutsou ➤ Andromachi Orfanidou ➤ Georgia Papageorgiou ➤ Ioanna Pantelaiou ➤ Ellie Papavasileiou ➤ Eirini Thomaidou ➤ Iliana Tsalouki <p>(Conference room A36)</p>	Discuss their experience of studying at the Department and their career path
13:30 - 14:15	<p>Meeting with employers, social partners</p> <ul style="list-style-type: none"> ➤ AP ➤ Golfo Agapitou, Deputy General Director, General Directorate of Human Resources , Eurobank ➤ Kalliopi Benetatou, Deputy Director Hellenic Competition Authority ➤ Mary Georgiadou, Human Resources Manager, Athens Stock Exchange ➤ Christos Ioannou, Director Employment and Market Sector,BSE ➤ Apostolos Kasapis, Head of The Independed Office of the President, Hellenic Statistical Authority ➤ Nikos Magginas, Chief Economist National Bank of Greece ➤ Stavroula Miliakou, General Manager, General Accounting Office ➤ Eirini Panagiotakopoulou, Head of Human Resources ,Delloitte Greece ➤ Anna Paxinou, Human Resources Manager, Bank of Greece <p>(Conference room A36)</p>	Discuss relations of the Department with external stakeholders from the private and the public sector

14:15 - 15:15	Lunch break AP members only	Reflect upon impressions of meetings and complete information where necessary
15:15 - 15:45	Debriefing meeting AP members only (Conference room A36)	Discuss on the outcomes of the visit and begin drafting the oral report
15:45 - 16:15	Meeting with OMEA & MODIP representatives <ul style="list-style-type: none"> ➤ AP ➤ Dimitrios Bourantonis, Professor, Deputy Rector of Academic Affairs, President of MODIP ➤ Sarantis Kalyvitis, Professor (MODIP representative) ➤ Stylianos Psarakis, Professor (MODIP representative) ➤ Panagiotis Hatzipanagiotou, Professor (OMEA member) ➤ Konstantinos Roumanias, Assistant Professor (OMEA member) ➤ Kyriaki Zachariady, Secretary of the Department of International and European Economic Studies ➤ Parthenopi Kainou (MODIP staff) (Conference Room A36)	Discuss on several points/findings which need further clarification
16:15 - 16:30	Closure meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP <ul style="list-style-type: none"> ➤ AP ➤ Dimitrios Bourantonis, Professor, Deputy Rector of Academic Affairs, President of MODIP ➤ Thomas Moutos, Professor, President of the Department of International and European Economic Studies ➤ Sarantis Kalyvitis, Professor (MODIP representative) ➤ Stylianos Psarakis, Professor (MODIP representative) ➤ Panagiotis Hatzipanagiotou, Professor (OMEA member) ➤ Konstantinos Roumanias, Assistant Professor (OMEA member) ➤ Kyriaki Zachariady, Secretary of the Department of International and European Economic Studies ➤ Parthenopi Kainou (MODIP staff) (Conference Room A36)	Informal presentation of the AP key findings
16:30	Transport of AP members back to the hotel	

Thursday, 07/11/2019, Athens (AP members only)		
09:00 - 13:00	Working on the draft Accreditation Report AR Conference room in Airotel Alexandros	
13:00 - 14:00	Lunch Break	
14:00 - 18:00	Continue working on the draft AR	

Friday, 08/11/2019, Athens (AP members only)		
09:00 - 13:00	Working on the draft Accreditation Report (AR) Conference room in Airotel Alexandros	
13:00 - 14:00	Lunch Break	
14:00 - 18:00	Continue working on the draft AR	

Saturday, 09/11/2019, Athens (AP members only)		
09:00 - 13:00	Working on the draft of the AR Conference room in Airotel Alexandros	
13:00 - 14:00	Lunch Break	
14:00 - 17:00	Continue working on the draft AR	

Sunday, 10/11/2019, Athens (AP members only)		
Completion of draft AR and submission to the HQA Departure of Accreditation Panel members from Greece		



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HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

The members of the Accreditation Panel

Name and Surname

Signature

1. Prof. Daniel Himarios (Chair)
University of Texas at Arlington, USA
2. Dr. Dionyssi G. Dimitrakopoulos
Birkbeck College, University of London, UK
3. Prof. Konstantinos Serfes
Drexel University, Philadelphia, USA
4. Mr. Konstantinos N. Georgiou
Economic Chamber of Greece

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

