Accreditation Report
for the Internal Quality Assurance System
(IQAS)

Institution : University of Piraeus

Date: 14/03/2025

Report of the Panel appointed by the HAHE to undertake the review of the **Internal Quality Assurance System** (IQAS) of the University of Piraeus for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the **Internal Quality Assurance System** (IQAS) of the University of Piraeus comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. BANAKAS STATHIS (Chair)
   (Title, Name, Surname)
   University of Notre Dame
   (Institution of origin)

2. BANITSAS KONSTANTINOS
   (Title, Name, Surname)
   Department of Electronic and Electrical Engineering, Brunel University London
   (Institution of origin)

3. MASTROGIANNAKIS STYLIANOS
   (Title, Name, Surname)
   Comercial Bank of Greece
   (Institution of origin)

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

5.
   (Title, Name, Surname)

   (Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the IQAS review, as well as to the documentation provided and considered by the Panel. State the dates and of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The panel consisted of

(1) Professor Efstathios Banakas, University of East Anglia, UK (Chair)
(2) Professor Konstantinos Banitsas, Brunel University, UK
(3) Mr Stylianos Mastrogiannakis, Member of the Assembly of the Economic Chamber of Greece
(4) Ms Elisavet Protonotariou, Doctoral Candidate, Athens University of Economics

The review took place from 03/03/2025 to 09/03/2025, with a visit of the Panel on location at the premises of the University of Piraeus on Tuesday 4th of March and Wednesday 5th of March 2025. The Institution and HAHE made available in advance online all necessary documentation, and the hosts at the University of Piraeus offered warm hospitality and full logistical support to the Panel, for which we are grateful. The Panel held meetings with the University's Rector and Vice-rector, University officials, members of the University's Quality Assurance Unit (QAU) and School Assurance Units, representatives of Faculty, undergraduate and postgraduate students, administrative staff, and external stakeholders. During these meetings, the Panel discussed and exchanged views on a variety of issues regarding teaching activities, research, staff/student mobility, student satisfaction, department external relations and areas of quality assurance. Discussions with students and alumni was centered on student satisfaction from their experiences and their views of the program of studies and other issues relating to quality of their studies and career opportunities. Both students and members of Faculty could not emphasise enough their satisfaction with their University experience and their happiness of being members of an excellent Institution. Due to the fact that the site visit took place during a period in which classes had ended, the AP did not have the opportunity to meet and discuss with other students in the classroom or on the University premises. The external stakeholders and social partners expressed again, as they did in the last External Accreditation Panel visit six years ago, their strong support to the University and described their fruitful cooperation and joint ventures with the various Departments, some of which were very impressive. Finally, a second meeting was held with the members of the QAU further discussing and clarifying several issues. During a break the AP was given a short tour of the premises of the University visiting laboratories, teaching rooms and the library.
A brief final meeting with the Rector and the Vice-rector-President of QAU was held at the end of the visit, during which key findings from the visit were presented.
All our meetings run smoothly, in a positive climate of mutual respect and cooperation, and we wish to commend the host Institution for taking such good care of all organisational aspects of the accreditation visit and their warm reception of the Panel.

III.   Institution Profile

Please provide a brief overview of the Institution, with reference to the following: history, academic remit, student population, campus, orientation challenges or any other key background information.

Historical Background - Evolution of the University of Piraeus

The University of Piraeus is one of the most historical and important University Institutions in Greece. It was founded in 1938 as the "School of Industrial Studies" by the Association of Industrialists and Craftsmen, in accordance with Law 5197/1931 and Law 28/1936, which in cooperation with the Association of Joint Stock Companies of Greece laid the foundations for the economic, legal and technical education of industrial executives. The most important milestones in the development of the Institution are as follows:

In 1945 it was renamed the Higher School of Industrial Studies and its purpose was defined as the systematic, theoretical and practical training of managers. In 1949, with Law 1245/49, its organization was completed. In 1958 the Higher School of Industrial Studies was renamed the Higher Industrial School and its headquarters was established in Piraeus (Law 3876/58). The course of study is four years long and the degrees awarded are equivalent to those of other universities. Since 1966, the School has been operating as a public institution. From the academic year 1971-1972 the studies at the School were separated from the second year into studies in Economics and Business Administration and Organisation. From the academic year 1977-1978 the Department of Statistics and Insurance Science was established. With Law 1268/82 the School was initially established as a one-division university. By Decree 43/1984, however, the School was organised in such a way that it now comprised three departments: Economics, Business Organization and Management and Statistics and Insurance Science. In June 1989, the School was renamed the University of Piraeus, to which three more Departments were added, namely the Department of Finance and Banking Administration, the Department of Maritime Studies and the Department of Production Technology and Systems. The Department of Industrial Management and Technology started operating from the academic year 1991-1992 as the Department of Production Technology and Systems. The Department of Informatics started operating from the academic year 1992-1993. The Department of Technological Education started operating from the academic year 1999-2000, renamed as the Department of Technology Teaching and Digital Systems, and further renamed as the Department of Digital Systems. The Department of International and European Studies started operating from the academic year 2000-2001.The Department of Tourism Studies started operating from the academic year 2017-2018.

The University of Piraeus today

The University of Piraeus has four Schools that include several Departments:

School of Economics, Business and International Studies: Department of Economic Science;

Department of Business Administration & Management; Department of International & European Studies; Department of Tourism Studies.

School of Finance and Statistics: - Department of Finance and Banking Management; Department of Statistics & Insurance Science

School of Shipping and Industry - Department of Maritime Studies; Department of Industrial Management & Technology.

School of Information and Communication Technologies - Department of Computer Science - Department of Digital Systems.

The University premises are located in the downtown area of the city of Piraeus covering an area of 32.500 m2 including teaching and research facilities, administration offices, a library, student dormitories and a restaurant. The Rector proudly announced advanced plans for the purchase of premises in Piraeus and in the neighbouring municipality of Nikaia to accommodate the increasing number of students attracted by the University's success.

The University of Piraeus offers: 10 Undergraduate Programmes of Studies (PGRs) offered by the respective Departments of the Institution; 41 Postgraduate Programmes of Studies (PGRs); 5 Inter-institutional Postgraduate Programmes of Studies (IPS); 4 Postgraduate Programmes of Studies (PGRs) are offered in English and from the academic year 2024-2025 the number will increase to 6. 10 Doctoral Programmes; 425 collaborations with foreign universities; 64 research laboratories that are part of the University's Faculties and Departments; Lifelong Learning Centre (CE. Library/Reading Centre in the main building of the University which provides all modern services to meet the educational and research needs of the students of the University; Centre for Teaching and Learning Support (C.D.L.S.); Centre for Innovation and Entrepreneurship; Liaison Office; Accessibility Unit.

Human resources and students

190 Faculty members; 84 Administrative staff; 51 other staff; 10.469 active undergraduate students; 3.648 Postgraduate students; 427 PhD candidates; 47 Postdoctoral fellows; 25.039 Total of Registered undergraduate students.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION

INSTITUTIONS SHOULD DEVELOP A FOUR-YEAR STRATEGY, WITHIN WHICH THE QUALITY ASSURANCE STRATEGY IS INCLUDED. THE QUALITY ASSURANCE STRATEGY IS SPECIFIED THROUGH THE QUALITY ASSURANCE POLICY, WHICH SETS OUT THE PRINCIPLES OF THE OPERATION OF THE IQAS AND AIMS AT THE CONTINUOUS IMPROVEMENT OF THE SYSTEM. THE QUALITY ASSURANCE POLICY IS SPECIFIED THROUGH THE ANNUAL QUALITY TARGET SETTING WHICH EXTENDS TO ALL ASPECTS AND DIMENSIONS OF THE INSTITUTION'S OPERATION AND ACTIVITIES.

The Institution's strategy provides the general guidelines for the actions to be implemented within the specific forthcoming period. The strategic goals for quality assurance constitute one of the main pillars of the Institution's strategy. These goals are set out and specified following to analysis of relevant parameters and quality indicators. The quality assurance strategy includes the quality assurance policy as a specific document.

The quality assurance policy is the guiding document which sets the operating principles of the Internal Quality Assurance System (IQAS), the principles for the continuous improvement of the Institution, as well as the Institution's obligation for public accountability. It supports the development of a quality culture, according to which, all internal stakeholders assume responsibility for quality and engage in quality assurance. This policy has a formal status and is publicly available.

The quality assurance policy is implemented through:
- *the commitment for compliance with the laws and regulations that govern the Institution;*
- *the establishment, review, redesign, and redefinition of quality assurance objectives, that are fully in line with the institutional strategy*

This policy mainly supports:
- *the organization of the internal quality assurance system;*
- *the Institution's leadership, departments and other organizational units, individual staff members and students to take on their responsibilities in quality assurance;*
- *the integrity of academic principles and ethics, guarding against discriminations, and encouragement of external stakeholders to be involved in quality assurance;*
- *the continuous improvement of learning and teaching, research and innovation;*
- *the quality assurance of the programmes and their alignment with the relevant HAHE Standards;*
- *the effective organisation of services and the development and maintenance of infrastructure;*
- *the allocation and effective management of the necessary resources for the operation of the Institution;*
- *the development and rational allocation of human resources*

The way in which this policy is designed, approved, implemented, monitored, and revised constitutes one of the processes of the internal quality assurance system.

For the implementation of the quality assurance policy, an annual quality target-setting (using the SMART methodology) and a specific action plan for the achievement of the targets are drafted. The quality targeting includes all annual goals required for addressing weaknesses and improving the parameters of the Institution's teaching, research, and administrative work, according to the

> *strategic guidelines set as part of the Institution's strategy.*

Documentation/Annexes

E1.1 Strategic planning of the Institution (including the quality assurance strategy)

E1.2 Quality assurance policy of the Institution in liaison with the strategy

E1.3 Quality Targeting of the Institution (SMART), as implementation of the strategy and policy

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

SRATEGY
According to information supplied by the Institution, the Strategic Plan of the University of Piraeus for the period 2023-2027 is based on 7 Strategic Axes. Each axis is structured in strategic objectives, the implementation of which is achieved through the implementation of specific strategic actions.The Strategic Axes of the University of Piraeus for the period 2023-2027 are the following:
A. Education Policy
B. Research Policy
C. Externalisation - Internationalisation - Mobility
D. Links with Society, the Economy and the Labour Market - Strengthening Lifelong Learning
E. Upgrading and expansion of infrastructure, services provided and equipment of the Institution
F. Improving the Quality of the Academic Environment
Z. Quality Assurance and Continuous Improvement Strategy of the Institution
The University is committed to ensuring that its objectives are achieved by adopting a student-centred academic strategy and by developing and implementing an effective Internal Quality Assurance System.
QUALITY POLICY AND TARGETS
Quality assurance is based on close cooperation between the academic and administrative units of the University in order to provide high quality services, so that the Foundation can continuously meet the international challenges of educational and research excellence, as well as the expectations of students, graduates, teaching, research and administrative staff, and the University's partners and society.
The University's Quality Assurance Strategy is implemented through the Quality Assurance Unit (QAU) of the University of Piraeus, which is responsible for the organization and implementation of the Internal Quality Assurance System (QAS), based on principles, criteria and regulations with a view to continuous

improvement.

The Internal Quality Assurance System of the Institution has been developed in accordance with international practices, especially those of the European Higher Education Area, and the principles and guidelines of the National Association for Quality Assurance (article 14, 1 of Law 4009/2011). In order to ensure and continuously improve the quality of its educational and research work, as well as to ensure the effective operation and performance of its services, the Institution complies with the criteria set out in Article 72.2 of Law 4009/2011.

The quality assurance policy, in alignment with the Institution's Strategy, mainly supports:

- the organisation of the Institution''s internal quality assurance system
- the responsibilities of the leadership of the institution, departments and other functional units, staff and students, and their role in quality assurance
- the safeguarding of academic principles, ethics, and the prevention of discrimination
- encouraging the involvement of external stakeholders in quality assurance
- the continuous improvement of learning and teaching, research and innovation
- the quality assurance of the curricula and their compliance with the specific standard of HAHE
- the efficient organisation of services and the development and maintenance of infrastructure
- the allocation and effective management of the resources necessary for the operation of the Institution
- the development and rational allocation of human resources

WAYS OF COMMUNICATING THE QUALITY POLICY OF THE INSTITUTION

The Institution's official Quality Policy is published on its website, while the Management of the Institution takes every appropriate means to make it public to all those involved in the operation of the Institution. In particular, the Management of the Institution contributes to the dissemination/communication of the Quality to all staff (academic and administrative), as well as to all administrative levels, through regular Policy information meetings of the heads of academic units.

Finally, the Foundation's Quality Policy is posted in conspicuous places in the Foundation's premises.

II. Analysis

During our meetings we were briefed extensively by the Vice-Rector, President of the QAU and members of the Unit, members of Departmental quality assurance committees, and members of the teaching and administrative staff, on the quality assurance system of the University, the structure of its Quality Assurance mechanism, with detailed charts of aims, objectives, targets, indicators and measures of success in meeting targets. In meetings with social partners and external stakeholders from the Industry we were able to discuss the actual

quality of the University's teaching, research and engagement with the community and Economy, and we were very pleased to receive enthusiastic feedback on the achievements of the University. We also met with groups of undergraduate and postgraduate students and doctoral candidates, who were mostly very content and positive about their study experience and their relations with teaching and administrative Staff. As also mentioned elsewhere in this report, there are unfortunately no official student representatives on the QAU and on departmental quality assurance committees.

Overall, we were impressed by the dedication and professionalism of University Staff, and the thoroughness of the information provided. The Quality Assurance Unit together with Departmental quality assurance committees, and with the active support of the Rector and Vice-Rector and senior administrative staff, are doing an excellent job in assuring and enhancing the quality of the University's programmes.

III. Conclusions

After our detailed discussions in our meetings with University Staff, students, social partners and external stakeholders, and after reviewing the supporting documents provided by the Institution, we find the University in full compliance with Principle 1.

Panel Judgement

Please tick one of the following:

Principle 1: STRATEGY, QUALITY POLICY AND TARGET SETTING OF THE INSTITUTION	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R1 The lack of student membership of the QAU and departmental quality assurance committees needs to be addressed.

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES

INSTITUTIONS SHOULD ENSURE ADEQUATE FUNDING, HUMAN RESOURCES, INFRASTRUCTURE, SERVICES AND SYSTEMS FOR TEACHING, RESEARCH, AND INNOVATION, AS WELL AS FOR THE WHOLE RANGE OF THEIR ACADEMIC ACTIVITIES, FOR THE PURPOSE OF FULFILLING THEIR MISSION AND STRATEGIC GOALS. THE ABOVE RESOURCES ARE PLANNED OVER A FOUR-YEAR HORIZON, ARE LINKED WITH THE STRATEGY AND ARE ALLOCATED IN A RATIONAL MANNER, IN ACCORDANCE WITH THE PERTINENT PROCEDURES. THEIR MANAGEMENT AND MONITORING IS IMPLEMENTED BY MEANS OF INFORMATION SYSTEMS.

Funding

The institution ensures adequate funding to cover not only the overhead and operational costs (regular budget and public investment budget) but also costs related to research, innovation, and development by exploiting external sources of financing. The financial planning and the operation of an effective financial management system constitute necessary tools for the full exploitation of the resources.

The annual public funding of the Institution follow the procedures set out in article 16 of Law 4653/2020 and the relevant ministerial decisions.

The annual budgets for the past five years, the absorption and the main categories of expenditure as well as the amount and sources of the external funding are key elements for the assessment of the principle.

Infrastructure

Based on the requirements and needs arising during its operation, the Institution has determined ways to define, allocate and maintain all the necessary resources to ensure its smooth and proper functioning, i.e. teaching, research and auxiliary facilities, equipment and software, support facilities (cleaning, transportation, communication) etc. The scope of the IQAS should include a suitable managing and monitoring system to safeguard the infrastructure. Compliance with the internal regulations is also necessary.

Working environment

The institution ensures -as far as possible- that the working environment has a positive effect on the performance of all members of the academic community (students and staff). Factors that are taken into consideration towards the creation of such a favourable environment are, among others, the sanitary facilities, the lighting/heating/ventilation system, the cleanliness and the overall appearance of the premises, etc. The scope of the IQAS should include an appropriate managing and monitoring system to promote a favourable working environment and to ensure compliance with the existing provisions.

Human resources

The Institution and the academic units bear the responsibility for the allocation and development of the human resources. The rational allocation of human resources is based on a system of criteria, in line with the mission and the strategic options of the Institution.

> The subject areas, as well as the competences and tasks of the staff members are defined by the corresponding job descriptions that are established within the operation scope of each academic or administrative unit. These posts are filled following the requirements set by the law, on the basis of fair and published processes. The continuous training and evaluation of the staff is considered necessary for the enhancement of the performance, which is recorded and monitored as provided in the context of the IQAS.
>
> The Institution should acknowledge and provide the necessary resources for the implementation of the IQAS, its enhancement and the provision of services that assist the satisfaction of the quality assurance requirements. Moreover, the Institution provides the necessary resources for the organization and staffing of the QAU, with a clear allocation of competences and tasks to its staff members.

Documentation/Annexes

E2.1 Annual planning and allocation of funding from all available sources for the next 4 years, or Programme Agreement of the Institution, if applicable

E2.2 Internal rules for the allocation and distribution of the financial and human resources to the academic units and the central services of the Institution

E2.3 Internal evaluation by the QAU of the resources, according to the relevant NISQA indicators and the performance indicators of the Institution

E2.4 Overview of the information systems for the management and monitoring of the financial and human resources of the Institution

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

The University of Piraeus has in place a well-defined planning process that integrates annual budgeting. Resources allocation follows a four-year strategic plan (2024-2027) and adheres to structured processes in line state procedures, ensuring transparency. Continuous monitoring mechanisms are in place to enhance financial sustainability.Multiple institution sources from multiple sources, including regular public funding, external investments such as European and International programs, private funding and its own internal resources.

The data extracted from provided documents and verified through onsite discussions indicate a comprehensive and well-structured approach covering key aspects of budgeting, resource allocation, human resources development, financial monitoring, information systems and governance.

Regarding, Funding, internal rules outline procedures for maintaining, teaching,

research and support facilities. The modernization of laboratories and equipment is evident, though certain classroom capabilities and accessibility features require improvement.The University has successfully increased its funding absorption from Public Investment Program.

The Library operates as a lending service for its user-membersand its information system is certified under ISO 9001:2015.In terms of the workingenvironment, evaluations indicate a generally supportive atmosphere for staff and students. While lighting, ventilation, and facility upkeep are adequate, additional teaching spaces are required.to further enhance the learning environment.

The Human Resources System is structured with clear job descriptions, recruitment protocols, ongoing training, and performance evaluation mechanisms. The Information System is also ISO 9001:2015certified .Personnel allocation across academic and administrative unitstransparent procedures.

The Financial and Administrative Management Unit maintains an Integrated Accounting Tracking System (S.O.L.P)) incorporating General, Analytical and Public Accounting.This system enables continuous and reliable financial monitoring, as well as cost determination perdepartment and per student.

The Special Research Funds Account (ELKE) operates an Integrated InformationSystem SAP-ERP, certified under ISO 9001:2015 forquality management. Thissystem supportsfinancial management, research funds, external and private funding, and income from postgraduate programs,as well as from others additional functions.The SAP subsystems primarily used areFinancial Accounting (FI)and Material Management (MM)

The University of Piraeus has also obtained additional ISO certifications for specific units including:
Information Security Management ISO 27001, Personal Data Management ISO 27701.
Lloyd's Register ISO 9001:2015 certification for the MSc in Shipping Management.

II.   **Analysis**

The University follows a structured approach to resource allocation, integrating public funding, external sources as well as its own sources. Financial planning is comprehensive and aligned with legal and strategic requirements. The forecasting and Budgeting system ensures detailed fund allocation across academic, administrative and operational domains, supporting fair distribution and continuous monitoring.

However, reliance on the regular state funding, which is gradually decreasing while operational costs continue to rise – limits flexibility in reallocating resources when emerging priorities arise. Internal regulations ensure fair distribution, but there is limited adaptability in resource reallocation during financial crisis.

KeyPerformance Indicators (KPIs) related to funding or expenditure per student could provide better insights and allow for benchmarking against national and international standards. Regarding ELKE, more specific performance indicators (e.g. ratios between funding and usage) would enhance long-term evaluation and quality assurance

While Infrastructure modernization is evident, classroom space remains insufficient, and further improvements are needed, particularly in terms of upgrades and accessibility for persons with disabilities, affecting the overall working environment.

Human resources management is systematic and transparent, with recruitment, training, and performance evaluation procedures in place based on an integrated Information System. However, further enhancement of faculty and administrative staff capacities is required. .Continuous professional development and evaluation processes contribute to the effective functioning of the IQAS ensuring alignment between HR policies and strategic goals.. There is alignment between HR and strategic goals. Regular internal reviews are contacted.

MODIP systematically evaluates financial, human and academic resources to ensure compliance with Internal Quality Standards.
While Funding and Human resources management are robust, infrastructure and the working environment require further improvement to fully align with University strategic goals. .

Considering all sub-aspects, the evaluation documents adequate planning and allocation of resources is aligned with Institution's strategic goals and its Internal Quality Assurance System though some areas particularly in infrastructureand working environment show room for targeted improvement as accessible facilities and student's housing.

III.   **Conclusions**

Funding management system is compliant, but increasing flexibility in fund reallocation and enhancing funding absorption could better support academic and research needs.

Infrastructure management is complaint, but targeted investments are needed

to improve address capacity and accessibility.
The working environment is compliant, though improvements in student housing, dining facilities, heating, and accessibility would contribute to a more supportive academic and work environment .
Human resources management is compliant but continuous emphasis on professional developments and adaptive training will help maintain this strength.

Overall, the External Evaluation & Accreditation Panel concluded that University of Piraeus is complaint with Principle 2 of IQAS standards, thought recommendations should be addressed. Improvements in flexibility of funding allocation and targeted facilities upgrades are required.

Panel judgement

Please tick one of the following (per subsection):

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES	
2.1 Funding	
Compliance	**X**
Partial compliance	
Non-compliance	
2.2 Infrastructure	
Compliance	**X**
Partial compliance	
Non-compliance	
2.3 Working Environment	
Compliance	**X**
Partial compliance	
Non-compliance	
2.4 Human Resources	
Compliance	**X**
Partial compliance	
Non-compliance	

Please tick one of the following:

Principle 2: PROGRAMMING AND ALLOCATION OF RESOURCES (overall)	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 2.1. Diversify funding sources by increasing funding absorption, private sector partnership and research collaborations for stronger participation in European and International Programs to reduce dependency on state funding. Introduce scenario-based financial planning to anticipate budgetary constraints and external funding variations. Enhance the adaptability of financial regulations to allow reallocation of resources in response to emerging needs.

R 2.2 Prioritize investment to expand and modernize classroom, facilities, ensuring adequate capacity and up to-date equipment . Implement specific projects to improve accessibility to persons with disabilities.

R 2.3. Develop and regularly update Quantitative and Qualitative KPIs and incorporate update specific KPIs across all dimensions and give interpretation by using benchmark indicators to provide better information for monitoring the fulfilment of strategic goals and IQAS standards.

R 2.4. Enhance the participation of inside and External Stakeholders in the evaluation processes to capture a broader range of insights and address ground -level needs. Utilize data from internal evaluations and feedback to continuously refine resource allocation strategies.

R 2.5. Strength IT and resource Management System. Enhance the integration and interoperability of digital platforms used for financial and human resources to support better decision -making.

R 2.6. Continuous robust recruitment, training and performance evaluation practices while exploring additional professional development initiatives

Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS

THE IQAS INCLUDES ALL NECESSARY PROCESSES AND PROCEDURES FOR THE COMPLIANCE OF ALL THE INSTITUTION'S ACADEMIC STRUCTURES, ACTIVITIES AND ADMINISTRATIVE SERVICES WITH THE QUALITY STANDARDS. THE QAU IS THE COMPETENT UNIT FOR THE ORGANISATION AND OPERATION OF THE IQAS AND HAS THE REQUIRED FUNCTIONAL INDEPENDENCE AND OPERATIONAL CAPACITY FOR THE EFFECTIVE IMPLEMENTATION OF THE IQAS, AS WELL AS FOR ITS COMPLIANCE WITH THE PRESENT STANDARDS.

The key goal of the internal quality assurance system (IQAS) is the development, effective operation and continuous improvement of the whole range of the Institution's activities, and particularly, of teaching, research, innovation, governance and relevant services, according to the international practices - especially those of the European Higher Education Area - and the HAHE principles and guidelines described in these Standards.

Structure and organization
In each Institution, the Quality Assurance Unit (QAU) holds the responsibility for the administration and management of the IQAS. The QAU is set up according to the existing legislative framework and is responsible for:
- the development of specialised policy, strategy and relevant processes towards the continuous improvement of the quality of the Institution's work and provisions;

- the organisation, operation and continuous improvement of the Institutions' internal quality assurance system;
- the coordination and support of the evaluation process of the Institution's academic units and other services, and
- the support of the external evaluation and accreditation process of the Institution's programmes and internal quality assurance system in the context of the HAHE principles and guidelines.

The Institution's IQAS and its implementation processes are determined by the decisions of the competent bodies, as provided by the law, and are published in the Government's Gazette, as well as on the Institution's website. The above are reviewed every five years, at the latest.

To achieve the above goals, the QAU collaborates with the HAHE, develops and maintains a management information system to store the quality data, which are periodically submitted to the HAHE, according to the latter's instructions. The QAU is responsible for the systematic monitoring of the evaluation process and for the publication of evaluation-related procedures and their results on the Institution's website.

The QAU structure has been approved by the Institutions' competent bodies, as provided by the law, while all competences accruing from this structure are clearly defined.

The QAU is staffed by a sufficient number of permanent personnel, so as that the operational needs of the IQAS are completely met. The administrative officer of the QAU has comprehensive updating and knowledge about the implementation of its operations and activities.

Operation

The institution takes action for the design, establishment, implementation, audit and maintenance of the Internal Quality Assurance System (IQAS), taking into account the requirements of the Standards, while making any necessary amendments to ensure fitness to achieve its aims.

The above actions include:
- o the provision of all necessary processes and procedures for the successful operation of the IQAS, as well as the participation of all parties involved, across the Institution. The Institution's areas of activity can constitute the IQAS processes, e.g. teaching, research and innovation, governance, services etc. An IQAS process is an area of activity including data input, data processing and outputs. A procedure defines the way an action is implemented and includes a course of stages or steps, e.g. the curriculum design procedure;
- o the determination of how the IQAS procedures/ processes are audited, measured and assessed, and how they interact;
- o provision of all necessary resources to enable the IQAS implementation.

Documents

The IQAS documentation includes, among other things, a series of key documents demonstrating its structure and organisation, and the Quality Manual, which describes how the requirements of the Standards are met.

The Annexes of the Quality Manual include:
- o the Quality Policy and the Quality Assurance Objectives;
- o the necessary written Procedures, along with the entailed forms;

- o the necessary Guides, External Documents (e.g. pertinent legislation), as well as any other supporting data;
- o the standing organisational structure of the QAU, with a detailed description of the competences, the required qualifications and the goals for each post. The organisational chart is structured in a manner that ensures that the IQAS organisational requirements are fully and properly met.

Documentation

E3.1 Government Gazette for the approval, structure, and operation of the IQAS and the QAU

E3.2 Updated IQAS Quality Manual (including the QAU organisational structure- job descriptions, tasks, skills)

E3.3 QAU Internal Regulation

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts.</u>

I.   **Findings**

The institution's Quality Assurance Unit (QAU) has been established per the existing legislative framework and the provisions of HAHE. The institution's updated IQAS and its implementation processes were determined by decisions of the appropriate institutional competent bodies (the Senate), as provided by the law. They were published in the Government Gazette on March 19th, 2024 (no 1753).

QAU is headed by the Vice-Rector of Academic and International Affairs. It comprises eight experienced academic staff members (who, in most cases, served in the departmental Internal Evaluation Groups - OMEAs - for many years) and representatives from special scientific personnel, laboratory teaching staff, special technical laboratory staff, and administrative staff. There is provision for student representatives, although at the time of compiling the report, the university's student body had yet to appoint a representative.

The QAU is supported by five administrative members of staff. The proposal, dated June 2024 and submitted for approval, details the structure, organisation, and operation of the updated IQAS. Several University support units have certified their quality systems using ISO. This is a great practice

II.   **Analysis**

During the visit, the EEAP was presented with all required evidence on the effectiveness of the structure put in place for managing quality at the institutional level. The EEAP confirms that the Quality Manual includes all the necessary processes and procedures for the institution's compliance with the Standards. The EEAP was also provided with samples of standardised forms, highlighting that the procedures were implemented as expected.

The QAU is structured according to Law 4957/2022. Although there is a provision for students' representation, it was clarified during the visits that the student unions have not appointed representatives.

The QAU is understaffed, despite the fact that the work is being done correctly and thoroughly. During the discussions with the administrative support staff of QAU, it was evident that the workload is high, and it would be suggested that an additional staff member be appointed in the support unit. Discussions highlighted that all staff members have adequate skills and Template for the

IQAS Accreditation Report competencies, with a clear job description and task allocation.

III. Conclusions

EEAP concluded that the University is compliant with regard to Principle 3, though the Panel's recommendations should be addressed.

Panel judgement

Please tick one of the following:

Principle 3: STRUCTURE, ORGANISATION AND OPERATION OF THE IQAS	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 3.1 The student body be represented in QAU. The University needs to support student engagement in the quality system.

R 3.2 QAU admin team would benefit from an additional member of staff

Principle 4: SELF-ASSESSMENT

THE INTERNAL QUALITY ASSURANCE SYSTEM CONDUCTS INTERNAL EVALUATION OF THE WHOLE RANGE OF ACADEMIC AND ADMINISTRATIVE ACTIVITIES OF THE INSTITUTION, AS WELL AS ANNUAL REVIEW OF THE SYSTEM, TO IDENTIFY ANY OVERSIGHTS, DEFICIENCIES OR DISCREPANCIES. CORRECTIVE ACTIONS AND IMPROVEMENTS ARE PROPOSED TOWARDS THE ACHIEVEMENT OF THE QUALITY AND STRATEGIC GOALS. DURING THE SELF-ASSESSMENT, THE EFFECTIVE INTERNAL COMMUNICATION WITH THE INTERNAL AS WELL AS THE EXTERNAL STAKEHOLDERS IS ENSURED.

The QAU conducts, on an annual basis, a self-assessment of the IQAS, following the written procedure provided for each area of activity, which is implemented by a certain academic or administrative unit, as appropriate. The procedure determines the timing, the participants, the data under consideration, and the expected outcomes. The self-assessment aims at a final estimation of the suitability of the IQAS in force, as well as at basing decisions concerning the necessary remedial or precautionary actions for improvement.

The data considered in the context of the self-assessment of a programme may, for example, include:
- *students performance;*
- *feedback from students / teaching staff;*
- *assessment of learning outcomes;*
- *graduation rates;*
- *feedback from the evaluation of the facilities/ learning environment;*
- *report of any remedial or precautionary actions undertaken;*
- *suggestions for improvement.*

The outcomes of the self-assessment are recorded in internal reports drawn by the QAU. The reports identify any areas of deviation or non-compliance with the Standards and are communicated to the interested parties (if appropriate). The Institution's resolutions concerning any modification, compliance, or enhancement of the IQAS operation are made in the context of the annual IQAS review and might include actions related to:
- *the upgrade of the IQAS and the pertinent processes;*
- *the upgrade of the services offered to the students;*
- *the reallocation of resources;*
- *the introduction of new quality goals, etc.*

The outcomes of the self-assessment are recorded and, along with the source data, are archived as quality files.

A special procedure is followed for the compliance check of newly launched programmes (of all three cycles), or programmes that are to be revised shortly, prior to the institutional approval of the programmes.

Documentation

E4.1 Minutes and other documents and relevant correspondence regarding the annual internal evaluation of the IQAS by the QAU

E4.2 Results of the last annual internal evaluation of the IQAS by the QAU, and the relevant minutes and documentation

E4.3 Correspondence and other actions (workshops, meetings) for collecting feedback from the external stakeholders

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

> I. **Findings**
>
> The University of Piraeus has implemented an effective and efficient Quality Assurance System, that incorporates quality policies, procedures and performance indicators.These measures contribute to achieving the University mission by ensuring continuous improvement in educational and research activities, as well as the effective operation of its administrative services. The system is designed in accordance with international best practices, particularly those of the European Higher Educational Area, and the principles set by HAHE.
>
> The University designs, establishes, implements, controls and maintains the Internal Quality Assurance System (IQAS), in accordance with the requirements of the Standard, adapted to its needs.
>
> The university's Quality Assurance Unit (MODIP) is responsible for overseeing IQAS implementation and has been actively involved in ensuring compliance with established quality standards. The IQAS was officially approved by a Senate decision on March 28, 2018 (published in Government Gazette B 1497/2018). Internal evaluations for all academic programs and administrative units are conducted annually. These evaluations include internal audits of undergraduate and postgraduate programs, as well as administrative units. The evaluation process is well-documented in the Quality Manual, which was recently revised in 2024. The manual provides a structured framework, supported by data and annexes detailing responsibilities, required qualifications, objectives, and participant roles.
>
> The self-assessment reports document findings and proposed improvement actions. The annual Internal Evaluation Report for the academic year 2022–2023 has been completed. MODIP has submitted a report outlining key issues, audit results, proposed corrective measures, and an overall assessment of quality goal achievements. The annual Internal Quality Assessment Report, along with supporting documentation, has been forwarded to the review committee. Additionally, the university has implemented an Internal Audit System to support

the IQAS. Several units within the institution have received ISO certifications, including:

Lifelong Learning and Training Center (K.E.DI.VI.M.) – ISO 9001 (Quality Management), ISO 27001 (Information Security Management), and ISO 27701 (Personal Data Management)

MSc in Shipping Management – Lloyd's Register certification under ISO 9001:2015
Division of Management Assurance of Information – ISO 27001
Personal Data Management System – ISO 27701

Action plans derived from self-assessments are developed and communicated within the institution. Their implementation is monitored, though challenges related to resource constraints have been reported. Evaluation results are shared both internally and externally, ensuring transparency. Annual reviews are systematically conducted, leading to refinements in processes and improved compliance with quality standards.

Efforts to enhance stakeholder participation in quality assurance activities have been noted. The Quality Assurance Unit frequently organizes informative meetings with relevant departments and working groups. Student participation, however, remains relatively low, despite recent improvements. Some students indicated a lack ofawareness regarding IQAS processes during discussions.

While the institution maintains strong engagement with external stakeholders, feedback mechanisms remain incomplete, particularly for external partners. Additionally, there is limited tracking of corrective actions beyond the initial report.

II. Analysis

The Internal Quality Assurance System (IQAS) at the University of Piraeus is well-structured and compliant with self-assessment requirements. The Quality Assurance Unit (MODIP) ensures annual evaluations for both academic and administrative units, supporting continuous improvement.

Key strengths of the system include:A well-documented Quality Manual that outlines structured procedures for self-assessment. Systematic internal evaluation of undergraduate and postgraduate programs, as well as administrative services. Continuous review and refinement MODIP followingevaluation procedures. It is evident a strong institutional commitment to quality assurance.There are continuous efforts for the Integration of the university's Information System with data collection subsystems across different

units. EAAP notes the limited student participation in self-assessment processes.

EEAP, during the meetings with academic members, students, graduates, external stakeholders observed a friendly respectful culture which help the application of the Quality Assurance in improving teaching, research activities and other academic components.

However, EAAP notes challenges that need to be taken into account such asinsufficient tracking of corrective actions beyond the initial reporting stage, gaps in external stakeholder feedback mechanisms, resource constraints affecting timely implementation of improvement actions and lack of specific KPIs to monitor long-term trends in self-assessment effectiveness.

III. Conclusions

The self-assessment process at the University of Piraeus is well-documented, systematic, and effective in driving continuous quality improvement. However, further refinements are needed to enhance stakeholder engagement, corrective action tracking, and long-term KPI monitoring.

Panel judgement

Please tick one of the following:

Principle 4: SELF-ASSESSMENT	
Compliance	**X**
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 4.1 Implement a follow-up mechanism to ensure corrective actions are executed and reviewed.

R 4.2 Strengthen external stakeholder involvement in self-assessments for better feedback and broader insights.

R 4.3 Improve student awareness of IQAS processes through dedicated sessions at student orientation events.

R 4.4 Address resource constraints by advocating for increased funding and staffing in quality assurance functions.

R 4.5 Enhance KPIs with specific benchmarks to track long-term trends in self-assessment effectiveness.

R 4.6 Improve the integration of information systems for streamlined data management and quality monitoring

Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT

INSTITUTIONS ARE FULLY RESPONSIBLE FOR THE COLLECTION, ANALYSIS AND USE OF INFORMATION IN AN INTEGRATED, FUNCTIONAL AND READILY ACCESSIBLE MANNER, THROUGH INFORMATION SYSTEMS, AIMING AT THE EFFECTIVE MANAGEMENT OF THE QUALITY DATA RELATED TO TEACHING, RESEARCH AND OTHER ACADEMIC ACTIVITIES, AS WELL AS THOSE RELATED TO THEIR ADMINISTRATIVE OPERATION.

The QAU should establish and operate an information system to manage the data required for the implementation of the Internal Quality Assurance System.

The QAU measures and monitors the performance of the various activities of the Institution, through appropriate procedures established in the context of the IQAS structure and assesses their level of effectiveness. The measuring and monitoring is conducted on a basis of indicators and data provided by the HAHE in the pertinent guidelines and forms, which are part of the National Information System for Quality Assurance in Higher Education (NISQA). These measurements may concern: the size of the student body, the size of the teaching and administrative staff, the infrastructure, the structural components of the curricula, students' performance, research activity performance, financial data, feedback on student and faculty satisfaction surveys, data related to the teaching and research activity services, infrastructure, etc.

The QAU makes use of the figures and presents the results for consideration using statistical analysis. Outcomes are displayed through histograms and charts. This sort of information is used by the Institution for decision making, at all levels, pursuing improvement, as well as for setting, monitoring, assessing and reviewing the Institution's strategic and operational goals.

Institutions are under an obligation to provide or transfer data (through the QAU) to the HAHE, for

> *the purposes of quality assurance, and monitoring of their strategy and funding.*

Documentation

E5.1 Reports from the National Information System for Quality Assurance in Higher Education (NISQA) and accompanying assessment report by the QAU

E5.2 Description of the functions of the QAU information system

E5.3 Sample of fully completed questionnaire of satisfaction surveys addressed to the teaching and the administrative staff

E5.4 QAU report on the utilisation of the data collected from the QAU information system (internal evaluation, quality targeting, etc.)

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

QAU manages the collection of quality data, their analysis, and their use for continuous improvement at the institutional level. Data is fed to QAU from the departmental Internal Evaluation Groups – OMEAs. Such data is collected per course delivered in each department and the course instructor. The students' participation in the filling in the surveys is limited.

At the same time, the university has developed data collection tools in the students' platform (e-class), there is a link where, using their personal credentials, they can access each course of the respective semester and evaluate it. This has been in place for the last year and a half, whereas before, a paper evaluation questionnaire was provided, and then a link to an online questionnaire was sent by the secretariat.

QAU provided a demonstration of the tools that were developed aforementioned. The data collected cover all expected areas, namely the student body, teaching
methods, teaching and administrative staff, innovation, infrastructure, and finance.

The university uses various collection methods, such as electronic questionnaires. Data related to courses are collected at the end of each semester, and performance-related metrics are collected annually.

II.   Analysis

The students' participation in the feedback surveys is rather limited, and as reported by the university staff, the participation ratio was reduced once the university moved to paperless/online surveys. This is typical for student surveys globally, although in the case of the University of Piraeus (and other Greek universities), the oversubscription to courses with students who do not attend the lectures can result in distorted percentages.

Students and professors can view the overall results of the evaluations for each course. The results, as well as any complaints from students, are taken seriously by the university, which finds immediate and effective solutions, either by changing the instructors or by adding supplementary tutoring sessions

The university should communicate any changes made as a result of the evaluations to the students, so that they understand the importance of the process and become more involved in it.

III.   Conclusions

EEAP concluded that the university is compliant with regard to Principle 5, though the Panel's recommendations should be addressed

Panel judgement

Please tick one of the following:

Principle 5: COLLECTION OF QUALITY DATA: MEASURING, ANALYSIS, AND IMPROVEMENT	
Compliance	X
Partial compliance	

Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 5.1 Students should be informed during their registration about the evaluations they need to complete, as well as their importance.

R 5.2 Students should be informed after each change made as a result of the evaluation.

Principle 6: PUBLIC INFORMATION

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES IN A DIRECT AND ACCESSIBLE MANNER. ALL PERTINENT INFORMATION THAT APPEARS IN THE INSTITUTION'S WEBSITE SHOULD BE UP-TO-DATE, CLEAR AND OBJECTIVE.

The QAU publishes data related to IQAS structure, organisation and operation. Furthermore, the QAU publishes data pertinent to the institutional quality policy and objectives, as well as information and data relevant to the Institution's internal and external evaluation. In the context of the self-assessment process, the QAU verifies that adequate information regarding the teaching activities and, particularly, the programmes' profile and the overall institutional activity is publicly available. QAU makes recommendations for improvement, where appropriate.

The public information available via the internet should appear in Greek and in English, the webpages should have uniform architecture, structure and content across all academic units of the Institution, so that the users can easily identify the information of their interest.

Documentation

E6.1 Results of the assessment of the functionality and the content, as well as of the maintenance and update of the Institution's webpage

E6.2 List of the links included in the Institution's and QAU webpage, and of the special personalized internet applications

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts.</u>

I.   **Findings**

As expected, the University of Piraeus uses its web pages as the main vessel for disseminating information to both UG and PG students, as well as visitors and other interested parties. It keeps a very elaborate collection of information categorised in six main groups: the University, Administration, Schools, Research, Services and Contact. Within these groups there are several entries that span in all areas of information that a person could potentially seek.

The pages are mainly in Greek, with the vast majority of those (about 90%) existing in English as well.

Of particular interest is the level of detail and the volume of information included: e.g. there is a complete and updated list of contacts for all staff, together with their emails, research pages, publications, etc.

The format of the web pages and links is simple and effective.

II.   **Analysis**

The accreditation committee is very pleased with the way that public information is disseminated through the web pages. The pages are kept simple, avoiding unnecessary complicated and time consuming scripts that would delay the user experience.

All the information is there, in a concise and well organised manner. Furthermore, the vast majority of the information exists in English as well; far more than usually included in a typical Greek University's web page. We also understand that the University is also committed to include Arabic language in their web pages. This gives the opportunity of international students to access the content and promotes internationalism and research collaboration. This is also evident by the large number of Erasmus students the University is hosting. Within the web pages, exists some interesting information regarding the collaborations, internationality and awards that the University has received over the years. This is somewhat not promoted as well as it should, especially since some of these awards are highly prestigious. It is recommended that a slide show of a few dozen slides (with minimal text) is created and displayed constantly on the large screens that exist at the main university entrance. This will give the student a feeling of belonging to something bigger than themselves and will promote the feeling of pride and achievement.

One thing that was mentioned by the students during our interviews was the potential benefit that the inclusion of the books/notes might have to their

studies: some mentioned that the books distributed sometimes arrive late and as such, it hinders their preparation for their lessons. They suggested that these could be uploaded in electronic format and kept within the University's web pages. The committee understands that this might conflict with IP infringing posed by the authors of the books but it is worth pursuing the matter as, weather we want it or not, electronic access to books is the way forward.

III.   Conclusions

The accreditation committee is satisfied with the way that information is kept and discriminated by the University of Piraeus. All the necessary pieces of information are there, both in Greek and English with the appropriate level of detail and depth.

Panel judgement

Please tick one of the following:

Principle 6: PUBLIC INFORMATION	
Compliance	X
Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 6.1 Consider the inclusion of students' books in electronic format.
R 6.2 Create a slideshow with the main University's achievements and awards and display it on a central space.

Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS

INSTITUTIONS SHOULD BE PERIODICALLY EVALUATED BY COMMITTEES OF EXTERNAL EXPERTS SET BY THE HAHE, FOR THE PURPOSE OF ACCREDITATION OF THEIR INTERNAL QUALITY ASSURANCE SYSTEMS (IQAS). THE PERIODICITY OF THEIR EXTERNAL EVALUATION IS DETERMINED BY THE HAHE.

External quality assurance, in the case in point external evaluation aiming at accreditation, may act as a means of verification of the effectiveness of the Institution's internal quality assurance, and as a catalyst for improvement, while opening new perspectives. Additionally, it can provide information with a view to public acknowledgement of the positive course of the Institution's activities.

The Higher Education Institutions engage in periodic external quality assurance which is conducted taking into consideration any special requirements set by the legislation governing the operation of the Institutions and their academic units.

Quality assurance, in this case 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 ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Documentation

E7.1 Five-year Progress Report, on the response to the recommendations included in the most recent IQAS Accreditation Report

Institution compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

As per the expectations of the ETHAAE, University of Piraeus has had the last external accreditation review back in 2019. More particularly, the University has responded to the ETHAAE's call on 29 March 2019 and submitted and information needed towards the last external accreditation. The information was used during the 8 - 12 July 2019, when the external accreditation committee conducted the accreditation visit. This led to a multi page report, identifying several points for improvement expected to be implemented before the next external accreditation; which is the current one.

Two years following the initial accreditation date and in 2021, IQAS submitted a detailed progress report towards the points made by the initial external committee. Finally, five years after that initial report, IQAS drafted their final report addressing all the issues made in the original external report.

This last IQAS report is drafted in the S.M.A.R.T. format (Specific – Measurable – Achievable – Realistic - Time-bound). There were 39 points originally raised in the ETHAAE report with some having several subsections. The University listed a total of 56 points and has addressed all of those. For each point, there were associated actions, an owner of this action, as well as a time frame and a list of the necessary resources for completion. Further down the same document there is a list of the actions performed for each point made along with the achieved results both in text and in percentage of completion.

Off of those, the report states that 45 were resolved completely (100%), five had a resolution rate of 80-99%, four between 70-79% and two remained at a resolution rate of 51-69%.

II. **Analysis**

Both IQAS and MODIP have done a very good job in collecting, analysing, addressing and resolving the issues brought up by the previous external evaluation committee. There were detailed responses on all items and measurable indicators of everything achieved. Sometimes these responses were short and thus might be considered as unclear but the committee understands that only short answers could be accommodated within this long text.

A suggestion of good practice can also be included here: the measurable index of achieving each point (i.e. 95%) indicates a clear adaption of the suggested point but it does not provide the full information of how and why this compliance is useful to the institution or to the students. What is needed here is a "narrative" of what this number means. Sometimes a higher number might be good or, then again, it might not be. How are these percentages aid the institution at large? For example, a point might call for better utilisation of personal tutors. If all students' knowledge regarding personal tutors have been reinforced, this might be reported as 100% achieved. However, the narrative that this will assist students struggling with one or the other matter, improve student/lecturer communication, aid students' wellbeing, etc seems to be missing.

III. Conclusions

Both IQAS and MODIP have done an excellent job addressing the points made during the last external accreditation. They have produced measurable results and proved that they understand the significance that internal evaluation and quality assurance has in keeping the high standards of a University.

Some additional information might be useful to include when reporting on the resulting actions followed.

Panel judgement

Please tick one of the following:

Principle 7: EXTERNAL EVALUATION AND ACCREDITATION OF THE IQAS	
Compliance	**X**

Partial compliance	
Non-compliance	

Panel Recommendations

Please provide your recommendations regarding issues that need to be addressed, as appropriate.

R 7   Include a narrative of how each grade of achievement relates to elevating the student/staff/institution experience.

PART C: CONCLUSIONS

I.   Features of Good Practice

R 1.1 We were impressed by the dedication and professionalism of University Staff, and the thoroughness of the information provided.

R 1.2 The Quality Assurance Unit together with Departmental quality assurance committees, and with the active support of the Rector and Vice-Rector and senior administrative staff, are doing an excellent job in assuring and enhancing the quality of the University's programmes.

R 4   Academic and administrative Staff, students, graduates, social partners and external stakeholders are linked by a friendly respectful culture, which helps the work of the Quality Assurance Unit in improving teaching, research and other academic activities.

R 6   Excellent and informative web pages in multiple languages

R 7.1   High level of addressing the recommendations of the previous external evaluation

R 7.2 High level of external exposure as evident by the many awards and the high number of Erasmus students

II.   Areas of Weakness

R 1 & R 3.1 Lack of student membership of the University's QAU and departmental quality assurance committees.

R 3.2   QAU admin team is understaffed.

R 7   Limited number of students' participation in questionaries

III.   Recommendations for Follow-up Actions

R 1   The lack of student membership of the QAU and departmental quality assurance committees needs to be addressed.

2.1 Diversify funding sources by increasing funding from partnerships with the private sector, research collaborations for stronger participation in European and International Programs, as well as from your own sources, reducing your dependence on government funding.

R 2.2 Develop and regularly update Quantitative and Qualitative KPIs and incorporate update specific KPIs across all dimensions and give interpretation by using benchmark indicators to provide better information for monitoring the fulfilment of strategic goals and IQAS standards.

R 2.3 Enhance the participation of inside and External Stakeholders in the evaluation processes to capture a broader range of insights and address ground -level needs. Utilize data from internal evaluations and feedback to continuously refine resource allocation strategies.

R 2.4 Strengthen IT and resource Management System. Enhance the integration and interoperability of digital platforms used for financial and human resources to support better decision -making.

R 3.1 The student body be represented in QAU. The University needs to support student engagement in the quality system.

R 3.2 QAU admin team would benefit from an additional member of staff

R 4.1 Strengthen external stakeholder involvement in self-assessments for better feedback and broader insights.

R 4.2 Improve student awareness of IQAS processes through dedicated sessions at student orientation events.

R 4.3 Enhance KPIs with specific benchmarks to track long-term trends in self-assessment effectiveness

R 4.4 Improve the integration of information systems for streamlined data management and quality monitoring

R 5.1 Students should be informed during their registration about the evaluations they need to complete, as well as their importance.

R 5.2 Students should be informed after each change made as a result of the evaluation.

R 6.1 Consider the inclusion of students' books in electronic format.

R 6.2 Create a slideshow with the main University's achievements and awards and display it on a central space.

R 7   Include a narrative of how each grade of achievement relates to elevating the student/staff/institution experience.

IV. Summary & Overall Assessment

The Principles where compliance has been achieved are:

1,2,3,4,5,6,7

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

Overall Judgement	
Compliance	**X**
Partial compliance	
Non-compliance	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
BANAKAS STATHIS	Signed by BANAKAS STATHIS - 14/03/2025 15:37:16 +02:00
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MASTROGIANNAKIS STYLIANOS	Signed by MASTROGIANNAKIS STYLIANOS - 14/03/2025 15:37:16 +02:00
Πρωτονοταρίου Ελισάβετ	Signed by Πρωτονοταρίου Ελισάβετ - 14/03/2025 15:37:16 +02:00