



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaee.gr • www.ethaee.gr

Accreditation Report for the Postgraduate Study Programme of:

Digital Technologies in Hospitality Management and Tourism

Department: Informatics

Institution: Ionian University

Date: May 2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Digital Technologies in Hospitality Management and Tourism** of the **Ionian University** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Postgraduate Study Programme Profile.....	6
PART B: COMPLIANCE WITH THE PRINCIPLES.....	7
PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT	7
PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES.....	10
PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT.....	14
PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.	16
PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES	18
PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT.....	21
PRINCIPLE 7: INFORMATION MANAGEMENT	24
PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES.....	26
PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	28
PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES	31
PART C: CONCLUSIONS	33
I. Features of Good Practice.....	33
II. Areas of Weakness.....	33
III. Recommendations for Follow-up Actions.....	33
IV. Summary & Overall Assessment	35

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Digital Technologies in Hospitality Management and Tourism of the **Ionian University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. FRIDERIKOS VASILIS (Chair)
King's College London (KCL), University of London
2. Skevoulis Sotirios
Seidenberg School of Computer Science and Information Systems, Pace University
3. Tsopanakis Andreas
Cardiff University
4. VOZIKIS GEORGE
Department of Management, Craig School of Business, California State University, Fresno
5. Χαδούλης Ρίζος Θεόδωρος
Aristotle University of Thessaloniki

II. Review Procedure and Documentation

The accreditation review of the Postgraduate Study Programme (PSP) entitled “Digital Technologies in Hospitality Management and Tourism,” offered by the Ionian University on the island of Corfu, was conducted by the External Evaluation and Accreditation Panel (EEAP) on 26 and 27 April 2026 through remote participation.

The process started on 26th April 2026 with a preliminary private meeting of the EEAP members. During this meeting, responsibilities were assigned, the preparatory documentation was reviewed, and arrangements were made for the submission of the required documents to HAHE. This initial session enabled the Panel to prepare effectively for the subsequent 2 days review.

The formal review began with a comprehensive presentation by the Director of the PSP, which provided a thorough overview of the programme, currently in its fourth cohort of students. The presentation was both broad in scope and detailed in content, and was followed by an extensive discussion with the programme’s leadership team and representatives from the relevant Departments. In the subsequent session, the EEAP engaged in discussions with academic and administrative staff members, as well as selected teaching staff of the PSP. The main aim of this session was to conduct an online tour of the programme’s facilities, including classrooms, lecture halls, libraries, laboratories, and other supporting infrastructure. However, it was decided that the video tour would be reviewed offline by the Panel members. The allocated time was therefore used for in-depth discussions with the staff. On the second day, Tuesday 27 April 2026, the first meeting was held with the teaching staff of the PSP. This session provided detailed insights into the operational organisation and delivery of the programme. This was followed by a meeting with ten current postgraduate students, during which the EEAP had the opportunity to hear their views regarding the programme, its courses, and the overall organisational structure. A subsequent meeting was held with ten graduates of the programme, who shared valuable insights and experiences gained during and after their studies. Furthermore, a dedicated session was held with a wide range of stakeholders and social partners. This discussion confirmed the strong market demand for specialised expertise in the programme’s field and underscored the timeliness and necessity of the proposed PSP. Throughout the various sessions, the EEAP observed a high level of enthusiasm for the programme and a strong commitment from the leadership team to developing a distinctive and successful postgraduate offering. The review concluded with an internal debriefing session by the Panel, followed by final clarification meetings with the senior leadership of the programme, including the Director of the PSP and representatives from MODIP.

III. Postgraduate Study Programme Profile

The inter-departmental PSP programme “Digital Technologies in Hospitality Management and Tourism,” offered by the Ionian University, is a unique programme designed to deliver high-quality education and training to scientists in the interdisciplinary area encompassing tourism science and information technology as well as touching upon issues such as management, sustainable development and marketing. The program focuses on providing students with specialized theoretical and practical knowledge in advanced and current issues concerning the organization, management, and operation of tourism enterprises and tourist destinations as a whole. The study period required to obtain the postgraduate degree is three (3) academic semesters. Coursework and student assessment take place during the first two semesters. The third semester is dedicated to the preparation, writing, and assessment of the individual Thesis, along with the attendance of a course on research methodologies. No part time option for studies is offered at the moment.

In the first semester there are 4 compulsory courses all with 5 ECTS (Innovation in the Digital Age, Digital Transformation of Hospitality Businesses, Strategic Planning of Hospitality Businesses, Social Media in Tourism) and 2 elective courses should be selected out of 3 offered (Tourist Information User Behavior, Smart Technologies in Tourism, Globalization, Society and Tourism). In the second semester there are also 4 compulsory courses of 5 ECTS credits (Risk and Crisis Management in Tourism and Hospitality, Digital and Mobile Marketing, Business Intelligence in Tourism, Human Resource Management in Tourism Businesses) and students should select 2 elective courses out of 3 offered in this second semester (Digital Representation of Tourism and Cultural Assets, Entrepreneurship in the Creative Economy and Tourism, Digital Technologies in Thematic, Alternative and Sustainable Tourism). During the third semester students will work towards their individual Master Thesis (25 ECTS) and attend the course Research Methods in the Digital Age (5 ECTS). The total ECTS credits for the PSP programme is 90.

The PSP offered with 3000 Euros tuition fees and the initial plan considers that the programme will have an average of 28 admitted students per academic year. The total operating expenses of the PSP are estimated at €84,400 (with a plan related to reduced number of incoming students).

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

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

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The Interdepartmental PSP "Digital Technologies in Hospitality Management and Tourism" is offered through the collaboration of the Departments of Informatics and Tourism of the Ionian University. The PSP programme is offered mainly remotely, however every semester there one week of physical face to face activities including the examinations. In terms of the overall strategy, this interdepartmental programme targets graduates and working professionals (which seems to be the profile of most of the current and former students) who wish to develop up-to-date expertise in the digital transformation of the tourism and hospitality sectors. In addition to the impact of the

tourism sector on the economy and, more broadly, on the country's overall development, its contribution to employment is also considered highly significant and the proposed PSP aims to strengthen professional development in that sector.

The programme is leveraging existing capacity and capabilities at the Ionian University and the two Departments to allow for an efficient implementation of the e-learning components, since the main bulk of teaching will take place online. Feedback from social partners highlighted that the programme would deliver excellent employability prospects for its graduates. Thanks to the specialized knowledge and practical skills they acquire, participants can expect strong employment opportunities in the job market. Moreover, the programme is anticipated to contribute to research, both through its robust academic curriculum and the active involvement of PSP students with research initiatives within the Departments. As part of the PSP documents submitted to HAHE the leadership team has identified an extensive set of quality and key performance indicators (KPIs) to ensure successful programme delivery and future viability.

This postgraduate programme is taught entirely in Greek.

II. Analysis

The PSP programme “Digital Technologies in Hospitality Management and Tourism” enjoys strong support from the university and has been developed in alignment with current national (and international) employability trends. Its curriculum manages to successfully amalgamate technology related courses with management and tourism studies and adheres to international standards. Throughout the discussions it has been clear to the Panel that both departments followed a systematic and thorough process to design a distinctive and unique inter-disciplinary curriculum.

Student feedback gathered through anonymous questionnaires plays a vital role in the continuous improvement of the programme. The evaluation of courses and instructors takes place during the winter and spring semesters, prior to the examination period. Students are informed about the start of the evaluation process via their institutional e-mail and by their instructors. The evaluation is conducted electronically through the electronic student registry application and is anonymous. Significant efforts have been made to increase participation of students in this important aspect of quality assurance and satisfactory levels have been reported (more than 60% of students participate in those procedures). A key aspect relates to the financial sustainability of the programme. The programme does provide sufficient details and transparency by analyzing the viability of the PSP programme for a cohort with 28 students. In other words, the financial structure is based on a scenario of 28 enrolled students and a plan of payment reduction per course for a reduced number of enrolled students. Since the current (and previous) levels of enrolment is almost 50% of that a more complete risk analysis is missing (i.e., number of offered modules, effects in attracting external course leaders or co-leaders etc.) and will be good that different risks should be considered together with a brief mitigation plan.

III. Conclusions

The proposed PSP programme in “Digital Technologies in Hospitality Management

and Tourism” offered by the Departments of Tourism and Informatics is a distinctive interdisciplinary initiative that is well designed and arrives at the right time to address current and future industry needs. With a forward-looking curriculum tailored to emerging trends, the programme is already equipping graduates with the advanced skills and specialized knowledge required to thrive in the evolving complex tourism ecosystem. That said, the feasibility and long-term sustainability of the programme require further consideration.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1: Sustainability and Resource Allocation: It is recommended that a more detailed analysis be conducted regarding the impact on the various offered courses, as well as strategies for attracting external participants to the lectures.

R1.2: Will be beneficial to augment risk analysis and mitigation plans especially related to issues of reduced number of enrolled students compared to the targets.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The Postgraduate program (PSP) of Digital Technologies in Hospitality Management & Tourism at the Ionian University was developed in a dynamic fashion and provides added value to the Greek society and Economy, especially since it is estimated that 20-25 percent of the Greek Gross Domestic Product, is due to tourism. It is designed in such a way, and Its purpose is to create a foundation where individuals acquire the skills that are needed to man business firms and other tourism related organizations not only with the appropriate knowledge, critical thinking, and analytical abilities in order to manage and provide capabilities for the analysis of threats and opportunities for the development of an effective tourism strategy, but also offer the acquisition of skills regarding the digital technologies that are necessary to ensure tourism management effectiveness. This PSP is considered a very innovative educational foray for a country like Greece with its distinct and prominent history and culture and is considered unique in the educational landscape of the country.

The program was designed after many hours of collaboration among the department's faculty, as well as distinguished faculty and local stakeholders who were eager to assist to determine the educational topics that should be included in such a program, and who have served in positions that deal with tourism in the public and private sectors in Kerkyra (Corfu), a major tourism hub in Greece. This long-term association with significant stakeholders of the local tourism market helped in the identification of the tourism market digital needs as the technology advances, through in-depth personal interviews. By the same token, the same institutional strategy was developed in order to identify similar needs of local and regional social and business entities. These efforts contributed to the development of the appropriate standards for the program as well as pinpointing the universally accepted "best practices" for the study of the tourism management and marketing digital technologies and logistics. The outcome of this whole process resulted in the articulation of the content of the PSP and its incorporation into the institutional strategy of the Ionian University.

The structure of the program is rational and clearly articulated bridging theory and practice in the field.

The program is fairly new with many student applications but with only 12-15 students selected for the program, with heavy emphasis placed on professional experience particularly in tourism, even though extensive professional experience in other areas such as Law school, Engineering and the like is welcome in order to provide a more cosmopolitan global culture in the classroom. The students engage in a very elaborate periodic revision of the program curriculum which serves to a major degree as a source of an internal evaluation of the program.

It is the responsibility of each MODIP to undertake this Internal System of Quality Assurance (ISQA) which must cover all the services and activities of the department. The purpose of this exercise is to ensure that the program is operating on a quality level, and there is continuous improvement, as well as effectiveness in the delivery of the program's instructional and research activities,

according to international standards and norms, especially the ones of the European area of Higher Education, as well as the principles and the directives of HAHE.

The curriculum revision of the program is undertaken with the participation and consultation of students, faculty, and proposals and input from other interested parties and stakeholders, tourism business employers, and especially alumni with three rotating members included in the program evaluation committee every year. The curriculum revision procedure identifies the strengths and the weaknesses of the PSP, while at the same time aims at the identification of new targets for quality and excellence according to the A3 indices of quality. The annual internal evaluation reports, the items to be monitored, and the related tables are published in the PSP website in order to facilitate the informational needs of all interested parties. Additionally, the individuals involved in the implementation of the results of the internal evaluation receive in their email addresses the results of the internal evaluation and the changes that caused the PSP to adapt into something new and/or adopt the various improvements and modifications for the new academic year's goals.

The students are well informed and notified about the various services available to them, through the newsletters, the PSP website which is also linked to social media and with notices which are posted in the Secretariat of the PSP or the Department. There is also a Student Guide online to provide the students with additional information, that needs, however, to be kept updated regularly. There is also a student complaint procedure while the overall student access to university and departmental policies and procedures seems to be adequate, complete, and appropriate.

II. Analysis

The Postgraduate program (PSP) of Digital Technologies in Hospitality Management & Tourism at the Ionian University offers a robust and unique educational program to its students. It organizes and offers a much needed, high added value skill building in the field of tourism. Additionally, the Department has put together a creative multidimensional environment in the classroom from many origins conducive to research in the field, and freedom of academic thought for everyone in its academic community, including graduate students.

III. Conclusions

The department has developed a well-designed PSP that fulfils all the necessary criteria of this principle.

Panel Judgement

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

Panel Recommendations

R2.1 Engage in a seamless transition into a continuous consultation with the stakeholders who, based on our committee's interviews, seem to be very knowledgeable and eager to help the University succeed since they will most likely be hiring their graduates in the future.

R2.2 Ensure the updating, accuracy, and comprehensiveness of the online Student Guide, which is very crucial for informing older students with families, full time jobs, and not much time in their hands.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

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

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The PSP is designed with a strong focus on student-centred learning in several ways. It employs a diverse range of assessment methods, including written examinations, case study analyses, group assignments. Its hybrid format, combining onsite and online teaching, is particularly suited to the needs of its predominantly professional and mature student body.

The broader institutional framework also supports student needs, with established procedures for handling complaints and the provision of an academic advisor for each student. In addition, student evaluations are conducted every semester, typically between weeks 8 and 10, allowing students to provide feedback on course content, teaching quality, learning materials, and infrastructure.

II. Analysis

The PSP is properly aligned with the requirements of principle 3. There is a variety of assessment methods which contribute to students' learning and development needs, while PSP is provided on an online form, along with an on-site delivery for one week per semester. The learning process is further facilitated by the use of online electronic services, such as the use of e-class platform for the distribution of the teaching material, where students can access all necessary information for their studies. There is a clear process for the dissertation stage of the PSP. A committee, consisting of three academic staff members guide and support each student, while fairness and robustness in the marking process is secured by the fact that two academic staff members will separately mark each dissertation. Finally, there is a rigorous and robust process to evaluate each programme course and teaching staff, by collecting important information for the teaching quality and the course contents quality. This information is gathered, assessed and used by the PSP OMEA and the MODIP, in order to formulate the future changes and direction of the PSP.

III. Conclusions

The PSP is fully compliant with the Principle 3.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1: Consider developing an action plan to support students' transition to MSc-level studies, particularly since many PSP students come from diverse academic backgrounds and may have been away from formal education for an extended period.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

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

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The PSP offers a comprehensive set of documents intended to inform and support students throughout their postgraduate studies. These materials address admission criteria, programme duration, thesis preparation, mobility opportunities, course content, credit distribution, student responsibilities, and recognition awards. Collectively, they help students navigate each stage of their postgraduate journey while ensuring a clear understanding of their rights and obligations.

II. Analysis

A comprehensive framework detailing the criteria for student admission to the PSP has been established. Specifically, the programme is expected to admit, approximately, 28 students per cohort. So far, the average cohort has been 17, with a relatively stable annual cycle of applications and registrations. Selection process takes into account several metrics, such as undergraduate degree average grade, degree relevance to the PSP disciplines, professional and academic experience, interview performance, among others. Upon enrolment, PSP offers an induction even, where newly enrolled students are informed of the university services, the scope and nature of their PSP, academic regulations, career prospects, while all this information is also provided on the PSP website. Mandatory attendance of, at least, 70% of total teaching hours for each module is required, while punctual submission of assignments and reports, are among other

obligations. Student's progress is monitored throughout the whole study period, while each one of them has an academic advisor to support them throughout their studies. Another benefit of the, currently, small cohort is the opportunity for students to actively and closely engage with the teaching staff and receive additional support, if needed. ECTS credits are awarded through the successful completion of coursework and the final dissertation. Courses evaluations are conducted every semester, with active feedback from academic staff on the findings of these evaluations.

Even though it is not explicitly defined as an executive PSP, the majority of students are professionals, mostly coming from the tourism and hospitality industry. It is also important to underline that the PSP cohorts consist of graduates of diverse academic backgrounds, which might represent a challenge for the academic staff teaching in the PSP.

The third semester of the programme is dedicated to the master's dissertation. Clear procedures govern the selection of the topic, supervisors' appointment, and the research work completion. The thesis is assessed by a three-member examination committee. Finally, the diploma supplement is issued in both English and Greek, facilitating graduates' academic and professional recognition internationally.

III. Conclusions

Based on the review of the submitted materials, as outlined above, the EEAP is satisfied that the new PSP includes all the necessary tools, provisions, and requirements to effectively address matters related to student admission, progression, recognition of studies, and certification. Overall, the PSP is designed to establish and uphold regulations covering all aspects of the study process. Through the provision of clear guidance, support, and resources, it creates a well-defined and robust framework for both students and faculty.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R4.1: Regularly monitor the changing needs of different student cohorts and consider adjusting the PSP as needed to maintain its inclusivity and relevance for all students.

R4.2: Consider introducing a part-time version of the PSP, as most of the students are professionals and the current teaching schedule is quite demanding.

R4.3: Consider the provision of an English-speaking version of the PSP, as this will further facilitate the programme's internationalisation.

R4.4: Utilise Erasmus+ for mobility opportunities for, both, academic staff and students.

R4.5: Consider offering excellence scholarships to students, based on certain socioeconomic criteria.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

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

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

Documentation

- Procedures and criteria for teaching staff recruitment
- Employment regulations or contracts, and obligations of the teaching staff
- Policy for staff support and development
- Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)
- List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin

Study Programme Compliance

I. Findings

The Teaching Staff of the PSP in Digital Technologies in Hospitality Management and Tourism is composed of qualified academic personnel with expertise aligned to the scientific, technological, and professional domains of the Programme. The core faculty includes members of the Ionian University with established academic profiles in digital technologies, tourism management, hospitality systems, data analytics, and information systems. The academic qualifications of the teaching staff meet the established requirements for postgraduate education. Faculty holds doctoral degrees in relevant fields and demonstrates active engagement in research, scholarly publications, and participation in national and international academic networks. Their research output is directly connected to the thematic areas of the PSP, ensuring that teaching is informed by current scientific developments and industry trends.

External collaborators—both from Greece and abroad—contribute specialized expertise in areas such as digital transformation in tourism, hospitality innovation, user experience design, and tourism analytics. Their participation enriches the Programme's interdisciplinary character and strengthens its applied orientation.

The allocation of teaching responsibilities is appropriate and consistent with HAHE standards. The Programme ensures that: Most teaching hours are delivered by permanent faculty of the Institution. Adjunct and external instructors are appointed based on clearly defined academic and professional criteria.

It is important to emphasize here that the PSP's structure allows for effective coverage of all modules without overburdening individual instructors. Teaching assignments are reviewed annually to ensure alignment with the evolving needs of the PSP and the availability of qualified personnel.

The Institution supports continuous professional development through participation in: research projects and funded initiatives, conferences and scientific workshops, pedagogical training activities and collaborations with industry stakeholders in tourism and hospitality. Faculty members demonstrate ongoing engagement with emerging digital technologies and pedagogical innovations relevant to the PSP's subject matter. This commitment ensures that the PSP remains academically current and professionally relevant.

The PSP benefits from strong synergies between teaching and research. Faculty members are active in research areas such as: digital transformation in tourism, smart hospitality systems, data analytics and decision support, cultural heritage technologies as well as sustainable tourism development.

These research activities are integrated into the curriculum through case studies, project based learning, and opportunities for student involvement in research initiatives. The Programme fosters an environment where postgraduate students can engage with contemporary scientific questions and applied industry challenges.

II. Analysis

The teaching staff demonstrates a high level of accessibility and commitment to student support via scheduled office hours, and online communication channels. Students report timely and constructive feedback on assignments, as well as supportive supervision during the preparation of their postgraduate theses.

The PSP maintains productive collaborations with professionals and organizations in the tourism and hospitality sector. Members of the established Advisory Board contribute, and they are committed to providing practical insights and industry based expertise, enhancing the applied dimension of the Programme. These collaborations support: Guest lectures, Applied workshops, Field based learning activities, Opportunities for networking and professional exposure.

III. Conclusions

Based on the evidence provided in the Internal Evaluation Report, supporting documentation, and the EEAP's review, the PSP in Digital Technologies in Hospitality Management and Tourism fully complies with the requirements of Principle 5 – Teaching Staff. The Programme demonstrates:

- Adequate number of qualified teaching staff
- Strong alignment between staff expertise and curriculum content

- Effective workload distribution
- Active research engagement
- High-quality student support
- Meaningful collaboration with external experts and industry stakeholders

The Teaching Staff constitutes a key strength of the Programme and contributes significantly to its academic quality, relevance, and sustainability.

Panel Judgement

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

Panel Recommendations

NONE

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services
- Tuition utilisation plan (if applicable)

Study Programme Compliance

I. Findings

The Ionian University provides the PSP with access to facilities that meet HAHE's requirements for postgraduate education. EEAP had the opportunity to meet with administrative and support staff from both the Department of Tourism and the Department of Informatics. In addition, the Panel reviewed two documentary videos that provided a comprehensive overview of the facilities and resources available to students. Teaching and educational activities in general are supported. Lecture rooms with audiovisual equipment, Computer laboratories with updated hardware and software, spaces suitable for seminars, workshops, and small group instruction.

The Department of Tourism maintains a fully equipped, state of the art computer

laboratory with a capacity of 25 workstations. The laboratory meets all instructional requirements for the delivery of the PSP's laboratory based modules and supports the PSP's emphasis on digital technologies and applied learning. The department also has exclusive access to four fully equipped teaching rooms, each furnished with comprehensive audiovisual and instructional technologies and accommodating 30 to 40 students. In addition, in collaboration with the Department of Digital Media and Communication Networks of the Ionian University, the Department operates a dedicated classroom equipped with contemporary hardware and software for synchronous and asynchronous distance learning.

All listed teaching spaces are reserved for PSP, supporting efficient delivery of theoretical and practical curriculum components.

The Department of Informatics and the Department of Tourism maintain both institutionalized and non institutional research laboratories. These laboratories provide their infrastructure, equipment, and specialized software to support the teaching of PSP modules aligned with their respective scientific domains. They also facilitate the supervision and completion of postgraduate theses related to the PSP's thematic areas. The availability of these resources ensures that students have access to appropriate technological and research environments, in accordance with HAHE's standards for postgraduate education.

The PSP benefits from robust digital infrastructure that supports blended and technology enhanced learning. The University's Learning Management System (LMS) provides structured course materials, online submission and feedback mechanisms, synchronous and asynchronous learning tools, access to digital libraries and licensed software.

From the establishment of the PSP and as defined in its founding Government Gazette (ΦΕΚ), the Programme has articulated clear strategic directions for the allocation and management of tuition revenues currently €3,000 per student. The financial framework is fully aligned with national legislation governing postgraduate studies and with HAHE's principles of transparency, adequacy of resources, and long term sustainability.

II. Analysis

In alignment with HAHE's emphasis on financial sufficiency and sustainability, the total tuition revenue is allocated across three overarching expenditure categories: a) Operational expenses (software, consumables, administrative support) b) Teaching remuneration c) Travel related remuneration

This allocation model is designed to ensure the autonomous and long term viability of the PSP Moreover, the distribution of tuition fees across the above categories is reviewed and adjusted for each operational cycle, based on the specific academic, administrative, and instructional needs of the Programme.

All students of the PSP can take advantage of The Ionian University's

comprehensive range of student support services that contribute to academic success and well being. These include:

- Academic advising and guidance
- Administrative support for enrolment, scheduling, and Programme requirements
- Psychological and counselling services
- Career services and employability support
- Support for students with disabilities
- Access to student welfare services

Students report timely and effective support from both academic and administrative staff. Communication channels are clear, and students receive assistance in navigating academic processes, thesis preparation, and professional development opportunities.

III. Conclusions

Based on the evidence provided in the Internal Evaluation Report, supporting documentation, and the EEAP's review, the PSP in Digital Technologies in Hospitality Management and Tourism fully complies with the requirements of Principle 6 – Learning Resources and Student Support. The Programme demonstrates:

- Adequate and modern physical facilities
- Strong digital infrastructure and learning technologies
- Comprehensive student support services
- Effective support for research and professional development
- A student centered approach that enhances learning and academic success

The facilities and support structures constitute a solid foundation for the PSP's sustainability and academic quality.

Panel Judgement

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

Panel Recommendations

NONE

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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.

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

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

Documentation

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

Study Programme Compliance

I. Findings

The academic unit has established specific procedures for the collection of data regarding the student body, teaching methods, student progression, employability, and graduate career paths.

Data is collected through various tools, including the Integrated Student Records Management System (DIAS), the resCom system for research project management, and anonymous electronic questionnaires distributed via the Quality Assurance Unit (MODIP).

Procedures are in place for conducting regular student satisfaction surveys during the 8th to 10th week of each semester.

The institution provides extensive IT infrastructure, including high-speed networks and specialized software, which supports data collection and the publication of annual reports. Documentation

Key documentation includes reports from the National Information System for Quality Assurance (NISQA) and internal administrative records for the implementation of the Postgraduate Study Programme (PSP).

II. Analysis

The Department allocates significant resources to analysing various facets of information, enabling the assessment of progress against both departmental and institutional targets. Several instances demonstrate meticulous data analysis revealing trends in student performance.

III. Conclusions

The programme is fully compliant with the principle of information management.

Panel Judgement

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

Panel Recommendations

None.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

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

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

- Dedicated segment on the website of the department for the promotion of the PSP
- Bilingual version of the PSP website with complete, clear and objective information
- Provision for website maintenance and updating

Study Programme Compliance

I. Findings

The Ionian University's master programme website for Digital Technologies in Hospitality Management and Tourism (<https://tourism.ionio.gr/>) is well-organised and provides clear top-level navigation with dedicated pages for the curriculum, regulatory framework, administration, advisory board, course descriptions, FAQs, quality assurance, faculty and student services. It offers bilingual content in Greek and English and is regularly updated, with many pages showing update stamps from 2026 and a news section featuring recent posts. The site features accessibility tools such as text-to-speech, text-readability, and color-contrast options, and a university-wide accessibility statement asserting compliance with WCAG 2.0 Level AA.

II. Analysis

The website's clarity and breadth of information demonstrate a strong commitment to transparency. Detailed syllabi and clearly articulated learning outcomes enable prospective students to assess academic rigor. Accessibility is thoughtfully addressed through assistive tools and compliance statements, yet many PDFs lack English translations and descriptive alt-text for images, which could hinder international applicants and users relying on screen readers.

III. Conclusions

The programme is fully compliant with the principle of public information.

Panel Judgement

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

Panel Recommendations

R.8.1. The evaluation panel recommends that the programme management publish quantitative outcomes—such as graduation rates and employment statistics—to meet transparency expectations and aid prospective students’ decision-making.

R.8.2. Important documents (call-for-applications, evaluation reports, advisor regulations) should be translated into English to serve international applicants.

R.8.3. Establishing a dedicated career-services section that outlines support for internships, networking, and job placement, and tracking alumni careers, would enhance the site’s value.

R.8.4. Accessibility can be improved by adding descriptive alt-text to images and providing English summaries or translations for all downloadable PDFs.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

There is a procedure in place for the self-assessment of this PSP that takes place regularly, but it is only undertaken by the students and is class and content focused from a student perspective. It is recorded and delivered to MODIP which shares its findings with the faculty and the academic unit. OMEA is responsible for the holistic internal evaluation of the programme and collaborates with the MODIP. More specifically, OMEA should take into consideration international developments in the field, current and former student evaluations, feedback from employers and other stakeholders in collecting and evaluating data from various sources. Internal and external evaluations are not and should not be totally divorced from each other because they affect each other to a degree. OMEA should then prepare an annual self-evaluation report that submits to the Department council for constructive discussion and decisions. All necessary changes for improvements should be incorporated into the revised program. The programme has been going through a student self-assessment only every year

since its adoption with student participation continuously increasing.

II. Analysis

The Department's goal is to ensure that the students of the PSP in Digital Technologies in Hospitality Management and Tourism receive a very high quality of education. Students are exposed to the recent developments and research results in the field of management of tourism enterprises and organizations with particular emphasis in Digital Operational Technologies and Logistics, something unique in the Greek educational landscape. To further enhance the student learning experience and motivation, the teaching staff takes a number of initiatives such as the invitation of executives from the industry to give lectures during class and the use of in-class projects. In addition, the Department is organizing international conferences and is assigning an academic advisor to each student. Students describe the learning environment of the program as excellent.

III. Conclusions

The Departments of Informatics and Tourism at the Ionian University have in place a very elaborate internal quality assurance system through student feedback for the audit and annual internal review of their PSP in Management of Tourism Enterprises and Organizations. However, without preset ex ante action plans from the previous reviews that are communicated to the interested parties, it is not possible for the EEAP to assess exactly how the goals that have been set for the PSP performance and the goals that have been set, are quantified, translated and distilled into specific action plans with a price tag attached to each, and finally implemented and reviewed the following year. The Internal Evaluation process, as described, may be deficient in these terms of specifics and distillation of the overall quality goals into functional specific action plans and relatedness to previous and future internal reviews. With appropriate collecting and evaluating data from various other sources, and operationalized in actionable implementation plans, this could become an excellent self-assessment tool and procedure for the PSP Director.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

R9.1: The Internal Evaluation process and its Quality Goals need to be distilled into functional specific action plans which will provide clear guidance for the implementation and achievement of the PSP overall objectives, and should be documented, disseminated, and

related to previous and future reviews.

R.9.2 The very recent creation for this PSP an Advisory Council, consisting of prominent individuals and distinguished professionals should be fully taken advantage of for the ongoing monitoring and periodic internal evaluation of the PSP, and consolidated with the student evaluation. The Departments will receive from this council advisory very valuable guidance for further improvement of the program.

R9.3 A major issue that should be included in the internal evaluation procedure and will significantly impact the desired positive outcomes of the program to ensure the PSP's viability, should be the periodic assessment of the available resources, the program's break-even point, and the allocation of these resources in a fair, productive, effective, and efficient way.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

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

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

The Departments of Tourism and Informatics of the Ionian University, within the framework of the operation of the Internal Quality Assurance System (IQAS) of the University, follow an established procedure for the external evaluation of the new Undergraduate Programme “Digital Technologies in Hospitality Management and Tourism”, in accordance with the applicable institutional framework and the standards of HAHE. However, there is no previous external evaluation.

However, there is an internal evaluation process, where every aspect of offered curriculum is monitored on an annual basis. This evaluation assesses the quality of teaching, the effectiveness of the teaching staff, research activity, the alignment of learning outcomes with research and the labour market, student mobility, as well as student satisfaction with the offered courses, the infrastructure and the administrative support provided.

II. Analysis

Both the Department of Tourism and the Department of Informatics at the Ionian University maintain robust internal quality assurance mechanisms and have established all necessary procedures to effectively address the findings and recommendations of the first external evaluation. These procedures ensure a timely and systematic response, allowing the departments to implement any required improvements to the programme’s curriculum, teaching practices, resources, and overall operation. This structured approach demonstrates the institutions’ strong commitment to quality enhancement and continuous development of the joint postgraduate programme.

Having said that an issue that needs consideration relates to the internationalization of the offered programme. Although the programme is currently offered only in Greek, offering it in English would significantly enhance its international appeal and attractiveness to foreign students. Introducing an

English-taught pathway would broaden the programme's reach, increase student intake, and promote greater diversity within the student body. Such a development would also strengthen the programme's position in the global academic landscape and support the University's goals for internationalisation.

III. Conclusions

As part of the submitted documentation to HAHE there is clear evidence that all procedures are in place from both the Departments to utilize and actuate any required changes/amendments to the offered programme based on External evaluations.

Panel Judgement

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

Panel Recommendations

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP programme is exceptionally well-structured, effectively integrating technology-related modules with core aspects of the tourism industry. This balanced curriculum enables students from diverse academic backgrounds to successfully complete the programme.

The programme benefits from a strong team of course leaders who possess substantial expertise across the various disciplinary areas covered.

Furthermore, there is notable engagement, commitment, and support for the programme among key stakeholders.

II. Areas of Weakness

Greater emphasis should be placed on the development of students' soft skills.

The creation of extracurricular activities that foster closer links between students and the tourism sector is recommended, particularly during periods when students are physically present on campus.

The introduction of part-time study options would better accommodate the needs of working professionals.

Finally, offering the PSP in English could enhance its international appeal and attract a broader cohort of international students.

III. Recommendations for Follow-up Actions

R1.1: Sustainability and Resource Allocation: It is recommended that a more detailed analysis be conducted regarding the impact on the various offered courses, as well as strategies for attracting external participants to the lectures.

R1.2: Will be beneficial to augment risk analysis and mitigation plans especially related to issues of reduced number of enrolled students compared to the targets.

R2.1 Engage in a seamless transition into a continuous consultation with the stakeholders who, based on our committee's interviews, seem to be very knowledgeable and eager to help the University succeed since they will most likely be

hiring their graduates in the future.

R2.2 Ensure the updating, accuracy, and comprehensiveness of the online Student Guide, which is very crucial for informing older students with families, full time jobs, and not much time in their hands.

R3.1: Consider developing an action plan to support students' transition to MSc-level studies, particularly since many PSP students come from diverse academic backgrounds and may have been away from formal education for an extended period.

R4.1: Regularly monitor the changing needs of different student cohorts and consider adjusting the PSP as needed to maintain its inclusivity and relevance for all students.

R4.2: Consider introducing a part-time version of the PSP, as most of the students are professionals and the current teaching schedule is quite demanding.

R4.3: Consider the provision of an English-speaking version of the PSP, as this will further facilitate the programme's internationalisation.

R4.4: Utilise Erasmus+ for mobility opportunities for, both, academic staff and students.

R4.5: Consider offering excellence scholarships to students, based on certain socioeconomic criteria.

R.8.1. The evaluation panel recommends that the programme management publish quantitative outcomes—such as graduation rates and employment statistics—to meet transparency expectations and aid prospective students' decision-making.

R.8.2. Important documents (call-for-applications, evaluation reports, advisor regulations) should be translated into English to serve international applicants.

R.8.3. Establishing a dedicated career-services section that outlines support for internships, networking, and job placement, and tracking alumni careers, would enhance the site's value.

R.8.4. Accessibility can be improved by adding descriptive alt-text to images and providing English summaries or translations for all downloadable PDFs.

R9.1: The Internal Evaluation process and its Quality Goals need to be distilled into functional specific action plans which will provide clear guidance for the implementation and achievement of the PSP overall objectives, and should be documented, disseminated, and related to previous and future reviews.

R.9.2 The very recent creation for this PSP an Advisory Council, consisting of prominent individuals and distinguished professionals should be fully taken advantage of for the ongoing monitoring and periodic internal evaluation of the PSP, and consolidated with the student evaluation. The Departments will receive from this council advisory very valuable guidance for further improvement of the program.

R9.3 A major issue that should be included in the internal evaluation procedure and will significantly impact the desired positive outcomes of the program to ensure the PSP's viability, should be the periodic assessment of the available resources, the program's break-even point, and the allocation of these resources in a fair, productive, effective, and efficient way.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

9

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

FRIDERIKOS VASILIS

Signed by FRIDERIKOS VASILIS

Skevoulis Sotirios

Signed by Skevoulis Sotirios

Tsopanakis Andreas

Signed by Tsopanakis Andreas

VOZIKIS GEORGE

Signed by VOZIKIS GEORGE

Χαδούλης Ρίζος Θεόδωρος

Signed by Χαδούλης Ρίζος Θεόδωρος