Accreditation Report
for the New Undergraduate Study Programme in Operation of:

Tourism

Institution: Ionian University
Date: 8 July 2023

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Tourism** of the **Ionian University** 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 new undergraduate study programme in operation of **Tourism** of the **Ionian University** comprised the following five (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Prof. Cleopatra Veloutsou (Chair)**
   University of Glasgow, Glasgow, UK

2. **Prof. Emeritus Spyros Economides**
   California State University, East Bay, Berkeley, California, United States of America

3. **Prof. Andreas Efstathiades**
   European University Cyprus, Nicosia, Cyprus

4. **Mr Vasileios Didaskalou**
   Student of Business Administration, Hellenic Open University, Patras, Greece

II. Review Procedure and Documentation

The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to conduct an assessment of the New Undergraduate Study Programme in operation of the Tourism Undergraduate Programme of the Ionian University.

- The assessment aimed:
  a. To evaluate the fulfilment of the HAHE requirements of the relevant quality standard of the study programme and
  b. To comment on its compliance, effectiveness and applicability for the scope of the requirements.
- The review was contacted:
  a. In accordance with the Quality Assurance requirements as specified from the HAHE and
  b. Online through document reviews (related to the undergraduate study programme of the Department of Tourism), its operation and quality assurance initiatives, interviews and online observation of premises (through videoconferencing).

The detailed schedule of the online meetings between the external and independent panel of experts and various stakeholders has as follows:

Monday, 03 July 2023
18:30 - 19:00 Teleconference with the Vice-Rector/President of MODIP & the Head of the Department EEAP, Vice-Rector & Head of the Department
Prof. Ilias Giarenis, (Vice Rector/President of MODIP); Assistant Prof. Konstantinos Vogklis (Head of the Department of Tourism). Short overview of the Undergraduate Programme (UP): History, academic profile, current status, strengths, and possible areas of concern

19:15 - 21:15 - Teleconference with OMEA & MODIP representatives - EEAP, OMEA & MODIP members, MODIP staff
Prof. Ilias Giarenis (Vice Rector/President of MODIP); Prof. Panagiotis Kourouthanasis (Academic Coordinator of MODIP); Assistant Prof. Konstantinos Vogklis (Head of the Department of Tourism); Associate Prof. Konstantinos Artikis(OMEA Member); Assistant Prof. Alkmini Gkritzali (OMEA Member); Assistant Prof. Naoum Mylonas (OMEA Member); Assistant Prof. Ioannis Poulios (OMEA Member); Associate Prof. Aristotelis Martinis (MODIP Member); EEP Christina Mitsani (MODIP member); Georgios Zacharakis (MODIP staff)
Discuss the degree of compliance of the UP to the Quality Standards for Accreditation.
Review of student assignments, theses, exam papers & examination material.

Tuesday, 04 July 2023
16:00 - 16:45 - Teleconference with teaching staff members EEAP & teaching staff members
Prof. Christina Beneki (Vice Rector for Research and Development); Assistant Prof. Panagiotis Manolitzas; Assistant Prof. Miltiadis Botsis; Assistant Prof. Sofia Karampela; Assistant Prof. Panagiotis Kloutsiniotis; Mr. Georgios Giotis EDIP
Discuss professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

17:00 - 17:45 - Teleconference with students - EEAP & students
Students' satisfaction from their study experience and Department/Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.

18:00 - 19:00 - On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities /Discussion about the facilities presented in the video produced for this purpose EEAP, administrative staff members & teaching staff members
Assistant Prof. Konstantinos Vogklis (Head of the Department of Tourism); Ms. Sotiria Aroniada (administrative staff); Ms. Nefeli Nikiforou, ETEP
Link to access the video https://youtu.be/NHx1rQ3EzF8
https://youtu.be/JGpRHuOXJGY

19:30 - 20:15 - Teleconference with employers, social partners EEAP & employers/social partners
Konstantinos Tsoumanis, Regional Tourism Service of Ionian Islands; Charalambos Voulgaris, Voulgaris Hospitality Group, Head, Corfu Hotel Association, members of the Board of Directors of SETE; George Nakos, Professor of Marketing, Clayton State University, Atlanta, Georgia; Athanasios Spiggos, Head of Managing Authority, Region of Ionian Islands; Panagiotis Varouchas, Corfu Deputy Mayor for Tourism; Spiros Dafnis, Governor Olive Oil Mill; Konstantinos Kostalis, President of the Municipal Council of Secondary Education in Corfu; Nikos Skouras, Regional Manager, Ella Resorts; Elena Karoumpi, Member of Corfu Chamber of Commerce; Andreas Grammenos, Union of Licensed Tourist Guides of the Ionian Islands
Discuss relations of the Department with external stakeholders from the private and the public sector

20:45 - 21:15 - Teleconference with OMEA & MODIP representatives EEAP, OMEA & MODIP members, MODIP staff
Prof. Ilias Giarenis (Vice Rector/President of MODIP); Prof. Panagiotis Kourouthanasis (Academic Coordinator of MODIP); Assistant Prof. Konstantinos Vogklis (Head of the Department of Tourism, OMEA Coordinator); Associate Prof. Konstantinos Artikis, (OMEA Member); Assistant Prof. Alkmini Gkritzali (OMEA Member); Assistant Prof. Naoum Mylonas (OMEA Member); Assistant Prof.Ioannis Poulios (OMEA Member); Associate Prof. Aristotelis Martinis (MODIP member); Ms. Christina Mitsani (EEP, MODIP member); Mr. Georgios Zacharakis (MODIP staff)
Discuss on several points/findings which need further clarification.

21:15 - 21:30 - Closure with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP EEAP, Vice-Rector, Head of the Department, OMEA & MODIP members, MODIP staff
Prof. Ilias Giarenis (Vice Rector/President of MODIP); Prof. Panagiotis Kourouthanasis (Academic Coordinator of MODIP); Assistant Prof. Konstantinos Vogklis (Head of the Department of Tourism, OMEA Coordinator); Associate Prof. Konstantinos Artikis, (OMEA Member); Assistant Prof. Alkmini Gkritzali (OMEA Member); Assistant Prof. Naoum Mylonas (OMEA Member); Assistant Prof.Ioannis Poulios (OMEA Member); Associate Prof. Aristotelis Martinis (MODIP member); Ms. Christina Mitsani (EEP, MODIP member); Mr. Georgios Zacharakis (MODIP staff)
Informal presentation of the EEAP key findings.

III.   New Undergraduate Study Programme in operation Profile

The Department of Tourism of the Ionian University is located in Corfu, an island on the Ionian Sea. The Department of Tourism started operating in the academic year 2019-2020.

The studies in the Department of Tourism last 4 years (8 academic semesters) including Internship and Thesis. The curriculum of the Department of Tourism focuses on the following axes: Tourism Business and Cultural Organisation Administration, Digital Tourism, Tourism and Culture, International tourism, language and law, Thematic tourism.

The qualification awarded is Bachelor's degree and the aim of the department is for its graduates to work as executives or Consultants in the Tourism related sector, Greece or abroad.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

> **d. The documentation of the sustainability of the new department**
> *Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:*
> - *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
> - *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
> - *funding (funding possibility from public or non-public sources)*
> - *services (central, departmental / student support, digital, administrative, etc.)*
>
> **e. The structure of studies**
> *The structure of the studies should be briefly presented, namely:*
> - **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
> - **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
> - **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*
>
> **f. The number of admitted students**
> - *The proposed number of admitted students over a five-year period should be specified.*
> - *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*
>
> **g. Postgraduate studies and research**
> - *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
> - *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

The panel sees as "academic Unit" the undergraduate programme that was asked to assess. Over and above this particular academic unit, there is in this section some reference to the department and the University in its totality, since they both provide resources to the academic unit under investigation.

I.   Findings

Information provided in the documents and the meetings addresses the issues related to this principle in the mapping grid. In particular:

In terms of resources:
- There is no clear budget allocated to the Undergraduate programme.
- The all newly appointed academic staff employed from the department and serves the programme has qualifications relevant to the areas they are teaching.
- The infrastructure is not adequate, but a new building will be delivered.

In terms of processes in place and relevant decisions:
- There is a good analysis of the environment in a SWOT and specific needs analysis for the programme.
- The feasibility study of this undergraduate programme covers strategic objectives.
- There is a five-year business plan as a guiding document.
- A number of Key Performance Indicators (KPI's) are in place.
- There is a clear positioning of the programme, with a competitive advantage on digital/technology/smart tourism. However, this positioning was not totally internally shared and some members of staff did not highlight it as programme's the top of the mind competitive advantage.
- The programme is well structured and in line with the suggested competitive advantage. External advice was provided from academics working in other Universities internationally.
- Most academics highlighted that the programme needs to be positioned against the other programmes offered in Greece. However, in some discussions primarily with the industry, but also with some academics, the role of the department and the programme in the local community was presented as the main reason of its existence.
- There is developing interaction with the industry that is primarily local.
- Consultation from other parties, such as industry and students, is in its emergence.
- The programme's alliances with other academic units in Greece or in the EU are in their emergence.
- The department annually undertakes a review and an internal evaluation of its quality assurance system of its undergraduate programme.

Other:
- The programme is new and served from newly appointed academics working in the unit for three years or less and with more staff joining.
- The department has started working in building academic research contacts. An example is a conference in marketing that it is hosting.

Some of the above issues will be revisited in other principles, where applicable.

II.   Analysis

From the above, the committee observed that:

- The number of admitted students is moderate and can be served in terms of the number of academics employed from the department and serving the programme but cannot be served from the existing infrastructure.
- The five-year plan is for the department and not the programme.
- It was not clear whether the KPI's were on the department or the programme level.
- The processes are not always well documented and shared amongst all academics working in relevant positions.
- Given the constantly changing composition of staff so far, it has been a challenge to produce data on the annual monitoring that can be comparable.
- Some of the tactics could be better aligned with the department's and programme's positioning. As an example, conferences and events in tourism, and in particular digital/technology/smart tourism, should be hosted rather than general events.
- The contact with the industry is establishing but it is not sufficient.
- The number of courses is too high for the international academic standards.
- The research produced from the academic staff is not well aligned with the department's and programme's focus.

III. Conclusion

There is a stated competitive advantage and it has been used to guide the development of the programme's content. However, the competitive advantage is not fully shared.
The resources available for the programme are insufficient.

Panel Judgement

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

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Committee has identified the following points, which need the attention of the decision-makers at all levels:

R.1.1 Further support the strategic positioning of the programme (digital/technology/smart tourism), that is a good choice.

R.1.2 Keep the interdisciplinary nature of the programme and the catering of regional needs as a secondary/complimentary objectives, if this they are seen as relevant.

R.1.3 Develop a shared views on what the programme and the department represent through team building activities. This is particularly important the unit's staff numbers are growing rapidly.

R.1.4 Approach the programme needs to be increasingly seen as an independent standalone entity that might be sharing resources with other entities, with a programme level plan and KPI's.

R.1.5 Secure that the new building's design takes into account the needs of its users, students and academics alike, with a view of full operation of this programme and other programmes it will house.

R.1.6 Better link and increase interaction with the industry at all levels, including partners coming from other regions other than the Ionian islands.

R.1.7 Develop a wider academic network through alliances, through programmes like Erasmus, research seminars and conferences.

R.1.8 Document and keep records of processes better.

R.1.9 Monitor of the programme annually and strengthen the feedback loops in the process by the implementation of actions that will help the provision to improve its quality and is in line with the programme's strategic positioning.

R.1.10 Give incentives to staff who develop new research projects aligned with the programme's positioning and for publishing in top Journals in relevant themes.

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

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

> *The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.*
>
> *The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.*

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

Study Programme Compliance

I.   Findings

- The Strategic Plan of the Ionion University describes and analyses the Mission, Vision and Strategic Priorities / Directions of the Institution. It defines and specifies, within the framework of the defined strategic directions, the organization objectives, and generates Key Performance Indicators (KPIs), the measurement and monitoring of which can lead to the achievement of these strategic objectives.
- The quality assurance policy of the Ionian University is part of its strategic planning process. It is developed with the participation of all the internal and external stakeholders (Administrative Bodies, Faculty Members and Researchers, Employees, Students, employers etc).
- The Quality Assurance Policy of the Department of Tourism was prepared in collaboration with the Quality Assurance Unit (MODIP) of the University adopting and reflecting on the strategic goals of the department and the quality assurance policy of

the university. The Department's Quality Assurance has been approved by the department general assembly (18-01-2022) and is posted on the Department's website.
- The quality policy of the Department of Tourism aims to implement the quality objectives that concern its operation and in particular the organization and operation of the Undergraduate Program of Studies (UPS). The objectives of the UPS are:
  a. The provision of high-level studies in the field of Tourism.
  b. The development of decision-making skills at the level of senior management positions.
  c. The Promotion of innovation in the multidimensional and evolving tourism industry.
  d. The provision and facilitation of Interdisciplinary approach in the tourism sector.
  e. The provision of Knowledge and in-depth understanding of the mechanisms and factors that govern the area of tourism industry.
  f. The promotion of research in the science of Tourism.
- The Quality Assurance Policy (QAP) of the Department is made public, and disseminated to the faculty, administration staff, as well as to the students. The QAP is communicated to the students at the beginning of their studies, in the context of the special welcoming event for newly entering students.

II.   Analysis

- The Processes for engaging students and external stakeholders are not fully formalised. In this direction, the Department has set up an Advisory Board but this is not embedded in the process. It is at the very early stages of its operation and no decision is taken. Currently goals are set at the University, departmental and programme levels. The goals are SMART with a clear definition of actions, responsibilities and timelines. These goals are measured with suitable KPIs. The faculty members are aware of the departmental KPIs and are committed towards their achievement.
- While the process for monitoring the goals exists, due to the short time frame between the establishment of the Department and the programme and the EEAP's visit, records for only 2 years of operation are in place. These records lack the necessary detail.
- The department aspires to create a holistic total quality management process for the programme and it is currently working towards developing additional processes and tools for data collection, management and analysis. The EEAP is convinced that, given the enthusiasm of the faculty members, it operates a well-designed quality system ensuring the continuous development of the department and fulfilment of its strategic goals.

III.   Conclusions

The department is young and dynamic with great potential in providing quality services and satisfying market needs.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	**x**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations
None.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

I. Findings

- The Program seeks to equip students with essential knowledge in the field of tourism, and help them to acquire a comprehensive understanding of scientific practices in the field. The Curriculum philosophy examines the nature and characteristics of the tourism industry and explores how this can be promoted, managed and transformed with the support of modern administrative tools as well as taking advantage of the use of Information Technology and Communications.

- The program is structured in eight (8) semesters and includes compulsory courses, compulsory electives, internship and diploma project totalling to 240 ECTS. It includes twenty-two (22) compulsory courses, twenty-two (22 out of 36) elective courses and a compulsory thesis and Internship. The load of the thesis and Internship courses is 10 ECTS.
- The program has been designed and developed following a thorough analysis of relevant study programs of well-known universities worldwide. The Department has also taken into consideration the needs of the local community and industry. The content of the program is adjusted to reflect the needs of the local economy and equip the graduates with the necessary skills and knowledge for a successful career
- The programme has well defined objectives, is comprehensive and focused, with a sensible balance of fundamental and applied learning outcomes. The overall structure and content of the programme is similar to other established programs in Greece and worldwide. There is a reasonable balance of core and elective courses, with appropriate depth and coverage of current and emerging themes. A distinctive characteristic of the program is the strong concentration on the development of digital skills.

II.   Analysis

- The Student Guide provides complete and concise information on the programme structure, curriculum and course content. The curriculum is well designed and compatible with universally accepted standards in the area.
- All course syllabi are rigorous and provide clear information on course structure and learning outcomes. The teaching staff set clear expectations on the courses and clarify the course assessment methods in the beginning of each academic term.
- For its continuous improvement the department has developed a formal process with well-established procedures. The programme benefits from feedback received from external stakeholders as well as from linking and integrating academic staff research activities in the curriculum. In this direction, information is collected from the organizations and agencies participating in the internship initiative. The department has recently established an Advisor board but this is not integrated in the program development process yet. The membership of the board includes members of agencies, organizations and businesses in the wider tourism sector. Another important source of feedback for monitoring and improving quality is student questionnaires. The response on the questionnaires is very low. The department should find ways towards increasing the response rate.
- The programme is compliant with the ECTS system. The students have opportunities to take courses abroad, thanks to the ERASMUS programme. Participation in Erasmus by students is very small which is understandable for a newly created department. There are, also, opportunities for incoming Erasmus students. There is no evidence of faculty participation in the Erasmus program.

III.   Conclusions

- The department should examine the possibility of increasing the number of ECTS allocated to the thesis work so as to reflect the real student workload.

- The review, development and implementation of programme changes follows a clear process. The programme has clear and well-articulated goals that reflect modern discipline needs. This is complemented by feedback by students and external stakeholders. Future efforts should focus on improving the students' response rate to the evaluation survey and enriching the membership of the already established Advisory Board reinforcing the feedback process with external stakeholders and permanent faculty members.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R.3.1 Enrich the membership of the Advisory Board with permanent academic staff and integrate it on the Quality Assurance processes.

R.3.2 Consider ways of increasing the student response rate to the evaluation surveys.

R.3.3 Examine the possibility of increasing the number of ECTS allocated to the thesis work to reflect the real student's workload.

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

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

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

Relevant documentation

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

Study Programme Compliance

I.   Findings

Following the interviews and consultation with the faculty members and staff of the department, the findings below summarise the current status:

- The programme has clear and well documented regulations (B17-B20.4).
- There are a number of students, a total of about 365. Given the number of staff (10 in post and 3 to be appointed) the staff/student ratio is relatively low in all calculations.
- The study program consists of 22 core courses and 22 elective courses (out of 36). To obtain the degree, a successful examination in forty-four (44) courses is provided, as well as the preparation of a thesis and an internship, which add up to a total of 240 Credit Units. The students expressed their satisfaction with the breadth and depth of the programme content.
- Starting in 2019, the academic faculty is supporting the 1st year students through the academic tutors, where each student is assigned to a member of the academic staff that assist him/her throughout the whole duration of the academic journey and will be oversees his/her entire progress. First year students expressed their appreciation of this initiative, since it helped them transition to the commencement of their student life and make them feel comfortable.
- Training on processes and requirements aims at introducing the academic life and procedures to the students and develop their autonomy is offered in year one. This training is delivered from the administrative and the academic team.

- Students appreciate that academics at times exceed themselves, providing more than what is required and strongly support students to meet their learning needs.
- There is extensive emphasis on building student's digital and transferable skills through activities such as active learning and presentations.

II.   Analysis

Overall, the findings give clear evidence of a student-centred approach. Specifically:
- Good student support in their first year and later in their studies.
- A wide range of assessment practices used, encouraging students to get involved in their learning.
- The offered services and communication channels are of high standards, exceeds the student expectations and creates strong connections with the academic staff, that are characterized by equality and understanding of each student's unique special needs.

III.   Conclusions

The academic program is delivered in an environment characterized by mutual respect and shared visions. The department has created several modern initiatives which encourage students to continuously evolve and progress, inspired by the altruistic will of the faculty members.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations
None.

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

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

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

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

as well as

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

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

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

Relevant documentation

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

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

Study Programme Compliance

I. Findings

- The overall structure and the details of the study program are fully described in the guide of the Course (Documents B11 & B12) that is also uploaded electronically on the faculty website. Students can get information on the university life, learn the faculty processes and the academic staff and consider the advantages of attending the program, prior or after the commencement of their studies.
- Students' progression is monitored through an electronic platform, where students can access their grades and the relevant courses that their results.
- Students' mobility is a goal, but only 6 students have gone to other institutions and there are no incoming students yet.
- The European Credit Transfer and Accumulation System (ECTS) is properly adopted in the framework of the study curriculum. The completion of the program requires a total of 240 ECTS points, number that is similar to most Greek undergraduate programs. Each course consists of 5 ECTS points and the minimum number of completed courses for the successful completion of the program is 44. Moreover, the department offers students the

opportunity to conduct a dissertation with 10 ECTS points. In addition, a business placement (practical training) lasting 2 months is offered after the 6th semester which awards 10 ECTS.

- A mandatory business placement (practical training), as indicated in document (B20.2) lasting 2 months is offered in the third year. This training was highlighted by all students as highly beneficial, especially for the quality provided.
- The institution has defined a set of quality requirements for the implementation of the dissertation Thesis, as shown in the Document (B20.4). A Thesis handbook is available to all students traversing their final year of studies and is provided by the associated academic tutor that is 'connected' to the student, from the commencement of his/her studies.

II. Analysis

- The academic material for student use is organized and well-documented, and also available in the website.
- Clear and efficient procedures for student admission, progression, recognition of academic qualifications and award of degrees are in place, and activities are managed by highly skilled academic and administrative staff.
- The academic and administrative staff strongly supports the student needs and student requests in a timely manner.
- Practical training represents one of the most valuable aspects of the program and continuously develops job-specific skills, gaining high appreciation from both students and stakeholders.

III. Conclusions

There is evidence of good student support in relation to admission, progression, recognition of academic qualifications, and award of degrees.

Panel Judgement

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

Panel Recommendations
None.

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

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

> *The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences and educational leaves- as mandated by law).*
>
> *More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

Relevant documentation

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

Study Programme Compliance

I.   Findings

The information provided in the documents and the meetings addresses the issues related to this principle in the mapping grid. In particular:

- At this point the department is staffed by 10 qualified professors (PhD level) with terminal degrees primarily from Greek institutions, some publications, teaching excellence and service records. A number of non-permanent academic staff (under contract) is also contributing in the programme, but the detailed information on this was not found.
- Staff recruitment and ranking processes, these are clear and transparent, and according to legislation.
- Detailed research outputs demonstrate the efforts of the faculty to publish in international journals. In terms of published research output, the focus is on quantity (total number of publications and citations).
- In terms of conference attendance, there is not allocated budget per member of staff or even at the department and programme level. The budget at the University level.
- There are no clear policies for staff development.
- There is no staff mobility so far.
- The academics are evaluated from students in terms of their teaching competence but not in relation to their academic knowledge.
- The teaching and administrative load seem to be higher than the time allowed for research – that can allow staff to further develop.

II.   Analysis

From the information above it becomes apparent that:
- More emphasis is needed on the relevance of the output to the programme/department focus and the quality of the output. The number of academics who bring this output should also be factored when statistics are presented – 10 outputs/citations are good when there is one academic but not good if there are fifty academics producing them.
- Resources should be challenged to the department to help the academics contributing in the programme development in terms of conference participation, additional training and building records.
- Given the combined teaching and administration workload and the only recent introduction and the programme research efforts are to be commended.

III.   Conclusions

Overall:
- The recruitment procedures for teaching staff are transparent and fully aligned with the Greek legislation.
- The teaching staff is well-qualified and trained.
- There is a need to support teaching and research excellence in publications, participation in international conferences, and attracting research funding. Actions should be taken to cultivate a research culture with seminars, training sessions, and similar initiatives.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

R.6.1 Recruit academics with international experience who can bring more of the needed know-how internally. It is important to recruit one or two senior academics with a wide, relevant and preferable international, experience, to enhance the leadership of the department and enable research mentoring to existing staff.

R.6.2 Invite well published in relevant subjects academics for visits, with one or two invitations a year.

R.6.3 Develop policies on study leave and other staff development activities.

R.6.4 Elevate research as a critical priority, to expose students to research-led teaching.

R.6.5 Develop more research links between the internal faculty, with a consideration of the programme's strategic direction.

R.6.6 Encourage and facilitate staff mobility through opportunities such as Erasmus.

R.6.7 Develop a clear research strategy with directions and implementation guidance. It is expected that once the research strategy is in place emphasis should be placed in explicitly prioritising research and targeting high quality outlets, engaging in research funding and developing a research culture within the department that should be reflected in the curriculum development and will benefit all students.

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

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

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

Relevant documentation

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

Study Programme Compliance

I.   Findings

Information provided in the documents and the meetings addresses the issues related to this principle in the mapping grid. In particular:

- The department does not have its own budget and its needs are financed through the central university budget as well by the other funded Projects that it is trying to secure.
- The available space for teaching and laboratories, as well as for all other facilities are not adequate. Therefore, the department is about to be moved to a new building, that is now in the design stage.
- The department shares the use of the library which is lending and provides electronic access to publications, books and academic journals through an integrated electronic system of Service "Eudoxus".
- Student support services (i.e. student accommodation, cancelling) are organized centrally from the Ionian University.
- The information in the web site, and other information provided to the students online is very good.
- There are currently 10 faculty members, mostly in lower-level ranks, and one laboratory technician and one administrator working for the department – and not only for this

programme. It was not clear what was the full-time equivalent staff exclusively working for the programme.

II.   Analysis

From the information above it becomes apparent that:
- Given that the new building facility is currently in the design it is not possible to have a clear assessment on its adequacy. However, the space seems very limited for the needs of the department both in terms of teaching space and offices. Given that the student admits 130 students in every academic year it is surprising to see that the plan is that the main lecture rooms will be smaller than this capacity. The same is the case for the lab, where 25 shared stations to serve more than 500 students that are expected to have when the full programme runs plus any other programmes in this department seems very small.
- Both professors and staff are doing their best to provide high quality service to the students.
- Given the size of the programme the central provision of many student services is acceptable.
- The student career counselling does not seem to be developed as expected. It focuses primarily on the local (rather than the national/international) market.

III.   Conclusions

Securing additional resources is a priority to meet at a higher level the teaching and research requirements.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

The following reflect the main suggestions:

R.7.1 Attention to the facilities provided in the new building needs to be given. Staff rooms should allow academics to research and interact, with a preference to individual rooms and a common room. Teaching spaces should be large enough to serve the students in the department and offer the needed facilities, from audio-visual equipment and electrical plugs to help class participants to charge their equipment, to accessibility. The labs should be designed in a way that can serve the programme, with specific provision for the programme and not just for the department that may offer more programmes. Moving to a building that does not fit the purpose can be problematic in the long run.

R.7.2 Secure additional resources to meet at a higher level the teaching and research requirements as a matter of priority. The achievement of this recommendation requires support from the University.

R.7.3 Review human resources needs (academic and professional services) according to strategic direction and apply for additional funding for both academic and support staff.

R.7.4 Focus future recruitment on attracting academic staff coming from many different well-developed academic systems. Hiring academic staff with a very good international recognition in the area of tourism discipline in higher ranks is advisable.

R.7.5 Try to have a dedicated allocated budget for the programme, but the degree that the recommendation can be achieved depends on the regulations.

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

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

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

Relevant documentation

▪ *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department and the new UGP*

▪ *Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record)*

▪ *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme*

Study Programme Compliance

I.   Findings

To assess the compliance of the Undergraduate Program of studies to this Principle, the EEAP, in addition to the Departmental presentation and website, examined the following submitted documents:

B1. Proposal for Accreditation
B9. Goals of the Department and its Undergraduate Studies Program
B15.2 Results of the Annual Internal Review
B16. Sample of Student Evaluations Form
B23. Report on Faculty performance on Teaching and Research
B24.8 Report on OPESP of Departmental quality data Management.

In document B1 there is a thorough explanation of the processes of data collection regarding the academic and administrative (support) staff, the students, the supporting infrastructure, the Undergraduate program structure, the quality of teaching and the available supporting services. OMEA is the responsible entity for gathering and managing all these aspects of quality data and does it in cooperation and with the support of the Departmental administrative personnel, the computer information system and direct contact with faculty and students.

II.   Analysis

• For the faculty, data is gathered, on an annual basis, on various aspects of teaching and research activities. To provide information to the students on issues related to curriculum, courses, assignments and other academic activities, electronic platforms such as e-class, OpenCourses, Zoom or Githab, including the departmental website, which may also serve as data gathering platforms the information of which may be utilized for statistical analysis of various student related academic issues.

- For student related issues, data gathering is accomplished via the student evaluation process and personalized contact of OMEA representatives with students and Faculty. There is a comprehensive computerized data gathering system (φοιτητολόγιο) with controlled access available by students, faculty and administrators which serves the purpose of expediting the issuing of administrative documents requested by students and serves as a data base for instant updating and responding to individual student related information about various aspects of their academic status and progress. Information in this system is supplemented through integration with other institutional or departmental systems that gather data related to support services such as the University Career Office, the Practical Training (Internship) Office, the Erasmus Office and other Student Support Services.
- Quality data gathering as it relates to the structure and content of the Undergraduate Program of Studies is primarily accomplished by the quality indicators calculated by the Department annually as mandated by ETHAAE. These quality indicators are calculated for student performance and attendance at the end of semester examinations, the student evaluations, activity related to Practical Training and Diploma Exercises.
- Data in all three categories above are managed and analysed by OMEA which in turn may suggest enhancements to the Undergraduate Program of Studies, revisions in course content and delivery style, reorganization of teaching staff to the annual departmental meeting each spring.

III.   Conclusions

The EEAP believes that the systems and processes of data gathering, analysis and statistical implementation in existence in the Department integrate manual, interpersonal and automated system successfully and provide valuable support to the OMEA in order to:
- Propose potential course modifications to the Curriculum Committee
- Ensure the quality of teaching personnel
- Improve the student Support Services and Administrative Structure of the Department
- Enhance to structure and the content of the curriculum to better connect and serve the needs of the job market

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 9: Public Information Concerning the New Undergraduate Programmes

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

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

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

Study Programme Compliance

I. Findings

As usually, the public information flagship of any academic Department is its website, (tourism.ionio.gr), supplemented by other means of distribution of information such as the social media of Facebook and LinkedIn. In document B1, the Department provides a good overview of the content of the website in a tabular form, classifying it in the main categories of viewer interest, matching the layout and content of the website. By selecting each one of the main sub links which are Department, Personnel, Studies, Students, Activities, Information and Updating, and Communication. The associated windows that open by clicking at each sub link provide a set of more selections of specialized or specific interest to the searcher.

II. Analysis

As a sub link of the central institutional website, the departmental website follows the same "look and feel" and they are both very well designed with a modern appearance and are user friendly in navigation. The departmental website includes two rather unique features. One is the inclusion of a "microsite" presenting and analysing the issues of the Undergraduate Program accreditation as expected to be addressed by ETHAAE. This was found to be very useful by the EEAP for its accreditation process.

The other feature is making good use of the Open Courses platform by incorporating the link http://opencourses.ionio.gr. As such, it facilitates the publication of information and coordination of communications among the students for a better interaction in pursuit of their academic endeavours. Here instructors can also share educational material and communicate

directly with the students with the possibility of engaging in academic endeavours synchronously or asynchronously.

The website content is maintained and updated by a dedicated website team under the direction of an assigned faculty member.

III.   Conclusions

The EEAP found the activity of publicly disseminating information about the Department and the Undergraduate program mainly using the well-designed website adequate and professional.

Finally, the English version of the website corresponds well to the Greek version with the exception that informational file such as pdf files for example that are displayed and can be opened in the Greek version are not available in the English version.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Determine the best way to display/advertise/promote the Departmental Undergraduate Program special "niche" competitive advantage on the website, which is digital/technology/smart tourism.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

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

Relevant documentation

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

Study Programme Compliance

I.   Findings

- In addition to the Departmental presentation which was supplemented by a well-designed "microsite", https://tourism.ionio.gr/accreditation/ within the Departmental website to focus on the discussion of the ETHAAE quality Principles, the EEAP examined the following submitted documents to assess the degree of Departmental compliance relative to Principle 10, Periodic Internal Review of the New Study Program:
  Document B1. Proposal for Accreditation
  Document B15.2 Findings of the Internal Review
  Document IU-pf-03091-73646-gr-4.pdf - (Internal Review (Evaluation) Report 2019-2020)
  Document IU-pf-03091-48458-gr-3.pdf - (Internal Review (Evaluation) Report 2020-2021)

II.   Analysis

- In Document B1 there is simply a verbal description of the Internal Review process as it pertains to the Undergraduate Program of Studies, especially regarding the identification of weak points and needed improvements to align the program with the intended learning outcomes and goals. Even though some issues in need of improvement are mentioned and action initiatives are mentioned, no associated evidence or documentation is provided.

There is some discrepancy between the Internal Review reports submitted for the two consecutive years of 2019-2020 and 2020-2021. Admittedly this is understood since there was no history or experience to put together the first-year report and all information that was expected was not available.

- The Department did not elect to adopt and use the ETHAAE suggested form "Internal EvaluationTemplate", such as:
  https://www.aueb.gr/sites/default/files/modip/Internal_Eval_Template_v2.pdf
  which would have provided the typical information in an orderly and comprehensive manner. The Department elected to adopt a hybrid format of the above template structure and the IQAS Manual of Data format (Εγχειρίδιο Δεδομένων Ποιότητας) provided by ETHAAE as a model for the Internal Review process. As a result, sections of the report were included that were not applicable to the main target of the review which was the Undergraduate Program of Study, while a lot of information and questions of interest posed in the template were left unanswered. It would have been more appropriate to utilize the tables suggested in the template to provide metrics and quantitative information rather than appending a sequence of tables from or similar to the ones used in document B9 for the departmental goals. The EEAP found the review report(s) deficient and incomplete and the adopted format confusing.

- There is indication, in the submitted material that the Institutional Quality Manual's section on the Internal Review Procedure (Διεργασία 4, Εσωτερική Αξιολόγηση) was taken into consideration but it was utilized rather superficially and not properly and effectively, especially as it pertains to the forms that are provided and suggested for use to document the results of the process. Lastly, the MODIP Document B15.2 seems to find the conducted Internal Review process proper and appropriate in contrast to the EEAP judgement.

III.   Conclusions

- The EEAP expected the Internal Review to focus on the Undergraduate Program of Study.
- It appears that the Department adopted the framework of the IQAS Manual of Data format (Εγχειρίδιο Δεδομένων Ποιότητας) provided by ETHAAE as a model and combined it with a template that was noted in the footer of each page as "Έκθεση Εσωτερικής Αξιολόγησης (Πρότυπο σχήμα)" which is the same footer as in the ETHAAE template mentioned above. That resulted in confusion and loss of information as required by the ETHAAE supplied document for use.
- Admittedly, in the ETHAAE website one finds a collection of sample documents and suggested guides which could create confusion in deciding on a standardized process and format to follow in the conduct and presentation of the Internal Review process.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	
Substantially compliant	
Partially compliant	x
Non-compliant	

Panel Recommendations

R10.1 Adopt the standardized Internal Evaluation Template suggested by ETHAAE in conjunction with the institutional Quality Manual to conduct the Internal review that will include, track, and document all issues of interest about the study program. This model (and the adopted tables and forms) can then be used for all subsequent Internal Annual Reviews.

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

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

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

Relevant documentation

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

Study Programme Compliance

I.   Findings

This is the 1st time that the Department of Tourism (as a new department established in 2019) undergoes an external evaluation.

II.   Analysis

The Department of Tourism has taken into consideration the recommendations of the last external evaluation of the quality Assurance system of the Ionion university held in December 2020. All the recommendations are addressed in the preparation and the design of the Quality Assurance Policy of the department.

III.   Conclusions

The department is encouraged to consider the recommendations of the external evaluation process and proceed with the appropriate remedial actions.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

Findings

The Department of Tourism of the Ionian University does not implement any pre-existing Program of the former TEI or from Departments that were merged/renamed/abolished. The Study Program of the Department of Tourism constitutes a new Study Program.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	**N/A**
Substantially compliant	**N/A**
Partially compliant	**N/A**
Non-compliant	**N/A**

Panel Recommendations

N/A

PART C: CONCLUSIONS

I.   Features of Good Practice

- The programme has a unique and pioneering amongst Greek universities stated competitive advantage.
- There is a quality culture in place for many aspects, since the Department consists of a group of newly appointed, enthusiastic and highly motivated academics who support the programme and there is evidence of a culture of collegiality with a focus on student satisfaction.
- The programme is well designed and contemporary, including courses in line with its strategic plan.
- There are moves to involve various external partners in the programme design and delivery.
- The mandatory curriculum requirements of Practical Training and Diploma Thesis
- Open door policy between Faculty and students.

II.   Areas of Weakness

- There are limited resources in many levels, including research funding, infrastructure and administrative support staff.
- The main focus of the administrative engagement seems to be linked with legal requirements and University or Ministry of Education requests. The restraining external factors and bureaucracy that limit the department's efficiency, effectiveness, independence and decision making (see also relevant recommendation below).
- The lack of evidence of systematic integration of external stakeholder views on programme review processes both in the local but also in a wider level. Although external stakeholders have been consulted at various stages and an advisory board has been introduced, there is no evidence of a formal process that clearly explains the function of this external advisory board.
- There is very low participation in Erasmus and Erasmus+ programme and other mobility opportunities – that also requires a high investment in resources to run as it is.
- The staff research output is not aligned with the department's and programme's positioning (tourism and technology focus).

III.   Recommendations for Follow-up Actions

R.1 Develop procedures for determining the budget and the allocation of resources for the programme, as budgetary constraints and decisions determine the resources available to the faculty members.

R.2 Secure that the new facilities (building) will meet the academic and administrative needs.

R.3 Appoint (formally or informally) an undergraduate programme director/coordinator, a primus inter pares, to coordinate the effort of developing a strategic plan and of revising the curriculum (it could also be the chairperson of the department). In this regard, the role of the undergraduate programme director/coordinator in consultation with the resident

faculty, is no other but to coordinate the project of developing a strategy as well as to suggest changes and amend either the content or even the structure of modules in consultation with the faculty, in order to achieve the overall goals of the programme.

R.4 Appoint more administrative staff.

R.5 Consider to appoint one or two academics with work experience in the higher education (preferably international) in high levels. If this is not possible, then consider appointing a committee of academics with such an expertise that should help in the development and the implementation of the strategic orientation of the programme.

R.6 Clarify the role and the expected input of the Advisory Board. The Advisory Board should involve Faculty working in top programmes of other Universities from abroad, External Stakeholders, local and national chambers (such as the Economic Chamber of Greece) and Alumni (when there is Alumni) – with a specific number of participants from each group.

R.7 Establish a list of recommended high-ranked journals for publication as well as criteria of faculty research evaluation and advancement with relevance to the positioning of the programme (tourism and technology) to upgrade the Departmental academic profile.

R.8 Over time, create a flow diagram for each regular and/or significant process of the Department and the Undergraduate Program, much like the ones presented in the Quality Manual, so that procedures are standardized and are visually easy to follow by anyone. Assemble this documentation in a dossier which will be available to allow comparisons from year to year and satisfy accreditation requirements in the future.

R.9 After the first class of graduates, encourage the establishment of an Alumni Society.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 8, 9, and 11.**

The Principles where substantial compliance has been achieved are: **6 and 7.**

The Principles where partial compliance has been achieved are: **10.**

The Principles where failure of compliance was identified are: **None.**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Cleopatra Veloutsou (Chair)**
   University of Glasgow, Glasgow, UK

2. **Prof. Emeritus Spyros Economides**
   California State University, East Bay, Berkeley, California, United States of America

3. **Prof. Andreas Efstathiades**
   European University Cyprus, Nicosia, Cyprus

4. **Mr Vasileios Didaskalou**
   Student of Business Administration, Hellenic Open University, Patras, Greece