



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. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the Postgraduate Study Programme of:

**Epidemiology – Research Methodology in
Biomedical Sciences, Clinical Practice and Public Health**

Department: **School of Medicine**

Institution: **National and Kapodistrian University of Athens**

Date: **01-06 July 2024**



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



NOTES

- *Please do not modify styles, fonts, and language in this template.*
- *If you wish to paste text, please use the '**paste text only**' option.*
- *For text input, please use the 'normal' style or start writing in the lorem ipsum sample text.*

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review 5

 I. The External Evaluation & Accreditation Panel5

 II. Review Procedure and Documentation 6

 III. Postgraduate Study Programme Profile9

Part B: Compliance with the Principles..... 11

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT 11

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES 16

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT 20

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION 23

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES 27

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT 30

PRINCIPLE 7: INFORMATION MANAGEMENT 33

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES 36

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 39

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES 42

Part C: Conclusions..... 44

 I. Features of Good Practice.....44

 II. Areas of Weakness.....44

 III. Recommendations for Follow-up Actions44

 IV. Summary & Overall Assessment.....46

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 **Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health** of the **National and Kapodistrian University of Athens**, comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Panagiotis Soultanas (Chair)**
University of Nottingham, United Kingdom
- 2. Prof. Thimios Mitsiadis**
University of Zurich, Switzerland
- 3. Prof. Dimitris Grammatopoulos**
University of Warwick, United Kingdom
- 4. Prof. Konstantinos C. Makris**
Cyprus University of Technology, Cyprus
- 5. Ms Vasiliki Bakali**
Postgraduate Student, University of Patras, Greece

II. Review Procedure and Documentation

In accordance with the requirements of Quality Assurance in Higher Education (laws 4009/2011 & 4653/2020), the Hellenic Authority for Higher Education (**HAHE**), by individual invitation and after formal acceptance, established an independent External Evaluation & Accreditation Panel (**EEAP**), with the mission of assessing the compliance of the Postgraduate Studies Program (**PSP**) in **Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health** of the **School of Medicine** of the **National and Kapodistrian University of Athens (NKUA)**, scheduled for **July 01-06, 2024**. The established EEAP consists of four experts, three from universities and institutes abroad, and one from Greece.

The evaluation was carried out through reviews of documents, PSP's website, as well as online interviews with the PSP's director, the head of the department, steering committee, MODIP and OMEA members, teaching staff, students, graduates, and external stakeholders. The EEAP focused on the sampling of the activities of the department and aimed at assessing the fulfilment of the requirements according to the protocol of HAHE regarding the quality of the PSP and compliance, its effectiveness, and implementation within the scope of the requirements. All information and documents provided by the PSP were considered by the EEAP to be factually correct.

The EEAP received all supporting documents via a web-based HAHE's Panel-Accreditations information platform. The content of the materials provided is as follows:

Department Material

A0. Contents

A1. Proposal of Academic Accreditation

A2. Quality Policy of Postgraduate Study Programme

A3. Quality Objectives of the Academic Unit for the Postgraduate programmes

A4. Senate Decision on the Establishment of PSP

A5. Study Guide

A6. Course Outline

A7. List of names of teaching staff

A8. Report of the internal evaluation

A9. Evaluation from students

A10. Regulation on complaints handling

A11. Operating rules of the academic adviser institution

A12. Internal rules of procedure of PSP

A13. Research ethics regulations

A14. Study Regulations

A15. Diploma Annex

A16. Summary report on teaching staff allowances

A17. Data reports from the Integrated System National Quality Information System (NQIS) for all the previous academic years

A18. External evaluation report of the Institution, regarding the MSc in Intensive Care Units.

A19. Other documentation material

HAHE Material

Acronyms, European Qualifications Framework, Standards PSP En., M12 PSP Mapping Grid, M13 PSP Accreditation Report Template, Guidelines of Accreditation-English., Accreditation Management System - expert manual, PSP-Guidelines for the EEAP, and guidelines of Accreditation of Undergraduate Programs of Study.

The evaluation/accreditation process was carried out solely remotely using both the Zoom (meetings of EEAP members only) and Webex (meetings of PSP faculty members and EEAP) platforms. The evaluation and accreditation reviews were scheduled and performed in Athens' time zone.

Monday, 1/7/2024

From 15:00 to 16:00 hrs., the EEAP members met remotely via the Zoom platform in view of getting to know each other, to establishing a modus operandi regarding the accreditation mission, scheduling and discussing the content of the report template, allocating individual tasks, and being prepared for the site visit that would be performed online using the Webex platform.

From 16:00 to 17:00 hrs., the EEAP started formally the evaluation reviews of the PSP **Epidemiology - Research Methodology in biomedical sciences, clinical practice and public health**. The EEAP was welcomed by the Chair of the Committee of the Post-Graduate Studies Prof. Gerasimos Filippatos. The PSP director Prof. Pagona Lagiou, briefly presented the PSP's origins, evolution, current status, and different aspects of compliance with the accreditation principles. Present during this meeting were the steering committee and OMEA members Prof. Dimitrios Paraskevis, Prof. George Tsivgoulis, the Administrative Coordinator Efthimia Vasilopoulou, as well as the MODIP members/staff Prof. Urania Tsitsiloni, Mrs Amalia Nippi and Mr Anestis Karastergiou.

From 17:00 to 17:30 hrs., it was scheduled an on-line tour of facilities by a video produced to access the classrooms, lecture halls, libraries, laboratories, clinics, and other facilities related to the PSP:

<https://dehems.med.uoa.gr/pms-epi/παρουσίαση-πμο/πμς-χώροι>

From 17:30 to 18:00 hrs., the EEAP members had a debrief meeting to reflect on impressions of the first day and prepare for the following meetings.

Wednesday, 3/7/2024

From 15:00 to 15:45 hrs., the EEAP members met with the teaching staff of the PSP, Prof. Vassiliki Benetou, Prof. Androniki Naska, Assoc. Prof. Gkikas Magiorkinis, Dr Philippos Orfanos, Dr Eleni Riza, Assoc. Prof. Michail Katsoulis. The importance of this PSP program was discussed, with mobility, competence, learning outcomes, workload, the link between teaching and research, as well as teaching staff involvement in research projects.

From 15:45 to 16:30 hrs., the EEAP members met with four 1st year and five 2nd year students of the PSP to discuss about their satisfaction, their study experience, the Institution infrastructure, and their input in quality assurance.

From 17:00 to 17:45 hrs., the EEAP members met with graduates of the PSP, including Dr Ioannis Bellos, Dr Edison Jahaj, Mrs Rafaela Makri, Dr Ioannis Michelakis, Mrs KrystalliaNiforou, Dr Maria Tirta and Dr Stamatina Vogli to discuss about their career path.

From 17:45 to 18:30 hrs., the EEAP members with employers and social partners to investigate on their relationships with the PSP.

From 18:30 to 19:00 hrs., the EEAP members had a debrief meeting, in which the outcomes of the daily meetings were discussed.

From 19:00 to 19:30 hrs. a closure meeting was held with the presence of the Director of PSP Prof. Pagona Lagiou, Prof. Dimitrios Paraskevis, Prof. Vassiliki Benetou, Prof. Androniki Naska, Mrs Effie Vasilopoulou and MODIP members/staff Prof. Urania Tsitsiloni, Mrs Amalia Nippi and Mr Anestis Karastergiou where the findings of the accreditation procedure and the several points that require further clarification were highlighted.

From 4 to 7 of July 2024, the EEAP members, taking under account all the material sent by HAHE and the Department, as well as the meetings held online, worked on the completion of a draft of the PSP Accreditation Report (AR).

III. Postgraduate Study Programme Profile

The University of Athens, inaugurated in 1837, as the first university not only in Greece but also in the Balkans and the Eastern Mediterranean, and in 1932 it was officially named National and Kapodistrian University of Athens (NKUA), in honour of Ioannis Kapodistrias, the first governor of Greece. Until the early part of the 20th century, it was the only university in Greece that provided the Greek state with qualified professionals in medicine and other disciplines. Today, the NKUA offers 9 large Schools, 42 departments, 43 undergraduate programs as well as more than 200 postgraduate programs leading to Master and Doctoral degrees and enrolled 41.454 undergraduates, 25.417 postgraduate students and Ph.D. candidates, 8.255 Foreign students, 2.109 academic staff and 1.021 administrative and secretarial staff.

The School of Medicine of NKUA, inaugurated in 1837, and in 1984 with the presidential decree 160/12.4.1984, was formed the school of health sciences that includes four departments: Medicine (School of Medicine), Dentistry, Pharmacy and Nursing. The School of Medicine is organized in six sections: Basic Medical Sciences, Clinical-laboratory Studies, Internal Medicine, Surgery, Mother-child Health, Social Medicine-Psychiatry, and Neurology.

The facilities of the school of medicine and the basic education of the students takes place in the main buildings of the department in Goudi campus (5 lecture halls) and the clinical education in the majority at the Attikon University Hospital Campus, Chaidari (AKISA) (2 lecture halls), and at several other clinical sites. For the practical teaching and clinical training of students, 61 University clinics, 28 laboratories and 4 museums in sixteen (16) hospitals are used.

The School of Medicine of NKUA currently employs 515 teaching staff (Professors, Assoc. Professors, Ass. Professors and Lectures), about 3.294 undergraduates, and 5.048 graduate students. 79 postgraduate programmes leading to Master and Doctoral degrees, enrol 4.393 postgraduate students. The administrative staff sums to about of 129. The school of medicine is the most important and well-established in Greece.

The NKUA school of medicine organizes and conduct a PSP with the title " **Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health** ", from the year 2018-19 until the year 2027-28 in accordance with the provisions of article 32 law 4485/2018. The PSP is structured based on the European Credit Transfer System (ECTS), and the duration of the programme is 3 semesters of study equivalent to a total of 90 ECTS, including a diploma thesis of 30 ECTS.

The PSP in "**Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health**" is designed to offer knowledge and skills in the design, implementation, analysis and interpretation of epidemiological studies. The purpose of the PSP is to provide health workers and biomedical scientists with necessary theoretical and practical knowledge and skills in epidemiology to be able to design and apply appropriate methodologies, carry out and evaluate biomedical research. The main aim is to create highly trained graduates capable of identifying and quantifying health problems within populations, to identify factors

associated with these problems and to evaluate the effectiveness of disease prevention and treatment measures hence contributing to the improvement and promotion of healthy populations. The official language of the PSP is Greek and tuition fees are set at €3000.

The study guide for the 2022-2023 academic year of the PSP is described in detail in Appendices A5 and A6 and more information on the study guide of the current 2023-2024 academic year together with the 2022-2023 study guide can be found on the website:

<https://dehems.med.uoa.gr/pms-epi/%ce%bf%ce%b4%ce%b7%ce%b3%cf%8c%cf%82-%cf%83%cf%80%ce%bf%cf%85%ce%b4%cf%8e%ce%bd>.

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 PSP Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health” was founded in 2018. It offers a 3-semester study program taught in School of Medicine, National and Kapodistrian University of Athens (NKUA).

On average the PSP accepts around 24 students per year. Most students are medicine/dentistry graduates or other allied health professionals. The PSP is delivered by an established and highly successful, excellent reputation Department of Epidemiology and Public Health of the NKUA School of Medicine. It offers a modern approach in the theory and practice of Epidemiology and Public Health, aiming at education and scientific training of students to develop skills and expertise to understand, conduct and critically evaluate and communicate health sciences-related research. Focus is on development of professionals with internationally competitive skills able to pursue academic research in health sciences and serve in public health positions and support policies and promotion of health at individual and population level. The theoretical part of the PSP covers a wide spectrum of research approaches including development of study protocols, ethics applications, principles of questionnaires construction, development and curation of databases, statistical analysis and interpretation of data, evaluation and critical analysis, presentation, and communication of results. This is enriched by practical training and exercises in specific statistical packages. The curriculum also requires a final year thesis; decisions around research topics is primarily student-driven, under the supervision of a three-member advisory committee, that includes the project supervisor.

Teaching is delivered in Greek by excellent quality highly reputable academic staff with considerable academic activity and active participation and often leadership positions in the Hellenic state public health policies and operational committees. They offer a highly stimulating environment, networking with international centers of excellence (i.e. Harvard School of Public Health) and opportunities for engagement in research activities and public engagement activities. In addition, there are external ('foreign') contributors mainly from other Greek Institutions and Europe that add to the international perspective of the program.

The PSP in collaboration with the quality assurance unit (MODIP) and the proficient services of the NKUA has harmonized the quality policy of the PSP with the quality policy of the NKUA focusing on continuous and systematic quality assurance through continuous improvement of the study programs and associated supporting services of the NKUA. This policy includes the formulation of clear, specific, measurable objectives and corresponding quality assurance actions, defining the framework for all academic and administrative units within the NKUA to achieve the expected outcomes.

The quality assurance policy of the PSP follows the principles and guidelines for quality assurance in the European higher education area, in accordance with the European union declaration on quality assurance in higher education Helsinki (ENQUA 2009). The quality targets of the PSP are defined in the relevant quality assurance policy document and include seven main strategic objectives (1) the implementation of the quality assurance policy, (2) the equitable allocation and management of the PSP financial resources, (3) the establishment of quality assurance objectives on an annual basis, (4) the internal evaluation of the PSP on an annual basis, (5) the collection, measurement and analyses of quality data to enhance continuous improvement, (6) the public disclosure of any relevant information related to the PSP and (7) the external evaluation of the PSP through the Hellenic authority for higher education (HAHE). These are aligned with the broader goals and commitments of the medical

school and the NKUA and following the legal and regulatory framework defining the functions of Greek universities. The delivery of these strategic targets is monitored through defined processes and procedures monitoring continuous improvement and quality.

Teaching and administrative staff of the PSP are committed to implement the quality policy making continuous efforts to achieve its objectives. The PSP overarching aim is to deliver a comprehensive teaching in the field of Epidemiology and Public Health. Graduates acquire highly specialized knowledge and develop skills and expertise to understand, conduct and critically evaluate and communicate health sciences-related research. Students and graduates alike feel confident and well equipped to meet the demands of their next steps in their career ladder; main destinations are further clinical academic training entering PhD programs and employment in the public health policy sector. The PSP is committed to providing excellent higher education to its students and to develop a creative research and work/educational environment for its staff and students with dedication to the principles of scientific ethics, sustainable development, and social contribution and promotion of Epidemiology and Public Health through engagement in research activities, exploitation of research results and promotion of students' research work, as well as teaching and learning innovation. The international perspective of the PSP is further enhanced through a substantial portfolio of international networking and collaboration activities. The subject of the PSP is based on a strong foundation (theoretical and practical) in Epidemiology and Public Health shaped by recent and future challenges in the field. PSP graduates interviewed feel confident the program meets the demands and challenges of the Greek, European and international labor market as well as research and development.

The PSP is harmonized with the European Credit System (ECTS). To obtain a certificate, students must complete 3 academic semesters (6 months each) and obtain 90 ECTS. The total number of ECTS is distributed as follows: 60 ECTS via taught courses (30 ECTS per 6-month term) and 30 ECTS diploma thesis in the final 6-month term.

The program includes a mix of theoretical and practical modules in each of terms 1 and 2 and a final dissertation in term 3. Most courses are compulsory and taught in Greek; there is a limited selection of elective modules.

The study guide is described on the website of the PSP in Greek only (<https://dehems.med.uoa.gr/pms-epi/wp-content/uploads/2024/07/Odigos-spoudwn-2023-2024.pdf>) although some elements of the website are also available in English.

Tuition Fees required for full time students of the Program are set at €3000. The process of applications is clearly described in a dedicated website (<https://dehems.med.uoa.gr/pms-epi/απαραίτητα-δικαιολογητικά>).

Lecturers from DHEMS and collaborating departments deliver the curriculum; although affiliations and/or credentials are provided (<https://dehems.med.uoa.gr/pms-epi/διδάσκοντες>) in the seminar program no further details are available.

The following teaching facilities are available:(A) Classrooms and seminar rooms, auditoriums equipped with audiovisual equipment, (B) Biostatistics laboratories for development of skills in using various statistics packages.

The PSP offers detailed information to students on the website (<https://dehems.med.uoa.gr/pms-epi/>). Student engagement with the international research community is strongly promoted and encouraged although a more structured guidance on how to utilize opportunities for cooperation with foreign institutions within the framework of the Erasmus+ program for student exchange and other opportunities would be beneficial.

II. Analysis

The quality assurance policy of the PSP is in line with the quality assurance policy of the NKUA and is formulated in the form of a public statement.

The QAP statement of the department includes commitments that implement a quality policy to promote the academic profile, the orientation, remit, and field of study of the PSP.

There is evidence of continuous improvement of the PSP and a quality policy that aims to realize the program's goals and sets clear means and ways for attaining them.

There is evidence of continuous annual monitoring and audit of the quality assurance system of the PSP through the cooperation of the internal evaluation unit and the NKUA quality assurance unit, by collecting and analyzing data related to quality assurance.

The PSP seems to have sufficient resources, both specialized human resources and teaching and laboratory facilities to be self-sustainable the foreseeable future. The EEC feels there is appropriate distribution of resources towards support of students through scholarships and contribution towards laboratory consumables, infrastructure.

Promotion of quality and effectiveness of teaching at the PSP, and within the NKUA in general, has room for improvement with the introduction of a structured personal staff development plan and peer review and 'train the trainer' teaching schemes to equip staff with modern didactic methods and approaches and enhance their professional development and ability to deliver the course in a language that is not their mother tongue. This will also partially address the issue of appropriateness of the qualifications of the teaching staff for this PSP.

Some 'central' oversight of teaching quality would be useful especially as the PSP course is delivered by lecturers from different departments and invited external guests that might have different standards and methods of teaching.

The EEC identified a significant issue that impact on the quality metrics of the PSP around the significant delay in the completion of studies by some students. In modern European postgraduate programs this is simply not acceptable, and this issue needs to be urgently addressed. A common contributing factor that was extensively discussed with academic and

research staff was the frequent extension of the research project in the pursue of a high impact publication, a practice that is acceptable under the premise of targeting quality rather than quantity in research projects. This is an erroneous approach, and the School of Medicine needs to take appropriate actions to rectify this misconception. The complexity and length of research projects should be appropriate for the degree these support and students should not be used as unpaid research assistants pursuing complex and over-ambitious research projects. Ideally students (especially full time) should complete their studies within 2 years and minor extensions should be awarded only in exceptional circumstances.

III. Conclusions

The panel considers that the PSP is substantially compliant with the requirements and commitments required for the implementation of an adequate education quality policy in accordance with HAHE's regulations.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Enhance visibility of available scholarships.

Implement a structured personal development and training scheme for staff to enable more harmonized standards of teaching.

Introduce a peer review of teaching scheme.

Update the English website to include detailed, uniformly formatted staff CVs, student evaluation data, detailed course descriptions, visiting lectures and seminars.

Promote better student mobility opportunities via the Erasmus+ program for student exchange. Try to engage with the program and offer some courses for Erasmus visiting foreign students.

Take measures to minimize delays in study completion. If appropriate, implement oversight committees that assess quality and suitability of proposed 2nd year research projects.

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 PSP “Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health” was founded in 2018. The PSP is made up of 90 ECTS, including theoretical and practical modules worth 60 ECTS in total, plus a 30 ECTS final dissertation, and it takes a minimum of three 6-month academic semesters to complete. The program consists of mainly compulsory courses with some limited options of optional courses. The structure of the PSP is rational and clearly articulated and in accordance with the ECTS system while at the same time maintains a flexible hybrid of classroom and e-class format to serve the needs of its student population. The PSP attracts mainly medical school graduates (66% of the total) as well as other healthcare professionals and graduates of STEM, life sciences and humanities, aiming for careers in academic epidemiology and public health sciences or employment in state or independent organizations and companies around public health and policy.

The PSP is delivered by an established and highly successful with excellent reputation Department of Epidemiology and Public Health of the NKPA School of Medicine. It offers a modern approach in the theory and practice of Epidemiology and Public Health, aiming at education and scientific training of students to develop skills and expertise to understand, conduct and critically evaluate and communicate health sciences-related research. Focus is on development of professionals with internationally competitive skills able to serve in public health positions and support policies and promotion of health at individual and population level. The theoretical part of the PSP covers a wide spectrum of research approaches including development of study protocols, ethics applications, principles of questionnaires construction, development and curation of databases, statistical analysis and interpretation of data, evaluation and critical analysis, presentation, and communication of results. This is enriched by practical training and exercises in specific statistical packages. The curriculum also requires a final year thesis; decisions around research topics is primarily student-driven, under the supervision of a three-member advisory committee, that includes the project supervisor.

The linking of teaching and research is very well structured and students are exposed to research via different means such as research seminars, development of biostatistics skills, invited lectures from guest speakers, engagement in international research consortia and activities and of course the final dissertation thesis. The students benefit from excellent quality highly reputable academic staff with considerable academic activity and active participation and often leadership positions in the Hellenic state public health policies and operational committees. They offer a highly stimulating environment and opportunities for engagement in research activities and public engagement activities. In general there is ample evidence of cataloguing PSP-specific research activities in the form of manuscript publications, research methods and protocols, resulting grant income, conference proceeding announcements, etc, but it would be beneficial for the students (especially prospective) to make this publicly available on the PSP web site or using other modern media communication tools, (linkedin, twitter)

The curriculum includes web-based distant and in person lectures, tutorials, the study of international literature, biostatistics methodologies, and a dissertation thesis thus providing students with a solid theoretical background coupled with practical knowledge, and skills

required to build a solid scientific foundation and advance careers either for further postgraduate studies in health science or positions in the state system and private sector of public health and epidemiology.

Current and former students as well as stakeholders expressed extremely high level of satisfaction and made positive comments about the PSP during discussions with the EEP. This is in line with results of student evaluation surveys, showing overall satisfaction. There seems to be excellent participation of students evidenced by high completion rates of student evaluation surveys.

Detailed information regarding admission and graduation requirements, course contents, lecture outlines, teaching/learning methods, expected learning outcomes and skills, student evaluation, assessment items, required and recommended bibliography, infrastructure, and other relevant material, that students need to know, is available in the study guide, which is exclusively in Greek , in line with the target ‘prospective students’ of the course.

II. Analysis

The PSP in “Epidemiology – Research Methodology in Biomedical Sciences, Clinical Practice and Public Health” is an established program that offers a unique well rounded approach to the study of Epidemiology and Public Health. There is an established demand for the program evidenced by the steady student enrolment numbers every year, (24 students pa on average).

It is a well-designed PSP covering most aspects and principles of Epidemiology and Public Health. The PSP benefits from an established and highly reputable Department of the School of Medicine with long-standing contribution in the Greek state health system policy and operational delivery. Course descriptions have been provided clearly stating detailed content, learning outcomes and skills expected to be acquired by students, the organization of the lectures and methods of delivery, the supporting structure of the learning processes, and the assessment methods.

The course is offered in Greek, which is acceptable although transforming the course in English as the main language could offers a distinctive advantage to the PSP as it has the potential to attract both native Greek scientists with abilities to learn in English (the modern global language of science) foreign students. The website of the PSP which is in both Greek and English is adequate although it seems rather dated and non-inspiring; the course organizers should consider revamping the website employing modern methods of communication that highlight student and course success and active participation in international research opportunities.

III. Conclusions

The PSP provides an excellent well-designed study program providing consolidated knowledge and skills in Epidemiology and Public Health. The panel has found the PSP to be fully compliant with principle 2.

Panel Judgement

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

Panel Recommendations

Building on the PSP solid foundations and teaching excellence consider transformation or parallel development of an English speaking program to enable attract of international student.

Highlight on the website PSP-related research success.

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 "Epidemiology - Research Methodology in Biomedical Sciences, Clinical Practice, and Public Health" of the School of Medicine at the NKUA has a duration of one and a half years,

comprising three semesters. The program is delivered through a combination of theoretical lectures and practical courses. While the majority of the courses are conducted in person, students are permitted to attend up to 35% of the classes remotely.

The courses in the first and second semesters are designed to include individual and group assignments, the extraction and evaluation of biomedical data from reliable sources, and the statistical analysis of epidemiological data using relevant software. The assessment of students is conducted through various methods, either in combination or individually, depending on the course. At the end of each semester, the postgraduate students carry out an anonymous evaluation of each course and instructor.

In the third semester, students are required to undertake a research thesis project. The thesis topics are proposed by students in the second semester, discussed with professors, and then allocated based on the topics requested. The research thesis can be conducted using real world data provided by healthcare units where students serve or collaborate, as well as data from freely accessible health databases.

The program provides one scholarship for the student who achieves the highest average grade during the first two semesters. Additionally, the role of an Academic Advisor is instituted within the PSP to provide guidance to students throughout their studies.

II. Analysis

The PSP effectively adopts a student-centered approach, evident in its flexible learning paths and diverse modes of delivery and assessment. The allowance of 35% remote attendance caters to students with demanding schedules, ensuring inclusivity and accessibility. During online classes, a coordinator is present in the classroom, providing students with additional support to ask questions and clarify doubts, enhancing their learning experience. This setup also allows the coordinator to complement the instructor's teachings. Additionally, the students value the course on science communication, which is crucial for developing soft skills. The programme encourages active participation in conferences and presentations, motivating students to present their studies and publish their thesis work.

Student evaluations are conducted via questionnaires, with a current response rate of 70%. Efforts should be made to increase this participation rate to gain more comprehensive feedback. Although there are informal group discussions for program evaluation, it is recommended to formalize these sessions and include student representatives (1-2) and alumni for a more structured feedback mechanism. The role and function of the Academic Advisor should be clearly communicated to students and actively utilized to ensure they receive the full benefit of this support throughout their studies.

Communication with graduates regarding their professional development is maintained; however, the alumni network needs better organization and should be accessible through the program's website. An exit survey could also be implemented to gather insights from graduates about their experiences and suggestions for improvement.

Overall, the PSP meets the expectations of students and stakeholders. Graduates are highly capable and competitive, equipped with skills such as evaluating and reviewing biomedical literature, conducting systematic meta-analyses, understanding clinical trial operations, organizing research protocols, and managing data from open-access databases.

III. Conclusions

The PSP effectively fosters a student-centered learning environment. The flexibility in attendance and supportive teaching methods ensure inclusivity and enhance the learning experience.

Panel Judgement

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

Panel Recommendations

Clearly communicate and utilize the Academic Advisor role.

Increase participation in student evaluation questionnaires.

Formalize program evaluation sessions with student and alumni representatives.

Enhance the organization of the alumni network and make it accessible online.

Implement an exit survey for graduate feedback.

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 started its function in 2018. Most members of this PSP are faculty members of the Medical School of the National and Kapodistrian University of Athens (NKUA), and invited faculty from other Greek and foreign institutions. PSP student admission (restricted to 35 as the maximum number of students per year) follows well-defined and established criteria. The PSP requires student fees (€3000 for the duration of studies). By law, some scholarships are available to be attributed to PSP students with specific needs (30% of students). The selection of the applicants is based on their study scores, research experience, recommendation letters, foreign language diplomas, etc., followed by candidates' interviews by an established committee composed of PSP staff members. These procedures are clearly described in the required supporting documents, which also contain information about student rights and obligations and ways to monitor their progression. Research ethics regulation, regulation of studies, internships, mobility, and student assignments are also provided in the supporting documents and on the NKUA and PSP's websites. The PSP's website is both in Greek and English. Eligible for admission are medical doctors and graduates from various other fields and disciplines, such as dentists, allied health professions, biologists, etc.

The PSP has established clear procedures concerning the degree, the duration of studies, and the rules ensuring students' progression. Student mobility with Erasmus+ and Erasmus+ traineeships is described in the related documents of the NKUA and PSP. Some other mobility platforms are also promoted by the PSP.

Courses and mechanisms of supervision of PSP students' research projects by academic staff are operational within this PSP. On-site and remote methods of teaching are in use; the latest is helpful for PSP students living abroad Athens and exerting part-time or full-time jobs.

The medical school and NKUA have in place appropriate processes and tools to collect and effectively analyse information concerning the PSP students' progress. This information is stored within the PSP students' registration system.

The duration of the PSP is three semesters (30 ETCS each semester), with lectures, seminars, and practical exercises, followed up by the dissertation during the last (third) semester. Students are evaluated at the end of each semester (mostly written exams). Students are obliged to write a dissertation that is either research-oriented or based on meta-analysis. Usually, the students do require additional time to finish their PSP (mostly one more semester upon enrolment). The PSP diploma allows students to familiarize with research and link their professional activities with important research topics. Graduated PSP students can further develop a scientific or academic career by acquiring a PhD degree. The communication between PSP students and staff is excellent. PSP faculty is constantly available to assist the students and provide the necessary information. The PSP faculty closely follows the progress of the students. The importance, role, and functions of the academic advisor are not yet well understood, and therefore the academic advisor is rarely utilised by students of this PSP. PSP faculty works towards introducing and reinforcing the role of academic advisor in the next few years.

The meeting of the panel with current and past students left excellent impressions of the utility of this PSP. The lectures appeared well structured. Many students are working (medical doctors, dentists, etc.). The actual and past PSP students pointed out that the quality of courses and practical exercises is high and that the courses are easy to follow and very interesting. All students mentioned that the PSP is very rewarding. PSP students mentioned that the load of practical training is satisfactory.

PSP faculty adopted methods to motivate the PSP students to participate in various national and international meetings. Most of the PSP students graduate later than the 3rd semester due to the dissertation, even if the PSP faculty encourages them to graduate in a timely manner. PSP graduation documents are obtained electronically within a very short time. A simultaneous English translation of the PSP dissertation summary is obtained.

II. Analysis

This PSP provides an important basis for all medical disciplines and some other disciplines (e.g., biology) and fulfils an important need for further education and training in the medical field. This PSP allows most of the students to get a specialised job in the public or private domain,

and to continue research- or academic-oriented careers. The length of PSP studies (3 semesters) is acceptable, but could be extended for one more semester, thus giving the opportunity to PSP students to finish their PSP dissertation on time.

The members of the PSP faculty (including visiting faculty) deliver their courses in Greek. However, this PSP could become stronger and more international by delivering all courses and seminars in English and by encouraging the students to write their theses in English. This will offer more opportunities for international exchanges and increase the chances for the students to get jobs in Greece and abroad.

The load of teaching seems appropriate. Teaching and practical courses are well balanced. It is desirable that most PSP students finish their dissertations soon after the end of the 3rd semester. However, this is not applied to many of the PSP students.

The PSP does not offer a bank of research topics that the students could consult prior to their practical exercise.

Students' mobility is satisfactory. PSP staff should further promote students' mobility platforms.

III. Conclusions

This is a very important and rewarding PSP offering important tools for well-designed and executed research projects. The length of the three-semester study is acceptable. A formal external PSP quality assurance committee should be created to yearly evaluate the PSP and suggest actions for its improvement. This will ensure the continuous quality of the PSP. It will also be beneficial to officially collect the opinion of experienced alumni (PSP graduates) and important stakeholders (consultative role). This could be done in a formal meeting with the PSP's organising committee once per year. The panel believes that English for the lectures and seminars should be adopted by the PSP staff. Similarly, the staff should encourage the PSP students to deliver their dissertations in English. This will promote PSP's visibility and foster further international interactions and collaborations.

Panel Judgement

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

Panel Recommendations

Reinforce PSP students' mobility via Erasmus+ traineeships and similar mobility platforms.

It is recommended for the PSP staff to deliver their courses in English. Similarly, PSP staff should encourage the PSP students to write their dissertations in English.

The panel suggests the organisation of an informative day (open day) where important stakeholders could explain to the PSP students the actual societal needs and future possibilities of action.

A formal external consultative body should be created and meet once per year with PSP's staff organisers to evaluate and suggest actions for improving and further develop the PSP.

It is also advisable to establish a yearly formal meeting between PSP's organisers and experienced alumni (PSP graduates) and important stakeholders for further consultation and networking.

The panel recommends to the PSP faculty that they establish more strict criteria for the delivery of diplomas on time (immediately upon completion of the 3rd semester). Maybe a four-semester PSP will resolve this issue.

The role of academic advisor should be further explained. Nominate and utilize an academic advisor.

The panel suggests the creation of an active PSP alumni body.

The panel suggests the creation of a bank of research topics that will be visible on the PSP's website.

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 PSP in Epidemiology-Research Methodology in Biomedical Sciences, Clinical Practice and Public Health is one of the top Master programs in Epidemiology in Greece and one that enjoys international recognition in Europe and overseas, building on its faculty association with elite universities, like Harvard University. This PSP holds a clear set of merit-based criteria and procedures in place for the recruitment of the teaching staff. Based on the Panel interactions with the PSP coordinators and teaching staff it became evident that the recruitment process of teaching staff follows a transparent and meritorious procedure by focusing on the below major evaluation criteria: [i] academic expertise in one or more scientific areas relevant to the teaching position, [ii] substantial teaching experience at the postgraduate/undergraduate level, [iii] strong research portfolio of high relevance to the teaching duties, [iv] proven ability to mentor students, [v] the ability to foster strong collaborations and partnerships in academia and beyond, for the students' benefit, and [vi] the ability to promote departmental and

institutional reputation nationally and internationally. This set of evaluation criteria appears to be fully aligned with the Institution's own recruitment protocol.

The PSP teaching staff is well-equipped and of high caliber to educate and advance the skills and capacity of students who wish to specialize in the field of epidemiology and public health, including clinical practice. A comprehensive list of publications outlines the areas where teaching staff specialize in. The PSP is appropriately staffed to support students acquire new knowledge and skills in a diverse and large number of topics in the field of epidemiology and public health. The teaching staff is highly supportive to students towards developing their skills and knowledge in specialized epidemiological and clinical effectiveness skills. The teaching staff deploys novel and pedagogical tools and means of lecturing that incorporate methodological skills and tools in research and clinical practice, including their applications via the delivery of laboratory exercises and workshops.

At the end of each semester, an anonymous evaluation of each and every course and the relevant teacher(s) is carried out by the postgraduate students. For the evaluation, students are asked to answer a questionnaire concerning the content, the way of teaching and examination and the workload of each course, but also the effectiveness of each teacher.

The workload of the teaching staff is deemed appropriate, allowing for engagement in research activities that feed back into the teaching content and style of the PSP lectures. The summary report of teaching staff performance in scientific research work, based on internationally recognized research databases and research metrics (e.g. h index in Google Scholar, Scopus etc.) is available, showing a wide expertise and research niches that cover the wider field of epidemiology-research methodology, and clinical practice or public health.

II. Analysis

The PSP is appropriately staffed to support the teaching requirements and provisions set for the students towards enabling them to acquire new knowledge and skills in a diverse number of technical and research topics of epidemiology and research methodology.

The teaching staff is comprised of a group of well-equipped and renowned epidemiologists from the University of Athens, including some teaching staff from other Greek universities or from overseas such as from the UK. The teaching staff enjoy a strong track record of both teaching and research performance in the field of epidemiology. By participating in teaching to other international and national programs, the PSP teaching staff enjoy an international network capacity and mobility options for them, but also for enriching student mobility options towards developing further new skills and knowledge. Evidence for success in this area stems from notes in the submitted documentation, and from the points made in the discussions with the teaching staff including the PSP Director, the stakeholders, the students in the current year and the alumni.

The teaching modules are regularly updated with the latest advances in research in the field of epidemiology, clinical effectiveness and public health; this may be achieved using specific EU and national projects of the teaching staff who offer to their students get involved with, or by offering mobility options to students by being seconded to overseas laboratories for their

thesis. This point reflects the departmental approach to enriching the student experience via applying novel teaching modes and means of achieving a pedagogical and highly didactic teaching experience.

There appears to be in place a continuous professional development for teaching staff to maintain a strong international network and mobility plan. However, the PSP teaching staff reported no systematic (two-way interaction) implementation of a professional development plan, but they report involvement in several enriching academic and educational activities. A formal feedback mechanism on teaching effectiveness and overall performance by semester to semester would be warranted if we were to systematically appraise the teacher's overall performance. Emphasis could be placed on upgrading the already high quality of teaching skills of the lecturers with a set of complementary and transferable skills.

III. Conclusions

The Master program in Epidemiology, research methodology, clinical practice and public health is compliant overall with the requirements set to maintain a high quality of teaching staff, their professional development and lifelong learning and mobility aspects. The PSP is comprised of internationally known faculty members that are well recognized by peers in the global community of epidemiology and public health.

The PSP applies fair and transparent processes for the recruitment of PSP teachers.

Some form of formalizing feedback mechanisms, updating career development plans for the teaching staff would be necessary to implement.

Panel Judgement

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

Panel Recommendations

An updated PSP policy for the support and development of the teaching staff shall be prepared to the benefit of the teaching staff and the students. The Panel recommends a “train the trainer” program to further enhance lifelong learning experience with emphasis on the pedagogical aspects of teaching, including sections on advancing science communication skills.

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, 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 PSP "Epidemiology - Research Methodology in Biomedical Sciences, Clinical Practice, and Public Health" at the School of Medicine of the NKUA is primarily conducted at the Laboratory of Hygiene, Epidemiology, and Medical Statistics. The laboratory includes two teaching halls with a capacity of over 35 students each (the expected number of entrants per year) and two meeting rooms that can host work groups of up to 20 people. These facilities are equipped with audio-visual teaching aids and are accessible to individuals with mobility difficulties. Additionally, they are equipped for hybrid teaching methods to accommodate students who cannot attend in person.

The teaching personnel for the PSP consists of 13 faculty members from the Department of Medicine, laboratory teaching and technical staff members, and several external collaborators, including university faculty from Greece and abroad, and researchers from Greek institutions.

Administrative and secretarial support for the PSP is provided by the Secretariat of the Medical School, staffed by employees from the Medical School. Additionally, IDAX employees from the Laboratory of Hygiene, Epidemiology, and Medical Statistics provide support outside their regular working hours.

Students benefit from the extensive infrastructure of the NKUA medical school, including well-equipped libraries, gym facilities, secretarial support, and psychological counselling services. As part of their matriculation, students are assigned a faculty advisor who assists with the academic requirements of the PSP. This practice, although relatively new in Greece, is gradually being adopted more widely. Students have access to electronic databases through the University network, and the Health Sciences Library is located nearby. Electronic class (e-class) and electronic secretariat services are available to all NKUA students.

Funding for the PSP primarily comes from tuition fees, which are set at €1000 per semester. The estimated income from tuition fees for the academic years 2022-2024, based on 25 students per year is €75000. Additional funding sources include donations, sponsorships, and research grants.

II. Analysis

Infrastructure and student resources of this PSP are of a very high standard, as evidenced by submitted documents and discussions with current and former students. The financial structure of the PSP, including the budget and expenditure, is well-managed and sustainable.

The PSP's income for the period covering a full cycle of studies (academic years 2022-2024) is projected to be €75000, derived from tuition fees. Thirty percent of this amount is retained by the university's ELKE office. Other expenses include administrative and technical support salaries, consumables, promotion, conference expenses, travel, infrastructure enhancement, equipment, software, educational materials, various third-party services, scholarships, and awards. It is noteworthy that the medical school faculty teaching in the PSP receive income from the program.

The support services provided to students, including libraries, gym facilities, and psychological counselling, are highly satisfactory, as evidenced by the level of student satisfaction. Although the administration by the secretary and the director is adequate, consideration should be given to hiring or getting assistance for web page development and promoting the program to foreign students to enhance its reach and appeal.

III. Conclusions

The PSP "Epidemiology - Research Methodology in Biomedical Sciences, Clinical Practice, and Public Health" is a well-funded and well-resourced program. The facilities and services provided ensure an optimal learning environment, while the financial management supports its sustainability and continuous improvement. The integration of both theoretical and practical training within its infrastructure significantly enhances the educational experience and professional readiness of its students.

Panel Judgement

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

Panel Recommendations

The Panel has no further recommendations.

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

This PSP in epidemiology (<https://dehems.med.uoa.gr/pms-epi/>) has set up clear procedures for the data collection about student body, teaching methods, student progression, employability, and the career paths of graduates. More specifically, the submission of course evaluation questionnaires by students are electronically performed via the "e-Class" platform of EKPA (eclass.uoa.gr), while the monitoring of student data is done via the Unitron system. Students can access University services and they can electronically evaluate courses and express views or concerns. The statistical analysis of the survey questionnaire is done by the PSP coordinators and presented with a descriptive statistics format on a Likert scale.

Regarding employability and career paths of the program graduates, the PSP presented a plan describing the progress of the students and their potential for employment after graduation using a suite of different stakeholders ranging from the government (e.g. EODY), or other

universities for PhD in Greece and abroad, including the private health sector in Greece. The PSP has an organized plan of obtaining information about the alumni.

The IT information about the PSP facilities for teaching, laboratory/clinical practice and for the theses of the students is accessible and easy to follow. It appears that the documented IT systems of an online library, and the e-class system of virtual teaching options are important components of this high-quality PSP.

The Panel met with current students, the graduates and the stakeholders from the public and private sector were highly informative. Discussions brought forward important views, perceptions, and experiences. Students and the alumni expressed their satisfaction with the program structure, quality, and the tutor's availability for the mentored students. The Panel met with graduates of the PSP who are by now PhD students in other Greek or European academic institutions, or they are employed by the private sector in other EU countries or in Greece. The majority expressed their satisfaction with the skills and knowledge obtained from the PSP and how this Master program enabled them to advance their professional careers.

Satisfaction surveys of the students are regularly collected but because of the non-mandatory nature of the student surveys, the response rate is about 70%. Student evaluations are taken seriously by the Director of the PSP and the internal quality committee. Most of the teachers received excellent ratings by the students.

II. Analysis

Overall, the students expressed high satisfaction with the quality of the PSP, the lectures and the knowledge and skills of their teachers, as well as the coursework requirements and structure, including the high employability potential. The questionnaire survey of student satisfaction was an effective means of capturing perceptions, views, and impressions of the program by the current students. The mechanism for gathering and analysing student-related statistical data appears to be working, albeit it shall be periodically administered, and its output shall be properly channelled and exploited by the relevant internal quality committees and the course Director.

III. Conclusions

Overall, the PSP satisfies Principle 7 requirements. Because of the high profile, quality, and impact of the program in the clinical and public health practice of Greece, their involvement in health data collection, interpretation and evidence informed policy making, they enjoy high prospects of employability. Such bright examples of alumni shall be appraised and highlighted in the relevant sections of social media and the PSP website.

Panel Judgement

Principle 7: Information management

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The PSP website shall highlight a section for alumni and their current employment details including details of alumni case study highlights.

An alumni ambassador shall be appointed among interested alumni to help prospective and current students in the PSP to advance their PSP experience and employability path.

A career office functionality and tasks shall be revisited to the benefit of the PSP student employability prospects.

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

Information on this PSP of the medical school is already provided on the NKUA website. The content of the course descriptions is not provided, while the learning outcomes during the three semesters of the PSP studies and the ECTS attributed are clearly presented on this website. NKUA and the medical school disseminate information about academic events and seminars linked to the medical field. Information about PSPs and various other activities within NKUA and medical school is also available on this website. Information about PSPs includes the objectives, organisation of the study cycles (semesters), and the mandatory requirements for students, courses and practical/research exercises, etc. The website also includes the teaching methods (lectures, seminars, laboratory and clinical work, etc.), the student coursework evaluation, a guide for PSP studies, the description of the medical school and the PSP, information about the personnel, areas of focus, Erasmus+ mobility, study advisors, academic advisors, mental health support, hours and resources of the library, publications, etc. The website encourages direct communication between the students and the academic and administrative staff. Information and communication with the PSP students and course content are also adequate via email.

Only a Greek version of the PSP website exists, with a brief English translation. This website, although well-constructed, is rather outdated, occasionally unclear, and important information is missing. Information concerning the teaching staff, their accomplishments, and performances (publications, h-index, etc.) is not presented in a harmonised manner. A webpage in English that could ensure international visibility of this PSP does not exist. The PSP faculty informed the panel that the reconstruction of the Greek webpage and the construction of an equivalent English webpage would be realised in the next months. The PSP's website is not regularly maintained and updated by the PSP faculty. The goal of PSP is to expose students to an excellent theoretical training and to initiate them in high-quality research practices. This

PSP has already created some links with other departments and institutions, domestically and abroad thus providing the tools and opportunities for collaboration. However, these links should be presented in the PSP’s webpage.

In addition to this website page, the PSP does not provide information concerning their program through other widely used media platforms (Facebook, etc.).

A PSP alumni network is not visible or evident.

II. Analysis

The international visibility of this PSP suffers from not optimal quality webpage and the lack of a distinct website in English that would explain the aims and goals of the PSP to foreign institutions and stakeholders. Hopefully, the reorganisation of the Greek PSP website and the creation of an English version will solve this problem. It is important that the Greek version contain the academic and research achievements of the PSP faculty. A PSP alumni network does not exist. The PSP faculty does not envisage the use of additional social media platforms (e.g., Facebook, Instagram, LinkedIn, and Twitter) in the near future. However, a PSP Facebook website page will offer more visibility.

III. Conclusions

Principle 8 is substantially compliant. Some recommendations are given bellow.

Panel Judgement

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

Panel Recommendations

Incorporate into the Greek PSP’s website all information needed for the courses and information concerning the teaching staff, their accomplishments, and performances (publications, h-index, etc.) in a homogeneous way (use either Google Scholar or Scopus, etc.).

Develop an English version of the existing Greek website. Further, the PSP staff should promote the PSP abroad by advertising it to their close collaborators working in international institutions.

The panel highly recommends creating, promoting, and activating an alumni web platform run by the PSP administration. This is a commendable and highly effective way for PSP students to connect with PSP postgraduates. This is helpful for any sort of information and, most importantly, for networking.

Distinctions obtained by PSP faculty and students should be communicated and promoted nationally and internationally. It is important for the visibility of the PSP to effectively advertise these distinctions.

Incorporate in the PSP's webpage the list of publications and presentations given by the PSP students in the various meetings.

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

The PSP has in place a robust procedure for monitoring its performance on an annual basis. There is close cooperation with the MODIP of the NKUA both at the level of technocratic know-how as well as the level of internal evaluation of the PSP's content and administration. The evaluation procedures include students and teachers and cover evaluation of teaching and all relevant academic functions and actions. Specifically, the annual evaluations include (1) the curriculum of the PSP according to the most up to date scientific knowledge to ensure the modern/updated and relevant character of the PSP, (2) the staff and student workloads as well as the progress and completion of the courses by the students, (3) the degree of student satisfaction and expectations from the PSP, the lecturers, the supporting administration and

the available infrastructure, (4) the individual courses on a 6-month basis through relevant surveys, (5) the internal evaluation procedures applied to the PMS and the level of effectiveness and compliance with the foundations of the NKUA Internal Quality Assurance policy and (6) the changing societal needs, the labour market to allow a flexible approach of continuous adaptation to ensure the relevance of the PSP.

The results of the annual internal evaluations are presented in a report drawn by MODIP including proposals for improvement actions, an implantation schedule and the required resources. The report is discussed in a special meeting organized by the PSP director, participating staff and administrative/technical support staff. This meeting takes place before the end of the academic year so that any recommended actions can be included as required actions and implemented promptly in the next academic year. The annual internal evaluation reports are published on the PSP website for transparency and facilitate accessibility by all teachers and students.

From the documentation provided from the most recent internal evaluation it was clear to the EEAP that a rigorous procedure was followed and a series of recommendations were made to be addressed by the PSP in an effort to facilitate continuous improvement in the pursuit of excellence.

Although student needs and satisfaction levels are monitored by private discussions as well as by questionnaires. The panel did not see evidence of an organized “group meeting” with all the students to discuss concerns and other issues.

The PSP appears to have good policies in place for the equality-inclusion-diversity framework.

II. Analysis

Overall, the panel was satisfied that the PSP, though its steering committee, the director and in cooperation with MODIP, do an excellent job of monitoring performance in line with the quality assurance policy of the NKUA. The MODIP most recent internal evaluation report was provided in the supporting documentation, although this document was not dated. It identified many points of potential improvement and detailed recommendations were made on how to address these points. Many of these points were also identified by the EEAP and need to be addressed promptly.

Student workload and progression are monitored. Student needs and satisfaction levels are monitored by private discussions as well as by evaluation surveys. It was notable that in our discussions with past and present PSP students there was a very high level of satisfaction at the educational quality offered by this PSP.

III. Conclusions

All PSP participants do an excellent job of monitoring and evaluating the PSP on an annual basis in line with the quality assurance policy of the NKUA to ensure continuous improvement in the pursue of excellence.

Panel Judgement

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

Panel Recommendations

Consider an annual meeting between faculty and all students of this PSP to identify and discuss issues arising and to inform students of the precise actions taken to implement changes/modifications arising from past evaluations.

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

- ☐ *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

The PSP has not previously undergone an external accreditation and evaluation process. The faculty members not undergone an external accreditation process in the past. In line with the Hellenic Authority for Higher Education (HAHE) policies this PSP, alongside all PSPs in Greek Institutions is now obliged to undertake a thorough external evaluation to be formally accredited. All faculty members were enthusiastic and fully understood and recognized the importance of external accreditation and its contribution to the continuous improvement of the PSP in its pursue of excellence. All staff contributed to the process with a positive, cooperative attitude and the EEAP was grateful for this.

II. Analysis

As this is the first external evaluation and accreditation for this PSP there is no previous benchmark to compare. Everybody involved in the process was very helpful and cooperative and contributed positively in the process. The School proposal for academic certification of the PSP was thorough and fully documented. All necessary paperwork and documents were provided in a timely manner and extra materials sought by the EEAP were also provided

promptly. The whole process was smooth and everybody was engaged. The teaching staff of the PSP are fully aware of the importance of external evaluation and its contribution to continuous improvement. The faculty seemed to agree with the committee's observations during our discussions and expressed their eagerness to address promptly any reported issues to improve the quality of the PSP. The EEAP is confident that its recommendations will be fully implemented, as appropriate.

III. Conclusions

The PSP fully complies with principle 10.

Panel Judgement

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

Panel Recommendations

Introduce an external evaluation committee with members drawn from national and international epidemiology and public health experts outside the NKUA, from stakeholders, past graduates, and present students who, with the participation of the director of the PSP and the steering committee, will be meeting annually to review all aspects of the PSP (teaching, research, administration, financial viability, course content, mobility, staff development opportunities etc).

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP offers well-designed courses that effectively develop both practical and soft skills in students.

Encouragement for students to participate in conferences and present their studies, as well as to publish their dissertations.

The PSP meets the expectations of students, as communicated by both the students and stakeholders. Graduates are highly skilled and competitive.

Provision of one scholarship to student who achieves the highest grades in his/her semesters. Clear evidence of student mobility.

Excellent links between teaching and research.

Highly trained, excellent teaching staff and external contributors.

High levels of satisfaction among current and past PSP students.

Good balance between theory and practical training.

A wide range of seminars with national and international speakers.

II. Areas of Weakness

The response rate of student satisfaction questionnaires needs to be increased.

Lack of an organized alumni network.

Lack of communication and utilization of the role of academic advisor.

The PSP website needs a complete overhaul and must be brought up to date.

Better links with the labour market and societal/economic needs.

No evidence of active student participation in decision making.

No structured staff personal development plans.

No formal peer-review of teaching.

Delays in completion of the study programme, with some evidence this is linked to over-ambitious research projects that might not be suitable for a Masters thesis.

III. Recommendations for Follow-up Actions

Clearly communicate and utilize the Academic Advisor role.

Increase participation in student evaluation questionnaires.

Formalize program evaluation sessions with student and alumni representatives.

Enhance the organization of the alumni network and make it accessible online.

Implement an exit survey for graduate feedback.

Enhance web page development.

Formalize the student advisory role within a committee to ensure clear guidance is provided during the annual meeting for the program's improvement.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 2, 3, 4, 5, 6, 7, 9 and 10

The Principles where substantial compliance has been achieved are: 1 and 8

The Principles where partial compliance has been achieved are: None

The Principles where failure of compliance was identified are: None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

- 1. Prof. Panagiotis Soultanas**
University of Nottingham, United Kingdom
- 2. Prof. Thimios Mitsiadis**
University of Zurich, Switzerland
- 3. Prof. Dimitris Grammatopoulos**
University of Warwick, United Kingdom
- 4. Prof. Konstantinos C. Makris**
Cyprus University of Technology, Cyprus
- 5. Ms Vasiliki Bakali**
Postgraduate Student, University of Patras, Greece