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Accreditation Report

for the New Postgraduate Study Programme of:

Cutaneous Oncology

Department: School of Medicine

Institution: National and Kapodistrian University of Athens

Date: 2 December 2023



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



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Cutaneous Oncology** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **Cutaneous Oncology** 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. Agapios Sachinidis (Chair)**
University of Cologne, Cologne, Germany
- 2. Prof. Andreas Pavlakis**
Philips University, Nicosia, Cyprus
- 3. Prof. Konstantinos Pantopoulos**
McGill University, Montreal, Canada
- 4. Dr. Andreas-Antonios Roussakis**
Imperial College London | Imperial College Healthcare NHS Trust, London, UK
- 5. Mr. Ioannis Kyriakidis (Postgraduate Student)**
University of Crete, Heraklion, Greece

II. Review Procedure and Documentation

The panel reviewed all documents supplied, which we all had read. We have been provided with enough information to help with our deliberations. The meetings and discussions were conducted online over three days, from the 27th of November until the 2nd of December 2023. The list below shows all the documents we have received (with indicative translations to the actual name of the original file name in Greek):

- A1. Proposition of Accreditation from the National and Kapodistrian University of Athens (School of Medicine)
- A2. Decision of the Senate for establishment the PSP
- A3. Introductory Report of ΜΟΔΙΠ
- A4. Strategic Development Plan 2019-2028 of the NKUA
- A5. Feasibility Study
- A6. Quality Policy
- A7. Quality Target of PSP Academic Unit
- A8. Student Study Guide
- A9. Courses Outline
- A10. Teaching Staff list
- A11. Internal Rules of the PSP
- A12. Master's Degree Regulations Clinical Skills, Mobility, Dissertation
- A13. Complaints Management Guide
- A14. Academic Counsellor Rules
- A15. Deontology of Research Rules
- A16. Sample of Diploma and Diploma supplement in Greek and English
- A17. Performance Report of Academic Personnel in Scientific, Research and Teaching work
- A18. Definition of Distance Education Methods
- A19. Utilization of Tuition Fees

We also had (online):

Teleconference with the Director of the PSP and OMEA & MODIP representatives (OMEA & MODIP members, MODIP staff) to discuss the degree of compliance of the postgraduate programme to the Quality Standards for Accreditation. Teleconference with teaching staff members to discuss professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; the link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

We had an on-line tour of lecture halls, laboratories, and other facilities /discussion about the facilities presented in the video produced for this purpose to evaluate facilities and learning

resources to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the programme.

Teleconference with social partners to discuss relations of the PSP with external stakeholders from the private and the public sector.

The entire process was completed in a spirit of collaboration, The staff have been helpful and honest about the issues of the programme, and they were very much willing to supplement information with whatever we had requested to assess. We thank everybody for the open and helpful discussions and arrangements.

As members of the EEC we feel obliged to point out that the three-day evaluation process was carried out in a spirit of cordial cooperation with the staff members of the involved bodies (OMEA and MODIP) of National and Kapodistrian University of Athens as well as with all the staff of the Programme' s Teaching staff. The staff members in question showed admirable readiness and willingness to provide additional information so that we are fully informed of the PSP's, future activities in general.

Finally, we would like to thank everyone for the productive and helpful discussions and arrangements that made our work easier.

III. Postgraduate Study Programme Profile

The Programme is a new one and is expected to be offered this academic year and it is credited with 120 ECTS and has a duration of 4 semesters, including one semester for internship and laboratory practice and a second for the preparation of a master-level dissertation.

The Programme is flexible and implements the European Credit Transfer System (ECTS) providing guarantees for international academic and professional recognition of the qualifications awarded by the NKUA. The qualification award is MSc in «**Cutaneous Oncology**».

The level according to the Greek system of study is: the post-graduate level

- according to the Bologna Process structure: 2nd cycle
- according to the National Qualifications Framework: 7
- according to UNESCO's International Standard Classification of Education ISCED 2013: 7.

Attendance of courses/workshops etc. is compulsory. The teaching of the courses in all academic semesters takes place in person and is conducted weekly in the facilities of the NKUA. By the decision of the PSP committee, some courses may be offered using the distance methodology. In addition to the books provided to students, educational material is posted on the platform which includes notes, lecturers' deliveries, videos, CDs, and others. The maximum allowed time of completion of studies is set at six (6) academic semesters under certain conditions such as health reasons, pregnancy or postpartum, professional reasons, and completion of experiments in research.

This particular PSP aspires to provide high-level postgraduate training in clinical and laboratory diagnostic methods of Dermatological Oncology, combining courses with theoretical and practical approaches as well as laboratory practice.

Consequently, the PSP aims to provide knowledge and skills, mainly to medicine doctors who specialize or have specialized in malignant skin neoplasms and in particular:

- to familiarize them with epidemiology, pathogenesis, clinical picture, diagnosis, classic and newer treatment options. At the same time, students become familiar with the monitoring and support of patients with skin cancer as well as with basic and clinical research in the field of skin cancer.

PSP graduates are expected to:

- be familiar with the latest relevant technical methods and staff clinics and units of dermatology, surgery, oncology, and radiotherapy offering specialized care to patients,
- teach in university programs with a related subject and work in positions that require specialization and knowledge in the treatment of skin cancer,

- be employed in public or private sector positions.

As it has been mentioned, the subject of the PSP requires prior knowledge and experience in the field of melanoma and skin cancer and therefore doctors have priority and especially those who completed the speciality in dermatology - venereology, general surgery, plastic surgery, radiology - radiotherapy, pathological anatomy, pathology - oncology.

In addition, however, the relevant regulations also allow holders of other professional qualifications, such as:

- Dentistry,
- Pharmacy,
- Nursing,
- Biological and Physical Education,
- Medical Laboratories,
- Radiology,
- Physiotherapy and
- Radiotherapy.

The committee wishes to stress that for the courses offered with the distance methodology, the relevant methodology applied at the Hellenic Open University must be followed, i.e. each course must be accompanied by a Study Guide that is consistent with the methodology of distance education and the need for students to interact with the educational material, the teaching staff and their co-student. The Study Guide includes, inter alia, for each week of the course, the following:

- Clearly stated objectives and expected results of the programme, modules,
- Presentation of the material, per week and
- the activities and exercises with clear instructions for posting, discussion and feedback.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The development strategy of the MSc "MSc in Cutaneous Oncology " of the Faculty of Medicine is based on the broader strategy of the EKPA for the development of postgraduate programmes as expressed in the senate decision on 30/12/19 and published in the Government Gazette (ΦΕΚ 1726 τ.Β'/6-5-2020.) The PSP was established in 2023 and is moving in the direction of implementing the overall strategy of the EKPA for establishing PSPs according to international standards. The strategic plan of the university focused on establishing highly competitive education postgraduate programmes according to international standards (ΦΕΚ 1726 τ.Β'/6-5-2020).

The programme "MSc in Cutaneous Oncology" at a medical school of EKPA was designed following the EQAEE principles and according to the EU guidelines and standards. The PSP was approved by the Senate (14-6-2023). PSPs should focus on enabling the students to do research and promote critical thinking to fulfil the national and international increased demands in science. The strategy of EKPA for postgraduate studies is considering research activities, different specialised lectures and seminars, practical exercises, the student's mobility and training as well as regular participation of postgraduate students in international conferences. Students should be linked to other national and international research groups and explore employment opportunities inside and outside of academia. The entire strategy goal is to improve public medical care by providing students with high-quality education in

multiple aspects, including basic and clinical research and improving their professional development.

The Quality Assurance and sustainability of the PSP “MSc in Cutaneous Oncology” of the medical school is fully adapted to the Quality Policy of EKPA. The monitoring and continuous improvement of the quality of these PSPs will be performed by the Quality Assurance Unit of the University (MODIP) in collaboration with the OMEA (medical school) and according to the evaluation of the students. In the case of deviations from the programme, MODIP and OMEA will take action for revision and improvement of the programme. Improvement of the quality of this Postgraduate Programme will be achieved through several follow-up procedures such as providing the necessary resources in terms of personnel, funding, infrastructure, and equipment to the University. Moreover, the annual achievements and objectives of the programme will be qualified by specific indicators to measure the efficiency of the internal functions (administrative, educational, research) of the PSP. The quality of the programme will also be assured by the efficient collection and analysis of information on this postgraduate programme (data on students, teaching staff, the structure and organisation of courses, teaching and the provision of services to students, etc.). The data will be stored in information system ΟΠΕΣΠ belonging to ΕΘΑΑΕ as well as in internal information systems of the Department of Medicine of EKPA. Information will be easily accessible on the website of the programme (Greek/English). Finally, the programme will be periodically accredited/evaluated externally by a committee of independent experts according to the guidelines of ΕΘΑΑΕ. In summary, the main quality objectives are 1) Improving the graduation rate of postgraduate students 2) Strengthening the participation of postgraduate students in quality assurance processes 3) strengthening student-centred learning 4) Preparing the students for performing doctoral theses 5) The further development of mobility and extroversion through the attraction of Foreign Students to the MSc and Lecturers from Foreign Institutions 6) linking the MSc students with the labour market and local society 7) The improvement of the infrastructure and support services for the student community of the MSc 8) Further facilitating the accessibility of disabled persons and 9) The promotion of equal gender representation.

The PSP will educate postgraduate studies in theory and clinical practice in dermato-oncology. The main objective of the MSc “MSc in Cutaneous Oncology” programme is to provide a broad and in-depth knowledge of the subject of skin neoplasms applicable to the treatment of skin cancer diseases. In particular, postgraduate students should become familiarised with the epidemiology, pathogenesis, clinical presentation, and other diagnoses, from classical and newer treatment protocols. The PSP will enable students to identify and support patients with skin cancer and perform research in the field of skin cancer.

According to the programme, each course and each instructor will be evaluated by the graduate students at the end of each semester. In addition, according to the PSP, it will be evaluated according to the internal and external evaluation procedures of the School of Medicine of ΕΚΠΑ, as well as by a six-member Scientific Advisory Committee (Ε.Σ.Ε)

(paragraph 8 of article 32 and paragraph 6 of article 44 of Law 4485). The evaluation criteria include the selection process of students, the educational material, the laboratory equipment, the lecturers, and the probability of the programme for the acquisition of a doctoral degree. Improvement actions will be carried out, also according to the questionnaires of the students.

The teaching staff consists of 46 members from the National and Kapodistrian University of Athens and other Greek Universities (Crete, Patras, Ioannina and Alexandroupolis) as well as from abroad (Harvard Medical School, University of Zürich, University of Seville) and from several local hospitals. The teaching staff consists of well-established clinical scientists who are familiarised with skin cancer, including diagnosis and application of classical and novel therapies for specific types of neoplasia. In addition, biomedical scientists in skin cancer research are involved. The PSP will deliver high-quality training for health professionals in the dermatology field to develop clinical and laboratory skills; upgrade their knowledge, to gain a deep understanding of the treatment algorithms with skin cancer. Several members of the teaching staff published in peer-reviewed clinical journals with good quality. The EEAP did not receive a list of selected peer-reviewed publications and a summary of successful grant applications; that was agreed upon at the debrief meeting.

According to the programme, the graduate students will evaluate each course and each instructor at the end of each semester. In addition, the PSP will be evaluated according to the internal and external evaluation procedures of the School of Medicine of ΕΚΠΑ, as well as by a six-member Scientific Advisory Committee (Ε.Σ.Ε) (paragraph 8 of article 32 and paragraph 6 of article 44 of Law 4485). The evaluation criteria include the selection process of students, the educational material, the laboratory equipment, the lecturers, and the probability of the programme for the acquisition of a doctoral degree. Improvement actions will be carried out, also according to the questionnaires of the students.

As a programme of the Medical school, the PSP will use the available appropriate equipment, lecture halls/classrooms, computer laboratories, research laboratories, library, and the auditorium of the "ANDREAS SYGROS" Hospital. The school of medicine is located in the building of the School of Health Sciences of the University of Athens. The auditoriums/classrooms of the Department are well equipped with audiovisual equipment and computer laboratories for the teaching of laboratory courses. Services to the students including the Academic Advisor of the PSP are available and well organised.

The costs of PSP will be covered by tuition fees of postgraduate students 1000 € per semester, as well as from other sources such as donations, sponsorships, and funds from research programmes. The imposition of tuition/fees is deemed necessary as laboratory consumables are needed for the practical and clinical training in the third semester of the MSc as well as for the preparation of the thesis, the cost of which is not covered by other categories of funding. The representatives of the new PSP MSc submitted all the required

documents/proposals/studies according to the relevant instructions of the competent authority (HAHE).

II. Analysis

The representatives of the new PSP MSc programme entitled “MSc in Cutaneous Oncology” submitted all the required documents/proposals/studies according to the relevant instructions of the competent authority (HAHE). Based on these, the necessary academic bodies were created in the PSP to design and supervise the new programme. The programme is well designed following the EQAEE principles according to the EU guidelines standards. The PSP is based on the Greek legislation, which harmonized the European Directives 80/154 and 80/155/EEC.

The EEAP has discussed this during the meetings with the MODIP members, teaching staff, and stakeholders from the pharma industry. Based on this, the necessary academic bodies were created in the PSP to design and supervise the new programme. The programme is new and therefore students were not actively involved in its design. In general, the design of the programme is compatible with other European University Programmes regarding the objectives and the number of ECTSs (120).

Overall, the academic strategy of the PSP focuses on providing the necessary theoretical and practical training “MSc in Cutaneous Oncology” so that students become specialised medical doctors and/or other research scientists in dermato-oncology to cover the medical needs of the national health system. According to the documents and the discussions with representatives of the PSP programme as well as with stakeholders, the EEAP agrees that the PSP design is well-organised and provides more than sufficient knowledge of basic and clinical education in this specialized field. The infrastructure of the programme is well-designed. The teaching staff are highly qualified in theoretical and practical aspects. The teaching staff of the PSP is willing to further develop the programme. The PSP established e-learning teaching tools. The PSP took several measures for quality assurance. The stakeholders are very motivated to support the programme. All lectures and laboratories are well equipped and cover all the essential needs for a successful programme. The EEAP recognised that most of the essential courses for the PSP programme were taken into consideration. However, according to the EEAP, some improvements to the programme are needed. The EEAP conclude that the courses regarding scientific writing skills critical thinking and interpretation of the research results as well as of the literature should be significantly enhanced (more teaching hours; PubMed, Endnote, journal clubs, statistical courses). In this context, students should be also exercised in presenting scientific projects and their results. In addition, the *psychological aspects* of cutaneous cancer diseases should be emphasised as well.

According to the experience of the EEAP also with other PSPs, the programmes do not have financial support for integrating more students in basic research Diploma research projects.

However, according to the discussion with the PSP representatives, the main research activities should be focused on clinical research rather than basic research. Good opportunities for clinical/epidemiological research are offered by the availability of the Blood cryo-bank containing blood samples from more than 1500 patients. In addition, paraffin-embedding tumour material from several patients is available. The EEAP noticed that the stakeholders were very motivated to promote basic research projects in cooperation with the programme.

The EEAP believes that the teaching staff must make stronger efforts to attract more international grants to integrate at least 5 to 10 % of the participants into basic research activities of the teaching staff that have only projects sponsored by pharmaceutical companies). Overall, the students should be mainly involved in clinical research projects of the teaching staff. The EEAP noticed that several members of the teaching staff of the PSP are from foreign European countries and the USA. Therefore, there are good possibilities for attracting ERASMUS scholarships for students to execute at least part of their research work for the diploma thesis in foreign laboratories. The MODIP and other participants also agreed during the meeting (in particular the stakeholders) that the research orientation of the programme should be strengthened. According to the quality assurance objectives, also foreign students will be attracted. However, the main official language of the teaching and writing of the thesis is mainly Greek. This is contradictory to the objectives of quality assurance. Moreover, as stated in the programme, most of the lectures and practical courses will be given in Greek language. The EEAP pointed out that the current PSP in its present form is nationally oriented. The EEAP is also aware that the programme meets the national needs of the country to improve national health care. To fully fulfil the expected learning outcomes as described by the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7, the present programme should be modified accordingly to enable easier mobility of the students within the EU.

III. Conclusions

The EEAP concluded that the programme is well designed taking into consideration all the basic and clinical aspects of MSc in Cutaneous Oncology. The EEAP concludes that the PSP in its present form is more national-oriented. It is suitable for the professional specialization of medical doctors to cover the needs of the country's medical and health care system. The structure of the programme is rational but needs some improvements regarding scientific research and teaching. The quality assurance process takes into consideration the appropriate action steps for sustainably running the programme. More efforts are needed to improve the mobility of the participants in the European market. The scientific/research part of the programme should be systematically developed by exploiting the good clinical structure of the programme and the availability of a blood cryo-bank, and tumour material (embedded in paraffin slices) from several patients. Also, several international laboratories of the foreign teachers can be involved in the research activities of the PSP.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Increase the teaching activities in theoretical and practical teaching in Psycho-oncology.
- Integrate more students in research diploma projects (basic and clinical research) by exploiting the good clinical structure of the programme including the availability of a blood cryo-bank, and tumour material in paraffin slices. Integrate more students in research diploma projects (basic and clinical research) via ERASMUS scholarships for students to execute research in foreign European laboratories (foreign teachers can be involved. in the research activities of the PSP by offering scientific environment and laboratories).
- Involve stakeholders (employed by companies) or scientific institutions with strong research portfolios to integrate some students into their research activities. A meeting of the PSP representatives with the stakeholders before starting the programme is highly recommended.
- The EEAP recommend acquiring third-party financing grants by the teaching staff that will allow the integration of the students into more research projects, as in foreign laboratories.
- The EEAP recommends more teaching hours for promoting scientific writing skills, critical thinking (including bioethics), the interpretation of research results, and the critical evaluation of the appropriate literature (PubMed, Endnote, journal clubs, statistical courses). Students should be exercised in presenting scientific publications in the field and their results in regular journal clubs. Students should be exercised in writing clinical trials.
- Teachers should also be taught through regular visits to special courses offered by the university.
- The Diploma thesis of the students should be written in English to increase the chances of publishing in international journals.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The Panel reviewed the submitted documentation in line with HAHE guidance for EEAP/Panel reviews. The document set for the PSP review was complete and well-presented. The EEAP discussed in detail the design of the Programme with the course Director, the MODIP members, the NKUA Senior Management team, associate academics, and fellow teaching staff. Feedback was sought from external stakeholders. Follow-up questions were discussed with the course Director, MODIP and NKUA Senior Officers at the debrief meeting.

The Senate decided on the inauguration of the new PSP on 14-Jun-2023 taking into consideration the favourable opinion (03-May-2023) of the Postgraduate Studies Committee of NKUA, and the decisions of the Assembly of the Athens Medical School (04-May-2022 and 30-May-2023).

In its current form, the Programme design adheres to HAHE principles, the European standards for Quality Assurance in the EHEA, and the NKUA strategic development plan (2019-2028). The expected volume of work for students follows the standards of the EU ECTS system (level 7); the set-up supports student mobility and promotes flexibility. The total number of ECTSs is 120. There are, however, inconsistencies in the calculation of ECTS credits (see more below).

The Programme is set up to introduce to students the principles of the current regulatory framework for the conduct of academic research. In this PSP, an overall mark over 5/10 ($\geq 50\%$) is considered a pass. Getting over 50% demonstrates that students have achieved a sound knowledge of the subject. Tuition fees amount to €1,000 per semester (per student).

The Programme is new. The design could not have included notes from alumni and/or active students. The course will be taught primarily in the Greek language. The dissertation can be submitted in either Greek or English. The term “cutaneous oncology” translates to Greek to “δερματική ογκολογία” rather than to “κακοήθη νεοπλασμάτα δέρματος”.

Active involvement of students is incorporated. The Programme encourages students to gain work experience and acquire skills and knowledge which are transferrable to the current job market. External stakeholders have shown interest in the Programme. This includes the possibility for third parties to support academically-led research and the possibility to offer job opportunities to future graduates. The course Director concurs to take measures to exclude potential conflict and to ask students to declare an interest, if applicable, acknowledging that the research projects in this MSc will have a clear academic orientation.

II. Analysis

The PSP aims to offer postgraduate studies to international standards for graduates who are interested in conducting clinical research while demonstrating continuous professional development.

A standard semester is usually 15-17 weeks long. In this MSc, the teaching period is 13 weeks long (minimum requirement) / semester. Each teaching period is followed by a 3-week exam term. This rule applies to both first and second semesters (A11, article 7). In general, 1 ECTS credit is equal to 25-30 educational hours. A total of 30 ECTS credits per semester is indeed acceptable. Combined with the exam term, 30 ECTS credits should correspond to a total of min. 750 hours of teaching and learning over 16 weeks.

The first module “basic principles of dermato-oncology” calls for 4 lecture hours and 7 ECTS credits (see A11, p.7, 24). However, figures shown in A8 (p.6, 27) refer to 3 lecture hours/week; this is repeated in A9 (p. 3, 44). In the latter document (A9, p.6, 46) the semester workload figure (total) is 160. Nevertheless, the sum of 30+35+25 of the figures is not 160. Inconsistencies between A11 A8 and A9 documents are found in all eight modules (first and second semester), and lecture hours/week for the third semester. Miscalculations are found throughout A9.

Moreover, the EEAP felt that a few adjustments are needed to assist students to better understand: (i). the difference between what is taught (academic teaching) and learnt (during the conduct of academic research), and (ii). the difference between standard-of-care and the use of standard procedures for clinical *research* purposes. The EEAP recommends corrective actions. Please see details and justification in the following paragraphs.

III. Conclusions

Overall, the MSc Programme is well-designed and structured.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

The course Director and team communicated that they would welcome recommendations, demonstrating openness to change. The EEAP felt that the Programme would benefit from a minor amendment. The aim is to enhance the learning experience of the students and to support staff in delivering a high-quality PSP. In no particular order, the EEAP recommends changes in the following areas, to be implemented, before the first semester.

Regulatory framework

At the end of their studies, MSc students should have basic knowledge of the principles of ICH Good Clinical Practice (GCP), the Greek and EU law for human use of medicines and medical devices, the regulations of the Greek competent authority (ΕΟΦ), EMA relevant to clinical research, and the roles of ICH, WHO, FDA, and MHRA in drug development and global clinical research affairs. Combined with basic knowledge of regulations for research tissue banks and research databases, students are expected to know the basics of data protection and information governance including EU GDPR and relevant Greek law. Moreover, students are expected to know the basics of research methodology including fundamental statistical principles used in the assessment of cancer epidemiology and treatment, and the basics of pharmacovigilance practices (e.g. use of NCI CTCAE guidance in oncology clinical trials).

Research Project Module – Planning

To ensure the smooth conduct of research, the EEAP recommends the project allocation process be initiated at the early stages of the course. The EEAP recommends a process that is fair, inclusive, and transparent. In more detail, the EEAP recommends:

1. The course Director (or Deputy) to liaise with Supervisors at the home institution and partner research sites soon after the beginning of the course.
2. For each project, each Supervisor to share a title and a short summary (abstract) with the students including their contact details as an invite for an informal conversation.
3. For this MSc, the EEAP recommends a pool of 25 topics grouped in the following areas:

Area of research	No. of projects (%)
[A]. Basic science, pharmacology, cytology, and pathology studies	4 (16%)
[B]. Systematic reviews of the literature	5 (20%)
[C]. Epidemiological studies, and studies in the field of health economics	3 (12%)
[D]. Clinical observational studies, including but not limited to research projects in mole mapping and 3D imaging, PET-CT, MRI, radiotherapy, and supportive care	6 (24%)
[E]. Clinical Trials with investigational medicinal products	5 (20%)
[F]. Intervention, other (surgical excisions, reconstructive plastic surgery, other)	2 (8%)
	Total: 25 (100%)

4. The expected duration of the Research Project module to include the set-up (i.e. access to laboratory premises, training on equipment and software, access to available datasets etc).
5. Each student to have a project assigned to them (one per student) on a topic that is mutually agreed with the Supervisor. The course Director (or Deputy) to allocate the remaining research projects, if any, to individual students who did not manage to secure a placement by the end of the first semester.

Research Project Module – Measures to ensure smooth conduct

The EEAP recommends the following notes to be included in the Programme:

1. Research projects must be feasible, and with realistic timelines for an MSc course.
2. Clinical research projects with patient-facing procedures must have regulatory and ethics approvals before the student commences their project.
3. Data of published research may be used to form the basis of new projects, provided that the research question(s) and/or research methodology are new in this context.
4. Non-validated methods should not be considered for new research projects unless the project aims call for the development of new / enhancement of current methodology.

Comments, other:

The programme is new. Feedback questionnaires to be given to students to ensure room for improvement for the years ahead. Anonymous data to be collected by students and tutors in the following three areas: (i) what are the unmet needs of the students/tutors and their expectations? (ii) are students able to complete tasks on time/tutors able to deal with extra pressure? and (iii) what changes would the students/tutors suggest in the design of the course? The EEAP recommends feedback questionnaires to be handed to students and tutors at the beginning, halfway through the course, and at the end of the third semester.

The Programme offers students access to available resources for individuals who need support with academic English; especially for students with a difficulty in reading scientific articles, writing laboratory reports, presenting a poster, writing a literature review, writing a thesis, and many more. The EEAP recommends the Programme to refer students to the Department of English Language and Literature, NKUA (<https://en.enl.uoa.gr/websites/>).

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*

- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

The new PSP “Cutaneous Oncology” is expected to become operational in 2024. The program aims to recruit up to 20 students per year. The student selection will be carried out by a three-member Evaluation Committee appointed by the Medical School Assembly. The selection criteria include grades during the BSc degree, relevant coursework, proficiency in English language, and research activity. An oral interview will also be important for student selection and will weight 40%. The application requirements include a variety of documents such as transcripts, language proficiency proof, and curriculum vitae.

The PSP will offer new students an orientation day before the start of the program. It will also provide other types of support to students, such as introduction to the syllabus, university services and facilities.

The PSP students will enjoy similar rights and benefits as first-cycle undergraduate students. They will have to attend research seminars, journal clubs and scientific meetings with subject matter related to “Cutaneous Oncology”. Emphasis is given to uninterrupted and effective attendance. Students are expected to attend and successfully pass postgraduate courses, engage in research activities, write scientific papers, and undertake the preparation of an MSc thesis. Students who exceed absences from courses and lab exercises, fail exams, or violate rules and regulations may be expelled from the PSP.

The MSc thesis can be either based on a literature review or a primary research project. It can be written either in Greek or English language. Specific instructions on the thesis format are provided. The students are encouraged to present their thesis results at conferences.

A student completes his/her studies and obtains an MSc degree when he/she has successfully passed the prescribed courses, completed practical training, and written the thesis, accumulating a total of 120 ECTS. One semester has been assigned for hands-on training in laboratories and clinics, which corresponds to 30 ECTS. Another semester will be required for preparation and writing the thesis, corresponding to 30 ECTS. The total duration of the PSP will be 4 semesters.

The accreditation proposal provides information on student mobility opportunities within the Erasmus+ Studies program of the European Commission.

Teaching will be mostly offered in-person, with the possibility for distance learning, which should not exceed 25% of the PSP ECTS. The instruction language will be predominantly Greek. The methods for assessment of student performance will be determined by each course organizer. An electronic platform (e-class) will be available for teaching and student

communication, while a survey platform will be used for the evaluation of the courses by the students.

Several important services will be provided to the PSP students. These include access to e-class, e-secretary services, library and information centre, digital services, counselling services, foreign language teaching, and student cultural association.

An Academic Advisor will guide and support students by providing advice regarding the PSP and the possible further development of their studies. A Student Ombudsman will seek solutions to student problems with academic and administrative services, violations of university laws and ethics, and issues related to student rights and obligations.

II. Analysis

Student selection procedures are described in detail in the accreditation proposal. Orientation activities for new students are planned.

Student rights and responsibilities are explicitly outlined.

The procedures and methods for assessing students are poorly developed in the accreditation proposal. While it is indicated that the assessment of student performance will be determined by each course organizer, no details are provided. It is unclear how student progress will be monitored in practical terms.

According to the accreditation proposal, a "Thesis Writing Guide" is posted on the MSc website; however, the current web site only provides limited information on the call and procedures for application to the PSP. Likewise, while the accreditation proposal states that the PSP web site contains information on important services to students, this is not evident.

Teaching methods will encompass traditional lectures and hands-on activities. It appears that teaching will be in blocks up to two days per week and that the students will not be full-time.

The procedures for MSc degree award are appropriately described. A support system for students is in place.

The accreditation proposal does not detail a faculty development plan. It provides general information on mobility opportunities, mainly within the Erasmus+ Studies program. The predominant use of the Greek language in the courses may be a deterrent factor, especially in attracting foreign students.

There is no provision for scholarships to postgraduate students.

The PSP mandates the use of state-of-the-art infrastructure, which is available at the "Andreas Syggros" university teaching hospital. Despite this, ethical considerations such as data protection, intellectual property rights, and rules against fraud are not explicitly addressed in the accreditation proposal. It is noteworthy that the PSP operates within the "Andreas Syggros" hospital, where these ethical issues are presumably addressed adequately.

III. Conclusions

The PSP follows current legislation and the decisions of Assemblies of the Medical School for determining the enrolment process, the duration of studies, the progress of students, and the procedures for awarding and recognizing the MSc degree.

The part-time nature of the PSP and the limited time that students will devote to their research project and thesis raises concerns, because it may undermine its research orientation. However, this is not a specific problem of this PSP, but rather a general problem of PSPs in Greece.

The regulations for student admission, recognition of postgraduate studies, and certification are well-developed and substantially comply with Principle 3. Nevertheless, there is a need for better outlining the procedures and methods for assessing student progress in a student-centred approach.

The dedication, commitment and enthusiasm demonstrated by the PSP organizers were highly regarded by the accreditation panel.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The accreditation panel suggests diversifying the teaching and evaluation methods within the PSP, incorporating additional student assignments, and fostering critical presentations of research papers in journal clubs. It is recommended that, during class discussions, students receive training to identify significant open questions and propose follow-up studies.
- Furthermore, the Accreditation Panel advocates for increased student involvement in research projects to gain experience in research methodologies and techniques, with the eventual goal of publishing their findings in peer-reviewed journals. The two semesters devoted to hands-on laboratory training and thesis should be used to strengthen the research orientation of the PSP. A better collaboration with research institutes, aiming to develop basic research programs within the PSP is strongly encouraged. Students should be familiarized with the research interests of the faculty and provided with a selection of research projects at the outset of their studies.
- Finally, the Accreditation Panel encourages the substantial improvement of the PSP website, the creation of a faculty development plan, the broader use of English language in courses and thesis, and the provision for one or two scholarships to outstanding students.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

There are excellence-based criteria and procedures applied for the selection of the teaching staff (Appendix A11) to ensure transparency and meritocracy. Highly prominent members of the School of Medicine of the National and Kapodistrian University of Athens, as well as members of the teaching and research academic staff of other Greek Universities, along with distinguished medical doctors serving the National Healthcare System (ESY/ΕΣΥ in Greek) are chosen to teach. Specialists and professors originating from centers in Europe (University of Zürich, Hôpital Erasme Université Libre de Bruxelles, Universidad de Sevilla, Coimbra Hospital and University Centre), and the USA (Harvard, Memorial Sloan Kettering Cancer Centre) are also among the members of the teaching staff. Appendix A17 provides the number of publications, h-index, and citations for each member of the teaching staff.

Appendix A5 refers to the PSP feasibility and viability study and underlines the existing scientific collaborations with (i) the Centre for Dermato-Oncology in Tübingen University through the CIVIS program, and (ii) the Memorial Sloan Kettering Cancer Centre.

The lecturers are selected based on the following criteria: reputation, research experience and contribution, international recognition, and relevance to the academic subject they are asked to teach. The School of Medicine implements a strategy regarding the development of the members of the academic unit with an emphasis on training, scientific development, and promotion of the research work of its teaching staff members through the Special Account for Research Grants (SARG). Also, the School of Medicine encourages and finances through SARG the participation of faculty members in international conferences at home or abroad. However, there is not structured professional development, in terms of teaching competence and pedagogy, offered by the Department.

The evaluation of the teaching staff will be performed through the completion of relevant questionnaires by the PSP students. Subsequently, the Curriculum Committee will dedicate one meeting per year exclusively for evaluations, both of courses and teachers. According to the PSP quality targets (Appendix A7), two more distinguished professors from universities abroad are expected to join the teaching staff by the end of the year.

II. Analysis

Even though the teaching staff members have significant research productivity, their research projects are not always related to the PSP. The research activities within the PSP should be focused on Cutaneous Oncology. Collaborations with more distinguished scientists in relevant fields should be pursued (Medical Physics, Imaging Informatics and Artificial Intelligence, Nuclear Medicine, Genetic Counselling, Radiation Oncology, Psycho-oncology, Supportive Oncodermatology, etc).

There is evidence that members of the PSP teaching staff are using the opportunity provided by faculty exchange programs between participating institutions.

III. Conclusions

The PSP is substantially compliant with the criteria of Principle 4.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that the PSP adopts a formal teaching development procedure where staff members improve and update their teaching and pedagogy skills. In that respect, staff mobility via the CIVIS program (and/or others) should be augmented.
- Provide more opportunities for the students to engage in experimental and basic science dissertations, thus improving the link between teaching and research.

Principle 5: Learning Resources and Student Support

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

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

When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered 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

A brief online tour of the facilities was conducted, and the EEAP had the chance to watch a video describing the teaching facilities. The EEAP could easily verify the accessibility options for people with disabilities. The EEAP found out that most of the students who are going to participate in the inaugural program are employed medical doctors before, during, or after their residency (principally in Dermatology). It is a part-time program that offers up to 10% online lectures to meet the needs of PSP students.

According to the submitted A7 document on quality targets, the EEAP must stress some issues: (i) There is mention of one seminar on the writing of scientific papers and theses,

but only 60% of students are expected to participate. All PSP students should be encouraged to participate to these seminars. (ii) The administrative support staff of the PSP should be adequate and competent, and this issue should be resolved before the beginning of the classes. The regulation of academic tutors is meticulous (Appendices A14), but there should be a regular feedback loop with students to achieve high rates of engagement. The regulation on the management of student complaints and objections (Appendix A13) is also detailed and unprejudiced.

The host institution provides access to library and electronic services, including wireless network (Wi-Fi), virtual private network (VPN), e-mail provision, eClass services, depository, personal website, and major electronic databases. Administrative services are also easily accessible for other issues that involve meals and parking within the campus, housing, and gym. Psychosocial support and career development services are also available by the host institution. Nevertheless, there is no planning for alumni networking.

According to the Internal Quality Assurance System (Appendix A3), the administrative services have been deemed sufficient and readily available. The same report notes that the learning materials (both educational and scientific equipment) are of high quality, and the PSP students have the convenience of access to novel teaching practices and high academic performance. The feasibility and viability report (Appendix A5) confirms that the infrastructure is fit to conduct the PSP and that the administrative and other staff will support the implementation of the PSP Study Program.

The EAAP has found that the PSP “Cutaneous Oncology” is mainly hosted in the “Andreas Syggros” Hospital of Cutaneous & Venereal Diseases in Athens, where the 1st Department of Dermatology-Venereology of the National and Kapodistrian University of Athens is located (auditorium, laboratories, wards, and library). Teaching facilities are easily accessible with public transport. The postgraduate students can be informed about services and events through the School of Medicine and the National and Kapodistrian University of Athens websites. The PSP website is under construction, while information about the PSP is available only in Greek (<https://dermonc-msc.med.uoa.gr/>).

II. Analysis

Teaching spaces

The PSP will operate to a large extent on the premises of “Andreas Syggros” Hospital of Cutaneous & Venereal Diseases in Athens, which facilitates the PSP with an auditorium and classrooms equipped with audio-visual devices, computers, and high-speed internet. PSP students have access to the hospital’s computer lab, which offers a workstation of 30 seats and license codes for Microsoft Office, MATLAB, POM-QM for Windows, Mathematica, Python, R, and Weka. The facilities of the 1st Department of Dermatology-Venereology of the National and Kapodistrian University of Athens (in “Andreas Syggros” Hospital –including the Skin Cancer and Melanoma Unit), the 1st Department of Propaedeutic and Internal Medicine of the Medical School (in “Laiko” General Hospital of Athens), the 2nd Department of Dermatology-Venereology (in “Attikon” University General Hospital of

Athens), and the 2nd Department of Propaedeutic and Internal Medicine of the Medical School (in “Attikon” University General Hospital of Athens) will also be utilized for the PSP needs and for the fulfilment of academic targets.

Library

The Library of the School of Health Sciences is also located in Athens (<http://www-en.lib.uoa.gr/libraries/health-sciences.html>) on an area of 2,500 sq.m., and includes a reading room of 76 seats (reduced due to COVID-19 pandemic prophylactic measures), 20 information search and retrieval stations via OPAC catalogues and the Hellenic Academic Libraries Link HEAL-LINK. The library staff offers the students guidance to locate reliable sources and borrow scientific books and aids in the inter-lending of books and articles from other institutions in Greece and abroad (“Ask a Librarian” policy). Students are eligible to order manuscripts from scientific journals in the library (through actions undertaken by the National Documentation Centre). The collection of the registered printed material is also digitalized. The library contributes to the enrichment of the "Pergamos" Digital Library System by repositing postgraduate theses and doctoral dissertations. Recent developments in the library’s infrastructure are going to provide easy access to students with disabilities. There is also an amphitheatre with a capacity of 170 students. The suggested bibliographic resources are of good quality and easily accessible.

Electronic services

The PSP website is under construction and available only in Greek. The students can access useful documents at <https://dermonc-msc.med.uoa.gr/>.

The electronic library services are mentioned above.

E-learning is a learning environment that uses information and communication technologies as a platform for teaching and learning activities. PSP students can participate in live presentations (webcasts) and electronic classes (eClass), and search and watch recorded sessions found either as open academic lectures or in the Open Delos platform (provided by GU eLearning & Multimedia Support Centre). PSP students can also have remote access to their grades.

Other digital services provided by the National and Kapodistrian University of Athens to PSP students are: electronic address, access to the University's network securely through a virtual connection (Virtual Private Network - VPN), wireless network and internet access within the National and Kapodistrian University of Athens premises, personal webpage space, secure file saving, transfer, and exchange via File Transfer Protocol (FTP), Web File Manager (WFM), WebDrive app to store deposited files from users.uoa.gr to personal computers, and alumni networking through the Career Office of the National and Kapodistrian University of Athens. Electronic administrative office services are also available (timetable, ECTS, teaching staff details, exam dates, documents referring to thesis, and

exchange of documents, applications, and certificates). The students are expected to conduct their assessments for the PSP online using the aforementioned service.

Academic tutor

Appendix A14 describes in detail the institution and responsibilities of academic tutors.

Student welfare

Every PSP student is eligible for the issue of an academic identity card (AcademicID), which provides reduced-cost tickets and lower fares for public transport (including bus and train routes, and specific ship lines). Counselling and Support Services include consultation services on career development, University Club (www.lesxi.uoa.gr), Student Meal Services, Health Service, University Gym and Athletics Centre, University of Athens Cultural Club, Accessibility Unit for Students with Disabilities, Student Ombudsman, Liaison Office, Centre of Continuing Education and Life Long Learning, Foreign Languages Teaching Centre, Psychological Intervention Unit, Counselling Centre for Students, psychological support hotline 10306, Mental Health Community Centre, and Student Support Fund. More specifically, PSP students are fully eligible for medical, pharmaceutical, and hospital healthcare, if they have not already chosen another Healthcare Insurance Plan. Healthcare Insurance includes healthcare services in Public Hospitals, University Hospitals, and Public Primary Healthcare Facilities which are part of the National Healthcare System (ESY/ΕΣΥ in Greek). In case of an emergency, students can also seek help from Municipal Medical Centers of the country, upon showing their Academic ID Card or AMKA number (Social Security Number). In addition, the University has its services, which are located at the centre of Athens (15 Ippokratous Street), and at the University Campus in Zographou (12 Olof Palme Street, Panepistimioupoli, Ilisia), which provide Healthcare Services for specific medical specializations upon showing the Academic ID card.

Mobility

The PSP students are eligible to participate in international exchange programs such as ERASMUS+ or CIVIS, but they can cover up to 30 of the total ECTS credits, and only from the second semester and on. There is special documentation on how a PSP student can conduct his thesis in another University, but some details should be refined (e.g., the supervisor professor should be by the National and Kapodistrian University of Athens). The ability of foreign students to participate in this PSP based on institutional agreements is mentioned, but there is no detailed planning and description.

Tuition fees

PSP students are expected to pay 4,000 euros each for each full course (1,000 euros for each semester). Notably, most students are medical doctors in their residency, with a monthly allowance of 1,259 euros (Official Government Gazette A' 225, 4999/2022). This means that students are expected to pay 13.2% of their annual income to this PSP. Beyond the latter fact, the tuition utilization plan appears effective. However, it does not include any provision for scholarship funding since residents are considered civil servants and are not eligible for standard scholarships. It is particularly encouraging to offer further sources of financing, along with a flexible payment plan.

Other sources of funding, such as donations, sponsorships, legacy funds, and research grants, are not precluded. A donation of 12,000 euros to the PSP has been agreed and assured. The incoming resources are being handled by the Special Account for Research Grants (SARG) of the National and Kapodistrian University of Athens, which retains as high as 30% and 15% of the amount deposited by students and external funding, respectively. The EAAP strongly believes that both SARG and PSP contributors should be in search of further funding to invest in research.

III. Conclusions

Overall, the infrastructure and services offered by the PSP are considered adequate. The postgraduate students are mainly informed about the provided facilities via the School of Medicine and the National and Kapodistrian University of Athens websites. The teaching staff is considered adequate to conduct the educational process. The tuition utilization plan appears effective, but it should include provisions for extra and effective scholarships along with other sources of funding and attractive rewards for the recruitment of more world-renowned speakers. There should be actions to ensure that PSP students who are not dermatologists or oncologists are receiving the same high-level education in terms of the completion of their training and logbook. The third semester could offer one more laboratory-based direction/schedule for students who are not physicians, thus serving as a preparative step for their thesis conduct.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Build a bilingual website for the PSP and upload all relevant information.
- Attract non-medical students and involve them in basic research. Exploit the institution of academic tutors and communicate to the students the expected benefits.
- Search for alternative funding sources and scholarships should be pursued. External stakeholders should engage for this purpose.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The Medical School of the National and Kapodistrian University of Athens applies quality assurance procedures, and its policy is fully in line with the Quality Policy of the University of Athens, making this Department fully dedicated and committed to providing high-quality higher education to the students who choose it, organizing and implementing PSPs.

- The basic principles of PSP Quality Policy "Cutaneous Oncology" serve: the compliance with the internal quality assurance system of the University
- the undertaking of the responsibilities of the leadership of the Institution, the Departments, other functional units, staff members and students, as well as their role in quality assurance.
- the safeguarding of academic principles and ethics, preventing discrimination
- the encouragement of the participation of external bodies in quality assurance
- the continuous improvement of learning and teaching, research, and innovation,
- the quality assurance of the Postgraduate Programmes and their compliance with HAHE standards,
- the effective organization of services and the maintenance and development of infrastructure,
- the allocation and effective management of the necessary resources for their operation, the development and rational allocation of human resources.

All quality assurance procedures of PSP "Cutaneous Oncology" are subject to control, review and procedures carried out on an annual basis by the IQAS, in collaboration with the Quality Assurance Unit of the Foundation. The procedures applied for the monitoring and continuous improvement of the quality of the new Postgraduate Studies Program are based on the following axes:

- Implementation of specific policies regarding Quality Assurance
- Allocation and management of resources
- Establishment of Quality Assurance Objectives on an annual basis
- Periodic Internal Evaluation and Monitoring on an annual basis
- Collection of quality data: measurement, analysis, and improvement
- Disclosure of information
- External Evaluation

Based on the above, PSP is decisively committed to achieving the following:

- Smooth Graduation Rate of Postgraduate Students
- Provision Counselling Services
- Active Participation of Students and Alumni in Internal Evaluation Processes
- Quality in the research work produced by PSP Teachers
- Participation of MSc students in research processes
- Linking PSP to PhD Studies
- Implementation of actions to connect PSP with the labour market and the local community
- Utilization, Collaboration and Networking with the Alumni of the Department and of PSP
- Attracting foreign students to PSP
- Attracting Teachers to PSP from Foreign Institutions
- Development of Management Information Systems and Digital Services Governance
- Infrastructure and quality support services for the student community of PSP

II. Analysis

It is evident that a culture of quality prevails in general at the University and this culture of quality will inevitably prevail in this PSP. Quality procedures and bodies exist, perform, and are expected to continue the work undertaken [(Institution's Internal Quality Assurance System (IQAS) and Quality Assurance Unit (QAU)].

At the same time, the teaching and other staff, as well as the bodies of the University regarding the implementation of quality education provision, declare readiness and enthusiasm to implement the quality policy and specific objectives of quality education, as this has been formulated.

At the same time, PSP students are expected, among other things, to evaluate the educational process provided and potentially, be able to contribute significantly to taking corrective quality improvement measures.

Suggestion: PSP managers, in addition to the academic advisor, should provide mentors to students during clinical practice, given that there is a possibility of participation in PSP of specialities other than medicine.

III. Conclusions

The requirements for the quality provision of education are certainly present. It remains for this PSP to operate so that it can be proven in practice also, what has been optimistically reported.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

During the clinical practice courses, mentors should supervise the students (assuming that there is a possibility of participation in PSP of specialities other than medicine).

PART C: CONCLUSIONS

I. Features of Good Practice

- The teaching staff involves national and international clinicians/scientists. The teaching staff is optimal to conduct the educational process.
- The programme is rational and well-designed taking into consideration all the basic and clinical aspects.
- Very enthusiastic PSP representatives and high collaborative spirit of the PSP organizers. Very motivated stakeholders.
- The quality assurance politic takes into consideration the appropriate action steps for sustainably running the programme.
- The programme is essential for improving and covering national health medical care needs.
- Good research opportunities (blood cryo-bank, paraffin-embedded tumour material is available).

II. Areas of Weakness

- The PSP in its present form is more national-oriented.
- The scientific/research part of the programme should be systematically organized and strengthened to integrate more students into research projects.
- The mobility of the PSP participants in the European market is limited.
- The academic, scientific writing and presentation of research projects skills are underdeveloped.
- Regarding the PSP students who do not hold a medical degree, a laboratory-oriented alternative for the third semester could be offered –according to each student’s profession.
- The Diploma thesis and the teaching courses are mainly in the Greek language. The time for a Diploma research thesis is practically not realistic since almost all the participants are working (this is a general problem of PSPs in Greece, which may compromise their research orientation).

III. Recommendations for Follow-up Actions

- Theoretical and practical teaching courses in Psycho-oncology are recommended.
- The accreditation panel suggests diversifying the teaching and evaluation methods within the PSP, incorporating additional student assignments and fostering critical presentations of research papers in journal clubs. It is recommended that, during class discussions, students receive training to identify significant open questions and propose follow-up studies.

- EEAP recommends more teaching hours for promoting scientific writing skills, critical thinking (including bioethics), the interpretation of research results, and the critical evaluation of the appropriate literature (PubMed, Endnote, journal clubs, statistical courses). Students should be exercised in writing clinical trials.
- Increase the number of students involved in research projects to gain experience in research methodologies and techniques to publish their findings in peer-reviewed journals. The Diploma thesis of the students should be written in English to increase the chances of publishing in international journals. The two semesters devoted to hands-on laboratory training and thesis should be used to strengthen the research orientation of the PSP.
- A better collaboration with research institutes, aiming to develop basic research programs within the PSP is strongly encouraged. Students should be familiarized at the beginning with the research interests of the faculty and provided with a selection of research projects at the outset of their studies. Involve stakeholders (employed by companies) or scientific institutions with high research activities to integrate some students into their research activities. A meeting of the PSP representatives with the stakeholders before starting the programme is highly recommended.
- Consider incorporating these topics in your teaching by adding 2 extra hours in a “Methodology of Research and Principles of Statistics” module. Please include the methodology module at the beginning of the course (first semester).
- Clarify for students and PIs the expectation for a pool of research projects (suggestion for N=25/academic year grouped in the suggested areas). See details in Principle 2, II. Analysis.
- Consider taking measures to ensure the smooth conduct of research programmes.
- Consider incorporating a simple feedback mechanism to increase quality, to improve the design, and to address unmet educational needs.
- For consistency, the title could change so that “cutaneous oncology” translates corresponds to “δερματική ογκολογία”. An alternative solution could be a change to: “δερματική ογκολογία / κακοήθη νεοπλάσματα δέρματος”.
- Please revisit the tables in A8, A9, and A11 documents to ensure that hours per module are correct consistently. Please include in your breakdown tables an approximation of hours for unsupervised study. The total workload figures should be justified by the individual figures; they should match with the corresponding ECTS credits.
- Integrate more students in research diploma projects (basic and clinical research) by exploiting the good clinical structure of the programme including a blood cryo-bank, and tumour material (paraffin slices). Integrate more students in research diploma projects (basic and clinical research) via ERASMUS scholarships for students to execute research in foreign European laboratories (foreign teachers can be involved in the research activities of the PSP by offering scientific environment and laboratories). The EEAP recommend acquiring third-party financing competitive grants by the teaching staff that will allow the integration of the students into more research projects, as in foreign laboratories.

- It is recommended that the PSP adopt a formal teaching development procedure where staff members improve and update their teaching and pedagogy skills. In that respect, staff mobility via the CIVIS program (and/or others) should be augmented.
- Improve the PSP website, the creation of a faculty development plan, the broader use of the English language in courses and thesis, and the provision for one or two scholarships to outstanding students.
- Attract non-medical students and involve them in basic research. Exploit the institution of academic tutors and communicate to the students the expected benefits.
- During the clinical practice courses, mentors should supervise the students (assuming that there is a possibility of participation in PSP of specialities other than medicine).

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **6**.

The Principles where substantial compliance has been achieved are: **1, 3, 4, and 5**.

The Principles where partial compliance has been achieved are: **2**.

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Prof. Agapios Sachinidis (Chair)

University of Cologne, Cologne, Germany

2. Prof. Andreas Pavlakis

Philips University, Nicosia, Cyprus

3. Prof. Konstantinos Pantopoulos

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4. Dr. Andreas-Antonios Roussakis

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5. Mr. Ioannis Kyriakidis (Postgraduate Student)

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