



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report **for the Postgraduate Study Programme of:**

Health Promotion and Education

Department of Medicine

Institution: National and Kapodistrian University of Athens:

Date: 16 November 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 Postgraduate Study Programme of **Health Promotion and Education** 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 postgraduate study programme of **Health Promotion and Education** 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. Professor Zoe LEFKOFRIDI (Zoi Lefkofrydi)**
University of Salzburg, Salzburg, Austria (Chair)

- 2. Professor Anna TRAIANO**
Goldsmiths, University of London, London, UK

- 3. Assist. Prof. Christina SIINA (Chinas)**
Durham University, Durham, UK

- 4. Professor Andreas PAVLAKIS**
Philips University, Nicosia, Cyprus

- 5. Mr. Konstantinos VAGIATIS**
PhD Student, University of the Aegean, Mytilene, Greece

II. Review Procedure and Documentation

We have been supplied with enough information to help with our deliberations. The meetings and discussions were conducted online and lasted three days, from the 14th until 16th of November 2023. Additional panel meetings were conducted during the same week as well as in the weeks that followed until submission of the report. Below we list 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 NKUA (School of Medicine and Psychology Department) and WAU (Public and Community Department).

A2. Policy of Quality

A3. Goals of quality assurance for the University

A4. Decision of the Senate

A5. Student Study Guide

A6. Courses Outline

A7. Teaching Staff

A8. Internal Evaluation Outcomes

A9. Evaluation from the Students

A10. Complaints Management Guide

A11. Academic Counsellor Rules

A12. Internal Rules of the PSP

A13. Deontology of Research Rules

A14. Rules of Practical /Clinical Practice, Mobility & Assignments

A15. Sample of Diploma Supplement (in Greek & English language)

A16. Performance Report of Academic Personnel in Scientific, Research and Teaching work

A17. Report of the Integrated Information National Quality System

A18. Compliant on Previous External Evaluation Report

A19. Additional Documentation:

- i. Utilization of Tuition Fees
- ii. Evaluation by Students of PSP (Graphics)

We also had (online) meetings and discussions with:

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

- current students of the program to discuss their satisfaction from their study experience and School/Institution facilities; their opportunity to have an input in quality assurance; priority issues concerning student welfare and employability. We asked the participants what they studied before the MSc: most students were graduates of Psychology but there was also one, who came from nutrition and food studies (dietology). Among the ones with a BA in Psychology, two combined it with psychotherapy, and one with sexual health. The majority of participants were women.
- stakeholders to discuss relations of the PSP1 with external stakeholders from the private and the public sector. These were employers and social partners.

We also 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.

We would like 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 the University of NKUA and UWA as well as with all the staff of the Programme' s Teaching staff. The staff members under evaluation showed admirable readiness and willingness to provide additional information so that we are fully informed of the School's activities in general. Staff and students/graduates have been helpful and honest about the issues of the programme. We thank everybody for the open and helpful discussions and arrangements. The spirit and content of the discussions made our work easier.

III. Postgraduate Study Programme Profile

This is a two-year postgraduate program, offered by:

- the School of Medicine of the National and Kapodistrian University of Athens (NKUA) in collaboration with
- the NKUA Dept. of Psychology and
- the Dept. of Public and Community Health of the University of West Attica

that leads to a Master of Science (MSc) in Health Promotion and Education. The exact wording of the qualification award is «Diploma Metaptichiakon Spoudon», which is equivalent to a Master's Degree in «**Health Promotion and Education**».

This MSc has been offered continuously at NKUA since 2004. It is one of the oldest MSc programs of NKUA and the only postgraduate program in Greece that exclusively covers the dynamic interdisciplinary field of health promotion and education. According to the Programme's Website "Health Promotion" is defined as "the process of enabling individuals and communities to increase control over factors that shape their health and thereby improve it". It is a strategy to fight social inequalities in health, which started in the 1980s, when the World Health Organization recognized that there are more than the strictly medical factors that affect health, such as social factors. "**Health Education**" is an integral part of health promotion and an essential component of its empowering process.

The programme aims to provide a high level of postgraduate education in the field of Health Promotion and Education to young scientists, who are graduates of health professions, social sciences, and pedagogical professions, with the aim of familiarizing them with the principles of designing, implementing, and evaluating intervention programs in the community and with the methods of conducting research on development of innovative interventions.

The objectives, structure, and content of the program are based on the principles of the "European Masters in Health Promotion Studies" EUMAHP. The EUMAHP is a network of departments from 15 European countries. The Program was a founding member of this network, whose creation was funded by the EU (1998-2002). Since 2010, the MSc program follows the recommendations of the European program "Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe/COMPHP," which has developed the accreditation system for health promotion education and professional practice in Europe (Pan-European Accreditation Framework for Health Promotion).

The Programme is nationally anchored but internationally oriented. It is flexible due to the fact it implements the European Credit Transfer System (ECTS) providing the guarantees for international academic and professional recognition of the qualifications awarded by the School of Medicine. It is credited with 120 ECTS and has a duration of 4 semesters including the preparation of a master level dissertation for distribution of ECTS across the years, semesters and courses, see: https://healthpromotion-en.med.uoa.gr/courses/course_program/

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

- Level according to the Bologna Process structure: 2nd cycle

- Level according to the National Qualifications Framework: 7
- Level according to UNESCO's International Standard Classification of Education ISCED 2013: 7

More specifically the primary purpose of the PSP is-

- to familiarize students with the study of health determinants – physical, mental, and social –, based on the socio-ecological model of approach to health and
- the development of knowledge and skills that will allow the implementation of evidence-based interventions for the improvement of the quality of life of all groups of the population, with the aim of reducing health inequalities.

Consequently, graduates would staff public and private sector structures having as objective:

- the recording and evaluating public health situations and
- the design and implementation of promotion programmes and policies, and health education.

At the same time, the aim is to link research with the principles of health psychology and sociology, in the light of community and public health. On this basis, exercises and assignments need to be based on the research activities of members of the teaching staff.

Among PSP's goals is for young scientists in the field of Health Promotion and Education to:

- adopt the ethical practice of health promotion, which is based on the pledge of health being a human right, respect for the rights, dignity and value of individuals, groups, and communities.
- develop leadership skills, contributing to the development of a common vision and strategic direction for health promotion activities.
- implement health promotion strategies that support empowerment, participation, cooperation, and fairness.
- effectively communicate health promotion activities, using appropriate techniques and technologies for different audiences.
- implement effective and efficient, culturally sensitive, and ethical health promotion measures - develop participatory measurable health promotion goals.
- use appropriate evaluation and research methods to determine the scope, impact, effectiveness, and sustainability of their action.

Attendance of courses/workshops etc. is compulsory. The teaching of the courses in all academic semesters takes place in person (online in the period of COVID-19). Courses are conducted on a weekly basis in the facilities of the NKUA. By decision of the PSP committee, some courses may be offered using the distance methodology.

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 «Health Promotion and Education» of National and Kapodistrian University of Athens (School of Medicine and Psychology Department and University of West Attica (Public and Community Department) is fully compliant regarding principle 1 for Quality Assurance Policy of the Institution and the Academic Unit.

II. Analysis:

The overall strategic plan of the NKUA's new PSPs focused on establishing highly competitive programmes according to international standards. 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 Quality Assurance and sustainability of the PSP will be monitored by the internal Quality Assurance Unit of the University (MODIP) in collaboration with the OMEA 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.

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).

The main quality objectives will be, inter alia, the activation of student counselling, promoting the active participation of students in internal evaluation processes, involving students in research projects, improving the quality of the produced research work by promoting publications in international journals, enabling students to perform dissertations linking the MSc students with the labour market and local society.

The representatives of the PSP 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 programme.

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.

III. Conclusions

The EEAP concluded that the programme is well designed taking into consideration all the appropriate aspects of health promotion and health education. The relevant quality assurance policy takes into consideration the appropriate action steps for sustainably running the programme.

Panel Judgement

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

Panel Recommendations

- Bearing in mind that a few courses are offered using distance methodologies, it might be useful for the head of the PSP to study and analyse the learning analytics. Also, the Director could consult with the Hellenic Open University about relevant methodology it applies as well as the Study Guides for this type of teaching and learning. That said, we acknowledge that -contrary to the Hellenic Open University- the NKUA is not a distance-learning University; we are also aware that many of the tools used by Open may not always be applicable. Nonetheless, the PSP might get insights on how to support students through the Study Guide or each course's syllabus. To strengthen the effectiveness of methods of distance learning the Study Guide/Course Syllabus could include, inter alia, the following:
 - Clearly stated objectives and expected results of the programme, structured in modules
 - Presentation of the topics and readings for every session
 - the activities and exercises with clear instructions for posting, discussion and feedback.
- The primary focus of evaluation questionnaires should always be the quality of the programme (course materials, teaching staff, etc.). However, these questionnaires could also be used in order evaluate the Institution in all its parameters (administrative support, facilities provided etc) in addition to course offered. This may increase the utility of questionnaires given to students. While the institution could, in this way, collect more information, the questionnaire should not become

too long.

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 design and approval process of this postgraduate programme is based on a clearly documented written process. The PSP «Health Promotion and Education» fully complies with Principle 2.

II. Analysis

This is an important postgraduate programme focusing on the health education of population and the promotion of health. The process for developing the programme is clearly defined to include relevant departmental and institutional committees. Its scope aligns with the Institution's strategy.

The programme's structure is progressive. It is a two-year programme (4 semesters, 120 ECTS), which can also be completed in one year with no summer holidays. The programme includes internships and workshops as well as taught seminars. Its 12 courses build towards deepening student understanding both in theoretical and empirical terms. Students for example are introduced to the theoretical elements of the programme, and to the main methods and methodologies of carrying out empirical research (including evidence-based methodologies). In the final semester students complete a dissertation in which they are asked to apply their theoretical and empirical knowledge to their own research projects.

Assessment takes place through a range of methods (exams, individual and/or group essays, presentations, dissertation). A particular emphasis is placed on developing students' understanding of real intervention programs through literature reviews, and evaluation of specific interventions. Indeed, a strong element of the project is the preparation of students for community intervention work which is also carried out through projects. The criteria and methods of assessment are clearly communicated to the students at the start of the course and are included in the programme handbook. There is some flexibility in the choice of topics for individual and group essays which certainly a very good thing for encouraging student autonomous thinking.

Project intervention work also offer students opportunities to make links with the labour market. MA Graduates appear able to find employment in Greece and abroad though no systematic data was available. There are clear links with a range of different external stakeholders which is a further indication of the need of programme graduates in the Greek labour market.

All staff are well qualified to teach the different modules of this postgraduate programme as indicated in their CVs. Many of them are well established researchers in the fields they teach so there are clear links between research and teaching. During our meetings, members of staff clearly demonstrated their commitment to the courses they teach and to supporting students

to achieve their learning outcomes.

III. Conclusion

The academic profile and orientation of this postgraduate programme, its strong research focus, its learning objectives, and specialisations are clearly described and follow a well-defined procedure.

Panel Judgement

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

Panel Recommendations

It would be very useful for the University to collect systematic data on graduate employability

regarding this programme of study, which they would use in advertising the program.

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 EEAP, after reviewing submitted evidence and conducting interviews with staff members and students, affirmed that the PSP «Health Promotion and Education» fulfils the necessary conditions associated with the 3rd principle.

II. Analysis

The PSP is committed to the principles of student-centred learning, teaching, and assessment. Notably, the teaching faculty employs diverse student-centred teaching methodologies, encouraging participatory discussions, questioning, and idea exchanges during lectures. Students receive support in developing personal, intellectual, and research abilities. Communication with instructors is described as straightforward, with prompt email responses and availability beyond regular office hours. Students value the personal relationships with faculty members and express a need for more research opportunities and interaction with the professional field through on-site visits.

The assessment methods at PSP are diverse, incorporating formal evaluations such as end-of-semester exams and continuous assignments throughout the academic term. The focus is on reducing reliance on final exam scores and prioritizing intermediate assessments throughout the year. Student interviews highlight the benefits of consistent monitoring and feedback for academic improvement. Detailed information on grade components and assessment methods is transparently provided in course syllabi.

The evaluation of the educational process involves anonymous questionnaires, with the system generating average statistics per question to protect individual student identities. Active student participation in teaching and assessment is encouraged, and the PSP has initiated efforts to enhance student involvement in the assessment process for continuous improvement.

The PSP Committee has established regulations for managing student complaints and appeals, using a dedicated committee to address concerns and build confidence within the academic community. This proactive approach aims to ensure accountability and legitimacy. Regarding Academic Advisor, the department has established regulations, and students find the system extremely helpful.

The findings underscore the importance of active student engagement in the learning process, where students are encouraged to take an active role rather than being passive recipients of information. This active involvement empowers students to construct their own understanding, pose questions, engage in meaningful discussions, and collaborate with peers. Furthermore, the PSP recognizes the significance of assessment methods that align with the student-centred approach, acknowledging that traditional methods may not adequately capture the depth of understanding and critical thinking associated with active learning. The assessment strategies go beyond measuring factual knowledge to evaluate the ability to analyse, synthesize, and apply concepts in complex and practical scenarios, aligning with the comprehensive educational goals of a student-centred approach.

The student feedback survey aligns with the principles of student-centred learning by valuing the perspectives of students and actively involving them in shaping their educational experiences. Additionally, the PSP has established a well-organized process for handling student appeals through defined regulations.

III. Conclusions

The EEAP observed that the PSP prioritizes the significance of student-centred learning and teaching. Steps are being considered to improve student participation in the course evaluation. Additionally, the PSP fosters and encourages mutual respect between students and the faculty and staff.

Panel Judgement

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

Panel Recommendations

None.

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 panel found that all the areas from the beginning to the end of studies are governed by appropriate internal regulations. The programme «Health Promotion and Education» fully complies with Principle 4.

II. Analysis

There are very detailed and clear documents (internal regulation document/student programme of study which include such topic as the student admission procedure, student rights and responsibilities, the procedures, and terms for the drafting of assignments and dissertation, internship arrangements, the procedure of the award, opportunities for scholarships and the condition for progression and student mobility).

The admission procedures and selection criteria are overall fair. The criteria are a combination of portfolio of qualifications and an interview. It would have been useful to know what percentage is allocated in each of the two criteria and of any considerations regarding widening participation (e.g. how do they ensure that a fair number of students from disadvantaged backgrounds is accepted on the programme).

One of the programme's targets is to improve student retention. This is an important area, and the panel was very pleased to note the programme's aim and the role of the personal/support tutor. Data on this issue and more specific strategies via the personal/support tutor for addressing students' issues would have been welcome.

Thirty per cent of the students accepted on the course are entitled to a fee waiver. There are also scholarships available which are usually competitive. Information for student mobility and collaboration in programmes with external partners are available on programme's website.

Students are provided with information about the duration of the studies, the number and kind of courses that are compulsory and elective, the processes involved in applying for internships and for an extension to their studies. This is a two-year course which can be studied in one year. The procedures for the drafting of assignments and dissertation are clearly described in the relevant documents. The dissertation topic is decided by the student with the support of tutors. It is approved by a three-member academic committee before a dissertation supervisor from the committee is allocated to support the student.

There are clearly documented processes and procedures for gaining ethical clearance of all projects which are carried out at the University level. There may be scope for developing departmental procedures for ethical clearance to accelerate the process for student projects, which are usually low risk.

III. Conclusions

The panel found that the Institution has got good governance procedures and regulations in place regarding student admission, progression, and recognition of this programme of study.

Panel Judgement

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

Panel Recommendations

We recommend the Institution to consider establishing:

- formal procedures for widening participation
- departmental research ethics committees

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 Programme «Health Promotion and Education» is in compliance with the 5th Principle. This finding is based on the meeting with the teaching staff and all the materials provided as well as the information presented on the website of the Programme https://healthpromotion-en.med.uoa.gr/courses/faculty_members/

II. Analysis

We consulted the following information materials with regard to the following aspects:

- *Recruitment Procedures* (File A1, A2): Detailed recruitment processes for teaching staff, emphasizing qualifications, research performance, and fair selection.
- *Employment Regulations* (File A7): Lists of staff including their qualifications, subject areas, and employment relationships, showing a diverse and well-qualified faculty.

- *Staff Support and Development Policies* (File A4, A5): Policies highlighting the institution's commitment to staff development through training, conferences, and educational leaves.

The institution seems to follow a structured approach to recruiting and supporting its teaching staff. The emphasis on staff-student ratio, staff categories, and subject areas aligns well with the principle. The use of recognized systems for scientific evaluation indicates a commitment to maintaining high academic standards.

III. Conclusion

The institution largely complies with Principle 5. The clear, transparent recruitment processes, support for professional development, and encouragement of scholarly activities demonstrate a strong commitment to ensuring the quality of teaching staff in postgraduate programs.

Panel Judgement

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

Panel Recommendations

We advise the institution and PSP to consider:

- enhancing Professional Development Opportunities. In particular, we recommend the PSP to further promote opportunities for staff's professional growth, including research and teaching methodology advancements.
- strengthening Feedback Mechanisms. For instance, the PSP could implement more robust feedback systems for staff performance evaluation, ensuring continuous improvement in teaching quality.
- broadening Recruitment Channels. For example, the PSP could explore diverse recruitment channels to attract a wider range of highly qualified teaching staff.

- conducting Regular Policy Review: Periodically review and update staff development policies to align with evolving educational and technological advancements.

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 «Health Promotion and Education» students' teaching and learning needs are met through various infrastructure and services provided by the Department. The evidence of this principle is apparent when examining the submitted documents and conducting interviews with faculty members and students.

II. Analysis

In terms of building infrastructure, courses are provided in appropriate classrooms equipped

with the necessary equipment, audiovisual teaching aids and they are accessible to persons

with disabilities. PSP's students have access to libraries with specialized journals and books and electronic databases supporting their studies. This initiative adopts a dual strategy by giving equal weight to electronic and printed resources, ensuring rapid access to essential information.

Moreover, the PSP is supported through the courses' platform, where the students can enter and carry out all their activities, from studying learning material to submitting an assignment or being informed about the results of assessments. The Student Service Centre is responsible for processing all student affairs and handles all correspondence with students. Other services offered to students are the Career Office, the Centre for Counselling and Psychological Support, the Accessibility Unit for Students with Disabilities and the office of Student Advocate. Feedback received from teaching staff and alumni suggests that the services are generally user-friendly. Administrative staff provide extensive guidance and offer assistance with technical matters through email or telephone.

In addition, the PSP provides its students with the following electronic services: Electronic Mail Services (email), connection via a wireless network (Wi-Fi), posting of personal websites virtual private network (VPN), alumni network, open academic courses, academic video lectures, watching live broadcasts of lectures, and completing online questionnaires.

All the above services and infrastructures rely on various financial resources, which are generally considered sufficient to achieve PSP's objectives. Finally, there is a tuition utilization plan which describes the percentage distribution of fees.

Upon careful analysis, the EEAP has examined these findings and underscored the PSP's robust foundation for providing essential support services to its students. The emphasis on electronic resources in the library system aligns with contemporary educational requirements, ensuring swift access to critical information essential for academic success. The comprehensive range of support services underscores the university's commitment to holistic student development. Students and graduates were aware of the support activities and facilities provided by the Department and the program and expressed their satisfaction with the administrative, technological, and academic support throughout their studies. The panel did not have the opportunity to visit classes and resources, but they find the information and the on-line tour in classrooms, lecture halls, libraries, laboratories, and other facilities adequate.

III. Conclusions

In summary, the PSP is strongly committed to furnishing students with a variety of services and resources. These include essential tools and facilities, both general and specialized libraries, electronic database access, study spaces, educational and scientific equipment, IT and communication services, as well as support and administrative and counselling services.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP «Health Promotion and Education» complies with principle 7.

II. Analysis:

We consulted the following documents:

- Document on Institutional Compliance (File A0): This document outlines the institution's commitment to effective information management, emphasizing the importance of data collection and analysis for decision-making and identifying areas for improvement.
- Report from NISQA (File A10): Presents detailed data regarding student demographics, progression, satisfaction, and resources, showcasing the institution's robust data collection and analysis methods.

- Student Records System (File A5): Highlights the operational information management system for administrative data, contributing to effective monitoring of postgraduate programs.
- Tools and Procedures for Data Collection (File A1 and A2): These documents describe various methods used for collecting information on academic and administrative functions, indicating active involvement of students and staff in data provision and analysis.

In summary, the institution appears to have a well-established system for managing and analysing information related to postgraduate programs. The use of key performance indicators, student data, and satisfaction surveys aligns with the expectations of Principle 7. The involvement of students and staff in providing and analysing information is a positive aspect, fostering a collaborative environment for continuous improvement.

III. Conclusion:

Based on the reviewed documents, the institution demonstrates compliance with Principle 7. The established systems and procedures for data collection, analysis, and usage are comprehensive and effective, ensuring efficient management of postgraduate study programs and related activities. The institution's approach reflects a commitment to maintaining high standards of quality assurance through informed decision-making and continual assessment.

Panel Judgement

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

Panel Recommendations

We recommend to the Institution and the PSP to consider:

- **Enhancing Data Integration:** Further integrate various data sources to ensure a more cohesive and comprehensive understanding of postgraduate programs. This can help in identifying trends and patterns more effectively.
- **Improving Accessibility:** Ensure that the information system is user-friendly and easily accessible to all stakeholders, including students and faculty, for better engagement and feedback.
- **Conducting Regular Review of Information System:** Periodically review and update the information management system to incorporate the latest technologies and methodologies, enhancing efficiency and accuracy.
- **Expanding Data Points:** Consider including additional data points, such as alumni success and employment rates, to provide a more holistic view of program effectiveness.
- **Strengthening Feedback Mechanisms:** Enhance mechanisms for collecting feedback from students and staff, ensuring their inputs are actively used in decision-making processes.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The EEAP conducted interviews with staff, students, and other relevant parties, looked over pertinent documents, and carefully investigated the PSP's public information system. Based on the information we gathered, the PSP is compliant with the principle 8.

II. Analysis

The PSP has set up a mechanism for public information and it primarily disseminates information through its website (<https://healthpromotion.med.uoa.gr/>) and Department's website (https://school.med.uoa.gr/metapychiakes_spoyses/programmata_metapychiakon_spoyses_on_eisachthentes_apo_to_akad_etos_2018_19/pms_diidrymatika/proagogi_kai_agogi_ygeias/) to all interested parties (current and future students, researchers, alumni, etc.).

The PSP website offers extensive and thorough details regarding its structure, admission procedures, mode of attendance, degree awarded and tuition fees. Regulations of the PSP, including those regarding studies, academic advisors, complaints from students and dissertations, can be found on the website. Furthermore, the website provides access to Departments' academic unit Policy for Quality Assurance, highlighting the PSP's dedication to upholding high levels of quality and academic achievement. Additionally, the website provides access to all course schedules and course outlines for the Programme. All academic staff information is readily available. Lastly, the website announces all scientific events, partnerships, and activities that the PSP and its members have planned. All of the information is given in both Greek and English. The PSP website can be characterized as accurate, accessible, and user-friendly overall.

The Department's website provides basic information about the PSP in Greek and English language. In addition to the website, emails sent to personal email addresses and official social media accounts provide members of the PSP's academic community with further information on the organization's activities. Additionally, the PSP makes sure that printed information is available and posted at departmental hubs.

The Coordination Committee and the Secretariat are essential in overseeing, regulating, and guaranteeing the accuracy, reliability, and timeliness of public information pertaining to the PSP. The PSP distinguishes itself by ensuring that information is up-to-date, clear, and objective to interested parties in multiple ways as described above. In addition, the PSP promotes transparency, accountability, and relevance, providing comprehensive information about quality, regulations and admission issues. Overall, the analysis demonstrated that the PSP has made a significant effort to market itself to the public and its students.

III. Conclusions

Overall, the EEAP believes that the PSP provides a wide array of useful information for interested parties. This dedication is in line with the demands placed on Institutions to provide accurate and current information about their postgraduate study programmes and benefits both the institutions and the individuals, ensuring informed decision-making, accountability, and the overall quality of higher education.

Panel Judgement

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

Panel Recommendations

The EEAP encourages the PSP to update Department's website section.

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 program demonstrates substantial compliance with Principle 9.

II. Analysis

- Internal Quality Assurance System: The program has a formalized internal quality assurance system (ΕΣΔΠ) in place. The last internal evaluation was conducted on 30/03/2018 and the last external evaluation on 04/11/2015. Information regarding quality evaluations and actions is published, and there is involvement with social partners.
- Response to Last Evaluation: The program has implemented actions in response to the last internal and external evaluations, including adapting the program to suit working

students, employing e-learning tools, and establishing a fee structure to sustain the program. These actions demonstrate a commitment to addressing the feedback and recommendations from evaluations.

- **Student-centred Learning and Assessment:** The program emphasizes student-centred learning, encouraging active student participation and self-evaluation. The teaching methods and course content are adapted to students' backgrounds, interests, and skills. There's flexibility in course content, teaching examples, and practical exercises. The program also offers opportunities for students to engage in seminars and scientific events.
- **Utilization of External Evaluation Recommendations:** The program has adjusted its schedule to accommodate working students and utilizes e-learning tools. Fees are charged to cover operational costs and contribute financially to the department and institution. There are efforts for improving the graduation rate, developing transparent admission criteria, and ensuring all courses are evaluated by students.

The establishment of an internal quality assurance system and the adherence to a student-centred approach are commendable. However, there are areas for improvement:

- **Regular Monitoring and Revision:** While there are structures for quality assurance and student feedback, the lack of recorded actions and corrective measures following evaluations suggests a gap in the continuous monitoring and improvement cycle.
- **Student Evaluation and Feedback:** Although student evaluations are mentioned, there is no explicit mention of how this feedback is used for continuous improvement.
- **Alignment with External Recommendations:** The program has taken steps to implement recommendations from external evaluations, showing a commitment to improvement and responsiveness to external feedback.
- **Effective Response to Evaluations:** The program demonstrates an active approach to addressing points raised in evaluations. It shows adaptability and a commitment to continuous improvement by implementing specific recommendations from external evaluations and continuously monitoring the educational process and student feedback.

III. Conclusions

Overall, the program has a structured approach to internal quality assurance and student-centred learning. It shows responsiveness to external evaluations and a commitment to improving the educational provision and learning environment.

Panel Judgement

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

Panel Recommendations

The panel's recommendations for sustainable success of the PSP:

- Documented Actions and Corrective Measures: Continue documenting and publicizing the specific actions taken in response to evaluations to maintain transparency and demonstrate continuous improvement.
- Enhanced Utilization of Student Feedback: Develop clearer mechanisms for collecting, analysing, and integrating student feedback into program improvements.
- Continued Alignment with External Recommendations: Maintain the momentum in responding to external evaluations and align the program continually with the evolving needs of the discipline and societal changes.
- Regular Review and Update of Program Content: Regularly review and update the program content to ensure its relevance and alignment with the latest research and professional practices in the field.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

Based on discussions and reading material, the PSP «Health Promotion and Education» programme complies fully with Principle 10.

II. Analysis

In detail, the programme has implemented several actions in response to the recommendations from the external evaluation:

- **Adaptation for Working Students:** Adjusted the schedule of the program to fit working students, including after-work hours for courses.
- **E-Learning Tools and Services:** Utilized electronic classroom tools (e-class) and provided electronic administrative services to enhance distance learning.
- **Fee Structure Implementation:** Established tuition fees to cover operational costs and contribute financially to the department and institution.
- **Improvements in Graduation Rate:** Developed strategies to address the graduation rate for both graduate and undergraduate programs.
- **Transparent Admission Criteria:** Worked on developing transparent and objective admission criteria to facilitate faster progress to graduation.
- **Evaluation of Courses by Students:** Ensured that all courses are evaluated by students, with emphasis on the importance of these evaluations for continuous improvement.

The program's efforts demonstrate a proactive and effective response to the external evaluation. The implementation of these measures indicates a commitment to continuous improvement, alignment with educational standards, and responsiveness to feedback from external evaluations.

III. Conclusion

Based on the actions taken in response to the external evaluation, the program has shown diligence in addressing the recommendations and utilizing them as a catalyst for improvement and enhancing the international standing of the degrees offered.

Panel Judgement

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

Panel Recommendations

To strengthen the PSP we propose:

- **Continuous Monitoring and Improvement:** Continue to monitor the effectiveness of implemented actions and seek continuous improvement based on external evaluation feedback.
- **Enhanced Communication and Transparency:** Maintain transparent communication with all stakeholders regarding the changes made and the impacts of these changes.
- **Ongoing External Evaluation Engagement:** Actively engage with future external

evaluations to ensure the program remains in alignment with the highest educational standards and adapts to evolving educational needs and expectations.

Part C: Conclusions

I. Features of Good Practice

This is a pioneer research-led program of the highest standards; it is embedded in an international context, and it is unique in the Hellenic educational landscape.

The PSP follows the proven quality policy of NKUA (the Internal Quality Assurance System) and is easily accessible to all involved.

- The PSP structure is offered in such a way that students after acquiring the necessary theoretical training can apply it during their internship.
- The teaching staff expressed enthusiasm and readiness to support students in achieving their goals. Therefore, it is obvious that student-centred learning and the necessary relevant support of students are applied.
- The students are actively engaged in the learning process, where they are encouraged to take an active role and so they transform the given information to knowledge.
- There are good governance procedures and regulations in place regarding student admission, progression, and recognition of this PSP.
- The electronic resources in the library system aligns with contemporary educational requirements, ensuring swift access to critical information essential for academic success.
- The PSP provides a wide array of useful information for interested parties.
- The PSP has a structured approach to internal quality assurance and student-centred learning and a commitment to improving the educational provision and learning environment.

II. Areas of Weakness

Though the establishment of an internal quality assurance system and the adherence to a student-centred approach are admirable we identified the following areas where there is potential for improvement (principle 8).

- Regular Monitoring and Revision:
- Student Evaluation and Feedback
- Alignment with External Recommendations:
- Effective Response to Evaluations

Finally, we did not have sufficient information to draw conclusions regarding the professor's mentoring work in terms of his/her effectiveness and his/her interaction with the students.

III. Recommendations for Follow-up Actions

Firstly, we advise the PSP to systematically collect data on student retention and the employability of graduates. In this regard, we also recommend more frequent contacts between students and Actors in Health Sectors.

Secondly, we recommend the revitalization of international exchange activities (which did exist but stopped), which enable students to gain experience abroad. The CIVIS alliance could prove useful in this regard.

Thirdly, with regard to distant learning, the PSP could consult with the Hellenic Open University for advice on (un-)successful practices. The committee further recommends benchmarking of best practices in distance education, focusing on the development of an effective Study Guide. This guide should be consistent with the methodology of distance education, facilitating student interaction with educational material, teaching staff, and peers. Key components of the Study Guide should include:

- Clearly stated objectives and expected results for the program and individual modules.
- Presentation of weekly material.
- Detailed activities and exercises, with explicit instructions for posting, discussion, and feedback.

The Guide should also integrate interactive and collaborative tools to enhance student engagement and learning. This can include:

- Virtual breakout rooms for group discussions and projects.
- Interactive quizzes and polls during live sessions.
- Use of discussion boards for asynchronous communication and reflection.
- Incorporation of multimedia resources to cater to different learning styles.

These tools can create a more dynamic and participatory online learning environment, fostering deeper understanding and engagement among students.

Fourthly, our recommendations for sustainable success of the PSP concern the continuation of documenting and publicizing the specific actions taken in response to evaluations to maintain transparency and demonstrate continuous improvement; the development of clearer mechanisms for collecting, analysing, and integrating student feedback into program improvements; the continued alignment with external recommendations and the regular review and update of the PSP's content.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

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

The Principles where substantial compliance has been achieved are:

9.

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

Signature

- 1. Professor Zoe LEFKOFRIDI (Zoi Lefkofrydi)**
University of Salzburg, Salzburg, Austria (Chair)
- 2. Professor Anna TRAIANO**
Goldsmiths, University of London, London, UK
- 3. Assist. Prof. Christina SIINA (Chinas)**
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