



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστέιδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

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

Public Health

Department: Medicine

Institution: University of Patras

Date: 12 January 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Public Health** of the **University of
Patras** 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 **Public Health** of the **University of Patras** 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, Germany

- 2. Prof. Dimitris Grammatopoulos**
University of Warwick Medical School, United Kingdom

- 3. Dr. Nicholas Ktistakis**
Babraham Institute, United Kingdom

- 4. Prof. Veves Aristidis**
Harvard Medical School, United States of America

- 5. Ms. Kyriakidou Panagiota**
Democritus University of Thrace, Greece

II. Review Procedure and Documentation

In accordance with the requirements of Quality Assurance in Higher Education (laws 4009/2011 & 4653/2020), the Hellenic Authority for Higher Education (HAHE), by individual invitation and after formal acceptance, established an independent External Evaluation & Accreditation Panel (EEAP), with the mission of assessing the compliance of the Postgraduate Studies Programme (PSP) in Public Health of the School of Medicine of the University of Patras (UoP), scheduled for January 7-8th, 2025. The established EEAP consists of four experts, from universities and institutes abroad, and a student representative from Greece.

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

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

Department Material AO. Contents

A1. Proposal of Academic Accreditation

A2. Quality Policy of Postgraduate Study Programme

A3. Quality Objectives of the Academic Unit for the Postgraduate programmes A4. Senate Decision on the Establishment of PSP

AS. Study Guide A6. Course Outline

A7. List of names of teaching staff A8. Report of the internal evaluation A9. Evaluation from students

A10. Regulation on complaints handling

A11. Operating rules of the academic adviser institution A12. Internal rules of procedure of PSP A13. Research ethics regulations

A14. Study Regulations A15. Diploma Annex

A16. Summary report on teaching staff allowances

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

A18. evaluation report of the Institution, regarding the MSc. A19. Other documentation material

HAHE Material

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

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

The External Evaluation & Accreditation Panel (EEAP) received the accreditation support material concerning the new Postgraduate Study Programme on Public Health about a week prior to the accreditation visit. The virtual review was organized by HAHE and the School of Medicine at University of Patras (UoP). The supporting material provided was of high quality. All documents were very well crafted and designed. During the virtual visit, all the participants involved (University and School Leadership, MODIP, Teaching staff, current and previous students and External Stakeholders) were very prompt to provide us with all the information we asked for. The meetings took place on the 7th-8th January 2025 and were conducted online utilizing zoom video conference facilities. All meetings took place in a very friendly and cooperative spirit.

The timetable and agenda of the accreditation review were as follows:

On Tuesday 7th of January 2025, the EEAP members had a short meeting to organize the accreditation review and allocate the different tasks.

Later on, the same day, the EAAP had a welcome meeting with members of MODIP and OMEA, the Head of the School, and the Director of the PSP. An informative presentation was made by the Director of the PSP focused on the main features of the programme and the collaborative nature of development, delivery, and management of the PSP. The meeting concluded with a discussion on strengths and possible areas of concern, and the degree of compliance of the programme to the Standards for Quality Accreditation. The same day the schedule included an online tour around the facilities; the EEAP unanimously decided to view the informative videos regarding the facilities and equipment's adequacy in private. The videos were kindly provided by the department.

The next day the EEAP met with teaching faculty members and discussed their workload, professional development opportunities, methods for student evaluations, teaching and research activities. The EEAP also met with current and previous students as well as potential employers, stakeholders and social partners that presented different types of collaboration with the Department. The stakeholders were from the private, charity and public sector and were very complementary about the academic effort and impact of the PSP. After the end of this meeting, the EEAP members met in a separate zoom meeting to discuss and reflect on their first impressions and prepare a brief oral presentation of the findings.

The EEAP had its last meeting of the day with staff representing MODIP, the Head of the School, and the Director of the PSP, during which additional comments and clarifications were discussed. The EEAP gave a short preliminary verbal report about their impressions and key findings.

Members of the EEAP wish to thank the University of Patras for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the Panel over the course of the virtual accreditation visit.

III. Postgraduate Study Programme Profile

The University of Patras was established in 1964 and comprises 7 Schools: the School of Natural Sciences, the School of Economics and Business, the School of Engineering, the School of Agricultural Sciences, the School of Health Sciences, the School of Health Rehabilitation Sciences and the School of Humanities and Social Sciences.

The School of Medicine was founded in 1977 and is organized as a department under the School of Health Sciences. The School of Medicine is located at the Rio University campus near the city of Patras. The School of Medicine is internally organized in preclinical and clinical departments (ΤομΕΙς): Basic Sciences I and II, Clinical Laboratory, Internal Medicine I and II, Paediatrics, Gynaecology and Obstetrics.

At the time of the evaluation, the School employed 119 faculty members, 9 members of Specialized Laboratory Teaching Staff (ETEP) and 14 members of Special Teaching Staff (EDIP) to support one traditional 6-year Undergraduate programme taught in Greek and a new Undergraduate programme taught in English. The School runs 6 PSPs in: Biomedical Science, Biomedical Engineering, Public Health, Medical Physics - Radiation Physics, Life Sciences Informatics and Disease of the nose, maxillofacial area and cranial base.

The UoP School of Medicine organizes and conducts the PSP with the title " Public Health", since 2014 in accordance with the provisions of article 32 law 4485/2018. The PSP is structured based on the European Credit Transfer System (ECTS), and the duration of the programme is 3 semesters of study equivalent to a total of 90 ECTS, with a diploma thesis of 30 ECTS. Two directions have been implemented in the Programme. The first is dealing mainly with the Environment effects on Public Health, while the other is concerned with aspects of Social Medicine and Public Health. The Course leads to the Master's of Science (M.Sc.)

The course is organized into 3 academic terms:

FIRST TERM: Introduction to Environmental Health, Introduction in Health - Education Health-Social Medicine, Introduction to Biostatistics, Introduction to Epidemiology, Research Methodology, Biostatistics - Medical Statistics, Analytical Epidemiology, Health Law, Bioethics, Research Methodology

SECOND TERM: Direction I Environment: Environmental Chemistry, Environmental Microbiology, Practical Work I, Health and Safety in Labour, Food Hygiene, Zoonoses/Emerging Infectious and Tropical Diseases, Hospital-acquired Infections, New Technologies in Environmental Health. Direction II Preventive and Social Medicine: Health promotion, Population, Social and Preventive Medicine, Health Systems Organization, Health Policies, Practical Work II, Methodology Research, New Technologies and Social Medicine, Bioethics, Health Economics

THIRD TERM: Dissertation

The curriculum of Term 1 and Term 2 includes both compulsory and optional subjects and correspond to 60 credits. Postgraduate students are expected to collect at least 60 credits from the entire course of subjects. The Master's thesis (compulsory) corresponds to 30 credits. A minimum total of 90 credits is required for graduation.

The PSP accepts applications from graduates from Departments of Medicine, Dentistry, Pharmacy, Nursing, Veterinary Medicine, Biology, Chemistry, Agronomy, Environmental Engineering, Health Economics, Law and related Departments of Greek Universities and Technical Institutions or Departments of congener non-Greek Institutions, according to Greek legislation for recognition of studies.

The PSP in "Public Health" is designed to offer knowledge and skills in the design, implementation, analysis and interpretation of public health studies and relevant programmes. The purpose of the PSP is to provide health workers and scientists with the necessary theoretical and practical knowledge and skills in public health to be able to pursue careers in the area of Public health.

The main aim is to create highly trained graduates capable of contributing in the development of knowledge and expertise in the role of Public health in modern healthcare; development and design protocols for public health studies; management and analysis of databases and evaluation of public health policies, evaluating studies including critical interpretation analysis and selection of methods.

The official language of the PSP is Greek and tuition fees are set at €2700.

The study guide for the 2024-2025 academic year of the PSP is described in detail in Appendices AS and A6 and more information on the study guide can be found on the website: <http://publichealth.med.upatras.gr>

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)*

Study Programme Compliance

I. Findings

The Postgraduate Programme in Public Health (PSP) was re-established by decision no. 1366/20840 (Government Gazette 2969 / 24.7.2018 / t.BD). It was founded by the Department of Medicine, School of Health Sciences, at the University of Patras (UoP), following the Senate's unanimous decision (no. 134 / 20.4.2018} in February 2014. The PSP began in 2014, with student numbers ranging from 30 to 20. The programme lasts 3 academic semesters and requires 90 ECTS to earn the diploma degree. Total tuition fees amount to €2700. Documents for evaluating the programme, such as the Institutional Strategy, Feasibility

and Sustainability Studies, and Quality Policy, were provided to the EEAP. The EEAP held an accreditation meeting on 07-08 January 2025 with PSP representatives. During the session, Prof. Apostolos Vantarakis presented the programme alongside MODIP and OMEA steering committees.

II. Analysis

The UoP was established on November 11, 1964, in Patras, Greece, as an autonomous academic institution under Greek Government oversight. It began operating in the 1966-1967 academic year. In June 2013, the University of Western Greece merged into UoP, which now includes seven Schools, 31 Departments, 161 laboratories, and 17 fully equipped clinics. UoP excels in sustainability, ranking 2nd among Greek universities in the QS World University Rankings, and is a global leader in ESG indicators.

The Department of Medicine, founded in 1977, offers a Public Health MSc (PSP) within the School of Health Sciences. The MSc equips students with specialized skills in public health, aligned with the European Higher Education Area Framework (EQF Level 7). The programme spans four academic semesters, requiring 90 ECTS, including a dissertation in the final semester. Students engage in theoretical learning, practical exercises, and research. The curriculum addresses contemporary public health issues such as environmental and social determinants, workplace health, and digital transformation in healthcare.

The PSP accepts graduates from health sciences (Medicine, Nursing, Pharmacy, Biology, etc.) and social sciences (Sociology, Law, etc.) from accredited institutions. The programme offers e-learning and in-person components, with a focus on flexible and effective teaching methods. Students can select specific topics and participate in essential experiments, such as PCR. Enhancing the programme's infrastructure, including modern laboratories and digital tools, remains a priority. To strengthen the programme, the EEAP recommends enhancing research components, such as seminars on critical thinking, journal clubs, and structured research projects. Faculty members with international experience provide expert guidance. However, acquiring competitive third-party research funding (e.g., EU Horizon) should be prioritized. Some junior faculty members have already secured grants, highlighting the potential for broader funding opportunities.

The EEAP suggests incorporating internships (3-5 weeks) to provide hands-on experience. Collaboration with external partners should expand to accommodate all students. Employers and social partners are motivated to support the programme, offering mentorship and practical training opportunities.

The EEAP observed high student satisfaction with the programme's in-person format, which participants found more effective than distance education. It recommends encouraging this approach, when possible, to enhance learning quality. Despite these strengths, the declining number of students over recent years is of concern and requires further analysis. Emphasizing the programme's unique features could attract more applicants.

Quality Assurance (QA) is a strategic priority for UoP. It was the first Greek university to conduct an external evaluation (1999) and certify its Internal Quality Assurance System (IQAS)

in 2018, aligned with European standards. The Quality Assurance Unit (MODIP) oversees evaluation processes and collaborates with the Department of Medicine's Internal Evaluation Teams (OMEA). Regular student evaluations inform continuous improvement efforts. MODIP ensures transparency and promotes consensus for achieving PSP goals.

The PSP utilizes an electronic management system for course materials, evaluations, and statistical data on key performance indicators. The Quality Policy should be presented to new students, employers, and social partners and prominently featured on the programme's website. Despite its sustainability, student enrolment trends require attention. Highlighting the programme's strong points is essential to maintaining its competitive edge.

III. Conclusions

Overall, the PSP has demonstrated a strong commitment to excellence in education and research, and with continued improvement and attention to quality assurance, it has the potential to become a leading programme in the field of public health. The EEAP's evaluation has highlighted several strengths of the programme, including its public health orientation, research opportunities, and faculty expertise. However, the EEAP has also identified areas for improvement, such as selecting teaching staff members with enhanced research activities, something that will be very beneficial in integrating more structured research components.

Panel Judgement

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

Panel Recommendations

1. The EEAP recommends internships for all the students in the employers and social partner institutions.
2. Enable students to attend and/or perform key experimental methods such as the PCR method.
3. Offer more teaching in the present mode.
4. Employ the potential of the programme to acquire more competitive grants.

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).

Study Programme Compliance

I. Findings

The PSP, which has been in existence since 2014, was re-established more recently in 2018 with strong support from the UoP Medical School. In total, over 300 students have been graduated since 2014 and the completion rate over the years is an impressive 85-90%.

In the design of the PSP and in the organization of the learning objectives, the steering committee took into account the gaps in the areas of Public Health in Greece, the advantages offered by the location of the PSP in Patras, and the requirements of the potential student applicants for successful completion of the course of studies. Some consultations were also

undertaken with stakeholders from the local community as well as with recent and older graduates of the PSP. The PSP offers the following two specialisations in a total time of study of 1.5 years (3 semesters) with 90 ECTS: a) Health and Environment and b) Preventive and Social Medicine. All of the relevant paperwork and the approval documents for the establishment of this PSP were shared with the EEAP.

During the first semester all students share the same curriculum whereas during the second semester there is some differentiation depending on the two areas of focus. Course work for the PSP is during the first two semesters, with mandatory thesis work taking place during the third and last semester. There is also a mandatory practical which takes place throughout the second semester.

The PSP shared with the EEAP examples of some recent theses of graduating students which ranged in topics such as "The beneficial effect of music on the well-being of mental patients"; "Medical errors and the justice issues associated with them"; "QUALITY OF LIFE OF WOMEN WITH BREAST CANCER UNDERGOING

RADIOTHERAPY"; Vaccination during pregnancy and the possible impact of the pandemic" to give a few examples. The majority of the shared theses were based on observations/questionnaires at hospitals or other facilities and an analysis of the results by statistical and non-statistical methods. The level was appropriate.

Several mechanisms exist that link teaching and research, including the use of primary papers as source material for the course work, offering of a course on research methodology, seminars, and a yearly conference on research activity which involves lectures from prominent scientists and stakeholders.

There is a newsletter each semester which describes activities of the PSP and discusses topics of interest to the students.

The PSP director is Professor Apostolos Vantarakis with a specialization in medical hygiene and extensive experience in the running of the programme. The steering committee is also composed of an additional 10 faculty, all qualified in this area of science.

II. Analysis

Unlike several other medical schools in Greece, the medical school in Patras offers a limited number of PSPs in line with most good practice abroad, and this particular PSP fulfils an important role in Public Health education at the post-graduate level for medical graduates as well as for graduates of other related areas of science and, in some cases, outside of science.

The director of the PSP, the steering committee and the adjunct faculty have appropriate expertise and track record suitable for delivering their courses and the feedback from present and past students was very positive.

The course work as described in the documents submitted to the PSP is reasonable and in accordance with best practice abroad. A special effort is made at the beginning of each entering class to make sure that gaps in background education which come about as a result of the heterogeneity of the student pool can be covered as well as possible. Even within this effort, some students drop out when they realise that they cannot follow aspects of the programme.

The mandatory practical which takes place during the entire second semester is a very important and innovative way to provide the PSP students with relevant first-hand experience in their areas of interest. It is notable that several of the places involved are volunteer organizations dealing with crucial and urgent matters of Public Health.

The publication of a newsletter which discusses topics of interest is an excellent way to maintain the connection between students and faculty of the PSP and to encourage the connection between teaching, research activity and community concerns.

The EEAP discussed with the PSP leadership that (1) in view of the 10-year anniversary of the establishment of the programme, (2) the occurrence of several other PSPs dealing with Public Health in Greece and (3) the mild reduction in student applicants and admissions in recent years this may be a good opportunity to discuss and re-evaluate the main objectives of the PSP. How do the faculty want this programme to be known in Greece, and does it still have aims that are appropriate and topical?

III. Conclusions

A long-running PSP that fulfils an important function in the area of Public Health in Greece. It is run in a very appropriate way, and it produces graduates who are knowledgeable and useful either in academic or professional settings.

Panel Judgement

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

Panel Recommendations

1. Consider the possibility of mild re-branding of the PSP to stay competitive with other similar PSPs in Greece.
2. Take advantage of the local newspapers and other means in order to advertise more widely the excellent quality of the PSP, the employability of its graduates and the overall contribution of the programme to the local community.
3. Convene a meeting of faculty and stakeholders to discuss future directions of the PSP in a changing academic landscape.

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.*

Study Programme Compliance

I. Findings

The duration of studies for the postgraduate programme is three (3) semesters. Attendance at the teaching of courses and exercises (laboratory, etc.) is mandatory. The main teaching methods are lectures, presentations and working groups by members of the Department's faculty, guest lectures by expert scientists as well as oral presentations during the semester by postgraduate students. Student-centred learning is implemented by all professors through interactive learning and students are encouraged to participate in groups. Teaching media are synchronous education with slides and assignments and the use of the University's e-class which is used for communication with students and posting of students' notes and questions.

Students are encouraged to contact their lecturers for further explanation of points of the teaching that are not understood and are assessed based on research papers during the semester as well as written examinations of the courses at the end of each semester, for the first two semesters of studies. At the end of each semester, an evaluation of each course and each lecturer is carried out by the postgraduate students.

There is a complaint management regulation and it is based on the standard regulation of Academic Institution. Its purpose is to ensure, through a student complaint management mechanism, the improvement of the quality of the educational and administrative services provided by the postgraduate programme to all students participating in it.

In the context of better communication with all postgraduate students, the institution of the Academic Advisor has been activated. For each postgraduate student, a professor is assigned from the beginning of the postgraduate programme and throughout the duration of his/her studies, who provides advisory work to the postgraduate students as well as strengthening personal communication between students and professors. He/she is responsible for resolving any problems that arise in the student's studies, seeking cooperation and ways to better address them with the Secretariat or the General Assembly of the Department.

II. Analysis

The PSP. "Public Health" adopts a student-centred approach, offering flexible learning paths that allow students to adapt their educational path according to their personal needs and interests. The delivery of courses is carried out through a variety of methods, such as traditional lectures, online platforms, workshops and seminars, while assessment includes different forms, such as written assignments, presentations and practical training. The programme encourages the development of individual skills, such as critical thinking, autonomy in learning, and problem-solving skills.

Students function as active partners in the learning process, actively participating in discussions and in the co-formation of course content. This participatory approach enhances collaborative learning and the development of a knowledge community. At the same time, the programme ensures the existence of a formal process for student appeals, promoting transparency and fairness in academic practices.

In addition, the function of the academic advisor is implemented, who offers guidance to students regarding their academic path, helping them in choosing courses and achieving their goals. Through these practices, the Public Health PSP offers a personalized and empowering educational experience, promoting the active participation and personal development of students.

III. Conclusion

It is clear that student-centred learning and the adoption of flexible learning and teaching methods are the main priorities in this postgraduate programme. At the same time, students are guided and supported by the academic symbol at every step. The evaluation of each course and each teacher helps to draw conclusions for improvement. There are institutions to support students in any problem that may arise. In general, the postgraduate programme is

provided in a learning environment that promotes mutual respect, with the student at the centre.

Panel Judgement

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

Panel Recommendations

1. Consider conducting regular student satisfaction surveys to measure teaching effectiveness.

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.

Study Programme Compliance

I. Findings

Students are selected from multiple disciplines, including, medicine, nursing, other paramedical professions but also different fields, such as law or agriculture. Students' selection is interview-based. The acceptance in the programme is competitive and it is estimated that 50% or less of the applicants are accepted.

The majority of the students have full-time jobs and accommodations are being made to allow them to continue with their job while in the PSP. There is a downward trend in the number of applicants over the last few years for reasons that were adequately explained and are related to the general situation in Greece but are not related to the quality of the programme. The majority of the students graduate on time while provisions are made to facilitate delayed graduation for students who are not able to graduate on time due to unforeseen circumstances. Adequate provisions exist to assist students with financial difficulties. There is also a satisfactory number of scholarships. Students are supervised during this training by senior members of the Faculty.

Students perform practical training that can take place not only in Patras but elsewhere in Greece at various facilities, such as NGOs, Hospitals or other organizations relevant to the scope of the programme.

Each student is required to submit a Diploma Thesis.

There are currently 17 active students in the current trimester. The EEAP interviewed five current students and all of them reported high satisfaction with the programme. Their suggestions for minor improvements are listed elsewhere in this document.

The EEAP also interviewed eight graduates of the programme. They had attended the programme at different time points and were from a variety of professional fields, including

nurses, a sociologist and two layers. All of them reported high satisfaction with the programme, which has provided them with skills that they use in their daily practice and have found them to be extremely helpful and increase their productivity and job satisfaction.

II. Analysis

The programme can draw students from a large pool.

The selection criteria are appropriate and this has resulted in the competitive recruitment of high-quality students from all over the country.

The attitude of current students and alumni regarding the programme is very positive as all interviewed persons were enthusiastic about their participation.

The current drop in the number of applications and admissions is a concerning trend that is related to conditions independent of the programme, such as the increased number of PSPs in other Universities and the continuing brain drain to other countries.

III. Conclusions

There are no major weaknesses.

Panel Judgement

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

Panel Recommendations

1. The EEAP recommends that, given the current decline of student applications, additional strategies should be employed to attract future students to the programme. Collaborations with State or private Organizations, which need employees with skills related to this programme have the potential to recruit from the already existing personnel of these entities.

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.

Study Programme Compliance

I. Findings

The PSP includes 76 lecturers (staff and collaborating invited lecturers) who are involved in all teaching activities. The majority of them are from Patras University but the considerable number comes from other institutions, mainly in Greece.

There is a satisfactory combination of senior and junior faculty and the participation of women.

The average weekly workload of the faculty is 5-8 hours but with some at 50 or 73.

The quality of teaching is evaluated by the students through the use of questionnaires. The results of the evaluation considerably contribute to modifications of the programme.

There are no uniform financial rewards for all teaching staff members and such awards are considered for each member of the teaching staff separately. However, participation in the programme can help the academic or career progress of the faculty.

The UoP has established teaching awards in the same rules apply to this programme. During the meeting with members of the teaching staff. EEAP was given the impression that all members were fully involved in the programme, took ownership of their part and were extremely satisfied with their participation.

II. Analysis

A considerable number of the teaching faculty is minimally involved, usually in the form of one or two lectures. However, there is a satisfactory number of senior faculty with considerable involvement. This is very helpful in avoiding leadership problems in the management of the programme.

III. Conclusions

The quality of the teaching faculty is excellent, includes members from various scientific fields and covers all the aspects of the programme.

Panel Judgement

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

Panel Recommendations

1. It is recommended that the teaching staff be divided into three categories: leaders of the programme, teaching staff and invited speakers.
2. It is recommended that leaders have a similar amount of time involvement in the programme.

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.

Study Programme Compliance

I. Findings

The PSP offers a comprehensive academic environment with modern facilities in the city of Patras. The programme has fully equipped classrooms, computer laboratories, a secretariat room and special care for people with disabilities (PWDs). In addition, it includes a modern library and information centres with electronic access to scientific journals, books and databases.

The facilities are supported by complete electronic and technical equipment, audiovisual media, digital educational materials and tools for conducting courses.

E-learning is supported through the eClass platform, as well as by the Zoom and Microsoft Teams tools, while the system is based on the open source Moodle software. Postgraduate students are informed about the available services upon their admission, with the guidance of the teaching staff. Each student is assigned an Academic Advisor to monitor their progress. The programme is funded by tuition fees, donations, grants, research projects and government funds.

The teaching staff includes members of the Faculty of Medicine, as well as researchers and scientists with specialized knowledge in the field of Public Health. Secretarial support is provided by the Department of Medicine, with the administrative staff holding university/technical university degrees, knowledge of English and experience in administrative support.

Students obtain an email account, access to distance learning platforms, and the ability to use the Open eClass Mobile application. In addition, they have the ability to register for courses, renew their registration and submit applications through the electronic Secretariat.

The UoP provides services such as the Department of Employment, Careers and Interconnection, which offers information on jobs and postgraduate programmes, as well as teleconsultation for students with disabilities. Safety and hygiene on the University premises are ensured, while an alumni network operates to maintain contact with the Institution.

Within the framework of the operation of the Public Health Master's Programme, a tuition utilization plan has been established, which includes the organization of an annual event - conference of the Public Health Master's Programme and the implementation of an educational trip for its postgraduate students, as well as other outreach activities. In the conference organized every year by the PSP, the students actively participate as speakers, professionals and experts in the field of Public Health. At the end of the event, an open discussion is held where current issues in the field of Public Health are raised. Through key questions, participants are invited to an effort of creative thinking and processing of new ideas, which will arise from the discussion. The conference includes 4 round tables in 4 different thematic sections with prominent scientists invited. In addition, the MSc organizes an educational trip to relevant European institutes for its students.

The PSP organizes every year an Educational Trip to an Institute or research institution abroad. The postgraduate students, in previous years, accompanied by supervising professors, have visited: ISGLOBAL, Institute for Global Health in Barcelona (2019, 2021), the Erasmus University Medical Centre (Erasmus MC) based in Rotterdam and one of the largest and most prestigious scientific university medical centres in Europe. (2018) as well as the National Institute for Public Health and the Environment Royal (RIVM) based in Utrecht, the Netherlands, and one of the most prestigious scientific research centres in Public Health in Europe. (2017). Public Health, in the context of the utilization of tuition fees, participates in conferences of its graduates as well as its professors and teachers.

II. Analysis

The PSP is supported by extensive and modern facilities that ensure an ideal teaching and learning environment. The classrooms are equipped with modern technological means, such as interactive whiteboards and projection systems, providing students with the tools they need for a comprehensive educational experience. In addition, the IT infrastructure includes specialized laboratories with the latest software and hardware, facilitating the educational and research process. An important part of the infrastructure is also access to digital libraries and databases, which allow students to research and study the latest developments in the field of public health. These sources of information are crucial for enhancing academic knowledge and supporting research activity.

In addition to the physical infrastructure, the programme provides a series of support services for students. Career advice is available to guide students in their career orientation, helping them develop career plans and prepare for the job market. The student welfare office offers assistance to students facing various difficulties, whether financial or psychological, ensuring that each student has the necessary support to succeed.

In addition, sports and cultural facilities are available, promoting a balanced student life. These services are easily accessible to all students, including those with disabilities, ensuring inclusion and availability for every need.

The programme's administrative staff is adequate and appropriately trained, ensuring the smooth operation of services and support for students at every stage of their academic journey. In addition, there is a well-organized tuition utilization plan, which aims to continuously improve services and upgrade infrastructure, thus enhancing the quality of education offered to students.

The EEAP found that the facilities and technology offer an excellent learning environment. Students have access to knowledge resources and support, while the administrative staff is adequately trained. The programme invests in the continuous improvement of its services, enhancing the educational experience.

III. Conclusions

The Department is adequately equipped in terms of its facilities and laboratories to ensure a good education for postgraduate students. At the same time, they have access to academic and technical support throughout the programme, both in online teaching, career services and access to resources such as libraries and databases. Support activities and facilities can be organised in different ways, depending on the institutional context. Internal quality assurance demonstrates the quantity and quality of the facilities and services available and that students are aware of all the services available. In providing support services, the role of support and administrative staff is crucial and therefore the staff in this post must be qualified and have opportunities to develop their skills. The programme organizes annual events, workshops and study tours to European institutes, providing students with the opportunity to actively participate and broaden their knowledge through discussions and presentations by renowned scientists, as well as their professional development.

Panel Judgement

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

Panel Recommendations

1. The PSP can consider awards and prizes for students and teachers by attracting external funding.
2. Establish mechanisms for awarding excellence for teaching staff and students.

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.

Study Programme Compliance

I. Findings

The main tool for administering online courses used by the PSP is "Open eClass". It is used extensively since even for courses requiring physical presence there is the possibility of online participation depending on circumstances.

The main portal for student participation in the course work and for monitoring of their progress is called "progress" (<https://progress.upatras.gr/>) which is used extensively by the PSP. Each student can create their own profile and through this find all information relevant to their studies.

Overall monitoring of the functioning of the PSP is done by MODIP which uses several electronic systems to administer questionnaires on student satisfaction with their studies, and to gather statistical information regarding student admission, progress and graduation. The same process is also used to determine characteristics of student profiles, developing student needs and potential alterations in the course work.

The application "Alexandreia" is used to monitor publication activity of each faculty and of the programme as a whole. Some of this information was shared with the EEAP.

II. Analysis

The PSP does a good job of monitoring its function, and the overall satisfaction of the students as determined by online questionnaires appears to range from high to very high. From the data shared with the EEAP (which however did not have enough granularity for individual

courses but were cumulative for all courses) it appears that the two most challenging aspects were the difficulty of the course work and the time required for studying. In addition, it appears that the students prefer by a strong margin in person teaching as opposed to online courses. This will have to be taken into account in any decision concerning the future character of the PSP.

Although not all indicators were available in the initial set of documents received by the EEAP, it was straightforward to obtain the relevant information during our visit. One missing indicator is the rate of questionnaire completion by the students, given that this is usually a very low number in many Greek universities. Regarding the role of MODIP in general: the document submitted to the EEAP "npo-raa11 mCJ1"01toL11a11c;" was missing some important factual information to be very useful. Although the EEAP was able to find this information eventually, it would have been better to have been included in the original document with the encouragement of MODIP which has experience in such documents.

III. Conclusions

The PSP helped by MODIP and the medical school does a good job monitoring student and faculty performance in this PSP. All tools required to continue doing this are in place.

Panel Judgement

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

Panel Recommendations

1. Maintain and share with future evaluation panels statistics on individual course satisfaction and the performance of individual faculty.
2. Discuss once per year within the steering committee the results of student evaluations.
3. The director of the PSP should share with all faculty results of student evaluation of their courses and discuss with them any matters arising.
4. Check that the main document submitted for evaluation contains factual information such as: student numbers, student selection process, graduation rates, tuition fees and how they are spent etc.

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.

Study Programme Compliance

I. Findings

According to the guidelines of HAHE, the PSP is essential to make its educational and academic activities, quality assurance policy, and evaluation results publicly accessible. The website's public information on the programme is currently available in both Greek and English language and can be accessed at <https://publichealth.med.upatras.gr/postgraduate-course-in-public-health/>. An informative PSP website is vital for securing the school's future by ensuring information is accessible, up-to-date, and transparent.

II. Analysis

The UoP has established a comprehensive website (www.upatras.gr/en/) that provides students and the public with easy access to information. The website is structured in a way that facilitates user navigation and information retrieval, making it simple for visitors to find the information they need. Furthermore, the website offers quick links to various postgraduate programmes, including the Public Health programme (<https://publichealth.med.upatras.gr/postgraduate-course-in-public-health/>).

The PSP website has a user-friendly navigation menu that enables visitors to easily locate the main sections of the programme. Additionally, the website is available in both Greek and English (only in part), which is a significant advantage for international visitors.

The website provides a clear and concise overview of the Public Health programme, including its objectives, curriculum, and admission requirements. The programme structure is broken down into specific modules, providing a comprehensive understanding of the course content and duration. Faculty profiles are also included on the website, featuring the research interests, publications, grants, and contact information of the programme's faculty members. However, it would be beneficial to make the CVs of all teaching members available online.

The website clearly outlines the admission requirements and procedures, including language proficiency, academic qualifications, and application deadlines. It also provides information on available scholarships and funding opportunities. However, the website could be improved by providing more information on the expected outcomes and career prospects for graduates, as well as the programme's accreditation or recognition by relevant authorities.

The website could also provide more detailed information on programme fees, including tuition fees, living costs, and other expenses. Additionally, the annual reports of the MODIP reports and students' evaluations of the PSP's courses and lectures should be made available online. Integrating the profiles of employers and social partners on the website would also be beneficial. To enhance recognition and communication of its educational and research achievements, the programme's complete information should be available in English. Establishing a social media presence and creating a downloadable programme brochure or flyer (in PDF format) would also provide a concise and visually appealing overview of the programme. In conclusion, the Public Health programme's website is a valuable resource that provides a wealth of information to prospective students.

III. Conclusions

The PSP demonstrates substantial compliance with the principles set forth by the HAHE. The PSP's official website offers well-organized, clear, and concise information about the programme, ensuring accessibility and transparency for the public. Addressing a few minor aspects could enhance the website's quality and better inform stakeholders, prospective participants, and the public about the programme's objectives, structure, and offerings.

Panel Judgement

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

Panel Recommendations

1. Include detailed information about the programme's faculty, including their research interests, publications, and grants.
2. Integrate employers and social partners on the website.
3. Integrate annual reports of the MODIP and students' evaluations.
4. Integrate social media and create a downloadable programme brochure or flyer (in PDF format).

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.*

Study Programme Compliance

I. Findings

The MODIP of UoP is responsible for the internal quality assurance system in close cooperation with the participating academic unit. It organizes and processes internal (as well as external) evaluations of the Institution's PSPs, including this one. Within the legislative regulations of law 4957/2022, PSP must undergo evaluation and certification to be able to continue its operation. This was organized by MODIP, and a full report was written which confirmed that this PSP aligns fully with the UoP strategy and vision, particularly with the UoP strategic objectives of "Competitiveness in PSPs".

The PSP has in place a robust internal procedure for monitoring its performance on an annual basis. There is close cooperation with the MODIP of the UoP both at the level of technocratic know-how as well as the level of internal evaluation of the PSP's content and administration. The evaluation procedures include students' feedback and teachers and cover evaluation of teaching and all relevant academic functions and actions. Specifically, the annual evaluations include (1) the curriculum of the PSP according to the most up to date scientific knowledge to ensure the modern/updated and relevant character of the PSP, (2) the staff and student workloads as well as the progress and completion of the courses by the students, (3) the degree of student satisfaction and expectations from the PSP, the lecturers, the supporting administration and the available infrastructure, (4) performance of individual modules on a defined basis through relevant surveys and examinations, (5) the internal evaluation

procedures applied to the PSP and the level of effectiveness and compliance with the principles of the UoP Internal Quality Assurance policy and (6) the changing societal needs, the labour market to allow a flexible approach of continuous adaptation to ensure the relevance of the PSP. Throughout the year there are established and frequent student interactions with the Director of studies through a designated student representative

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

From the documentation provided from the most recent internal evaluation and discussion with teaching staff, it was clear to the EEAP that a rigorous procedure is in place, in an effort to facilitate continuous improvement in the pursuit of excellence. Student needs and satisfaction levels are monitored by private discussions as well as by questionnaires. The Panel did not see evidence of an organized "group meeting" with all the students to discuss concerns and other issues.

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

II. Analysis

Overall, the Panel was satisfied that the PSP, through its steering committee, the director and in cooperation with MODIP, do an excellent job of monitoring performance in line with the quality assurance policy of the UoP. The MODIP most recent internal evaluation report on the 31/1/2023, was provided in the supporting documentation. It identified many points of potential improvement, and detailed recommendations were made on how to address these points.

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

III. Conclusions

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

Panel Judgement

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

Panel Recommendations

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

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Study Programme Compliance

I. Findings

The Higher Accreditation and Evaluation (HAHE) body is responsible for overseeing the evaluation and accreditation process of the Public Health MSc (PSP) programme. To ensure the programme meets its quality goals, the HAHE has established various processes and procedures. The EEAP received all the required information for reviewing of the programme.

II. Analysis

This is the first accreditation review of the PSP by HAHE. The EEAP noticed that the UoP prioritizes Quality Assurance, having conducted the first external evaluation in Greece in 1999 and certifying its Internal Quality Assurance System in 2018. The Quality Assurance Unit (MODIP) collaborates with internal teams to ensure transparency, promote consensus, and drive continuous improvement, informed by regular student evaluations.

III. Conclusions

All members of the PSP are aware of the importance of external evaluation by the HAHE, which plays a crucial role in enhancing the programme's quality and effectiveness. This sentiment was echoed during our online meeting with representatives from the MODIP and OMEA committees, as well as other institutional stakeholders.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

The Public Health MSc (PSP) programme appears to be the flagship academic programme relevant to the public health of a large prefecture in the South of mainland Greece. It has several strengths, including a curriculum that addresses contemporary public health issues, flexible and effective teaching methods, and expert faculty guidance from young faculty with international experience. The programme also boasts modern laboratories and digital tools, which provide hands-on learning opportunities. Students have reported high satisfaction with the programme's in-person format. A major strength is the outward approach of the programme that has resulted in strong connection with the local community allowing it to develop partnerships with employers and social partners that offer mentorship and practical training opportunities. The EEAP was particularly impressed by the effort of the PSP to engage with the local communities and with under-privileged groups. Additionally, the programme has a strong Quality Assurance system in place, with regular student evaluations and continuous improvement efforts, ensuring that the programme meets high standards of quality and excellence.

II. Areas of Weakness

The PSP programme faces several challenges, including declining student enrolment, limited research funding, and a need for more hands-on experience opportunities through internships. Additionally, the programme's collaboration with external national and international partners is limited, and its unique features are not being adequately emphasized, which may be contributing to the decline in student enrolment.

III. Recommendations for Follow-up Actions

1. Include detailed information about the programme's faculty, including their research interests, publications, and grants.
2. Integrate employers and social partners on the website.
3. Integrate annual reports of the MODIP and students' evaluations.
4. Integrate social media and create a downloadable programme brochure or flyer (in PDF format).
5. To attract more students, the programme should consider collaborations with State or private organizations to recruit from their existing personnel, leveraging their needs for employees with relevant skills.
6. It is recommended that the teaching staff be divided into three categories: leaders of the programme, teaching staff and invited speakers.
7. It is recommended that leaders have a similar amount of time involvement in the programme.

8. Include detailed information about the programme's faculty, including their research interests, publications, and grants.
9. Integrate employers and social partners on the website.
10. Integrate annual reports of the MODIP and students' evaluations.
11. Integrate social media and create a downloadable programme brochure or flyer (in PDF format).
12. Consider an annual meeting between faculty and all students of this PSP to identify and discuss issues arising and to inform students of the precise actions taken to implement changes/modifications arising from past evaluations.
13. Consider conducting regular student satisfaction surveys to measure teaching effectiveness.
14. The PSP can consider awards and prizes for students and teachers by attracting external funding.
15. Establish mechanisms for awarding excellence for teaching staff and students.
16. Maintain and share with future evaluation panels statistics on individual course satisfaction and on the performance of individual faculty.
17. Discuss once per year within the steering committee the results of student evaluation.
18. The director of the PSP should share with all faculty results of student evaluation of their courses and discuss with them any matters arising.
19. Check that main document submitted for evaluation contains factual information such as: student numbers, student selection process, graduation rates, tuition fees and how they are spent etc.
20. Consider the possibility of mild re-branding of the PSP to stay competitive with other similar PSPs in Greece.
21. Take advantage of the local newspapers and other means in order to advertise more widely the excellent quality of the PSP, the employability of its graduates and the overall contribution of the programme to the local community.
22. Convene a meeting of faculty and stakeholders to discuss future directions of the PSP in a changing academic landscape.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **1, 7, 8.**

The Principles where partial compliance has been achieved are: **None.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

- 1. Prof. Agapios Sachinidis (Chair)**
- 2. Prof. Dimitris Grammatopoulos**
- 3. Dr. Nicholas Ktistakis**
- 4. Prof. Veves Aristidis**
- 5. Ms. Kyriakidou Panagiota**