



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



Εθνική Αρχή  
Ανώτατης Εκπαίδευσης  
Hellenic Authority  
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece  
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • [www.ethaae.gr](http://www.ethaae.gr)

## Accreditation Report

for the New Postgraduate Study Programme of:

**Environmental Communication and Health Promotion**

Department: Public and Community Health

Institution: University of West Attica

Date: 12.10.2024

### NOTES

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



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 New Postgraduate Study Programme of Environmental  
Communication and Health Promotion of the University of West Attica,  
for the purposes of granting accreditation.

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b> .....	<b>4</b>
I. The External Evaluation & Accreditation Panel .....	4
II. Review Procedure and Documentation.....	5
III. Postgraduate Study Programme Profile .....	6
<b>Part B: Compliance with the Principles</b> .....	<b>7</b>
Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes.....	7
Principle 2: Design and Approval of New Postgraduate Study Programmes .....	10
Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification .....	14
Principle 4: Teaching Staff of New Postgraduate Study Programmes .....	20
Principle 5: Learning Resources and Student Support .....	20
Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes.....	26
<b>Part C: Conclusions</b> .....	<b>30</b>
I. Features of Good Practice .....	30
II. Areas of Weakness .....	30
III. Recommendations for Follow-up Actions .....	30
IV. Summary & Overall Assessment.....	31

## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the new Postgraduate Study programme of Environmental Communication and Health Promotion of the University of West Attica comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1.** Professor Panos Vostanis (Chair)  
University of Leicester, Leicester, UK
  
- 2.** Professor Konstantinos C. Makris  
Cyprus International Institute for Environmental and Public Health, School of Health Sciences, Cyprus University of Technology, Limassol, Cyprus
  
- 3.** Assoc. Professor Stefanos Volianitis  
Qatar University, Doha, Qatar
  
- 4.** Dr Georgios Aislainter  
Bundesinstitut für Arzneimittel und Medizinprodukte (BfArM), Bonn, Germany
  
- 5.** Mr Nikolaos Savvopoulos, PhD Candidate  
University of Patras, Rio, Greece

## II. Review Procedure and Documentation

In preparation for the review of the Postgraduate Study Programme (PSP) of Environmental Communication and Health Promotion of the University of West Attica (UniWA), the members of the External Evaluation and Accreditation Panel (EEAP) examined a wide variety of documents provided in advance by HAHE, including the Department's Proposal for Accreditation of the Postgraduate Programme, the Guide of Studies, the HAHE Guidelines and other relevant information about the proposed Programme (strategic goals, quality indicators, research outputs, several University and Departmental policies, etc.). The EEAP also consulted the website of the Department.

The review was online. The review took place on Monday 30/09/2024 to Tuesday 01/10/2024. It was preceded by a private meeting of the EEAP on Monday (via Zoom), and it was followed by further private meetings of the EEAP throughout that week to finalise the report. During the virtual visit, the EEAP had the following meetings:

30/09/2024

17:00 – 18.00: Meeting with Professor Stavros Kaminaris, Vice-Rector; Professor Konstantina Skanavis, Head of Department of Public and Community Health, and Programme Director; and Dr Marisa Sigala, Director of Quality Assurance (MODIP). The Programme Director gave an overview of the proposed PSP.

01/10/2024

15.45-16.30: Meeting with Teaching Staff members (DEP) and Adjunct Teaching Staff for the PSP: Professor Areti Lagiou, Associate Professor Evanthia Sakellari, Assistant Professor Evdokia Vassalou, Assistant Professor Ioannis Papadas, and Laboratory Teaching Staff Ms Agathi Stathopoulou. The EEAP discussed about teaching and staff issues, workload, delivery approaches, student evaluation, links between teaching and research, learning materials, equipment and resources.

17.15 – 18.15: Meeting with external stakeholders, i.e., employers, academic and social partners from the public and private sectors: Dr Efstratios Papanis, Assistant Professor of Aegean University; Dr Steriani Matsiori, Associate Professor, University of Thessaly; and Ms Cristianna Pirasmaki, ECOCITY Company. Stakeholders discussed with EEAP members various forms and opportunities of collaboration with the Programme, and involvement in the formulation of the proposal.

18.15 – 18.45: Debrief meeting of EEAP members, in which they discussed the outcomes of the virtual visit and prepared the interim oral report.

18.45 – 19.15: Closure meeting with the Vice-Rector, Programme Director and MODIP Manager. In this final meeting, the EEAP provided a general view of some of the conclusions reached.

The EEAP members want to underline that all the above meetings were held in a very constructive atmosphere, but in a very tight time schedule. Overall, the Department and staff had prepared a rigorous visit programme with presentations and discussions. All members of the Programme were ready and eager to answer the questions by the EEAP, and this facilitated the latter's task in the evaluation and accreditation process.

### **III. Postgraduate Study Programme Profile**

The Postgraduate Study Programme in Environmental Communication and Health Promotion aims at the integration of these two fields in providing theoretical and applied knowledge, evidence-base, interdisciplinary skills, design of tools and interventions, and systems organisation to graduates from various environmental and health disciplines. In particular, students will be equipped with conceptual and evidence-based knowledge and competencies on the interface between environmental communication and health promotion, and its applications in community and systemic interventions. The curriculum covers a wide spectrum of topics, including principles of environmental communication, epidemiology, health promotion in schools and communities, crisis management, cross-cultural issues, ecotherapy, digital approaches, and research methods.

The Programme operates within the framework of the European Credit Transfer and Accumulation System (ECTS), which quantifies academic workload. The complete cost of the Postgraduate Programme amounts to 2.250€, reflecting the total number of 90 required credit units. Teaching is provided in the English language.

The postgraduate journey spans 1.5 academic year, equivalent to three semesters, providing students with the flexibility to tailor their educational path according to their individual needs and preferences. Semester 1 consists of five compulsory lessons (topics). Semester 2 includes three compulsory and two optional lessons. Semester 3 involves the completion of a dissertation, with the option of a theoretical or applied approach.

Upon successful completion of the Postgraduate Study Programme in Environmental Communication and Health Promotion, graduates are conferred with a Postgraduate Diploma. This qualification opens doors to various career opportunities in environmental and health settings across the public and private sector. Additionally, the Programme prepares graduates for leadership positions in service development and organisation, as well as policy-making. The Postgraduate Study Programme in Environmental Communication and Health Promotion is hosted by the University of West Attica. The academic institution offer high-quality infrastructure for face-to-face and web-based learning.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

*The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.*

*In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a. the suitability of the structure and organisation of postgraduate study programmes*
- b. the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c. the promotion of the quality and effectiveness of teaching at the PSP*

- d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*
- e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f. *the level of demand for the graduates' qualifications in the labour market*
- g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*
- h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

- *Quality Assurance Policy of academic unit for development and improvement of PSP*
- *Quality Goal Setting Strategy of PSP*
- *Feasibility and sustainability study for the new PSP*

### **Study Programme Compliance**

*Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.*

#### **I. Findings**

Relevant documentation included the Quality Assurance Policy of the PSP and the Goal Setting Strategy of the PSP. The Quality Assurance Policy outlines the mission of the Department of Public and Community Health, and the PSP in particular, with reference to aims and objectives. The main aims relate to the knowledge, skills and competencies that students and graduates are expected to acquire through the PSP.

The Goal Setting Strategy of the PSP defines specific strategic priorities and quality objectives. The strategic aims defined include the following: the upgrading and quality control of the PSP; the enhancement of the image and the recognition of the PSP; the further professional development of staff members; and the enhancement of links with external organisations. Moreover, the Goal Setting Strategy outlines specific indicators, present and future targets, actions to be taken to achieve the objectives, responsibilities and timelines. However, an overall PowerPoint presentation of the PSP was missing.

The feasibility and sustainability study addresses generic principles and objectives and refers to existing international PSPs in this broad field. As the proposed PSP will integrate the two broad fields of environmental communication and health promotion, there is lack of specificity on market demand, in contrast with other PSPs targeting either environmental or health-related disciplines.



## II. Analysis

The information outlined in the relevant documents as well as the information provided by administrators and Faculty members indicates that the academic unit is committed to the implementation of the Quality Assurance Policy. There is an acknowledgement of the need to make a commitment towards continuous improvement. The role of student feedback and participation is considered important in continuous improvement, as shown by the importance assigned to this strategic aim in the Goal Setting Strategy of the PSP. Moreover, continuous improvement appears to be based on the creation and maintenance of a healthy and collaborative organisational culture.

Quality goals are combined with suitable performance indicators, which creates a framework for relevant planning and initiatives for improvement. These goals will be monitored and updated on a regular basis. Internal processes for quality assurance are used to identify areas for improvement. The generic goals set by the academic unit could follow the SMART framework, in being more specific, measurable, achievable, relevant and time-specific. These could be better informed by more detailed and focused SWOT and market analysis, which are currently lacking.

The specified learning outcomes are in agreement with the European and National Qualifications Framework for Higher Education. The academic unit has demonstrated commitment to the promotion of the quality and effectiveness of teaching, as indicated by departmental actions, policies and initiatives. For instance, this is shown by the fact that the academics recruited and employed in the Programme are highly qualified.

## III. Conclusions

The PSP has established a Quality Assurance Policy, which ensures that the PSP will be monitored and evaluated on a systematic basis. The process provides specific directions for improvement, which is considered necessary for further action. The unique integrative and interdisciplinary nature of the PSP is a clear strength, but also carries some risks on student uptake in relation to more traditional unidisciplinary programmes. Further understanding of specific opportunities and risks could help improve the PSP marketing, as well as help its implementation to meet its strategic objectives.

### Panel Judgement

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

## Panel Recommendations

This is an innovative proposal, which builds on unique expertise within the Department and teaching staff group. The integration of two fields will be a future strength for the Department and the PSP. At this stage, this position would be strengthened further by a more detailed and focused SWOT and market analysis.

## Principle 2: Design and Approval of New Postgraduate Study Programmes

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. In particular, for each expected learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*

- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

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

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

### **Study Programme Compliance**

#### **I. Findings**

The PSP “Environmental Communication and Health Promotion” was re-founded in 2023 after a 5-year long offer of it in the Greek language. The PSP will be offered in English with a total of 90 ECTS credits, requiring a conventional mode of attendance and successful completion of the PSP obligations in three semesters (30 credits/ECTS per semester). The obligations include the preparation of a postgraduate dissertation. The structure of the PSP is rational and clearly articulated and in accordance with the ECTS system.

The PSP is delivered by successful and reputable Faculty members from the Department of Public and Community Health at the University of West Attica. It offers a modern approach in the theory and practice of Environmental Communication and the field of Health Promotion, aiming at educational and scientific training of students to develop skills and expertise to understand, conduct and critically evaluate and communicate to various stakeholders environment and health sciences-related knowledge. The emphasis on research is limited. Focus is on the training and professional development of students to serve in environmental organisations such as the shipping cruise industry and other environmental organisations in Greece and abroad.

The theoretical part of the PSP covers a wide spectrum of approaches in environmental communication, introduction to epidemiology, health promotion and communication policy principles, including communication training on behavioural change, environmental health, technological advances and the more specialised topics of ecotherapy and crisis management referring to natural disasters. It was not clear if these theoretical aspects are to be enriched

by exercises involving questionnaire/survey analysis in quantitative and/or qualitative studies using specific statistical packages. In the 3<sup>rd</sup> semester a compulsory Master's thesis of 30 ECTS is carried out. Alternatively, the possibility of a technical report is provided. Practical training in an environmental organisation (30 ECTS) is offered as an alternative to not delivering a Master's thesis (30 ECTS) to fulfil the requirement of this PSP.

The linking of teaching and research benefits from the introduction of research seminars, development of research methodology skills and tools, invited lectures from guest speakers, and from executing the thesis research (if chosen). The students will benefit from senior and well-experienced Faculty members in the field of environmental protection, epidemiology and health education/promotion, with considerable academic activity. The curriculum includes lectures, tutorials, study of international literature, health promotion and environmental communication methodologies, and a thesis or practical training, thus providing students with a solid theoretical background coupled with practical knowledge, and skills required to build a solid scientific foundation to advance student careers either for PhD studies in environmental health sciences or in positions in the state system or in private sector health promotion and/or environmental protection schemes.

Stakeholders expressed confidence and the belief that this re-launched PSP is restructured to attract an international audience. There is a plan to include and assess student evaluation surveys. Mentoring of new Faculty members by senior Faculty is planned to take place on a one to one basis.

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

## **II. Analysis**

The PSP in "Environmental Communication and Health Promotion" is a new programme in English language offering a revamped approach to the study of environmental communication and health promotion towards communicating and translating environmental effects on human and community health. The PSP is expected to have a reasonable demand, because of the wider student market anticipated because of the programme being taught in English. As a new course in English language, it will require a systematic communication and advertisement to countries beyond Greece. It is a well-designed PSP covering most aspects and principles of Communication in Environmental Health Sciences. The PSP benefits from the human resources and infrastructure of an established Department of Public Health at the University of West Attica, with longstanding contribution in the Greek state health system policy and community health practice. Course descriptions and syllabi have been provided, clearly stating detailed content, learning outcomes and skills expected to be acquired by students, the organisation of lectures and other methods of delivery, the supporting structure of the learning processes, and the

evaluation methods. The curriculum revision procedure involved consultation with stakeholders, external experts and students that strengthened the content of the PSP curriculum structure. However, the Panel realised the lack of a bioethics course and data security in the curriculum, which appears to be a weakness of the programme. The website of the PSP in both Greek and English is adequate, and it looks brand new. The feasibility study would further benefit by including a SWOT and marketing analysis prospects of mapping and identifying a student pool that would be highly important for this English taught PSP. The fact that this course is offered in the English language calls for structural and administrative procedures being in place to facilitate the stages of student application, admission, welcoming and hosting during the course, but these prerequisites were not clearly described in the study guide or elsewhere.

The fact that the PSP allows a student swapping the research thesis with a practical training approach and its report could perhaps create an unbalanced bias towards practical reporting, while the research focus of the PSP would be undermined; this would require some attention by the PSP core team.

Specific research activities in the form of manuscript publications, research methods and protocols, resulting grant income, conference proceeding announcements, etc., would be a good advertisement for prospective applicants by uploading them on the PSP website and its social media with modern communication tools (e.g., LinkedIn, Twitter), since the PSP is largely centred on the communication skills.

### III. Conclusions

The PSP provides a well-designed study programme providing consolidated knowledge and skills in Communication in Environmental Health Sciences. The panel has found the PSP to be substantially compliant with principle 2.

#### Panel Judgement

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

#### Panel Recommendations

The Panel recommends that the option given to students to swap research thesis with practical training and its report is not given as an option, as this would potentially weaken the research emphasis of a PSP. It is recommended to keep the research thesis as mandatory and leave the practical application as a summer opportunity anyway.

The PSP website content about research should be enriched with research contributions from all teaching Faculty and with more research highlights (only the Skyros project is currently shown). Highlight on the website PSP-related research successes, which are currently missing.

The panel recommends slight modifications in the schedule/course programme by adding an Ethics course mandatory for all students.

The website and study guide including the overall administrative structure of the programme together with the University would be better enriched with clear options for foreign students regarding visa, housing, etc.

### **Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification**

**INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).**

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

*Indicatively:*

- *The students' admission procedures and the required supporting documents*
- *Student rights and obligations, and monitoring of student progression*
- *Internship issues, if applicable, and granting of scholarships*
- *The procedures and terms for the drafting of assignments and the thesis*
- *The procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *The terms and conditions for enhancing student mobility*

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

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*

- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

### **Documentation**

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

### **Study Programme Compliance**

#### **I. Findings**

This PSP will be taught in English over three academic semesters. The programme was previously taught in Greek for a few years. It is stated that the PSP has been operating since 2020-2021.

The structure and design of the PSP in Environmental Communication and Health Promotion are described in the study guide and various regulations. The basic information has been uploaded on the PSP's webpage (<https://pchenv.uniwa.gr/en/home/>). It should be noted that the webpage is modern and well designed and exists in both Greek and English.

The information for the application form for the year 2024-2025 states that "The application period for the 2024-2025 academic year has closed". More information is provided on the Greek webpage. The information for the online application is directing to the Greek page of the programme <https://pchenv.uniwa.gr/>.

The criteria for entry into the PSP are outlined on the English webpage. In particular, the following are submitted:

1. Online application for nomination to the P.S.P. (available through the website of the "Environmental Communication and Health Promotion") <https://pchenv.uniwa.gr/>
2. Copy of degree or Diploma. The titles acquired abroad must be accompanied by a recognition of parity/correspondence by D.O.A.T.A.P.
3. Certificate of studies with a detailed Grade of all courses or requirements of the degree, where the final grade of the degree is also written, numerically and accurately

4. A complete curriculum vitae, detailing the qualifications and possible research or professional activities.
5. Two letters of recommendation.
6. Copies of English language degrees or other certificates. If there are candidates who have sufficient knowledge of the English language but do not have the relevant certification, an examination will be conducted. Those interested will be notified in time of the day and time of the examination. More information and details of the interviews will be posted on the P.M.S website.
7. Short memorandum justifying expression of interest in the specific MSC.

Proof of participation can also be submitted by final students, provided that at the start of the first semester of the courses they will have presented a graduation certificate or a copy of their degree.

Candidates must submit their application online by completing the online form available for this purpose on the MSC page at <https://pchenv.uniwa.gr/>

The more detailed information is provided in the Greek document called “ΠΡΟΚΗΡΥΞΗ - ΠΡΟΣΚΛΗΣΗ ΥΠΟΒΟΛΗΣ ΑΙΤΗΣΕΩΝ” :

<https://pchenv.uniwa.gr/wp-content/uploads/sites/427/2024/08/%CE%A0%CE%91%CE%A1%CE%91%CE%A4%CE%91%CE%A3%CE%97-%CE%91%CE%99%CE%A4%CE%97%CE%A3%CE%95%CE%A9%CE%9D-%CE%A5%CE%A0%CE%9F%CE%A8%CE%97%CE%A6%CE%99%CE%9F%CE%A4%CE%97%CE%A4%CE%91%CE%A3-.pdf>

The only information on the news/announcements webpage is the [LIST OF SUCCESSFUL CANDIDATES IN THE MSC “Environmental Communication and Health Promotion” 2022-2023](#)

The available materials describe with sufficient detail all the necessary information that the students will require for admission to the PSP, as well as the courses taught and the procedures followed during the PSP.

More specifically, the following regulations and procedures have been provided to the Accreditation Panel in Greek and English with Greek filenames: syllabus, lectures outline with a description of the courses, the study guide, internal operation regulation, complaints regulation, Academic Advisor information and an example of the Master’s Diploma and supplement. The procedures and requirements regarding the writing of the Diploma thesis are included in a separate specific document, with clear instructions entitled “Driver Postgraduate Writing Thesis (Process and Writing)”.

The Schedule in the Studies section of the Webpage is referring to a “Bachelor’s” thesis for Semester 3 (which is not an appropriate term for a PSP).

There is also some information on the student mobility programme ERASMUS, within the framework of the international agreements of the Department of Health and Human Services (in English) and information on the course instructors (in Greek).



The publications section on the webpage contains only the Google Scholar link of the Director of the Programme Director.

There is a welcoming ceremony on the first day programme, in which the Course Director provides information on the PSP and details on the facilities of the University. The technological infrastructure and e-services of the University of West Attica are made known to the students.

The academic tutor/advisor and the complaints procedure are also made known to the students. The Department and the University appear to have an efficient system in place to manage complaints.

The PSP offers the opportunity of some practical training with “hands-on” experience. In the Study Programme of the Master's component, an internship of 30 ECTS - at least 500 hours of total workload in areas of environmental education and activity, is carried out as an alternative to writing a Diploma thesis. The Skyros Project has been operating successfully for several years (<https://skyrosproject.uniwa.gr/en/home/>).

Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation and are clearly described in the available PSP's documentation (with a link in the study guide to a Greek language document).

The ECTS are applied across the curriculum, and procedures and requirements regarding student mobility programmes are established.

The student-centred learning, teaching, and assessment aspects of the Interinstitutional PSP are demonstrated by offering flexible learning options to students, including online teaching materials and updated technological platforms/solutions as part of the institution's infrastructure (e.g. e-Class and MS Teams).

## II. Analysis

The Accreditation Panel was informed that the PSP has been taught in Greek for five years, was completed and it is attempting to re-establish itself by being taught in English. This information is not clearly extracted from the PSP's webpage.

There is evidence that the PSP has developed and applied to the basic extent the rules and regulations relevant with Principle 3. This information is presented in the study guide, regulations and in additional relevant documentation.

The study guide provided to the Accreditation Panel is slightly different to the one posted on the website, which needs some reviewing and updating, e.g.:

**European Health Insurance Card (E.K.A.A.)** .Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.  
**Healthcare** .....Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.  
**USEFUL INFORMATION**..... 333

Furthermore, the study guide provided to the Accreditation Panel has incomprehensible filenames such as “Ç8\_ÄââéÄæ æÄÄôâûî EN”. The same applies to the example of Diploma (“ÄÇÉÇÉÆäïÇ âêÄèüïÇÆÄæ ä”) and the Diploma Supplement.

The reason for pointing out these issues, as well as in which language the information is provided, is because it is not entirely clear for which nationality students this PSP is aiming. It appears that the PSP is targeting to attract Greek students with knowledge of English (“graduates of the country”). The documentation in Greek is more complete and without errors. The same cannot be said with certainty for the English versions. It is not clear whether foreign students are prospective students of the PSP.

Furthermore, the important information is provided only in Greek.

<https://merimna.uniwa.gr/iatrofarmakeytiki-perithalpsi/>

#### Psychosocial Support

<https://prosvasi.uniwa.gr/atomiki-psychologiki-ypostirixi/>

Similarly, the reasons for not continuing to teach the programme in Greek are not exactly clear. However, the entry criteria should be clear to the prospective students, together with what is expected from them in terms of language requirements. If the programme is to be taught in English, then all the materials, including the application form, should be in English.

A focused and useful PowerPoint presentation in Greek dealing with the aspects of Principle 3 (in addition to the documentation in pdf and on the webpage) was provided to the Accreditation Panel.

Sufficient information for the PSP is provided to prospective Greek speaking students regarding the selection procedure, regulations governing the drafting of the Diploma thesis, ERASMUS and e-learning. The Accreditation Panel was informed that there will be no written exams. However, from the webpage it is not made very clear to the students how the monitoring of their progress will be conducted. For example, in the Syllabus on the webpage “*The language of evaluation is English and **Greek***”. In the documentation provided it is probably correctly, stating: “*The language of evaluation is English*”. For the majority of the courses the following will be required: an intermediate progress study submitted to e-Class 20%, project presentation 30%, a final study (unclear) submitted to e-Class 50% and the evaluation criteria are: scientific methodology and bibliographic documentation. Only two courses are referring to a final written assignment submitted to e-Class 50%. The lack of clarity to what is requested from the students who were up to now used to written exams is not exactly beneficial for them.

Academic support is expected to be provided through the Academic Advisor role, and through effective communication ensured by the motivated Course Director and the teaching staff.

Unfortunately, it was not possible to interview any students since the programme has not started yet.

### III. Conclusions

The PSP has substantially prepared its documentation for the regulations, procedures, criteria, requirements and relevant issues for student admission, Diploma thesis writing and recognition of studies and certification, in alignment with Principle 3, as stated by HAHE.

#### Panel Judgement

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

#### Panel Recommendations

Unless the target student population of the PSP is different, it should be made clear in the criteria for entry into the PSP that only Greek speaking students (with knowledge of English) can be admitted. The important information (e.g. “prokiriksi” is provided only in Greek).

The assessment procedure of the students should be described more clearly to the prospective students.

The documentation in English needs to be reviewed and updated. All information and materials should be in English.

The information across all the documentation and the webpages (Greek and English) should be reviewed and harmonised, so that the students are well informed.

The focused and very informative PowerPoint presentation dealing with all aspects of Principle 3 relevant for the students should be made available to the students during the welcoming ceremony.

The PSP could also consider distributing together with the presentation a leaflet with the study guide and all seven regulations (study, Diploma thesis, practical training, mobility, complaints procedure, academic advisor and e-learning).

The PSP should encourage students' participation in mobility programmes. Increased communication of the availability of mobility programmes would bring students in contact with career possibilities and pathways that may be inaccessible otherwise.

#### **Principle 4: Teaching Staff of New Postgraduate Study Programmes**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING, AND FURTHER DEVELOPMENT.**

*The Institution should attend to the adequacy and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).*

*More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

#### **Documentation**

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff, including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

#### **Study Programme Compliance**

##### **I. Findings**

There is no set of merit-based criteria and procedures in place for the recruitment of the teaching staff of the PSP. Similarly, there is no defined strategy for attracting quality academic members of staff.

In the discussions with staff of the PSP, it was revealed that there are a number of professional development opportunities for the teaching staff, including staff mobility and teaching, and

research support. Surprisingly, these opportunities are not presented in the Accreditation Proposal of the PSP.

The teaching workload amounts to 10 hours per week for each member of staff.

The publications record and impact of the staff (H-indices and citations) are appropriate for the academic rank of each member of staff.

The study programme includes a Thesis, or Technical Report, which are aimed to prepare the students for possible future research-based study. Also, there is a research methods course (basic Epidemiology) aimed to provide the theoretical background that can support the preparation of the Thesis.

There is regular evaluation of the teaching staff by the students through surveys.

## **II. Analysis**

The Department is following the criteria and procedures outlined in the relevant legislation for the recruitment of the academic staff, but there are no established specific merit-based criteria for the recruitment process of the teaching staff of the PSP, at least not presented in the Accreditation Proposal or stated in the Department's Regulations and Procedures document. Recruitment of teaching staff is based solely on the relevance of staff academic expertise with Environmental Communication.

Academic members of staff receive significant support from the Department for Professional Development. Specifically, there is flexibility for research leave, staff mobility through the Erasmus+ programme and allowance for Open Access publication charges and conference participation. Also, there is support for Teaching Development by a dedicated unit within the department.

Based on the publications record and impact of the staff (H-indices and citations), which are appropriate for the academic rank of each member of staff, it is deemed that the workload allows for engagement in research activities. There is significant research productivity by the academic members of staff. Many publications are co-authored by students, providing evidence of strong links between teaching and research. However, the largest part of the publications are in non-indexed journals with no Impact Factor, as evidenced from the large discrepancy between the Scopus and Google Scholar records.

Furthermore, there is no defined (or at least clearly outlined and presented) research strategy of the PSP focusing on specific scientific areas. Currently, even though there is significant research productivity, nevertheless, there is no specific focus of these publications.

### III. Conclusions

The PSP complies to a large extent to the criteria of Principle 4 and its application is deemed satisfactory.

#### Panel Judgement

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

#### *Panel Recommendations*

It is recommended that the PSP formulates and establishes a focused research strategy. The benefits of such strategy can be manifold. This also relates to the option given to students to swap the research thesis with a practical training and its report, something that weakens the research focus of a PSP programme.

Firstly, the PSP will develop a more pronounced research identity that can attract quality external members of staff.

Secondly, it will also promote the development of criteria-based recruitment of future academic staff by further clarifying and highlighting the academic characteristics of the PSP, and hence justify the relevance of the prospective members of staff with the PSP.

Thirdly, It will also promote more efficiently the PSP to potential students.

Lastly, it can benefit the current academic members of staff to improve the quality of their publications output by targeting indexed journals with higher impact factor.

## Principle 5: Learning Resources and Student Support

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

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

*When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the Institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

*In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### Documentation

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

### Study Programme Compliance

#### I. Findings

To address the teaching and learning needs of its students, the PSP “Environmental Communication and Health Promotion” in the Department of Public and Community Health offers ample infrastructure and support services, ensuring students have immediate access to these resources. The internal quality assurance process systematically monitors the quantity and quality of the available infrastructure and services, ensuring that students are

aware of what is provided. Corrective actions are initiated in the case of deficiencies. Students are informed about the available services mainly through the University's and Programme's website and the Student Guide.

The PSP is supported by permanent Faculty from the department, along with external associates when needed, including: 10 faculty members for teaching and supporting educational activities and one administrative staff member, all of whom fall under the Personnel Support and Development Policy, whether permanent or external. As this PSP aims to enrol 60 students per academic cycle, adequate provisions must be in place to ensure that both administrative and academic support is sufficient throughout the entire academic year, specifically through the academic advisor and other staff.

The PSP utilises the facilities of the hosting department at the UniWA campus for in-person teaching and daily operations. These facilities include lecture halls, offices for staff and administration, computer room, a library, and nearby dining services. It was not made clear if dedicated lecture halls are available for this programme. For remote learning, the programme uses MS Teams for live online classes and Open e-Class for asynchronous instruction.

The students are offered through the PSP and UniWA a range of services, including free meals (based on eligibility), access to free healthcare, psychological and counselling services, library resources, computer room, educational materials, and opportunities to participate in sports and cultural activities, while there is an accessibility unit for students with disabilities, ensuring equal access on academic studies. As this is a newly established PSP, it has yet to be determined whether the educational materials and library resources are adequately equipped. This PSP aims to attract foreign students, but a detailed plan was not provided on how these students will be supported academically, administratively and financially (in the case of students living abroad).

UniWA provides students with electronic services to enhance students' academic experience. These include a unified account for access to various applications such as the Student Information System, Open e-Class, Microsoft Office 365, VPN, and Filesender, alongside tools for file management, editing, and secure access. The e-Class enables asynchronous distance learning accessible via any web browser, with no requirements of specialised technical skills. The PSP provisions a substantial percentage of the educational process (up to 80%) to be conducted via distance learning methods, amounting to a total of 72 ECTS (out of 90 ECTS) through distance learning.

There is a detailed tuition plan in the materials shared with the Panel. The resources of this PSP primarily come from tuition fees, amounting to 2.250 euros per student per academic cycle (maximum number of students is 60). Tuition fees for upcoming years are allocated as follows: up to 30% for tuition fee exemptions as per law and 30% for ELKE. A substantial percentage (46%) is allocated to academic staff expenses, which should be utilised if the number of staff increases beyond the current provision of 10. There is also provision for distributing funds for scholarships from the second academic year (2,3%) and for mobility of students/staff, but in the latter case there is a discrepancy in the supplied materials in



allocated funds regarding the mobility category and the category of “Other Operational Costs” (documents A5 and A19).

## II. Analysis

This PSP in the Department of Public and Community Health provides essential infrastructure, services, and a systematic quality assurance process to support student learning, targeting an enrolment of 60 students per cycle with mainly permanent Faculty staff. While remote learning is facilitated through MS Teams and Open e-Class, the availability of dedicated for this PSP in-person lecture halls remains unclear. Students have access to healthcare, psychological support, library resources, and accessibility accommodations. However, as the programme is newly established, the adequacy of educational materials and library resources has yet to be evaluated. The programme aims to attract international students but lacks a detailed support plan for them. Up to 80% of the curriculum (72 ECTS) can be delivered online. The funding model is tuition-based, with allocations for staff, tuition exemptions, and ELKE, but inconsistencies in funding for mobility and operational costs need clarification.

## III. Conclusions

In conclusion, while the PSP in the Department of Public and Community Health offers a comprehensive framework for supporting student learning through a blend of in-person and remote educational services, several areas require attention to ensure its effectiveness. The programme’s infrastructure and services are in place, but the adequacy of educational materials and dedicated lecture spaces needs further assessment. Additionally, if the PSP aims to also attract international students (being taught in English), there is a need for a clearer support strategy for them. The tuition-based funding model provides for various operational and academic expenses, but discrepancies in budget allocation, particularly concerning mobility and other operational costs, must be addressed for transparency and effective management.

### Panel Judgement

<b>Principle 5: Learning Resources and Student Support</b>	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

## Panel Recommendations

Establish a detailed plan for foreign students to support them in all aspects during the duration of their studies from the application phase, to the welcoming phase and during the PSP duration. A dedicated welcoming office should be also available for issues related only to foreign students (e.g. visa, housing, etc.)

Ensure that there are available dedicated lecture halls for this PSP and library services are adequately equipped on the field of Environmental Health and Communication, to ensure that students have immediate access to materials. Students should be able to evaluate the materials and library service.

It is highly recommended to attract or distribute more funds to scholarships and/or mobility. Discrepancies in fund allocations should be resolved by supporting mobility without significantly impacting other operational expenses (such as by reducing the percentage allocated to academic staff expenses).

Ensure that there is adequate staff to support all enrolled students (in case of maximum number of 60), and if the target of enrolling 60 students is not met, establish plans to maintain the smooth operation of the PSP and properly allocate funds.

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

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

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

*The above comprise the assessment of:*

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*

- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP has been taught in Greek for some years and it is thought that substantial experience has been gained.

From the presentations and the submitted documents, it is obvious that the PSP is ready to take the internal and external evaluation processes seriously.

The Director and the Faculty of the PSP are aware of the internal evaluation, which was conducted under the supervision of the University of West Attica MODIP based on the institution's Internal Quality Assurance System, and which received certification in December 2020 (Report of the Internal Quality Assurance System of the University of West Attica, 23/2/2021).

The Director and the Faculty of the PSP are informed and understand the importance of internal and external evaluation/accreditation of the programme. They are all committed to participate and to contribute in a constructive manner to these processes, through the quality policy of the supervising department for its PSP and the strategic objectives of the PSP, to adapt their work and to apply the recommendations of the internal and external evaluation reports.

A prior evaluation has not been conducted. It is unclear whether the programme in English will start in 2024 or in 2025. It appears that there are already applications for the academic year 2024-2025 (**“Η ημερομηνία υποβολής αιτήσεων των υποψηφίων του προγράμματος Π.Μ.Σ. «Περιβαλλοντική Επικοινωνία και Προαγωγή Υγείας» για το ακαδημαϊκό έτος 2024-2025 παρατείνεται έως και τις 22/9/24 - Η υποβολή αιτήσεων έχει ολοκληρωθεί”**).

The panel could not be presented with any completed student questionnaires, since the PSP in English has not started yet.

According to input provided to the Accreditation Panel during the online evaluation, the PSP Faculty members know the importance of the external review and its contributions to the programme's continuous improvement. The Director of the PSP appeared ready to be involved in applying any necessary follow-up actions.

The PSP has not performed a SWOT analysis to identify the strengths and weaknesses of the programme and to assess the opportunities and threats of the environment. This could have been useful.

The Director and the Faculty of the PSP appear committed to make potential adjustments to their strategy by addressing internal weaknesses by using additional available resources and building on strengths, focusing on strengths in order to exploit opportunities in the external environment and adjusting the target setting of the Interinstitutional PSP.

## II. Analysis

The Accreditation Panel was informed that the PSP has been taught in the Greek language for five years and is now attempting to be re-established by being taught in English. However, no relevant information was provided with respect to internal or external evaluations of the Greek PSP. Furthermore, the information provided in documentation and on the webpage is referring to the programme running from 2020-2021 and that the application process for the academic year 2024-2025 has been completed and closed.

The preparedness for internal and external evaluations of this PSP is welcomed.

The Accreditation Panel, based on the preparation of the materials and the commitment of the Faculty is confident that the programme will continue to improve all aspects of the educational process.

It is expected that a SWOT analysis will be prepared at regular intervals to serve its main purpose, i.e. emphasise the strengths, identify the weaknesses and exploit the opportunities.

## III. Conclusions

The commitment and preparedness for internal and external evaluations of the Director and the Faculty of this PSP is acceptable according to the HAHE standards.

### Panel Judgement

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

### **Panel Recommendations**

A SWOT analysis, which will be updated every year, is considered useful by the Accreditation Panel

The PSP may need to re-evaluate certain aspects such as minimum and maximum number of students after the first year of its operation

The PSP may need to prepare some documentation on Faculty discussions concerning the recruitment of Faculty, the progress of the PSP and the areas that need improvement from the Faculty's point of view, after the first year of its operation.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

The proposed PSP is an innovative training initiative that integrates two fields of environmental communication and health promotion, thus providing a unique opportunity for students from both fields to acquire knowledge and skills in an interdisciplinary context.

The PSP is well designed and structured, building on relevant expertise and the experience obtained via offering the same course in Greek language during the last 5 years

Teaching staff have a strong track record and experience, especially on the Environmental Communication side, because of the preceding PSP.

There are delineated mechanisms and structures in place for quality assurance.

There are policies, mechanisms and infrastructure for student support.

There is commitment and preparedness to future internal and external evaluation.

### **II. Areas of Weakness**

There is no specific or targeted SWOT and market analysis, considering the novelty of the PSP and its student targets.

Because of the integration of two fields, this is not always clear in the topic/lesson syllabus and course description templates.

Information regarding application procedures, admission, and hosting of international students is not clearly articulated.

There are some discrepancies between information provided through documents and the website.

### **III. Recommendations for Follow-up Actions**

Complete a more detailed and targeted SWOT and market analysis.

Minor modifications to the curriculum, and assurance of integration throughout all topics.

It should be made clear in the criteria for entry into the PSP whether only Greek speaking students (with knowledge of English) can be admitted or international students are also allowed. Important information is only in Greek.

If international students are also admitted, attention should be given to their needs, with clearer information on requirements and available support.

The assessment procedure should be described more clearly to prospective students.

The documentation in English needs to be reviewed and updated. The information across all the documentation and the webpages (Greek and English) should be harmonised.

The PSP should encourage students' participation in mobility programmes. Increased communication of the availability of mobility programmes would bring students in contact with career possibilities and pathways that may be inaccessible otherwise.

A research strategy should be developed to align with the overall training and especially the PSP.

The PSP may need to re-evaluate certain aspects such as minimum and maximum number of students after the first year of its operation.

Ensure that there is adequate staff to support all enrolled students (in case of maximum number of 60), and if the target of enrolling 60 students is not met, establish plans to maintain the smooth operation of the PSP and properly allocate funds.

It is highly recommended to attract or distribute more funds to scholarships and/or mobility. Discrepancies in fund allocations should be resolved by supporting mobility without significantly impacting other operational expenses (such as by reducing the percentage allocated to academic staff expenses).

#### IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: 1, 2, 3, 4, 5.

The Principles where partial compliance has been achieved are: Not applicable

The Principles where failure of compliance was identified are: Not applicable

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



## The members of the External Evaluation & Accreditation Panel

**Name and surname**

**Signature**

1. Panos Vostanis

2. Konstantinos Makris

3. Stefanos Volianitis

4. Dr Georgios Aislaitner

5. Nikolaos Savvopoulos