



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Public health

Department: Public Health Policy

Institution: University of Western Attica

Date: 19/11/2024



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
Western Attica** 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 Western Attica** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Vlachos Ilias (Chair)
Excelia Business School-Excelia Group

2. AISLAITNER GEORGIOS
Bundesinstitut für Arzneimittel und Medizinprodukte (BfArM) [Federal Institute for Drugs and Medical Devices], Germany

3. DEDOUSIS EVANGELOS
The American University in Dubai (AUD)

4. MAKRIS KONSTANTINOS
Cyprus International Institute for Environmental and Public Health (CII), Cyprus
University of Technology

5. ΔΗΜΟΥ ΚΩΝΣΤΑΝΤΙΝΑ
University of Ioannina

II. Review Procedure and Documentation

The present accreditation took place between November 4th and 9th, 2024, with a follow-up meeting on November 12th.

The External Evaluation and Accreditation Panel (EEAP) downloaded the package of files submitted by the program administration to ETHAAE for the MSc in Public Health at the University of Western Attica.

The material included the accreditation guidelines, acronyms, the European qualifications framework, the PSP (postgraduate study programme) standards, the mapping grid, the Report template, the Accreditation Guide and the Accreditation management system manual.

The MODIP sent further material (presentations) to the committee.

Several meetings have taken place. On Monday, 04/11/2024, the Panel met with the Meeting with the PSP directors, the Department Head, the Internal Evaluation Unit Supervisor and members (MODIP), Steering Committees/ OMEA members, the Director of the postgraduate program under review, and the Internal Evaluation Team (OMEA).

They were

1. Prof. Stavros Kaminaris – Vice-Rector, President of MODIP
2. Prof. Tonia Vassilakou – Head of the Department of Public Health Policy & Director
3. Dr. Marisa Sigala – Director of MODIP STEERING COMMITTEE
4. Assoc. Prof. Eleni Patsoula, member of the steering committee and teaching staff OMEA member
5. Prof. Kyriakoula Merakou, member of the steering committee and teaching staff of the PSP1

A lengthy, in-depth discussion occurred during this first meeting (the members of the other PSP on MSc in Leadership, Innovation, and Value-Based Health Policies were also present).

In the following days, the panel also met with the teaching staff, representatives of employers, and other social partners related to the programme. Prof. Panagiotis Kaldis, the Rector of the University of Western Attica, also briefly joined one session.

The meetings concluded with a meeting with the Programme's Director, the MODIP, and a Steering Committee/OMEA representative, during which the preliminary findings of the accreditation process were discussed.

III. Postgraduate Study Programme Profile

The MSc "Public Health" program at the Department of Public Health Policies, formerly part of the National School of Public Health (Ethniki Sxoli Dimosias Ygeias-ESDY), is Greece's first master's program in Public Health and one of the earliest in Europe in this field. Founded in 1981, it has produced over 2,000 graduates, many of whom hold key public health roles, contribute to decision-making on critical public health issues, and serve as faculty in Greek and international institutions.

The former National School of Public Health's postgraduate programs were first evaluated by the Hellenic Authority for Higher Education (HAHE) in 2011.

The Department relaunched the MSc in "Public Health" in 2020-2021, with the English title "MSc in Public Health."

This program offers 120 ECTS credits and includes three specializations: (1) Public Health Science and Policy, (2) Infectious Diseases and Public Health Laboratories, and (3) Health Promotion of Children and Adolescents – School Health.

The MSc "Public Health" program provides comprehensive training across diverse public health disciplines, equipping students with essential skills to design, implement, and evaluate public health policies and programs. It emphasizes preventive health, health promotion, and quality of life improvement. The program targets graduates from Health Sciences, Biological Sciences, Earth Sciences, Social Sciences, Humanities, Legal Studies, and Political Sciences, aiming to develop professionals skilled in tackling modern public health challenges through evidence-based strategies.

The MSc program is coordinated by an experienced faculty and benefits from a rich legacy of nearly a century, continuing the ESDY legacy. Graduates have contributed significantly to public and private health sectors, with expertise in epidemiology, health promotion, infectious and non-communicable disease control, environmental health, and public health policy and communication strategies. Some of the Graduates have top leadership positions in Greece's public and private health sector. The program is supported by an Advisory Board comprising representatives from the Ministry of Health, international organizations, research institutes, and alumni, ensuring its alignment with both national and global public health needs.

The MSc program has a Greek and English website (<https://mdy.uniwa.gr/en/home/>) and a presence on social media <https://www.facebook.com/mdy.uniwa/>

https://www.linkedin.com/posts/master-in-public-health_%CF%84%CE%BF-%CF%80%CE%BC%CF%83-%CE%B4%CE%B7%CE%BC%CF%8C%CF%83%CE%B9%CE%B1-

%CF%85%CE%B3%CE%B5%CE%AF%CE%B1-%CF%84%CE%BC%CE%AE%CE%BC%CE%B1-
%CF%80%CE%BF%CE%BB%CE%B9%CF%84%CE%B9%CE%BA%CF%8E%CE%BD-
%CE%B4%CE%B7%CE%BC%CF%8C%CF%83%CE%B9%CE%B1%CF%82-activity-
7212045982191030274-ugmN/,
https://www.instagram.com/msc_publichealth/
<https://www.facebook.com/groups/338347899879735/?ref=share> (772 members)

All courses are delivered exclusively hybrid (online lectures, face-to-face labs) and taught in Greek. The majority of postgraduate students are already employed.

The total ECTS credits required to obtain the MSc degree amount to one hundred and twenty (120), with thirty (30) credits per academic semester. The thirty (30) credits for each full-time academic semester or thesis writing represent approximately 750 hours of workload that each graduate student is expected to commit. Each semester includes thirteen (13) full teaching weeks.

All courses in the MSc program are mandatory, with 39 hours of teaching (lectures, exercises, labs, case studies) per course, and each course is worth 6 ECTS credits.

The structure of the program is as follows:

1st Semester: Five common courses for all specializations.

2nd Semester: Two common courses for all specializations and two additional classes for the "Public Health Science and Policy" and "Infectious Diseases – Public Health Laboratories" specializations. The remaining courses differ among the three specializations.

3rd Semester: One common course for the "Public Health Science and Policy" and "Infectious Diseases – Public Health Laboratories" specializations. The remaining courses differ among the three specializations.

4th Semester: Preparation of the Master's Thesis.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The Quality Assurance Policy of the Master's Program in MSc in Public Health (henceforth PSP) harmonizes with the Quality Policy of the Department of Public Health Policy, School of Public Health, University of Western Attica, and with the university's policy.

It is formulated as a declaration, which is made public and implemented with the participation of all interested parties.

The Quality Policy Statement/ declaration is posted on the MSc program's website. <https://mdy.uniwa.gr/diasfalisi-poiotitas/> and <https://mdy.uniwa.gr/en/quality-assurance/>

MSc in Public Health has been designed and is organized based on the mission, vision, values and academic identity of the Department of Public Health Policy, fully harmonised with the strategic pillars of the University of Western Attica:

1. Educational Excellence
2. Research Development
3. Digital Transformation
4. Improvement of the Academic Environment
5. Accountability and Transparency
6. Extroversion – Internationalization
7. Sustainability and Sustainable Management of Resources
8. Quality Assurance

The Quality Policy aims to support the academic content and the scientific orientation of the MSc Program so that they achieve high-quality educational, research and administrative work by the international academic standards and the good practices of the European Higher Education Area, in compliance with the rules of the Hellenic Authority for Higher Education (HAHE) and the current legislation. The quality policy of the Department of Public Health focuses on achieving strategic goals, with the ultimate goal of continuous development and improvement of the MSc Program.

The target-setting process of the MSc in Public Health is based on the strategic objectives that have been set, each of which is further divided into quality objectives. All the quality objectives are reflected in quality indicators indicated by the Hellenic Authority for Higher Education (HAHE). They are harmonized, in the context of respect for the character and autonomy of Greek Universities, with the Standards and Guidelines of the European Higher Education Area. The measurement, monitoring, modification, strengthening or replacement of the quality objectives and the corresponding quality indicators is necessary for improving the educational services provided by the MSc Program.

The MSc program strongly emphasises ensuring the quality of education and continually improving its services. To support these goals, a structured evaluation process is conducted, involving feedback from postgraduate students on both

courses and instructors, as outlined in Article 87 of Law 4957/2022. It includes assessing courses, teaching quality, and various qualitative and quantitative aspects of the MSc program, in line with Article 44 of Law 4485/2017 and the University of Western Attica's Postgraduate Studies Regulations.

Students' evaluations and results are published in compliance with the certification and evaluation protocols established by the Hellenic Authority for Higher Education (HAHE) and the Quality Assurance Unit (MO.DI.P.) of the University of Western Attica.

The program's Director, the Coordinating Committee, and the Internal Evaluation Committee are responsible for reviewing the evaluation reports. In collaboration with the teaching faculty, they analyze the feedback and develop actionable proposals to enhance the quality of education. Based on the evaluation outcomes, improvement actions are implemented as needed, demonstrating a commitment to responsive and adaptive educational practices. This continuous cycle of evaluation and improvement helps ensure that the MSc program remains aligned with institutional standards and student needs, fostering a culture of excellence in postgraduate education.

II. Analysis

The quality policy for the MSc in Public Health is aligned with international academic standards and the European Higher Education Area's best practices. It also complies with the Hellenic Authority for Higher Education (HAHE) guidelines and current legislation.

The MSc in Public Health establishes a structured target-setting process based on strategic objectives. Each strategic objective is broken down into specific quality objectives, measured using quality indicators provided by HAHE. These indicators are harmonized with the Standards and Guidelines of the European Higher Education Area, respecting the character and autonomy of Greek universities.

Based on the "document A3._newΣτοχοθεσία Ποιότητας.pdf" and interviews with various stakeholders, the committee finds that the MSc in Public Health program has established key quality goals and strategies to ensure high standards in education, research, and administrative services. To maintain relevance and incorporate international trends, the curriculum is reviewed every two years, with workshops organized to evaluate courses and integrate new developments. Academic advising is strengthened to improve graduation rates, aiming to increase the percentage of graduates to 70%, with targeted support for thesis completion.

To enhance the learning experience, the program encourages diverse teaching methods, including case studies, problem-based learning, and practical assignments, to increase the adoption of these techniques to 65% of courses. Teaching materials are updated annually to reflect the latest research and global

trends. At the same time, efforts to engage students in evaluations aim to raise their participation rate to 65% and improve satisfaction with the educational process to a rating of 4.5 out of 5.

Excellence in education and research is further promoted by supporting student participation in conferences, with a target of seven student presentations, and motivating students to submit award-worthy projects, aiming for at least one recognition annually.

Faculty development is encouraged through programs like Erasmus+ to increase the number of participating staff to two per year.

Collaborative research between faculty and students is also prioritized, with a target of three joint publications. In terms of outreach and internationalization, the program organizes regular thematic events such as conferences, seminars, and webinars to strengthen community ties and alums engagement, targeting two yearly events. Partnerships with local, national, and international organizations and universities are pursued to address public health challenges, aiming to establish two new Memoranda of Understanding annually.

The program also seeks to attract high-level guest lecturers, targeting an annual increase from 28 to 30. Infrastructure upgrades are prioritized, and regular assessments ensure classrooms and equipment meet high standards. The aim is to boost student satisfaction with facilities to 75%.

In administrative services, staff receive continuous training on a student-centred approach, with a target of double participation in training seminars. Additionally, response times to student inquiries have improved, increasing satisfaction with administrative support to 90%.

III. Conclusions

The Quality Assurance Policy complies with the Principle.

Panel Judgement

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

Panel Recommendations

no recommendations

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

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

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

In addition, the design of PSP must consider:

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

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

Documentation

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

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The approval process for the MSc in Public Health program by the institution includes the following:

- The MSc in Public Health was re-established in 2020 with a fully renewed curriculum following the proposal's approval by the MSc Coordinating Committee, which included a Feasibility Study, a Sustainability Report, and an Infrastructure Report. These were reviewed by the Department Assembly (Act no. 7/05-12-2019, Topic 3), the Postgraduate Studies Committee of the University of Western Attica (Act no. 3/15-6-2020, Topic 9), and the University Senate (Act no. 9/25-6-2020, Topic 26), with the decision to re-establish the MSc titled "Public Health" by the applicable legislation.
- The MSc Operating Regulations, following a recommendation by the Coordinating Committee, were approved by the Department Assembly (Act no. 16/15-9-2020, Topic 2) and the Senate of the University of Western Attica (Act no. 15/25-09-2020, Topic 2).
- The MSc Operating Regulations were updated and aligned with Law 4957/2022 and approved by the Department Assembly and the University Senate in 2023.
- The MSc program's website contains the re-establishment gazette (FEK 3988/17.09.2020) and the MSc Operating Regulations (FEK 5183/24.11.2020), as well as the new gazette (FEK 7729/31.12.2023) containing the updated regulations.

Program Details:

- Courses: 15 courses are offered per specialization (28 courses total), and 15 are required for the degree plus the Master's Thesis.
- Credits: 120 ECTS credits in total.

Graduates of the MSc in Public Health gain advanced knowledge in public health topics and develop a critical awareness of standards and practices in the field. Those specializing in Infectious Diseases gain expertise in the epidemiology, prevention, and control of infectious diseases and public health microbiology. Graduates specializing in Health Promotion for Children and Adolescents understand the various risk factors affecting youth health and recognize schools. Key learning outcomes include active participation in interdisciplinary approaches, individualized learning paths, and professional skills through ongoing engagement with public health professionals and scientists.

Upon completion, graduates possess the necessary scientific knowledge, skills, and competencies to pursue careers as Public Health Practitioners in public and private hospitals, research organizations and institutes, NGOs, schools, and the private sector. They may also continue with doctoral studies.

The MSc in Public Health primarily attracts professionals seeking advanced specialization and career growth in private and public health sectors, with some graduates pursuing doctoral studies. The program strengthens its ties to the job market by offering students opportunities to participate in the ERASMUS+ mobility program, collaborate with research institutions on thesis projects, interact with distinguished guest lecturers, attend public health conferences and seminars, and publish and present research in scientific journals and conferences.

II. Analysis

The MSc in Public Health is linked and bound with the high-quality requirements of the University of Western Attica.

It offers its students a robust, well-organised, student-centric, and student-customised program that includes both theoretical and practical learning.

Additionally, the PSP benefits from a creative environment that allows everyone in its educational community freedom of academic and professional development.

There is a need for further networking, especially with EU/global partners, such as <https://www.linkedin.com/company/master-in-public-health/posts/?feedView=all>

There are only 138 followers.

Networking can increase employment opportunities (or provide better employment opportunities to students), research collaborations, and knowledge transfer. It can also help the internationalisation of the PSP in case it can develop an English-speaking degree.

III. Conclusions

The PSP confers a high-quality degree.

Students, alumni, and employers highly value and appreciate the degree.

The faculty are well-qualified.

The current students possess the relevant skills and are mostly employed to serve peer learning.

Past students often have top leading positions in public and private sectors.

The PSP has implemented a satisfactory Quality Assurance Policy.

Overall, the PSP is found to be fully compliant. It fulfils the requirements of Principle 2.

Panel Judgement

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

Panel Recommendations

R2.1. Introduce bioethics course to all specialisations.

R2.2. Although there are soft skills in the curriculum and students are employed and working during their studies, more emphasis should be placed in soft-skills upskilling and reskilling, especially in group working, presentation, and relevant skills.

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

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The student-centred learning, teaching, and assessment approach is evident in all aspects of the PSP for the duration of one's studies. There is close professional interaction between faculty and students, and the views/requests of the latter are taken into account so that study and professional commitments can be accommodated. The study guide is very informative and includes details regarding the admissions criteria, required credits, degree structure, facilities, student welfare, and mobility in ERASMUS+ programs. Course syllabi provide detailed information regarding course contents, teaching methods, expected learning outcomes, development of competencies, assessment methods, and bibliography. Students are supported by Academic Studies Advisors whose duties include informing, discussing, and advising students on issues related to their studies, prospects, and possibilities following graduation. There are several well-appointed facilities for use by students, including research/teaching laboratories, computer rooms, study rooms, and a Library, while a range of electronic services such as the platform for asynchronous education (MOODLE) and wireless network are also available. Student diversity is respected, and special regulations are in place to ensure equal participation in learning for students with disabilities and special educational needs. Needy students are provided with free medical and hospital care. The steps to follow in case of students' complaints or appeals are clearly stated in the respective formal procedures. Detailed code of ethics and research are also available. A Diploma Supplement is available in Greek and in English. Comments made by graduates and current students during discussions with the EEAP show strong satisfaction with all aspects of the learning/teaching process. Students appreciate the opportunity to interact with guest speakers from the industry, bond, and build a team during various events as part of the program. The comments were especially positive, even enthusiastic, regarding faculty's knowledge, teaching skills, approachability, and the professional interaction they develop with students. The comments by students and graduates were equally positive regarding the administrative services. Student satisfaction with faculty, infrastructure, and support services is well above 4 over 5. In this regard, it may be mentioned that student satisfaction has followed an upward trend over the past 2-3 years.

II. Analysis

The student-centred learning approach is evident in all aspects of the program. There is close professional interaction between faculty and students, and faculty members are open to considering and accommodating student requests related to studies. Individual course syllabi clearly state the assessment items and criteria, learning outcomes, and other information. The presence of the academic advisor indicates strong concern for students. The high student participation rate in evaluation surveys and the high scores for all items referring to the curriculum and faculty are good indicators of overall student satisfaction with the student-centred orientation of the program.

III. Conclusions

The PSP is delivered in an environment that places students at the centre of the teaching/learning process and promotes close professional interaction between students and faculty. The EEAP has found the PSP to be fully compliant with Principle 3.

Three issues require attention and should not be particularly difficult to deal with. One is that several faculty CVs should be updated to include recent research and professional activities. This can better help students identify faculty whose research interests are close to their own. Two, a bibliography is dated in a number of courses, including material published 15-20 years ago. Students will benefit by becoming acquainted with recent developments in the discipline. Third, extending the library's opening times, even by a few hours, over the weekend will help facilitate student access to it.

Panel Judgement

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

Panel Recommendations

- R.3.1. Up-to-date faculty CV's as appropriate.
- R.3.2. Up-to date course bibliography as appropriate.

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

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

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

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

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The structure and design of the well-known PSP in Public Health are clearly described in the Study Guide, various regulations and in the supplementary documentation. The amount of available information in a very well-structured and detailed way on the PSP's webpage is impressive (<https://mdy.uniwa.gr/>). There is also a dedicated page for the documentation that the prospective students will need (<https://mdy.uniwa.gr/chrisima-entypa/>).

It is worth noting that the PSP's webpage is interlinked with the Department's webpage (<http://php.uniwa.gr>) and the Postgraduate studies of the University (<https://php.uniwa.gr/studies/postgraduate-studies/>).

The application form for entry to the programme is on the webpage.

The required documentation for entry into the PSP are clearly outlined:

1. Application form for the MSc, which is posted online at the website: <https://mdy.uniwa.gr>. Only one of the three specialisations should be declared.
2. A copy of the diploma or certificate of completion of studies
3. Certificate of comprehensive diploma
4. A detailed curriculum vitae, giving details of qualifications and any research or professional activities
5. Evidence of research or professional activity (if any)
6. Letters of recommendation (if available)
7. Copy of postgraduate degree (if available)
8. Publications in peer-reviewed journals (if available)
9. Photocopy of the Identity Card (two sides).

10. Copy of a certificate of proficiency in English. Proficiency certified by a recognised qualification (e.g. a degree from an educational institution in an English-speaking country or an English-language study programme, First Certificate in English, TOEFL certificate with a score of at least 500 points (or 300 under the new evaluation method), IELTS certificate with a score of 6,5 or higher, State Certificate of Attainment in Languages (level B2). Graduates from English-speaking universities are exempted from the requirement to produce a language certificate. If the above requirements for a good knowledge of English are not met, an assessment of English language comprehension will be carried out at the time of the candidate's interview. Knowledge of other foreign languages will be taken into account.

11. For international students: The candidate should provide a copy of a recognized certificate of Greek language proficiency. If the above requirements for a good knowledge of the Greek language are not met, an assessment of the candidate's comprehension of a text in Greek will be carried out during the candidate's interview.

12. Additional qualifications, scholarships, special seminars, post-graduate qualifications, diplomas in supplementary education, etc. (if any)

The application document in MS Word (97-2003) is clear and user-friendly.

The selection process for applicants is made according to law 4485/2017 and the provisions of the Regulations of the MSc.

For admission to the PSP, the following will be taken into account: the degree, the scientific activity (research activity, scientific publications, distinctions, scholarships, seminars, other postgraduate degrees, etc.), professional experience, voluntary social work, social action, performance in writing a short essay on Public Health and performance in the interview. A good knowledge of the English language (level B2 or higher), according to the criteria of the ASEP, is considered a prerequisite for selecting students for the MSc. If a language certificate is not provided, an English language comprehension assessment will be conducted during the interview.

The available materials describe clearly and in sufficient detail all the 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 are included: the student selection procedures and the required supporting documents, duration of the study (4 semesters), the study programme together with a description of the courses, the three specialisations, the student's rights and obligations, the way their progress is monitored, the facilities available to the students, the availability and granting of scholarships. The procedures and requirements for writing the Diploma thesis are in a separate specific document with clear instructions.

Information on student mobility programmes, information on course instructors, the procedure for awarding and recognising the Diploma, and any relevant public information for the PSP.

There is a welcoming ceremony on the programme, in which the Course Director provides information on the PSP and details on the university's facilities. The technological infrastructure and e-services of the University of Western Attica are

made available to the students and are also interlinked on the PSP's webpage. The academic tutor/advisor and a complaint procedure are also made known to the students. The Department and the University appear to have an efficient system for managing complaints.

Ethical issues, such as those concerning data protection, intellectual property rights, and rules for protecting against fraud, are governed by the e-learning regulation and are clearly described in the available PSP documentation. For the second specialisation, there is additionally a confidentiality and non-disclosure document.

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

The PSP's student-centered learning, teaching, and assessment aspects 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., MS Teams and Moodle).

A blended teaching and learning method is applied. There are synchronous and asynchronous teaching methods. MS Teams is used for synchronous teaching with interactive lectures, and Moodle is for asynchronous distance learning.

All regulations and procedures concerning the structure and design of the PSP are included in the Study Guide, the supplementary documentation and the PSP's webpage. More specifically, the following regulations and procedures are included: (a) The student selection procedures and the required supporting documents, (b) duration of the study (4 semesters), (c) the study program together with a description of the courses (d) the monitoring of students' progress, (e) the rights and obligations of students, (f) scholarships, (g) procedures and requirements regarding the writing of the thesis, (h) information on student mobility programmes, (i) some information for the employment of course instructors (j) the procedure of award and recognition of the Diploma, and (k) related public information for the PSP.

The documentation provided to the Accreditation Panel has exceeded all expectations.

II. Analysis

The program has been running successfully since 2020 within the University of Western Attica and, before that, in the very well-known National School of Public Health (ESDY) since 1994. There is more than sufficient evidence that the PSP has developed and applied all rules and regulations relevant to Principle 4. This information is presented in the Study Guide and in additional relevant documentation. Students were well informed about the programme by exploring the PSP's webpage. Prospective and current Greek-speaking students have a clear picture of the selection procedure (<https://mdy.uniwa.gr/ypopsifioi/>), the monitoring of their progress, and regulations governing the thesis drafting, mobility programmes, and scholarship opportunities.

For prospective students, there are even specific templates for their CVs and letters of recommendation. To enter the PSP, the students are required to select their specialisation from their application.

It should be noted that the webpage is very modern and well-designed and exists in both Greek and English. The Greek webpage contains everything that the

students could possibly need. The brochure in English is not available, but this is not an issue for Greek-speaking students.

The PSP's webpage provides a general presentation that was presented to the Accreditation Panel. In addition to the documentation in PDF and on the webpage, a focused and useful PowerPoint presentation dealing with all the aspects of Principle 4 (along with all the prepared documentation) has been provided to the Accreditation Panel.

The PSP embraces a flexible learning model, integrating both in-person and online sessions using modern technology, as indicated by the design of the webpage and the supporting materials.

The procedures for entry to the programme, the criteria for being accepted, and the procedures for assessing and monitoring the student's progress during their studies are described clearly and in detail.

The PSP does not organise practical training. However, the case studies and exercises during the courses satisfied the students and graduates.

Students and graduates have expressed their satisfaction with the teaching staff's availability and felt compelled to highlight the immediate response of both the teaching and administrative staff. No problems or complaints were recorded during the interviews. In case minor issues occurred (e.g., a request for a book not available in the Department), these were resolved very quickly.

None of the 49 responses to a questionnaire stated that the student did not want to keep in touch with the PSP or other graduates.

All of the PSP students have participated in at least one conference.

The PSP students are aware of exchange programs (such as ERASMUS). However, due to the specificities of the course, most of the PSP students have limited available time in addition to their professional obligations. However, increased communication about the availability of mobility programmes could bring students in contact with career possibilities and pathways that may be inaccessible domestically.

III. Conclusions

The PSP has successfully documented all regulations and relevant issues for student admission, rights and obligations, scholarship opportunities, monitoring of their progress, exchange programs, thesis drafting, and recognition of studies and certification, in alignment with Principle 4, as stated by HAHE.

Panel Judgement

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

Panel Recommendations

R.4.1. Consider setting up a fully electronically admission process.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The teaching staff of the Postgraduate Programme in Public Health consists of 22 faculty members (7 Professors of Grade 1, 5 Associate Professors, and 10 Assistant Professors), 8 members of the laboratory teaching staff, and 5 members of the laboratory technology staff), scientists of recognized prestige who have specialized knowledge and relevant experience in the programme's subject matter.

The PSP Public Health organises and follows clear, transparent, and fair procedures for selecting suitably qualified teaching staff, as required by the legislation in force, regarding the importance of teaching and research.

The department's qualified staff responds promptly to the needs of the postgraduate programme and communicates with students. They are fully in tune with teaching through technology and modern, asynchronous education methods. In the PSP in Public Health, teaching work as external lecturers is also carried out by scientists of recognised prestige who have specialised knowledge and significant teaching and research experience in the subject area of the PSP.

The PSP's coordination committee records and discusses the training needs, per the programme's educational objectives and course outline. The proposed external collaborator is selected according to the field of knowledge, specialisation, academic training, teaching experience, and the relevance of publications.

II. Analysis

The PSP in Public Health encourages and supports the mobility of its teaching staff through their participation in the Erasmus+ programme for participation in scientific events (e.g., conferences, workshops, exhibitions, etc.).

ERASMUS+ is the European Commission's programme for education, training, youth, and sport. It aims to enhance skills and employability and modernise education, training, and youth systems in all areas of Lifelong Learning.

III. Conclusions

The PSP fully compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

No recommendations

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP Programme provides all students access to up-to-date online library services, programme-specific digital material teaching, and all necessary facilities (classrooms, laboratories, IT infrastructure, digital libraries and databases, etc.) Teaching is delivered using both synchronous and asynchronous methods, as well as novel digital educational tools, to enhance the quality of the learning experience. Upon registration, new students are informed about the available services and facilities and how to seek help and support during their studies. The

Course Director holds the overall management responsibilities for the Programme. Expenses include primarily administrative and technical support fees, salary contributions for teaching staff, where applicable, expenses for travel, and equipment maintenance.

The UNIWA and the relevant Department of Public Health are strongly committed to facilitating high-quality education by investing in infrastructure and equipment maintenance, promoting digital educational tools and materials, and delivering efficient, professional services for students and staff. An adequate range of support services is available to the PSP students (i.e., boarding, career counselling, student welfare office, sports/cultural facilities, etc.). To the best of the Panel's knowledge, major teaching activities are delivered in fully equipped laboratories, focusing on advanced equipment and novel MedTech. The UNIWA is committed to supporting existing financial channels to maintain and enhance the student learning experience.

Support staff are highly skilled individuals with diverse roles keen on promoting educators' teaching and research work. There is sufficient and competent administrative staff to ensure the smooth operation of the student support services in this PSP program. The support staff team includes programme coordinators and administrative assistants. Their responsibilities range from student enrolment and record management to providing academic guidance and logistical support for both faculty members and students. Students, alumni and faculty teaching staff rarely had to perform administrative, operational, and managerial tasks.

II. Analysis

Teaching and research staff highlighted the need for infrastructure upgrades and expanding existing support services to enhance service delivery.

At the beginning of each academic year, the PMS Coordinating Committee proceeds, in cooperation with the teaching staff, to prepare a proposal for improving the provided educational services, where required, based on student evaluations. In each academic semester, meetings are held with the representatives of PSP active students, and a workshop with the participation of the PMS teaching staff is held to continuously improve the quality of educational, scientific and research work of the PSP. The findings of this internal evaluation feed into a continuous readjustment of teaching activities.

This plan also ensures that financial resources are efficiently utilised to sustain the quality of educational activities.

It was noted that so far, there has been no Erasmus scholarship (financial or excellence) or mobility for which they have been informed. However, it has not yet been possible for various reasons, mainly due to the students' professional obligations. The PSP director has acknowledged this weakness. There is, however, student support from a personal Academic advisor and support from lecturers for

international publications.

The lack of reports of Erasmus mobility may be an area that can be improved for students' international experience.

III. **Conclusions**

Overall, the Programme is adequately structured to support students and staff in delivering their research and educational work as part of the Master programme requirements, duties, and obligations.

Panel Judgement

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

Panel Recommendations

R.6.1 The PSP could consider further upgrading the lab equipment.

R.6.2 The PSP can further encourage students' participation in mobility programmes.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

There is an integrated and complete information system at the level of Institution, Department and new PSP. Metrics and statistics are available for the following:

- teaching
- students' achievements
- research work,
- human resources,
- facilities,
- services offered to students,
- economic resources and their allocation

Undoubtedly, this PSP, taking advantage of the Institute's electronic service, has created and operated an information system for the management and monitoring of data concerning students, teaching staff, the structure and organization of courses, teaching, and the provision of services and facilities to students, together with the respective scoring.

The University of Western Attica is the third highest educational institution to have joined the national eDiplomas service. Through this service, citizens holding a degree from a Greek higher education institution can, using their TAXISnet account, authorise an institution (public organisation or company) to receive information about their degrees. It is planned to integrate the PSP Public Health into the eDiplomas service in the near future.

Key performance indicators and a detailed profile of the student population with general rates of progress and success are included. Regarding the satisfaction of students from the PSP, the interviews found that they only expressed the need to be allowed to follow/attend some lectures of the other specialisations. This can be achieved by recording and posting the lectures on the teaching platform.

The results from the satisfaction survey of the Public Health graduates from the year 2023 are posted on the website (<https://mdy.uniwa.gr/wp-content/uploads/sites/385/2024/11/%CE%88%CF%81%CE%B5%CF%85%CE%BD%CE%B1-%CE%99%CE%BA%CE%B1%CE%BD%CE%BF%CF%80%CE%BF%CE%AF%CE%B7%CF%83%CE%B7%CF%82-%CE%91%CF%80%CE%BF%CF%86%CE%BF%CE%AF%CF%84%CF%89%CE%BD.pdf>)

The scoring for the lectures for the PSP Public Health during the academic year 2023-2024 was very high (the highest score is 5)

Scoring	Percentage (%)
>4.75	32
4.51 - 4.75	43
4.26 - 4.50	18
4.01 - 4.25	7

During the evaluation of the PSP "Public Health," key performance indicators, such as the high quality of teaching, the success rate, and the overall satisfaction of students, correspond fully to the Principle 7 requirements. Interviews with students (graduates and existing students) confirmed this.

II. Analysis

The Postgraduate Program "Public Health" has a very high quality of teaching, which translates to very high satisfaction scores in key performance indicators. This suggests that students receive one of the best quality educations in the field of public health. Consequently, the PSP has a very satisfactory success rate of students, which suggests that students can complete the program successfully.

The PSP operates an information system for managing and monitoring data concerning students, teaching staff, course structure, and the respective satisfaction scores. Key performance indicators and a detailed profile of the student population, including progress, success, and dropout rates, are useful for

monitoring student performance, although this is also achieved by direct contact of the students with the teaching instructors.

III. Conclusions

The MSc "Public Health" provides high quality teaching and has a high satisfactory success rate among students, emphasizing the effectiveness of the educational program.

Panel Judgement

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

Panel Recommendations

R.7.1 The element of information dissemination, networking, (diktyosi) and the use of professional platforms (e.g. LinkedIn) should be further emphasized. It can provide more opportunities to improve the curriculum, participation in projects, and knowledge transfer.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department's website includes a dedicated segment providing information about the PSP. The information is clearly presented, up-to-date, easily accessible and detailed. It refers to the structure of the PSP, title of courses offered and syllabi, learning outcomes, list of faculty, student mobility programs, areas of research, physical and electronic infrastructure, list of academic advisors, facilities available to students and the like. In short, any information related to the PSP that a prospective/current student or a casual visitor may seek is available on the dedicated web pages. Sections answering frequent questions students may have, as well as information/updates about seminars, workshops, and other events of interest to students and the broader community, and press releases are also available on the PSP web pages. The department's quality assurance policy is available on the website. The PSP is present on social networks (Facebook, Instagram), and it has 1.5 K followers on FB. The information available in the English language version of the PSP, though current, clear, and easily accessible, needs some attention in places so that it is the same as what is included in the Greek version. For instance, while all courses offered at each academic semester are presented in the Greek version, three courses only each for the first, third, and fourth semesters, respectively – appear in the English version.

II. Analysis

Considerable effort and time have apparently been expended towards designing and maintaining the informative webpages of the PSP that are easy to navigate and up-to-dated thus allowing visitors to have access to detailed information answering queries regarding aspects of studies from admission to graduation.

III. Conclusions

The website of the PSP is current, well-developed, informative, easy to understand and navigate. The EEAP has found the PSP to be fully compliant with Principle 8.

Panel Judgement

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

Panel Recommendations

No recommendations

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

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

In the PSP, this evaluation process is carried out annually, and the findings are communicated within the academic unit.

The evaluation findings result in action plans. During the year, meetings are held between members of the steering committee and student representatives who raise issues they feel need improvement. Before the start of the programme, a workshop is held in the presence of the lecturers, where the results of the evaluation of the courses for all semesters are presented, possible problems are identified, and improvement measures are proposed. The evaluation of courses

and lecturers by postgraduate students and the publication of the results is an important method of internal evaluation.

II. Analysis

The aim of the MSc is to ensure the quality and continuous upgrading of the educational services provided. In this context, the evaluation process of courses and lecturers by postgraduate students is part of the process. The evaluation of the courses, the lecturers and the qualitative and quantitative characteristics of the MSc is carried out in accordance with article 44 of Law No. 4485/2017 and the regulation of postgraduate studies of the University of Western Attica and constitutes an essential obligation of the postgraduate students.

III. Conclusions

The PSP fully compliant with Principle 9.

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

No recommendations

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The received documents describe the PSP's curriculum objectives, content, and structure in a clear and up-to-date manner. Quality assurance and quality control data, such as the structure, organization, and evaluation of courses, teaching methods, degree of student satisfaction, etc., are collected and evaluated regularly. The learning environment is very good, and the support services are in place to successfully implement this PSP.

The faculty members were helpful in conducting the accreditation process; they answered the panel's questions and provided the necessary paperwork. All PSP faculty members present in the process, as well as the PSP's director, recognized the importance of the accreditation procedure and its contribution to improving the PSP's quality. They were all very enthusiastic and respectful of the recommendations made by the panel.

II. Analysis

The PSP's external evaluation is part of the broader evaluation of the UNIWA quality assurance system. The PSP's external evaluation process is clearly outlined. MODIP deliberates on formulating an action plan for optimal utilization. This action plan is communicated to the PSP, which initiates corrective actions.

The accreditation process for the PSP was conducted smoothly. All participants provided very detailed answers concerning the quality of the PSP. All staff members accepted the recommendations provided by the panel during the closure meeting. The outcomes of this evaluation will be utilized to improve the PSP continuously.

III. Conclusions

The PSP staff recognizes that external evaluations are very important for the progression and successful development of the PSP. The documents outlined a robust framework for evaluating and monitoring the PSP. The structure and organization for the external evaluation are very satisfactory and aim at a multi-faceted evaluation of this PSP. Annual revisions of critical quality features, such as the curriculum guide, the internal evaluation process, the student's mobility, and student-centred learning, all help to further improve the PSP. Therefore, principle 10 is fully compliant.

Panel Judgement

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

Panel Recommendations

The panel has no further recommendations.

PART C: CONCLUSIONS

I. Features of Good Practice

The MS program in question is highly reputed and builds on the rich legacy of the National School of Public Health (ΕΣΔΥ). The program has trained numerous esteemed scientists and maintains a direct connection with the job market, aligning academic preparation closely with professional needs.

It offers a modern curriculum tailored to the demands of social stakeholders, ensuring that graduates are well-prepared to meet real-world challenges. Feedback from both current students and alumni has been overwhelmingly positive, noting high levels of responsiveness from professors and administrative staff, effective communication, and well-known procedures. Comprehensive information is provided from the first semester.

The program provides cutting-edge knowledge and is considered demanding, with a rigorous academic structure.

II. Areas of Weakness

The program's areas for improvement include enhancing networking opportunities, particularly through more systematic and consistent collaboration with the Ministry to address practical social impact issues requiring interdisciplinary coordination.

Another area for development is the promotion of alumni achievements and career paths.

Additionally, the program could benefit from providing more options for students, such as the flexibility to choose between specializations and offering more opportunities for interdisciplinary activities and interactions across fields of study. Digitising admissions and other processes can improve efficiency.

III. Recommendations for Follow-up Actions

R2.1. Introduce bioethics course to all specialisations.

R2.2. Although there are soft skills in the curriculum and students are employed and working during their studies, more emphasis should be placed in soft-skills upskilling and reskilling, especially in group working, presentation, and relevant skills.

R.3.1. Up-to-date faculty CV's as appropriate.

R.3.2. Up-to date course bibliography as appropriate.

R.4.1. Consider setting up a fully electronically admission process.

R.6.1 The PSP could consider further upgrading the lab equipment.

R.6.2 The PSP can further encourage students' participation in mobility programmes.

R.7.1 The element of information dissemination, networking (distros) and the use of professional platforms (e.g. LinkedIn) should be further emphasized. It can provide more opportunities to improve the curriculum, participation in projects, and knowledge transfer.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,2,3,4,5,6,7,8,9,10

The Principles where substantial compliance has been achieved are:

none

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

Vlachos Ilias

AISLAITNER GEORGIOS

DEDOUSIS EVANGELOS

MAKRIS KONSTANTINOS

ΔΗΜΟΥ ΚΩΝΣΤΑΝΤΙΝΑ