Accreditation Report

for the Postgraduate Study Programme of:

MSc in Leadership, Innovation, and Value Based Health Policies

Department: Public Health Policy
Institution: University of Western Attica
Date: 19/11/2024

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **MSc in Leadership, Innovation, and Value Based Health Policies** 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 MSc in Leadership, Innovation, and Value Based Health Policies 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 PSP in Leadership, Innovation, and Value-Based Health Policies 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 theDepartment 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.   Assoc. Prof. Vassiliki   Papanikolaou -Director of PSP
6.   George Koulierakis, Associate Professor of Health Psychology in the context of public health and health services, UniWA
7.   Konstantinos Athanasakis,   Assistant Professor of Health Economics and Health Technology Assessment, UniWA

A lengthy, in-depth discussion occurred during this first Meeting (the members of the other PSP on PSP in Public Health 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 PSP in Leadership, Innovation, and Value-Based Health Policies at the University of Western Attica has been offered by the Department of Public Health Policy since the 2020-2021 academic year (as per Government Gazette 4061/22-9-2020, re-established in Gazette 7692/31-12-2023). This program evolved from the "Health Services Administration" PSP , initially launched in 1985 by the former National School of Public Health (ESDY). Following ESDY's integration into the University of Western Attica in 2019 (Law 4610/2019), the PSP program was modernized to reflect ongoing scientific advancements and align with guidelines from the Association of Schools of Public Health in the European Region (ASPHER) and the European Health Management Association (EHMA).

This PSP is designed primarily for professionals in public and private health sectors and research institutions who wish to gain specialized knowledge in this field and contribute to the modernization and development of Health Services and Public Health. The program covers topics categorized under UNESCO ISCED 2013 as 0413 Management and Administration and 0900 Health and Welfare (not further defined).

The program offers two specializations:
1. Decision-Making in Health Policy Planning
2. Research and Evaluation of Innovation and Policy in Health Care

The PSP requires three semesters of study, with 30 ECTS credits per semester, totalling 90 ECTS credits. To graduate, students must complete 12 out of 21 offered courses, and tuition fees are set at 3,000 euros. Flexible study options include full-time or part-time enrollment. 75% of teaching is conducted online through a hybrid model that combines in-person and remote learning, providing flexibility to students.

As part of continuous improvement, annual surveys are conducted to gather feedback on the program's structure and services. The results are discussed in a yearly workshop and used to implement changes to enhance the educational process and learning outcomes.

Similar programs include the University of Macedonia's PSP in Health Services Administration (https://www.uom.gr/mhm), Aristotle University of Thessaloniki's PSP in Health Administration & Health Policy (https://www.med.auth.gr/content/pms-dimosia-ygeia-kai-politiki-ygeias), and the PSP in Administration and Organization of Health Services (https://www.med.auth.gr/content/dpms-dioikisi-kai-organosi-ypiresion-ygeias-kai-

koinonikis-frontidas). Additionally, the National and Kapodistrian University of Athens offers an PSP in Health Organization Resource Management (http://www.ddemo-mbahealth.econ.uoa.gr/).

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I.   **Findings**

The Department Assembly establishes the Quality Assurance Policy for the PSP program following a proposal from the program's Special Coordinating Committee. This policy is then published, disseminated, and implemented among all involved members, including academic staff, external collaborators, partner organizations, and postgraduate students, who are collectively responsible for upholding quality assurance principles.

This Quality Assurance Framework is fully aligned with the MODIP Quality Policy of the University of Western Attica, as approved by the University Senate during the May 8, 2020, session. For policy implementation, the PSP program adheres to quality processes outlined in the University's Quality Framework, already applied in the Undergraduate Program, with specific adjustments as needed, in close cooperation with the University's Quality Assurance Unit (MODIP).

The Quality Assurance Policy statement is accessible on the program's website (https://healthleader.uniwa.gr/diasfalisi-poiotitas/).

The PSP program views Quality as a primary tool for achieving high academic and research excellence. The key principles outlined in the Quality Assurance Policy are directly linked to the quality objectives of the Department and the strategic plan of the University of Western Attica, focusing on areas such as:

•   Providing high-quality education, improving the educational process, and enhancing student-centred learning outcomes.
•   Ensuring quality services for all stakeholders, including academic staff, students, social and academic partners, and community organizations.
•   Promoting openness, internationalization, and networking through partnerships with esteemed academic and industry representatives, both domestically and internationally.

Through its Quality Policy, the PSP program commits to demonstrating and promoting:
•   The suitability of its structure and organization,
•   The achievement of learning outcomes and qualifications in line with the European and National Qualifications Framework for Higher Education (Level 7),
•   The enhancement of teaching quality and effectiveness through regular course evaluations and modern pedagogical approaches for adult education and
•   Conducting an annual internal evaluation and review of the Quality Assurance System in collaboration with the University's Quality Assurance Unit (MODIP), aiming to continuously improve quality and services at all educational and administrative levels.

Quality measures implemented include:
•   An External Expert Council comprising distinguished scientists and academics in the program's field,
•   An annual student satisfaction survey regarding the educational and administrative services provided,

- A graduate satisfaction survey conducted by the PSP program,
- A complaint management mechanism,
- An Academic Advisor system and the encouragement of an alumni network to maintain continuous communication with graduates and strengthen connections with the program.

Data collected from these procedures, as well as from all administrative processes within the PSP program's quality system, are forwarded to the University's official bodies (Special Coordinating Authority of the PSP , Program Director, Department Assembly, Dean's Office, Senate, MODIP) for information and action according to their respective responsibilities.

II. **Analysis**

The PSP in Leadership, Innovation, and Value-Based Health Policies at the University of Western Attica has set strategic goals to enhance educational quality, transparency, research, outreach, facilities, and administrative services. Key targets include increasing student-centred learning by reviewing the program every 2 years (up from 3) to align with international trends and raising the graduation rate to 60%. Efforts to improve completion timeliness involve boosting the percentage of students completing their thesis on time from 50% to 60% while teaching materials will be updated annually. The program also seeks to raise student participation in evaluations from 63% to 80% and improve satisfaction scores for teaching quality and faculty engagement from 4.7 to 4.8 out of 5.

Transparency in course delivery will be enhanced, with the aim of 90% of instructors clarifying the syllabus and assessment criteria at the semester's start, up from 80%. In research and academic excellence, the program encourages student participation in conferences, targeting an increase from 2 to 5 participants, and aims to double the number of faculty engaging in international exchanges through ERASMUS+ to strengthen collaboration. Joint publications between faculty and students are also a priority, with a target increase from 2 to 4. The program prioritizes outreach and internationalization by growing partnerships, aiming to increase signed MoUs from 1 to 2, and welcoming more visiting professors, with a goal of 3, from both national and international institutions. Facility modernization includes enhancing student satisfaction with classrooms and equipment, aiming for a satisfaction score of 4.5. Finally, quality assurance in administrative services focuses on staff development, with at least two training seminars to improve student-focused services and a targeted satisfaction score of 4.5 for administrative responsiveness to student needs.

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 PRORAMME 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 PSP in Leadership, Innovation, and Value-Based Health Policies at the University of Western Attica is designed primarily for professionals in public and private health sectors, as well as research institutions, seeking specialized knowledge to drive modernization and development in health and public health services. The program offers two specializations: I. Decision Making and Health Policy Planning and II. Research and Evaluation of Innovation and Policy in Health Care. The curriculum was developed considering the international academic landscape, related postgraduate programs locally and internationally, evolving labour market trends, student satisfaction surveys, and input from health sector organizations.

The PSP program spans three semesters, with students completing 30 ECTS per semester for 90 ECTS. The program comprises 21 courses, with students required to complete 12 courses for graduation at a tuition fee of €3,000. It offers flexible attendance options, including full-time or part-time enrolment, with 75% of instruction conducted remotely through a hybrid format. The 2024-2025 academic year features structured course loads for both specializations, totalling 60 ECTS over the first two semesters, with an additional 30 ECTS dedicated to the thesis.

The program's success is built on active participation, promoting interdisciplinary approaches, flexible and personalized learning pathways, innovative teaching and learning methods, and strong student support. It emphasizes industry connections to stay aligned with technological advancements and develop professional competencies. An Advisory Board of distinguished professionals and academics from health organizations, the public and private sectors, and universities supports the program's strategic direction, ensuring the curriculum meets the skill demands of the modern job market. This board provides insights on academic excellence, program development, and industry needs.

The program maintains strong ties to the workforce through regular meetings between faculty and health system stakeholders, including Ministry of Health officials, public agency representatives, patient associations, and pharmaceutical and medical technology industry leaders. This collaboration informs curriculum updates, integrating new knowledge and teaching materials to keep pace with

sectoral changes.

The Alumni Mentoring Program is a key initiative that connects graduates with current students to foster professional skills development, career guidance, and industry insights. Through mentoring, students gain a realistic view of their future industry, receive career advice on building strong resumes and preparing for interviews, and form professional relationships that may lead to future collaborations. This initiative strengthens the program's network and supports continuous knowledge sharing and career advancement for students.

II.   Analysis

The PSP in Leadership, Innovation, and Value-Based Health Policies at the University of Western Attica provides high-quality education following a thorough program design and continuous evaluation yearly during a PSP-wide workshop and advisory board advice.

The program is strong and offers students added value. Emphasis is placed on soft skills, although there is significant room for improvement.
The PSP offers flexibility with its hybrid delivery, allowing professionals to attend; group working fosters peer learning.
The II. Research and Evaluation of Innovation and Policy in Health Care specialisation can be improved and even better restructured.

After discussing this with social partners and other stakeholders, the panel believes there is a need for specialisation in 'Health Technology Assessment', 'Axiologisi Texnologion Ygeias', or similar, e.g., 'Health Technologies and Innovations Management and Policies.' Other directions can also be explored, e.g., sustainability and health.

The PSP needs to follow the quality procedures to review and develop this specialisation to meet the needs of the market and the health sector in general.

III.   Conclusions

The design and approval of postgraduate study programmes comply with the Principle.

Panel Judgement

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

Panel Recommendations

R.2.1 Review and redesign the II. Research and Evaluation of Innovation and Policy in Health Care specialisation into the topic of Health Technology Assessment (including possibly, 'innovations Management, and health policies' as well)

R.2.2. Develop further and embed soft skills in the existing curriculum

R.2.3 Include Crisis management, Artificial Intelligence (AI), and sustainability courses (as optional, at least)

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, mobility in ERASMUS+ programs and the like. 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, 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 to 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-centered learning approach is evident in all aspects of the program. There is close professional interaction between faculty and students and faculty are open to considering and accommodating student requests as they relate to studies. The assessment items and criteria, learning outcomes and other information is clearly stated in individual course syllabi. 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-centered 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, 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 opening times of the library, 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 specific PSP in Leadership, Innovation, and Value-Based Health Policies Health is one of the most well-known PSP programmes in the sector of Health in Greece. Based on the tradition set by the National School of Public Health (ESDY), it

continues to educate and prepare upper management executives for the public as well as the private sector.

The structure and design of this well-known PSP are clearly described in the Study Guide, as well as various regulations and supplementary documentation. The amount of available information is posted on the PSP's webpage (https://healthleader.uniwa.gr/) in a very well-structured and detailed way. The first webpage is very informative and excellently organised. Prospective students can, with a quick look, be informed of the basic characteristics of the programme: semesters, ECTS, 75% distance learning, cost, reasons for selecting it and additional webpages. The latest news/announcements are also available.

The programme has two specialisations: I. Decision making and health policy planning, and II. Research and evaluation of innovation and policy in health care. The additional webpages contain application-related material, reasons why to select the specific PSP, study guide, study program, and study schedule. The procedures and requirements regarding the writing of the PSP thesis are included in a separate, specific document with clear instructions.

There is also a specific page with the application for entry to the PSP (https://healthleader.uniwa.gr/diadikasia-aitisewn/). The number of students every year is set to forty (40), and this is made known via the announcement and the public call for applications to the PSP (for the year 2024-2025: https://healthleader.uniwa.gr/wp-content/uploads/sites/781/2024/03/%CE%A0%CE%A1%CE%9F%CE%9A%CE%97%CE%A1%CE%A5%CE%9E%CE%97-2024_2025-%CE%A0%CE%9C%CE%A3-%CE%97%CE%9A%CE%A0%CE%91%CE%A5.pdf).

The application form for entry to the programme is digital and completed online.

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

1.   Online application form for the PSP (https://healthleader.uniwa.gr/admission-form/).

2.   Copy of a degree or degrees of a higher education institution or former TEI of the domestic territory or equivalent departments of similar institutions abroad. If the degree has been obtained abroad, its official translation is required. If you have completed the first cycle of studies but are still awaiting the oath of office, you must submit a certificate attesting completion of the first cycle of studies and the degree. The accepted candidate must submit the diploma in September at the time of enrolment in the PSP.

3.   Certificate of comprehensive undergraduate course grades, including the degree grade (ONLY in case the degree grade (numerical) is not indicated on the Copy of the Degree).

4.   One of the proofs of English language proficiency as specified by the Higher Staff Selection Board, or TOEFL, or GMAT or GRE. In the case of candidates who do not possess the relevant proofs, English language proficiency for the requirements of the PSP will be assessed on the day of the interview.

5.   CV, based on a template (https://healthleader.uniwa.gr/diadikasia-aitisewn/).

6.   A photocopy of your Identity Card.

7.   One recent photograph. In case of selection of the candidate, two (2) recent

photographs with his/her full name.

8. Two (2) letters of recommendation from scientists of recognized prestige from the academic or professional world, based on a template (https://healthleader.uniwa.gr). Letters of recommendation will be sent directly from the author electronically to eduleader@uniwa.gr.

9. Any other additional evidence (evidence of professional experience, scientific research activities, honours, scholarships, seminars, postgraduate qualifications, etc. (if any), which the candidates consider will assist the members of the Candidate Evaluation Committee in their final judgement.

Since the PSP prepares executives for the Greek public and private sectors, there is little need for international students.

The selection of admissions is made in accordance with Law no. 4957/2022 and the provisions of the Regulations of the PSP (Government Gazette 7692/v.B./31-12-2023 Official Gazette of the Re-establishment of the PSP and the Regulations of the PSP "Leadership, Innovation & Civic Values in Health")

All the above documents submitted with the application and the candidate's interview before the Candidate Evaluation Committee are taken into account for the selection.

The available materials describe 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 (3 semesters), the study programme together with a description of the courses, the two 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.

This section provides information on the academic tutor/advisor and student mobility programmes, the 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 complaint procedure is also made known to the students. The Department and the University appear to have an efficient system for managing complaints.

The procedures and requirements regarding scholarships and exemption from paying the PSP fees are established. For financial reasons, up to 30% of applicants may be exempted from tuition fees.

The PSP's student-centred 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).

The Programme uses a range of different teaching methods depending on the

nature and subject of each course. These methods are mainly focused on Modern, face-to-face, and Asynchronous Teaching.

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 (3 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) process for exemption of the fees payment (h) procedures and requirements regarding the writing of the thesis, (i) information on student mobility programmes, (j) some information for the employment of course instructors and (k) the procedure of award and recognition of the Diploma (Diploma Supplement).

II.   **Analysis**

The program has been running successfully within the University of Western Attica since 2020. The PSP "Leadership, Innovation and Policies of Value in Health" is the evolution of the PSP "Health Services Management" of the former ESDY, which operated from 1985 until its re-establishment in 2020, after the integration of ESDY into the University of Western Attica as the Department of Public Health Policies.

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 presentations and documentation. Students receive all the required information about the programme just by exploring the PSP's webpage. Everything about the PSP is posted on its website (https://healthleader.uniwa.gr/), the monitoring of their progress, and a document with instructions for the drafting of the thesis, mobility programmes, scholarship opportunities and exemption from fees.

Underneath the button for submitting the application electronically, there are specific templates for 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 all the procedures and regulations that the students need.

A general presentation of the PSP was shown to the Accreditation Panel. A focused and useful PowerPoint presentation dealing with all the aspects of Principle 4 (in addition to the documentation in PDF and on the webpage) has been provided to the Accreditation Panel, along with all the prepared documentation.

The PSP embraces a flexible learning model, integrating both in-person and mainly distance learning sessions (75%) using modern technology, as indicated by the design of the webpage and the supporting materials. The PSP is intended mainly for working professionals, and allowing the flexibility of distance learning can accommodate the students' professional obligations.

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 students and graduates were satisfied by the case studies and exercises during the courses. They learned to examine balance sheets and understand the enterprise's situation.

Students and graduates have expressed their satisfaction with the availability of the teaching staff and highlighted the immediate response of both the teaching and the administrative staff. The students and graduates praised the susceptibility if the teaching staff listened and adapted the lectures according to the needs of the students. Absolutely no problems or complaints were recorded during the interviews. On the contrary, due to the diversity of their first degree, most students pointed out that the lectures offered and went into depth, which was as much as needed, keeping the clarity and focus.

Approximately 97% of students were satisfied or very satisfied with their studies in the specific PSP.

All PSP students have participated in at least one health economics conference per year organised in Greece. Several students had the opportunity to participate in an international one (e.g., ISPOR) with posters and without having to pay for their registration.

The PSP students are aware of exchange programs (such as ERASMUS). However, due to their professional obligations, most of the PSP students have limited available time to take advantage of ERASMUS. 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 laid out in its documentation all procedures and all regulations and relevant issues for student admission, rights and obligations, scholarship opportunities, exemption from fees, 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

no recommendation

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 PSP is mainly drawn from the staff of the Department. This is mainly due to:

- the expertise of the staff due to their long accumulated experience (they have related subjects to the courses of the Programme and as a whole have many years of scientific experience in Leadership, Innovation and Value for Money Policies in Health in Public Health and Health Services, and have contributed with significant publications in peer-reviewed international scientific journals, monographs and scientific books. Besides, the staff are predominantly staff of the former National School of Public Health, which provided postgraduate education and research

(article 3 of Law 2194/1994 as it was in force until the integration of the NPSH into the PADA by Law 4610 - the clearly defined framework for the organisation of the PSP and in particular article 36 of Law 4485/2017, which was in force at the time of its re-establishment, according to which at least 60% of the teaching staff are members of the relevant Department.

The Advisory Committee of the PSP ensures and monitors the competence, level of knowledge and skills of the teaching staff, as well as the equal distribution of the workload on a semi-annual and annual basis. It also prepares the PSP's annual annual report for the MODIP. This report has, in addition to the quantitative data required on the students and the structure of the PSP, data concerning the evaluation of the teaching staff by the students and any corrective actions taken. Consequently, the indicators and the evaluation of the teaching staff by the students should be checked. In this way, timely decisions are made to measure student satisfaction with the educational and other services provided.

In the PSP, teaching work as external lecturers is also carried out by scientists of recognised prestige and PhD candidates who have specialised knowledge and significant teaching and research experience in the subject area of the PSP.

II. **Analysis**

The teaching work of the teaching staff members is evaluated on a semesterly basis by the students by completing questionnaires at the end of each semester. The process takes place electronically, anonymously via the University's MOODLE platform.

III. **Conclusions**

The PSP is 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 LEARING 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 adequate access for students to online library services and to teaching digital material relevant to the PSP. Teaching is delivered using synchronous and asynchronous methods, and widely used, user-friendly digital educational tools are available to enhance the quality of the learning experience. Incoming students will be informed about the learning, networking, and infrastructure facilities offered by the PSP, its department, and the university-wide campus. Students are also introduced to processes that facilitate interaction

with PSP administration services and how to seek help/support during their studies.

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

The UNIWA and the relevant Department of Public Health is strongly committed to facilitating high-quality education by investing in infrastructure and equipment maintenance, promoting the use of digital educational tools and materials, and the delivery of efficient professional services for students and staff. To the best of the Panel's knowledge, major teaching activities are delivered in fully equipped laboratories and content-based learning modes, with a focus on advanced equipment and novel medtech, ensuring that students have access to the latest technological advancements and knowledge in the field of health policy, leadership and health innovation. The UNIWA is committed to supporting existing financial channels to maintain and enhance students' learning experience.

The administration and support staff of the PSP are highly skilled professionals with diverse roles and keen on promoting the teaching and research work of the PSP teaching staff. The support staff team includes programme coordinators and administrative assistants. Their responsibilities range from student enrolment, application processing, and student record management to providing academic guidance and logistics support for faculty and students. Prospective students, alumni and teaching staff confirmed that they very rarely had to perform administrative, operational, and managerial tasks.

II.   **Analysis**

The PSP core team through its Director confirmed their systematic work maintaining and upgrading infrastructure, services and digital educational materials up to date, supporting faculty development, and funding research opportunities for students. This plan ensures that financial resources are efficiently utilised to sustain the quality of educational activities in the Programme.

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

R6.1. Strengthen library resources to leadership journals and case studies.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 Institution, Department and new PSP level. 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 PSP takes advantage of the applications and tools developed by the MOHIP
- Statistical evaluation results from students
- Research project recording statistics
- Research project indicators (ALEXANDRIA)

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 detailed statistics for the student population, including general progress and success rates, are included. Regarding students' satisfaction with the PSP, the interviews found that they were grateful for completing it and for the knowledge and skills they obtained.

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. There is, however, student support from a personal Academic tutor/advisor and support from lecturers for international publications and attendance at international conferences.

During the evaluation of the PSP in Leadership, Innovation, and Value-Based Health Policies, key performance indicators, such as the high quality of teaching, its adaptability to the needs of the students, and the overall satisfaction of students, correspond fully to the Principle 7 requirements. This was confirmed by interviews with students (graduates and existing students).

II. **Analysis**

The Postgraduate Program "Leadership, Innovation, and Value Based Health Policies" 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.

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

III. Conclusions

The PSP in Leadership, Innovation, and Value-Based Health Policies 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

no recommendations

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 that provides information about the PSP. The information is 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, etc. 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, 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 webpages. The department's quality assurance policy is available on the website. The PSP is in social media (FB, X, Instagram). The information available in the English language version of the PSP is not updated and contains a little more besides several pages on faculty and the Erasmus program.

II.   **Analysis**

Considerable effort and time have been expended in designing and maintaining the informative web pages of the PSP, which are easy to navigate and up-to-date. Thus, visitors can access detailed information and answer queries regarding aspects of studies from admission to graduation. However, the English version of the PSP available on the website is not up-to-date and far less informative than what is found on web pages in Greek.

III.   **Conclusions**

The PSP's website is current, well-developed, informative, and easy to understand and navigate. The EEAP has found it 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

R. 8.1 Develop the English language website to include the same information as available in the Greek website.

R .8.2 Improve presence in social/professional platforms

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

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

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

The above comprise the evaluation of:

a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date
b) the changing needs of society
c) the students' workload, progression and completion of the postgraduate studies
d) the effectiveness of the procedures for the assessment of students
e) the students' expectations, needs and satisfaction in relation to the programme
f) the learning environment, support services, and their fitness for purpose for the PSP in question
Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

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

Study Programme Compliance

I. **Findings**

The internal evaluation of the PSP includes all the quality procedures of the University of Western Attica. The internal evaluation of the PSP aims to ensure the quality of educational services and to create a supportive and effective learning environment for students. The University of Western Attica, through the MODIP and with the assistance of the Department of Public Health Policies, organizes and supports the internal and external evaluation procedures of the PSP in accordance with the specific guidelines and directives of the ETHAAE. These

evaluation procedures include an assessment of the teaching work and a grid of academic functions and activities.

II.   **Analysis**

The aim of the PSP's internal evaluation procedures is to continuously improve the quality of postgraduate studies and the programme's benefits. The results of the internal evaluation are reflected in the Annual Internal Report, which is sent to the Quality Assurance Unit.

III.   **Conclusions**

The PSP is 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 PSP curriculum objectives, content, and structure are up-to-date and clearly described in the received documents. Quality data, such as the structure and organization of courses, teaching methods, degree of student satisfaction, etc., are systematically collected and evaluated regularly. The learning environment is very good, and the support services are in place to successfully realise this PSP.

The faculty members helped conduct the accreditation process, answering the panel's questions and providing 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 UNIWA's 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 assessment 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, help to improve the PSP gradually. 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 Study programme of this PSP prepares executives in the healthcare sector. The admission of students from interdisciplinary areas indicates the flexibility of the courses taught and an as-needed offer of knowledge in the field. The mixture of knowledge offered (spherical and in-depth in certain subjects) is excellently well structured. The level of the course tutors is extremely high, and they have notable experience.

Good practices include:

Reputation – The program is well-regarded and recognized in its field.

Support – Both academic and administrative staff are highly supportive, offering guidance and assistance to students.

Experience and Interaction—There is rich interaction between students and faculty, and a well-rounded mix of courses provides comprehensive knowledge. Professors are open to adapting and enhancing the learning experience. The response from the tutors and the administrative staff to students' demands was impressively quick.

High Standards – The program boasts a very high level of both instructors and students, ensuring a rigorous and engaging academic environment.

Curriculum – The curriculum is well-organized, interdisciplinary, and accessible. Additionally, students have opportunities for research and publication, further enhancing the program's academic offerings.

II. Areas of Weakness

Specialization – Expanding specific focus areas, such as 'Health Technology Assessment', healthcare innovation, and health policy.

Updates and Modernization – Regular updates to the curriculum to reflect the latest developments and enrich content.

Curriculum Renewal – Infusing the curriculum with new and relevant topics, especially in crisis management, sustainability, and artificial intelligence.

Soft Skills – Incorporating more training in soft skills to better prepare students for the interpersonal and leadership demands of the field.

III.   Recommendations for Follow-up Actions

R.2.1 Review and redesign the II. Research and Evaluation of Innovation and Policy in Health Care specialisation into the topic of Health Technology Assessment (including possibly, 'innovations Management, and health policies' as well)

R.2.2. Develop further and embed soft skills in the existing curriculum

R.2.3 Include Crisis management, Artificial Intelligence (AI), and sustainability courses (as optional, at least)

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

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

R6.1. Strengthen library resources to leadership journals and case studies.

R. 8.1   Develop the English language website to include the same information as available in the Greek website.

R .8.2 Improve presence in social/professional platforms

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:

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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