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Accreditation Report
for the Postgraduate Study Programme of:

Critical Thinking and Soft Skills in Biomedical and Social Sciences

Department: Medicine

Institution: Aristotle University of Thessaloniki

Date: 20/05/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Critical Thinking and Soft Skills in Biomedical and Social Sciences** of the **Aristotle University of Thessaloniki** 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 Critical Thinking and Soft Skills in Biomedical and Social Sciences of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. Soultanas Panagiotis (Chair)
   (Title, Name, Surname)
   School of Chemistry, University of Nottingham
   (Institution of origin)

2. KOUSOULAS KONSTANTIN (GUS)
   (Title, Name, Surname)
   School of Veterinary Medicine, Louisiana State University
   (Institution of origin)

3. Varsou Ourania
   (Title, Name, Surname)
   University of Glasgow
   (Institution of origin)

4. VENIZELOS NIKOLAOS
   (Title, Name, Surname)
   School of Medical Sciences Örebro University SWEDEN
   (Institution of origin)

5. Παπαλουκά Χαρίκλεια
   (Title, Name, Surname)
   University of Patras
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

In preparation for the review and assessment of the PSP Critical Thinking & Soft Skills in Biomedical Sciences, the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of documentary material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.
The programme review was conducted via Zoom teleconferences, organized and coordinated by HAHE and the Aristotle University of Thessaloniki (AUTh), and it was part of a wider back-to-back accreditation exercise involving 4 PSPs. The schedule and agenda of the review were as stated below (all times refer to Athens time).
Monday, 4 May 2026:
15:00-16:00 hrs, Preliminary private meeting of the EEAP. Discussion of the programme under review; assignment of writing parts of the draft accreditation report among the members of the EEAP.

16:00-18:00 hrs. Welcome meeting and overviews of the three postgraduate study programmes; PSP1 “Critical Thinking and Soft Skills in Biomedical and Social Sciences” Presented by Asterios Karagiannis), PSP2 “Applied Nutrition and Health Promotion” (Presented by Athanasios Tragiannidis), PSP3 “Public Health and Health Policy” (Presented by Elias Kondilis) and PSP4 “Modern Medical Practice: Juridical Regulation and Bioethical Dimension” (Presented by Georgios Tagarakis). At this meeting were present the Head of the School of Medicine, a representative from MODIP, a representative from OMEA, and directors of the four PSPs. The overviews and the discussions followed provided information on the history, academic profile, status and future developments, strengths and areas of concern, degree compliance to the quality standards for accreditation, internal procedures, course examinations, review of students’ progress, course/instructor evaluations, etc for all four PSPs.

18:00-18:30 hrs: A web link was provided for all 4 PSPs in the final timetable of the accreditation review were to watch video on-line tours for the EEAP to assess classrooms, lecture halls, library facilities, laboratories and other related facilities that support not only the four PSPs but generally the wider academic work within the School of Medicine. The video was viewed by EEAP members at their own convenient times. Therefore, this time was

used to continue our meeting and expand the discussions to further evaluate facilities and learning resources as well as any relevant administrative support provided for the successful delivery of the four PSPs.

18:30-19:00 hrs: A final private meeting of the EEAP to debrief, summarize and reflect on the information provided and evaluated during the first day of meetings.

All times referred to in the final timetable were Athens times, but he mistakenly put these in his calendar as USA times and consequently missed all the day's proceedings.

Tuesday, 5 May 2026:

15:00-15:45 hrs: The EEAP met with the teaching staff of PSP1 to discuss several issues relating to staff, such as professional development, mobility, student evaluations of teaching, links between research and teaching, teaching staff expertise relating to this PSP, learning outcomes and any potential areas for improvement, workloads, and any possible areas of improvement.

16:00-16:45 hrs: The EEAP met with student representatives of PSP1 to discuss their overall experience so far, their satisfaction with teaching, their input in quality assurance, facilities and support. The EEAP sought to obtain student input on any other aspect of student life and welfare too. However, only 2 current students from the same cohort participated in this meeting and the EEAP did not have the opportunity to gather a wide range of opinions and comments to help with the evaluation process. The two participating students were very helpful and engaging.

17:00-18:15 hrs: The EEAP met with graduates of PSP1 to discuss their experience from their studies and whether their careers were supported by taking this PSP, as well as their current connections to PSP1.

18:30-19:15 hrs: The EEAP met with employers, social partners and stakeholders from the private and public sectors to discuss their relations with PSP1, their input in shaping the study program, their overall experience with the PSP and its relevance to the job market and the national economy.

19:30-20:00 hrs: The EEAP met privately via the HAHE zoom link to debrief for the day's discussions and findings.

20:00-20:30 hrs: The EEAP joined the director of PSP1, the Head of School, and representatives of the steering committee, MODIP and OMEA to provide summative feedback of the day's findings and to seek any clarifications where appropriate.

Wednesday, 6 May 2026:

The EEAP was fully occupied in multiple back-to-back meetings from 15:00 to 20:30 hrs to evaluate another PSP from the same department.

Thursday, 7 May 2026:

The EEAP was fully occupied in multiple back-to-back meetings from 15:00 to 20:30 hrs to evaluate another PSP from the same department.

Friday 8 May to Sunday 10 May 2026

The EEAP was fully occupied in multiple back-to-back meetings from 15:00 to 20:30 hrs to evaluate another PSP from the same department.

Saturday 9 May and Sunday 10 May 2026
Report drafting and communications between EEAP members.

Detailed documentation, albeit outdated in parts (see above and comments in Principle 2) was provided by the department on the HAHE website in accordance with the relevant requirements set by HAHE. Throughout the review and evaluation process, the EEAP was in close communications with the Department and the PSPs' administrators, which were very accommodating in providing additional updated information as requested by the EEAP. The EEAP found that the Department and the PSPs' administrators, the faculty staff, current students, stakeholders, social partners and recent graduates that were interviewed, were eager and helpful in our discussions, providing valuable additional updated information.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The PSP Critical Thinking & Soft Skills in Biomedical Sciences is an interdepartmental PSP involving two Universities in Thessaloniki, designed and established in the academic year 2018-19 (ΦΕΚ 3395/28.9.2017). It is a collaboration between the Department of Medicine of the School of Health Sciences at the Aristotle University of Thessaloniki (AUTh) and the Department of Primary Education of the School of Social and Human Sciences at the University of Western Macedonia (UWM). The leading Department is the Department of Medicine at AUTh.

The information provided in the documentation submitted to HAHE by the School was outdated as this PSP had submitted to HAHE the latest Government FEK (No. 3875, 21 July 2025) showing the revisions/changes to the program but the actual information in the M1 document did not reflect this. Instead, the PSP structure presented in the M1 document was the old structure which created confusion among the EEAP members. This was clarified subsequently, as the School provided a ppt presentation and a revised M1 document with the most current PSP structure reflecting the correct information.

The old structure postulated that the PSP is delivered in 3 semesters (13 teaching weeks for each semester) in one calendar year. The maximum duration of study for a student cannot exceed 6 semesters but in exceptional circumstances and if requested by s student the relevant PSP Committee can approve a temporary suspension of studies which cannot exceed 2 consecutive semesters. Working students can utilize the opportunity of part-time study which cannot exceed twice the time of full-time study. Each semester carries 30 ECTS and the successful completion of 90 ECTS is required for the award of the PSP PG Diploma. The first semester entails 4 compulsory subjects (7.5 ECTS each) and the second semester 4 compulsory subjects (7.5 ECTS each). The Diploma Thesis research begins during the second semester is completed in the third semester. Writing of the Thesis and the oral presentation of the Thesis must be completed within 3 months after the end of the second semester.

However, the new structure entails in the first semester 3 compulsory subjects (10 ECTS each), in the second semester 1 compulsory subject (10 ECTS) and 2 electives out of 4 (10 ECTS each) and during the summer months the research and completion of the Diploma Thesis (15 ECTS).

All subjects have been defined as 80% remote delivery and exam assessments are carried out mostly with written reports at the end of each subject, except for 1 subject (Models of Cognitive Moral and Emotional Development: Theory and Applications) which is examined through a written examination with short/extended answers and a public presentation. Teaching is delivered in Greek, and the Diploma Thesis is written in Greek but, when necessary, in English. Tuition fees are set at 3,000 euros annually per student. Up to 40 students are usually enrolled in this PSP.

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 Cross-institutional Postgraduate Study Program (PSP) entitled “Critical Thinking and Soft Skills in Biomedical and Social Sciences” demonstrates a comprehensive and well-structured quality assurance framework aligned with the strategic quality policy of the AUTh School of Medicine. The program clearly articulates a commitment to continuous quality improvement, academic excellence, student-centred learning, and alignment with the European and National Qualifications Frameworks (Level 7).

The programme’s quality assurance policy includes periodic review and revision of program objectives; student evaluation of courses and faculty; collaboration with the Institutional Quality Assurance Unit (MODIP); annual internal evaluation procedures; collection and analysis of quality indicators; mechanisms for feedback and corrective actions; monitoring of graduate employability and labour market relevance; publication and dissemination of program information in Greek and English. The PSP places significant emphasis on enhancement of critical thinking competencies, interdisciplinary education, integration of biomedical and social sciences, modern pedagogical approaches including problem-based learning (PBL), research-oriented training, and development of soft skills and ethical reasoning. The program further demonstrates alignment with institutional quality procedures through collaboration between the Internal Evaluation Group (OMEA) and MODIP. Annual quality objectives are identified and reviewed systematically. The provided documentation also indicates substantial investment in qualified academic personnel, digital learning infrastructure, e-learning systems, student accessibility services, and continuous internal monitoring.

II. Analysis

The PSP has established a mature and coherent quality assurance culture that is substantially integrated into the strategic planning of both the academic unit and the institution. The program demonstrates strong institutional alignment and clearly communicates its educational mission and academic orientation. Strength features are the existence of documented quality assurance mechanisms, systematic student feedback procedures, strong collaboration with institutional QA structures, alignment with European standards and national legislation, measurable learning outcomes, emphasis on interdisciplinary and innovative education, commitment to transparency and public dissemination of information.

The programme exhibits a commendable effort toward fostering a culture of continuous improvement. The integration of modern pedagogical methodologies and active student participation strengthens the educational environment and supports the program’s stated objectives. The Panel also notes that the PSP effectively links quality assurance procedures with academic development, research productivity, and labour market relevance. The inclusion of external stakeholders and efforts to monitor graduate outcomes further enhance the program’s strategic orientation.

Several areas could be further strengthened: 1) More quantitative performance indicators and bench marking metrics could be systematically presented. 2) Greater evidence regarding graduate employment outcomes and long-term impact assessment would improve the robustness of the quality monitoring framework. 3) Although student evaluation mechanisms are described extensively, clearer documentation of how feedback directly results in curricular changes would further strengthen evidence of continuous quality improvement. 4) Internationalization indicators, including mobility data and international collaborations, could be more explicitly integrated into annual quality targets. Involvement of external stakeholders in an advisory group could help connect the program to research and employment opportunities.

III. Conclusions

The Panel concludes that the PSP has developed and implemented a comprehensive quality assurance policy that is fully aligned with institutional strategy and national accreditation requirements. The program demonstrates a clear commitment to continuous improvement, academic excellence, student engagement, and effective governance. The quality assurance mechanisms are well documented, appropriately implemented, and supported by institutional structures. The program's emphasis on critical thinking, interdisciplinary integration, and soft skill development represents a contemporary and innovative educational approach. Further development of measurable outcomes assessment and international benchmarking could elevate the program to an even higher level of excellence. Formal involvement of previous graduates and stakeholders into advisory groups could help the program achieve national and international recognition.

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

The Panel recommends that the program continue enhancing its information management systems by developing more advanced longitudinal data analysis and benchmarking methodologies.

Emphasis should be placed on strengthening alumni outcome tracking and graduate employment monitoring systems to support evidence-based programme evaluation.

The program would also benefit from clearer demonstration of how collected information and quality indicators are utilized to inform curriculum redesign and operational decision-making.

Additional improvements could include the development of more sophisticated reporting dashboards and visualization tools for program performance indicators, as well as expanded transparency and reporting mechanisms for external stakeholders.

The Panel encourages the programme to further strengthen policies and procedures related to cybersecurity, GDPR compliance, and institutional data governance in order to support efficient, secure, and sustainable information management practices.

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 is cross-institutional and has been approved by the relevant University Senates with appropriate official procedures having been followed, based upon the relevant regulatory framework. It is aligned with the strategies of both Institutions and has active involvement of students. It is a collaboration between the Department of Medicine of the School of Health Sciences at AUTH and the Department of Primary Education of the School of Social and Human Sciences at the University of Western Macedonia (UWM). The leading Department is the Department of Medicine at AUTh.

The information provided in the documentation submitted to HAHE by the School was outdated as this PSP had submitted to HAHE the latest Government FEK (No. 3875, 21 July 2025) showing the revisions/changes to the program but the actual information in the M1 document did not reflect this. Instead, the PSP structure presented in the M1 document was the old structure which created confusion among the EEAP members. This was clarified subsequently, as the School provided a ppt presentation and a revised M1 document with the most current PSP structure reflecting the correct information.

The old structure postulated that the PSP is delivered in 3 semesters (13 teaching weeks for each semester) with successful completion of 90 ECTS for the award of the PG diploma certificate. The maximum duration of study for a student cannot exceed 6 semesters but in exceptional circumstances and if requested by s student the relevant PSP Committee can approve a temporary suspension of studies which cannot exceed 2 consecutive semesters. Working students can utilize the opportunity of part-time study which cannot exceed twice the time of full-time study. Each semester carries 30 ECTS and the successful completion of 90 ECTS is required for the award of the PSP PG Diploma. The first semester entails 4 compulsory subjects (7.5 ECTS each) and the second semester 4 compulsory subjects (7.5 ECTS each). The Diploma Thesis research begins during the second semester is completed in the third semester. Writing of the Thesis and the oral presentation of the Thesis must be completed within 3 months after the end of the second semester.

However, the new structure specifies that this PSP runs in 1 academic year September to August of the following year and entails in the first semester 3 compulsory subjects (10 ECTS each), in the second semester 1 compulsory subject (10 ECTS) and 2 electives out of 4 (10 ECTS each) and in the third semester the

research and composition of the Diploma Thesis (15 ECTS). Overall, the new structure reduces the overall ECTS from 90 in the old structure to 75 in the current structure. This is done mainly through the reduction of research related to the Diploma Thesis which has been reduced from 30 ECTS to 15 ECTS. Students are required to complete the Thesis within 3 months after the end of the second semester, during the summer period. Teaching is delivered in Greek, and the Diploma Thesis is written in Greek but, when necessary, in English. In a typical teaching week current students informed us that teaching took place on Fridays and Saturdays, from midday to evening and from morning to midday, respectively.

Tuition fees are set at 1,500 euros per semester i.e. 3,000 annually per student. Up to 40 students are usually enrolled in this PSP but in the current academic year there are 22 students enrolled.

II. Analysis

This PSP has been developed following well-defined official procedures and approvals (Initial ΦΕΚ 3395/28.9.2017 and updated/revised structure in ΦΕΚ 3875/21.6.2025). The academic profile, its orientation, links to research and educational and scientific objectives have been described clearly. The expected learning outcomes align well with the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7 PSPs. During the implementation of the programme, the degree of achievement of the expected learning outcomes and feedback of the learning process are assessed with the appropriate tools.

The breadth of taught courses is satisfactory, but links of teaching and research have been diluted somewhat with limiting the Diploma Thesis period just in the summer months. There are opportunities provided to students for work experience through their participation in research programmes within the collaborating Departments in the two Institutes or other Departments of a related subject nationally or internationally, if appropriate. There is, however, room for further strengthening of teaching with research.

The PSP aims to cultivate critical thinking that corresponds to the human ability to adapt to current technological, economic and socio-cultural developments, as well as the needs and demands that arise from them. It trains students to reexamine concepts, assumptions and values, and to justify their choices, organize their reasoning and objectively analyze reality. Teaching staff are highly trained and have the appropriate expertise to deliver the required subjects and achieve the learning objectives.

The professional skills this PSP provides to its students are useful and necessary for a professional in the Biomedical and Social Sciences fields helping them to

practice their professions more effectively. In particular, the soft skills taught in this PSP correspond to interpersonal qualities and personal characteristics that are very important for successfully responding to the demands of their professions, and function as a complement and reinforcement to the basic skills of the Biomedical and Social Sciences professionals.

The meeting with stakeholders and social partners revealed a willingness to participate in direct and frequent revision of the curriculum to ensure relevance to the evolving trends and needs of the job market, but this was not directly applied in this PSP.

The student guide appeared to be comprehensive, but the documentation (particularly document M1) suffered from some inconsistencies and confusing statements in this principle as outdated documents were submitted to HAHE reflecting the old PSP structure. After prompting the School, the correct updated information was provided by email to the EEAP, and this was used to correctly evaluate the current PSP structure. Subject outlines need to be more informative as they are currently missing important information e.g. accurate lesson hours per week for each subject, percentage contribution of various assessment elements as appropriate (for subjects with multiple assessments there needs to be clear indication of percentage contribution of the different assessment elements to the final mark, updated recommended reading resources, percentage distribution of in-person versus remote teaching for each subject, whether each subject is appropriate or not for Erasmus students although the EEAP understands that teaching is done entirely in Greek and therefore subjects will not be appropriate for Erasmus international students). Some subjects can be delivered selectively in English to attract international professionals who may not be interested in the whole PSP but may want to learn more in specific subjects.

Student mobility appears to be somewhat limited as most students appear to be employed and not able to participate in mobility programs. Staff mobility seems to be reasonable but Continuous Personal Development seems to be ad hoc, mainly through the institution's KEDIMA, and not structured or compulsory. There is a "Train the Trainer" program for new staff but no structured program for established staff.

III. Conclusions

This a well-designed and delivered PSP with content widely relevant across the job market.

Panel Judgement

Principle 2: Design and approval of postgraduate study

programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

The research scope and direct research links to this PS should be expanded and strengthened. The new structure has somewhat limited the scope of the Diploma Thesis by reducing the ECTS to 15.

Meaningful contributions and input by stakeholders and social partners.

Increase student mobility through Erasmus+ and/or other schemes, as appropriate. May be some selected subjects could be delivered in English to try and attract Erasmus international students at AUTH. The EEAP understands the difficulty here as most of the participating students seem to be employed and not readily available to participate in mobility schemes.

Update the subject outlines with more accurate and specific information (complete each box of the template, if it is irrelevant state Not Applicable).
Introduce a structured Continuous Personal Development (CPD) plan for each member of staff and make it compulsory. It may ne be a legal demand but best practice in the pursue of excellence demands such compulsory plans for all staff.

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 PSP “Critical Thinking and Soft Skills in Biomedical and Social Sciences” spans two academic semesters and the summer period, which is dedicated to the completion and presentation of the Master’s Thesis. This PSP is designed for graduate students from both Biomedical sciences (Departments of Medicine, Dentistry, Veterinary Medicine, Pharmacy, Biology, and Nursing, as well as health professionals such as Addiction Prevention and Treatment Specialists, Health Visitors, Occupational Therapists, Medical Representatives, Speech Therapists, Physiotherapists, etc) and Social Sciences (Education and Pedagogy, Psychology, Sociology and Sociology of Education, Social Anthropology, Social Work, Human Geography, History–Archaeology, Linguistics, Law, Political Science, Economics, and other related disciplines).

To complete the programme, the student should attend a total of 6 courses (4 of them compulsory and 2 elective courses) and the dissertation. Furthermore, within the framework of the postgraduate program, scientific events are organized. The vast majority of the courses are delivered remotely, except of some seminars and scientific events that require on-site attendance. The Master’s Diploma can be either research-based or a bibliographic/literature review and corresponds to 15 ECTS. Assessment is conducted at the end of each semester via online written exams. Also, students are encouraged to take part in projects during the semester.

Student feedback is gathered through an anonymous online evaluation questionnaire at the end of the second semester. The participation of the students in the evaluation was 55,6%.

The teaching staff is supportive and responsive, ensuring students receive guidance when needed. The courses are conducted in the Greek language. The course content is regarded as engaging and understandable, and both current students and recent graduates have expressed high satisfaction with the quality of the training. Additionally, the programme provides students with an academic advisor to guide them throughout their studies. Also, a complaint management system is in place and the study guide is available on the website.

II. Analysis

The curriculum of this postgraduate program covers a wide range of topics focused on developing critical thinking and soft skills within the fields of biomedical and social sciences. Courses are delivered both online and in person, offering flexibility that is especially valued by students with demanding schedules. The program is engaging and multidisciplinary, encouraging active participation. Additionally, faculty members and teaching staff are approachable and supportive, consistently available to provide guidance and foster open discussion and the exchange of ideas.

However, the vast majority of the courses, as well as the final examinations, are

conducted online, which limits face-to-face engagement with teaching staff and reduces opportunities for interaction with the other students. Also, if the program were delivered in English, it could foster a more international profile and attract students from abroad, thereby enhancing student mobility.

Additionally, the inclusion of courses in Bioethics and Biostatistics would further enrich the curriculum, equipping students with essential theoretical and methodological tools to support the development of their research thesis. These subjects would also strengthen their ability to critically evaluate research evidence, design robust studies, and address ethical considerations in biomedical and social science research. Additionally, the 15 ECTS allocated to the Master's thesis may not adequately reflect the time commitment and level of complexity required to produce high-quality research.

Detailed requirements and additional information about the PSP can be found in the study guide. The PSP's website provides information regarding the management of complaints and objections as well as the role and status of the Academic Advisor.

III. Conclusions

The curriculum of the PSP "Critical Thinking and Soft Skills in Biomedical and Social Sciences" is largely aligned with the standards of HAHE and is of high quality.

Panel Judgement

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

Panel Recommendations

Reconsider the allocation of ECTS credits, as allocating only 15 ECTS to the thesis is insufficient.

Introduce courses taught in English to strengthen the programme's international profile and enhance its accessibility to a broader, global student population.

The hybrid structure of the PSP supports participation for students engaged in full-time or part-time employment; however, careful attention is needed to ensure that student interaction is not reduced and that the overall learning experience of the programme is not

compromised.

Incorporating courses in Bioethics and Biostatistics would strengthen the curriculum by providing essential tools for conducting and critically evaluating research, as well as supporting the development of students' thesis projects.

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 PSP "Critical Thinking and Soft Skills in Biomedical and Social Sciences" is a Master's Program of the School of Medicine of AUTh in cooperation with the Department of Primary Education of the AUTh and was first established in 2017. The programme currently involves 39 teaching staff members and requires a tuition fee of 3000 € per student for the full duration of studies, with a limited number of scholarships available for tuition discount and exemptions, awarded based on financial criteria. Admissions are based on multiple assessed criteria, including University Degree Grade, Relevant Professional Experience, Second Foreign Language, Research Activity, Master's Degree and Doctoral Degree (PhD).

Eligible candidates include graduates of Biomedical and Social Sciences.

The PSP has established procedures regarding degree requirements and study duration. The programme spans two semesters and the summer period, covering a total duration of 12 months. Students are actively encouraged to participate in conferences and to write and publish review articles and meta-analyses. Courses are delivered remotely, with only a limited number of seminars or academic events held in person. This facilitates participation by students who are engaged in part-time or full-time employment.

Feedback from current and postgraduate students has been overwhelmingly positive. Students highlighted the well-structured lectures and the programme's strong emphasis on the development of soft skills, which have been equally beneficial to participants from both biomedical and social science backgrounds.

II. Analysis

The programme equips graduates with advanced knowledge and skills. Graduates of the programme, across different professional backgrounds, reported that it has made a meaningful contribution to their practice. In clinical settings, it enhanced their ability to manage patients effectively and to communicate more clearly,

particularly in facilitating timely and well-informed consent. In leadership and administrative roles, it supported the development of skills in personnel management and coordination. Likewise, in positions related to education and social engagement, it strengthened competencies such as selecting suitable candidates and delivering teaching, where advanced soft skills are essential.

However, students enrolled in the PSP do not actively participate in Erasmus+ mobility programs. Most courses are delivered in Greek, which limits the program's international reach. The PSP could be further strengthened by offering a greater number of courses and seminars in English, as well as by providing students with opportunities to become familiar with different international frameworks, methodologies, and established academic and professional practices.

Also, the programme would benefit from the development of a more active alumni network, as well as from the systematic collection and analysis of data regarding graduates' career paths and their professional engagement following completion of the master's degree.

At present, stakeholders do not have a sufficiently active or structured role in the postgraduate programme. Increasing their direct engagement with students—through guest lectures, mentorship, curriculum input, and collaboration in research or internships—would help bridge the gap between academic knowledge and professional practice, enhance employability, and better align the programme with current industry and societal needs.

III. Conclusions

It is a well-structured programme and it is largely aligned with the standards of 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

Efforts should be made to enhance students' participation in mobility programmes.

The development of an active alumni network and its incorporation within the programme's website will improve engagement.

The integration of courses in English into the curriculum will facilitate student participation in Erasmus+ programmes, enhance international mobility, foster collaboration with international experts, and increase the global visibility and competitiveness of the program.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The programme demonstrates transparent and merit-based recruitment procedures aligned with national legislation (Law 4957/2022) with selection based on teaching, research, clinical expertise and overall academic profile. Teaching staff demonstrate strong research performance indicators, supporting a high academic standard and a research-informed teaching environment.

Staff report engagement in seminars, train-the-trainer activities and clinical-oriented CPDs. Teaching staff mobility is encouraged through participation in ERASMUS+ schemes and reported to be financially supported through the tuition utilisation plan. However, the specific allocation and accessibility of staff mobility support within the tuition utilisation plan is not fully transparent. Staff also

reported that workload is manageable and appropriately supported, allowing continued engagement in both teaching and research activities.

The programme demonstrates an interdisciplinary and research-informed orientation, supporting links between teaching and research. Student evaluation mechanisms are reported to be in place and structured with feedback collected through positive and developmental comments.

However, evidence of pedagogical/scholarship of teaching and learning CPD appears less formalised and systematic compared to clinically oriented CPD activities. Student evaluation processes also demonstrate some variability in practice, particularly regarding timing, consistency and communication of outcomes to students. While the programme has a clear thematic research focus, a formalised PSP-specific research strategy document was not reported.

II. Analysis

The PSP demonstrates substantial compliance with Principle 5. Recruitment procedures, staff expertise and research activity are strong and aligned with the interdisciplinary orientation of the programme. The academic profile of staff appears appropriate for the delivery of the curriculum and supports the programme's research-informed character.

While mobility opportunities are encouraged, participation appears to operate primarily through competitive ERASMUS+ bidding processes with limited evidence of a broader strategic framework to support equitable and consistent staff participation. In addition, while mobility support is referenced within the tuition utilisation plan, the specific mechanisms and allocation relating to staff participation are not fully transparent.

There is a good foundation upon which more structured staff CPD activities could be further developed and formalised. There is scope to strengthen the systematic organisation and visibility of pedagogical/scholarship of teaching and learning CPD activities and to further embed teaching enhancement practices such as peer observation of teaching. It is recognised that such developments require time to develop and embed and are most effective when implemented gradually in ways that align with the specific context of the PSP and wider institutional environment. The workload reported by staff appears appropriate and supportive of research engagement. Links between teaching and research are evident through the interdisciplinary and research-informed nature of the programme.

While student evaluation mechanisms are in place, there is limited evidence regarding response rates, systematic reporting of outcomes, timelines for implementation of changes and communication of actions back to students. Greater consistency across semesters would further strengthen quality assurance

processes.

III. Conclusions

The PSP demonstrates strong academic staffing and appropriate recruitment procedures. There is evidence of scholarly activity, contributing positively to programme delivery and academic quality. Opportunities remain to further strengthen the formalisation and consistency of pedagogical/scholarship of teaching and learning CPD, student evaluation processes and PSP-specific research strategy documentation. Overall, the EEAP considers the programme to be substantially compliant with Principle 5.

Panel Judgement

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

Panel Recommendations

Adopt a more structured and standardised pedagogical/scholarship of teaching and learning CPD framework aligned with teaching excellence and continuous quality enhancement.

Consider the gradual introduction of peer observation of teaching appropriate to the PSP and institutional context.

Enhance transparency around mobility participation processes and consider providing wider access models, where appropriate, to support broader and more consistent staff engagement.

Strengthen the consistency, transparency and communication of student evaluation processes across semesters.

Further articulate and document a formal PSP-specific research strategy.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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, 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 programme demonstrates evidence of well-established learning resources and institutional support structures. Appropriate facilities are available, including classrooms, laboratories, IT infrastructure and digital learning platforms supporting both face-to-face and online delivery. Students also reported that facilities are of good quality overall.

A range of support services is available to students, including access to digital services, library resources and Erasmus opportunities. Informational material is provided to support student awareness and students confirmed that services are

accessible.

There is evidence of sufficient and competent administrative support with institutional confirmation of adequacy and clearly defined administrative roles supporting programme delivery and student support services. In addition, a structured tuition utilisation plan is in place supporting teaching, administration, infrastructure and broader programme activities.

II. Analysis

The PSP demonstrates substantial compliance with Principle 6. The programme benefits from strong institutional infrastructure and adequate learning resources that support both teaching delivery and the wider student experience. Digital and in-person learning provision appears appropriately integrated and accessible.

Students reported positive experiences regarding facilities and accessibility of services, indicating that institutional communication and operational support structures function effectively.

The tuition utilisation plan demonstrates structured financial planning and contributes to the sustainability of programme delivery. There is, however, scope to further demonstrate how financial allocations directly enhance the student learning experience and support ongoing quality enhancement processes including mobility processes.

Opportunities also exist to further strengthen international exposure through guest speakers and mobility-related activities, while continued investment in digital and hybrid learning environments would support ongoing programme development. Greater consistency and transparency in student evaluation processes across semesters would further strengthen quality assurance mechanisms.

III. Conclusions

The programme demonstrates good provision of learning resources, institutional infrastructure and student support services, contributing positively to the student learning environment and sustainability of programme delivery. Administrative and operational support structures appear appropriate and effective. Opportunities remain to further strengthen internationalisation, visibility of the impact of financial planning on student experience and consistency in evaluation processes. Overall, the EEAP considers the programme to be substantially compliant with Principle 6.

Panel Judgement

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

Panel Recommendations

Continue investment in digital and hybrid learning environments to support programme delivery and accessibility.

Further enhance international exposure through guest speakers and mobility-related opportunities.

Strengthen the consistency and transparency of student evaluation processes across semesters.

Further demonstrate how tuition utilisation and resource allocation directly support enhancement of the student learning experience.

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

The PSP demonstrates awareness of the importance of systematic information management as part of institutional quality assurance and program monitoring. The documentation indicates that the program collects and analyses a variety of academic and administrative data through the institutional information systems operated in collaboration with MODIP and OMEA. The program utilizes electronic course evaluation systems, faculty reporting systems, student performance monitoring, digital learning management platforms (e-class and e-learning), databases for academic and administrative information, annual internal evaluation reports, electronic dissemination systems for program communication. The PSP also demonstrates adequate digital infrastructure supporting information accessibility for students and faculty members.

II. Analysis

The EEAP considers that the program has established a functional information management framework that supports quality assurance and administrative operations. The existence of centralized institutional systems and collaboration with MODIP contribute positively to data reliability and operational consistency. Strengths are integration of digital learning and evaluation platforms, regular student and course evaluations, centralized quality monitoring processes, collection of educational and administrative performance indicators, and support for transparency and evidence-based decision-making. However, the Panel notes several areas where the information management system could be further strengthened: 1) The documentation provides limited quantitative evidence regarding key performance indicators (KPIs), completion rates, graduate employability statistics, or longitudinal student outcome tracking. 2) More explicit demonstration of how collected data are systematically analyzed and translated into strategic decisions would improve transparency. 3) The program could benefit from developing more formalized dashboard or annual analytics reporting system with measurable benchmarks and trend analyses. 4) Evidence regarding cybersecurity, data governance, GDPR compliance procedures, and long-term digital archiving strategies is limited in the current documentation. 5) International comparative indicators and benchmarking metrics are not sufficiently developed.

III. Conclusions

The EEAP concludes that the PSP has implemented satisfactory information management mechanisms that support program administration, quality assurance, and academic monitoring. The program effectively utilizes institutional digital systems and evaluation procedures to collect and process relevant information. The overall framework demonstrates substantial compliance with Principle 7 requirements. Nevertheless, further enhancement of analytical reporting, quantitative performance monitoring, benchmarking, and strategic data utilization would strengthen institutional effectiveness and continuous improvement efforts. The analytics and other information should be also transparent and visible on the website of the program. Such enhancements would significantly strengthen institutional accountability, transparency, and long-term program sustainability.

Panel Judgement

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

Panel Recommendations

Further enhancement of analytical reporting, quantitative performance monitoring, benchmarking, and strategic data utilization would strengthen institutional effectiveness and continuous improvement efforts.

The analytics and other information should be also transparent and visible on the website of the program. Such enhancements would significantly strengthen institutional accountability, transparency, and long term programme sustainability.

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 Inter-Institutional PSP "Critical Thinking and Soft Skills in Biomedical and Social Sciences" at AUTh utilizes a multi-channel approach to fulfil its obligation for transparency. Information regarding learning outcomes, awarded titles, syllabus, and professional prospects is disseminated through a dedicated Greek-language website (https://www.med.auth.gr/content/gram-dpms-softskills), the School of Medicine's portal, and social media platforms like Facebook (https://www.facebook.com/msc.medhef).

The program also employs traditional media, including radio broadcasts and conference presentations, for promotion. Technical maintenance of these digital platforms is conducted annually, covering security updates, performance optimization, and GDPR-compliant analytics to ensure accessibility across modern smart devices.

II. Analysis

The program demonstrates a robust commitment to transparency by integrating its data with central university systems like MODIP and the Integrated National Quality Information System (NQIS). This ensures that internal evaluation reports and teaching assessments are standardized and objective.

The use of the "blended learning" model via the Moodle platform further enhances information clarity by providing students with direct access to assignments, plagiarism checks, and assessment criteria.

However, a significant gap exists regarding international accessibility; while the

Greek website is comprehensive, the English version is explicitly noted as being "under development." This limitation affects the program's ability to reach a non-Greek-speaking audience in the globalized fields of biomedical and social sciences.

III. Conclusions

The PSP in "Critical Thinking and Soft Skills in Biomedical and Social Sciences", successfully meets the core requirements of providing objective, clear, and up-to-date information to its primary stakeholders. The technical infrastructure for website maintenance and the systematic publication of the Study Guide and Operating Regulations provide a high level of transparency. The integration of quality assurance data into the public domain reflects an honest approach to academic performance.

Although the program is functionally transparent within the domestic context and meets almost all criteria for transparency and technical support, the lack of a fully functioning English website hinders its ability to fully align with its international profile.

Panel Judgement

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

Panel Recommendations

Accelerate the creation of the PSP English website version to adapt the internationalization of the profile and transparency of the programme.

Create a direct, prominent link to MODIP's internal evaluation reports on the PSP website to increase transparency around the quality of the program.

Establish a formal schedule for social media updates to ensure that time-sensitive messages reach potential students immediately.

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 PSP in "Critical Thinking and Soft Skills in Biomedical and Social Sciences" internal evaluation is conducted annually in cooperation with the Quality Assurance Unit (QAU; MODIP), using student questionnaires administered after each course period. The process assesses multiple dimensions: achievement of initial objectives, program viability, student progress and completion rates, graduate labour market absorption, research contribution, and potential for extension.

Course-level evaluation includes clarity of learning outcomes, workload, content, organization, student satisfaction, and teaching effectiveness. Results are shared

with teachers via the MODIP, and used to adjust teaching units, modify the curriculum, or rarely replace teachers. Additional evaluation criteria include alignment with societal needs, workload limitations, student participation in evaluation, learning environment, student performance data, graduation time, and syllabus revision procedures.

Data is collected by OMEA, discussed by the Coordinating Committee and the program curriculum committee (PCC) with student and external stakeholder involvement, and finally documented in an annual internal evaluation report.

II. Analysis

The described system demonstrates a functional, multi-layered internal quality assurance mechanism that aligns with the principle of continuous monitoring and periodic internal evaluation.

Student feedback is systematically gathered and used for improvement. Several key elements of good practice are present, as regular intervals of evaluation, consideration of labour market and societal needs, inclusion of student representatives and external collaborators in decision-making, and documented follow-up actions.

The relevant documentation lacks explicit evidence of how the results of evaluation are systematically closed into concrete improvement cycles (e.g., timelines, accountability for implementing changes).

The feedback mechanisms are mentioned but not fully detailed in terms of transparency to all interested parties beyond teachers. The role of external bodies is noted but not elaborated. Overall, the framework is comprehensive, yet operational completeness and consistent application across all components cannot be fully confirmed from the text alone.

III. Conclusions

The PSP in “Critical Thinking and Soft Skills in Biomedical and Social Sciences” has established a clear and functioning internal evaluation system that covers most required aspects of continuous monitoring, including student evaluation, curriculum review, stakeholder involvement, and documented reporting. The system is actively used for educational improvements. Nevertheless, gaps remain in fully demonstrating how all interested parties are systematically informed and how improvement decisions are tracked to completion.

Panel Judgement

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

Panel Recommendations

Ensure that the results of internal evaluations and subsequent decisions are systematically communicated to all interested parties (including students, graduates, and external bodies) through a publicly accessible summary.

Establish a formal tracking mechanism for improvement actions derived from evaluations, including assigned responsibilities and deadlines for implementation.

Strengthen the analysis of graduate labour market absorption by defining specific indicators and periodic collection methods, linking findings directly to curriculum adjustments.

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

This PSP has not been evaluated externally before. The documentation provided to HAHE mentions an Institutional (AUTH) evaluation conducted in 2015 but this predated the operation of this PSP which was established in 2018-19. Even the progress report submitted by MODIP to HAHE in 2018 predates the creation and operation of this PSP and is therefore irrelevant with regards to this PSP.

This current evaluation by HAHE will be its first. This is an important and essential process to facilitate continuous improvement through constructive feedback. The AUTH, the UWM and the departments involved are all committed to this process and fully understand and appreciate its importance. All the evaluation processes are coordinated by the MODIP of the leading institution (AUTH).

II. Analysis

There is no relevant external evaluation data available to be analyzed for this PSP.

III. Conclusions

This PSP is fully committed to continuous improvement through the pursue of best academic practices but it the absence of past external evaluations the EEAP finds that it is substantially compliant with principle 10.

Panel Judgement

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

Panel Recommendations

Consider carefully the HAHE external evaluation and implement all relevant recommendations, as appropriate.

Incorporate a mechanism to obtain meaningful feedback from stakeholders and social partners to contribute to the external evaluation processes in the future.

PART C: CONCLUSIONS

I. Features of Good Practice

Well-qualified staff, research active and highly enthusiastic.

Good feedback from current students and past graduates.

Popular as evident by applications and student numbers.

Subject highly relevant to current job market needs.

II. Areas of Weakness

There is weak data collection and analysis for career progression (Key performance indicators, student progression)

There is no systematic and regular connection with professional bodies (social partners) for data collection and contribution to curriculum shaping and updating annually.

There are no structured personal development plans for participating staff.

No peer review of teaching.

No PSP specific alumni association.

Relatively weak direct research links of the PSP with staff research activities.

Too many PSPs offered by the School of Medicine at AUTH.

Limited international appeal.

Limited student mobility.

III. Recommendations for Follow-up Actions

Improve data collection and analysis for career progression (Key performance indicators, student progression). The analytics and other information should be also transparent and visible on the website of the program. Such enhancements would significantly strengthen institutional accountability, transparency, and long-term program sustainability.

Ensure systematic and regular connection with professional bodies (social partners) for data collection and contribution to curriculum shaping and updating annually.

Incorporate structured personal development plans for participating staff.

Incorporate peer review of teaching.

Organize better and strengthen the PSP alumni association.

Increase and strengthen direct research links of the PSP with staff research activities.

Articulate and document a formal PSP-specific research strategy.

Reduce the number of PSPs offered within the School of Medicine at AUTH to improve on staff workload.

Try to increase student mobility.

Reconsider the allocation of ECTS credits for the diploma thesis, as allocating only 15

ECTS is insufficient.

Introduce courses taught in English to strengthen the programme's international profile and enhance its accessibility to a broader, global student/professional population.

Strengthen the course content in Bioethics and Biostatistics.

Incorporate courses in Bioethics and Biostatistics.

Continue investment in digital and hybrid learning environments to support programme delivery and accessibility. Additional improvements could include the development of more sophisticated reporting dashboards and visualization tools for program performance indicators, as well as expanded transparency and reporting mechanisms for external stakeholders.

Accelerate the creation of the PSP English website version to adapt the internationalization of the profile and transparency of the programme.

Create a direct, prominent link to MODIP's internal evaluation reports on the PSP website to increase transparency around the quality of the program.

Ensure that the results of internal evaluations and subsequent decisions are systematically communicated to all interested parties (including students, graduates, and external bodies) through a publicly accessible summary.

Establish a formal tracking mechanism for improvement actions derived from evaluations, including assigned responsibilities and deadlines for implementation.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 3, 4

The Principles where substantial compliance has been achieved are:

2, 5, 6, 7, 8, 9, 10

The Principles where partial compliance has been achieved are:

Nil

The Principles where failure of compliance was identified are:

Nil

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
Soultanas Panagiotis	Signed by Soultanas Panagiotis - 20/05/2026 12:08:58 +03:00
KOUSOULAS KONSTANTIN (GUS)	Signed by KOUSOULAS KONSTANTIN (GUS) - 20/05/2026 12:08:58 +03:00
Varsou Ourania	Signed by Varsou Ourania - 20/05/2026 12:08:58 +03:00
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Παπαλουκά Χαρίκλεια	Signed by Παπαλουκά Χαρίκλεια - 20/05/2026 12:08:58 +03:00