ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

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Accreditation Report
for the Postgraduate Study Programme of:

Public Health and Health Policy

Department: Medicine

Institution: Aristotle University of Thessaloniki

Date: 19/05/2026

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Public Health and Health Policy** 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 Public Health and Health Policy 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 "Public Health and Health Policy", 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. During the meeting a

discussion was held 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:

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.

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:

15:00-15:45 hrs: The EEAP met with the teaching staff of PSP3 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 PSP3 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.

17:00-18:15 hrs: The EEAP met with graduates of PSP3 to discuss their experience from their studies and whether their careers were supported by taking this PSP, as well as their current connections to PSP3.

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 PSP3, 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 PSP3, 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.

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 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 information 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 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 "Public Health & Health Policy" started for the first time in the 2018-19 academic year and is run by the Department of Medicine, School of Health Sciences at Aristotle University of Thessaloniki (AUTH). It is structured in 3 academic semesters, each lasting 13 teaching weeks and 1 semester dedicated in the preparation and presentation of the diploma Thesis. There are no tuition fees.

Each of the 4 semesters is worth 30 ECTS, requiring a total of 120 ECTS for the successful completion of this PSP. The maximum study period for completing this PSP cannot exceed 3 years but in exceptional circumstances temporary suspension of studies may be granted which cannot exceed 2 consecutive semesters. This is done after approval by the Department's Assembly following a justified request by a student. For working students, there is the provision of part-time study the duration of which cannot exceed twice the time of regular study.

In the first semester, students must take 3 compulsory subjects (10 ECTS each). In the second semester, 1 compulsory subject (10 ECTS) and 2 elective (10 ECTS each) out of 3, and in the third semester 1 compulsory subject (10 ECTS) and 2 elective (10 ECTS each) out of 6. The fourth semester is dedicated to the preparation and presentation of the diploma Thesis.

The PSP offers the possibility of work experience opportunities to students through their participation in research programmes within the Department of Medicine or other departments in related subjects nationally and internationally.

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 MSc Program demonstrates a clear and well-structured quality assurance framework aligned with the institutional strategic policy and quality assurance procedures of Aristotle University of Thessaloniki (AUTH). The program operates within the institutional Internal Quality Assurance System (MODIP/ESDP), ensuring integration of program-level evaluation with university-wide quality management processes. The program presents a modern academic orientation emphasizing critical thinking, interdisciplinary learning, and development of soft skills within biomedical and social sciences. The quality policy reflects a commitment to a continuous program improvement, student-centred learning, enhancement of teaching quality, promotion of innovative pedagogical methodologies, alignment with European and National Qualifications Frameworks, and strengthening research-oriented education and employability skills. There are several positive elements within the quality assurance structure 1) implementation of measurable annual quality objectives. 2) systematic use of student course evaluations. 3) monitoring of teaching effectiveness. 4) integration of internal evaluation procedures. 5) collaboration with institutional quality bodies. 6) promotion of internationalization and external engagement. The interdisciplinary and socially oriented structure of the program represents a particularly innovative component that aligns with contemporary European higher education priorities emphasizing transferable skills and critical reasoning.

II. Analysis

The program demonstrates substantial compliance with the requirements of Principle 1. The quality assurance policy is clearly articulated and linked to the broader institutional strategic planning mechanisms of AUTH. The program appears to have developed an operational quality culture involving faculty members, students, and institutional quality assurance structures. The use of measurable indicators and annual quality targets constitutes a strength. The program also demonstrates awareness of international educational trends through emphasis on soft skills, interdisciplinarity, and student-centred approaches. The documentation indicates active use of student feedback and internal monitoring procedures. Furthermore, the program appears committed to ongoing adaptation and modernization of teaching approaches and curriculum organization.

Nevertheless, several areas require further development: 1) benchmarking against comparable European postgraduate programmes remains limited. 2) evidence demonstrating how previous evaluations directly resulted in curriculum modifications is insufficiently documented. 3) long-term graduate employability and/or current employment advancement tracking and alumni outcome assessment mechanisms remain underdeveloped. 4) the participation and impact of external stakeholders in curriculum revision and quality assurance processes require further clarification. 5) resource sustainability and long-term financial planning are only briefly addressed. The Panel also notes that certain target values appear ambitious without sufficiently detailed implementation

methodologies or supporting evidence regarding feasibility.

III. Conclusions

The MSc Program substantially complies with Principle 1 and demonstrates a mature and institutionally aligned quality assurance framework. The program exhibits a strong commitment to continuous improvement, modern educational approaches, and strategic quality management. The quality assurance philosophy is comprehensive, measurable, and appropriately integrated within the institutional structures of AUTH. The program's emphasis on critical thinking and soft skills provides a distinctive academic identity and societal relevance. Further strengthening of benchmarking practices, alumni monitoring, stakeholder participation, and evidence-based assessment mechanisms would further enhance the program's international competitiveness and long-term strategic development.

Panel Judgement

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

Panel Recommendations

Develop systematic benchmarking procedures with comparable European and international MSc programs.

Provide clearer evidence demonstrating how evaluation outcomes lead to curriculum revisions and operational improvements.

Expand systematic alumni tracking and graduate employability assessment mechanisms.

Clarify the role, participation frequency, and influence of external stakeholders and employers in quality assurance processes. Create external advisory committees that can provide review and suggestions for further improvement of the program.

Incorporate additional quantitative indicators related to research productivity, publications, conference participation, and graduate career placement.

Strengthen documentation related to long-term financial sustainability and infrastructure

planning.

Continue enhancing internationalization efforts and interdisciplinary collaborations.

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 establishment and programme plan of this PSP, entitled "Public Health & Health Policy", were approved by the Assembly of the Department of Medicine, School of Health Sciences of AUTH (meeting number 25/19-12-2017), after the supporting recommendation (number 20160/12-42018) of the Postgraduate Studies Committee. Then the Senate approved and the final decision was published in the Government Gazette (2081/issue B'/7-6-2018). It operated for the first time during the 2018-19 academic year and is based at the Department of Medicine, School of Life Sciences, AUTH. The PSP was renewed through a new FEK in 2025 (Government Gazette 3641/11.07.2025).

The PSP aims to provide specialized knowledge and expand research activities in the combined fields of Public Health & Health Policy. It achieves these aims by ensuring that students have solid foundations, modern scientific knowledge/principles and appropriate research skills for their future professional and/or research endeavours. The PSP further cultivates a spirit of innovation, critical and creative thinking to produce forward thinking original professional scientists.

The PSP is structured in 3 academic semesters, each lasting 13 teaching weeks and 1 semester dedicated in the preparation and presentation of the diploma Thesi. There are no tuition fees. Each of the 4 semesters is worth 30 ECTS, requiring a total of 120 ECTS for the successful completion of this PSP. The maximum study period for completing this PSP cannot exceed 3 years but in exceptional circumstances temporary suspension of studies may be granted which cannot exceed 2 consecutive semesters. This is done after approval by the Department's Assembly following a justified request by a student. For working students, there is the provision of part-time study the duration of which cannot exceed twice the time of regular study.

In the first semester, students must take 3 compulsory subjects (10 ECTS each). In the second semester, 1 compulsory subject (10 ECTS) and 2 elective (10 ECTS each) out of 3, and in the third semester 1 compulsory subject (10 ECTS) and 2 elective (10 ECTS each) out of 6. The fourth semester is dedicated to the preparation and presentation of the diploma Thesis. Students can specialise in two main directions, Public Health and Health, through selections of relevant subjects during the second and third teaching semesters.

The teaching timetable is weekly and demanding. Lessons are delivered weekly mostly in person, apart from exceptional circumstances. Three days every week are dedicated to delivery of lessons in 3 hr blocks, 3 different subjects each day i.e. a total of 9 hrs of lessons per week. Teaching hours are in the evening to facilitate in person attendance by the students since most of them are in employment.

The PSP offers the possibility of work experience opportunities to students through their participation in research programmes within the Department of Medicine or other departments in related subjects nationally and internationally. The maximum number of enrolled students has been set at 20 and all enrolled students are employed, the vast majority of whom fulltime.

II. Analysis

The PSP has been designed well based upon appropriate standards. It has considered pedagogical principles and standards that bridge theory and practice. It is a robust programme centred around core public health principles and specialized health promotion. It includes important basic principles such as the study of disease distribution and risk factors (epidemiology), data analysis for health decision making (biostatistics), impact of the environment on health (environmental/ecological health), understanding health determinants (social and behavioural sciences), and system planning and financing (health policy and Management principles). It has combined these with research, methods, evaluation of health programmes and qualitative/quantitative analysis. Thus, the curriculum compares well with appropriate, universally accepted standards in the areas of public health and health promotion.

The labour market for public health and health promotion is experiencing high demand driven by population aging and a greater focus on prevention. However, it faces significant challenges with workforce shortages and heavy workloads. Graduates from this PSP will be well equipped to fill the needs in the labour market through diverse and specialized roles in community health and policy, occupational health, lifestyle choices, prevention and wellness.

The PSP student guide is detailed, concise and appropriate, and teaching staff appear to be highly skilled, with specialized expertise in the required subjects. Teaching loads are distributed equitably, and the programme structure of this PSP is rational and clearly articulated in the supporting documentation. The distribution of ECTS per subject appears to be appropriate and the expected learning outcomes are in line with EQF. There are opportunities for work experience and mobility opportunities, but most students are employed and do not appear to use these opportunities.

The curriculum is revised annually, as appropriate but this appears to be a rather

ad hoc process and does not seem to include systematically social partners/stakeholders. Some modern and highly evolving areas of Public Health and Health Policy, particularly covering personalized/stratified medicine and how the new technologies that facilitate large data gathering and genetic information, can drive and inform prevention through evidence-based Health Policy should be incorporated into the curriculum.

Although the maximum number of enrolled students has been set at 20, in the past 4 years it has been operating with 13-14 students, not because of lack of student demand but because of a conscious effort to limit and control numbers for better quality in delivery.

III. Conclusions

This is an excellent and well-organized PSP.

Panel Judgement

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

Panel Recommendations

Incorporate in the curriculum some elements of personalized/stratified medicine and how the new technologies that facilitate large data gathering and genetic information, can drive and inform prevention through evidence-based Health Policy.

Where appropriate, introduce some field trips to primary care establishments, non-governmental organizations etc.

Incorporate systematically annual curriculum input by social partners/stakeholders.

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 “Public Health and Health Policy” spans four academic semesters and awards a total of 120 ECTS credits. In order to obtain the degree, students are required to successfully complete nine courses and a dissertation. Courses are delivered primarily through in-person instruction, although remote attendance may be permitted in certain cases for students who are unable to attend on campus. The Master’s dissertation corresponds to 30 ECTS.

The programme includes two specialization tracks: Public Health and Health Policy.
Respecting students’ diverse learning needs, the programme includes a variety of assessment methods, such as assignments, presentations, and written examinations.
Student feedback is gathered through anonymous evaluation questionnaires. The average student participation rate in the evaluation during the academic years 2022–2026 was 76.8%.

The teaching staff is supportive and responsive, ensuring students receive guidance when needed. 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.

II. Analysis

The curriculum of this PSP covers a broad range of topics addressing current issues in Public Health and Health Policy. Courses are conducted mainly in person, with a few students able to participate online, and some are delivered in English. The courses are engaging and comprehensive, and the faculty and teaching staff are consistently available and willing to answer questions. There are different assessment methods, such as written examinations, presentations, and semester projects. The 30 ECTS allocated to the Master’s thesis adequately reflects the time commitment and the level of complexity required to produce high-quality research.

Detailed requirements and additional information about the PSP can be found in the study guide.

III. Conclusions

The curriculum of the PSP “Public Health and Health Policy” is largely aligned with the standards of HAHE and is of high quality. Overall, the EEAP finds that the programme is delivered in a student-centred learning environment that fosters mutual respect.

Panel Judgement

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

Panel Recommendations

Include field trips and practical training activities, to provide students with hands-on experience and direct exposure to real-world public health and health policy settings.

Increase the participation of the students in the evaluation process of the PSP.

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 "Public Health and Health Policy" was first established in 2018 and re-established in 2025. In the 2024–2026 academic years, the PSP admitted 14 students. The Master's programme is offered free of tuition fees and spans four semesters. Admission to the programme is based on a well-defined selection process that includes written examinations, evaluation of candidates' academic and professional qualifications, and a personal interview. The evaluation is carried out by a three-member Admissions Committee composed of faculty members with expertise in the same or a related field.

The programme is open to graduates of Higher Education Institutions in Greece and abroad.

The PSP has established procedures regarding degree requirements and study duration. The program spans four semesters. Students are actively encouraged to participate in conferences and scientific events and to publish review articles and their research work. Courses are conducted both in person and remotely.

Feedback from current and postgraduate students has been overwhelmingly positive.

The Master's Programme provides advanced knowledge and promotes research in Public Health and Health Policy. It focuses on developing a critical understanding of key theoretical and methodological approaches, as well as the ability to evaluate health policies and public health programmes.

II. Analysis

The programme equips graduates with advanced knowledge and skills. However, students enrolled in the PSP do not actively participate in mobility programs. Providing students with opportunities to study or train abroad would allow them to understand how different healthcare systems function.

The main language of the PSP is Greek, but some courses are delivered in English.

Also, the programme lacks an active alumni network.

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.

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 PSP demonstrates transparent and merit-based recruitment procedures aligned with national legislation and institutional regulations. The documentation evidences processes for the recruitment and appointment of teaching staff with selection based on teaching, research and overall academic profile. The programme includes academic staff from different disciplines and institutions, supporting the interdisciplinary orientation of the PSP.

Teaching staff demonstrate strong academic and research profiles with evidence of publication activity, conference participation, funded project applications and engagement in policy-oriented research and public health scholarship. The programme demonstrates strong links between teaching, research and

professional practice through the inclusion of researchers, clinicians and external professionals.

The panel noted the inclusion of external guest speakers from abroad contributing through online delivery with some sessions delivered in English. Students reported that these sessions were particularly valuable as they included not only academics but also professionals with practical field experience, including contributors from organisations such as Doctors Without Borders, thereby strengthening the applied and international dimensions of the programme.

Teaching staff described collaborative approaches to programme delivery and quality enhancement, including active coordination to avoid overlap between topics and to ensure harmonisation of teaching content across modules. Staff also described the use of peer observation of teaching followed by reflective discussion. The panel considered this an excellent example of good practice, demonstrating a strong culture of collegiality, reflective practice and continuous enhancement.

Formal student evaluation processes are in place, supported by high participation rates and quality indicators documented within programme evaluation data. Students and graduates also reported opportunities for ongoing dialogue with teaching staff regarding areas for improvement and curriculum updates, supporting a responsive and student-centred learning environment. The programme also demonstrates significant outward-facing scientific and international activity. No concerns regarding workload or staffing adequacy were raised during meetings.

II. Analysis

The PSP demonstrates strong compliance with Principle 5. Recruitment procedures, staff expertise and research activity are strong and aligned with the interdisciplinary and research-informed orientation of the programme. The academic profile of staff appears highly appropriate for the delivery of the curriculum and contributes positively to the academic credibility of the PSP.

The panel particularly valued the integration of international guest contributors and professionals with direct field experience, which broadens the perspectives available to students and strengthens links between academic content, public health policy and real-world practice. The programme further demonstrates strong links between teaching and research through the substantial scholarly activity and externally facing research culture evidenced in the documentation.

A particularly notable strength is the collaborative and reflective teaching culture among staff. The use of peer observation of teaching combined with follow-up discussions represents an excellent example of good practice and contributes positively to quality enhancement, consistency of delivery and collegial support.

The programme also demonstrates a responsive culture of ongoing dialogue with students, complementing the formal evaluation processes already in place.

The programme demonstrates effective quality assurance processes, including systematic student evaluation and internal quality monitoring mechanisms. The strong participation rates and quality indicators reported within the programme documentation further support the effectiveness of these processes.

III. Conclusions

The PSP demonstrates strong academic staffing, interdisciplinary expertise and appropriate recruitment procedures. There is clear evidence of scholarly activity, reflective teaching practice, strong collegiality and meaningful engagement with student feedback, contributing positively to programme delivery and academic quality. The integration of international and field-based contributors, alongside the peer observation and harmonisation processes among staff, are considered notable examples of good practice. Overall, the EEAP considers the programme to be 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

Continue supporting and further documenting the peer observation and reflective discussion processes among teaching staff as examples of good practice in teaching enhancement. Ideally, this could be formalised as an example of good practice for the institution.

Continue strengthening international engagement through external contributors, English-language activities and collaboration with professionals from practice settings and international organisations.

Continue supporting the strong research-informed and practice-oriented character of the programme through ongoing integration of policy, public health and field-based expertise.

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 PSP demonstrates evidence of strong learning resources and institutional support structures. Appropriate facilities are available, including classrooms, digital learning platforms and online learning resources supporting both face-to-face and digitally enhanced delivery.

A broad range of support services and learning resources is available to students. Students reported positive experiences regarding accessibility of resources, staff support and responsiveness of communication processes. Administrative support structures appear appropriate and effective, supporting programme delivery and

student engagement.

A particularly notable feature of the programme is that it is delivered without tuition fees, which was described as an intentional decision to reduce widening participation barriers and support equitable access to postgraduate education. Students strongly valued the absence of tuition fees and highlighted this as a major strength of the PSP.

The programme demonstrates structured quality assurance and evaluation mechanisms, including high participation rates in student evaluations and systematic monitoring of programme quality indicators. Students and graduates also reported opportunities for ongoing discussion with staff regarding curriculum improvement and updating of topics.

Students and graduates praised the overall quality of the programme and the supportive learning environment. The main enhancement area identified during discussions related to the inclusion of additional practical or field-trip style learning activities to further strengthen applied learning experiences.

II. Analysis

The PSP demonstrates strong compliance with Principle 6. The programme benefits from well-developed institutional infrastructure, effective digital learning provision and strong support mechanisms that contribute positively to the student learning experience.

The panel particularly valued the programme's commitment to widening participation through the intentional decision to maintain a tuition-free model. This represents a significant strength of the PSP and aligns positively with principles of equitable access to postgraduate education. Students clearly recognised and valued this aspect of the programme.

The programme also demonstrates a responsive and student-centred culture through both formal evaluation systems and ongoing informal dialogue with students and graduates. The strong quality indicators and evaluation participation rates further support the effectiveness of the programme's quality assurance processes.

The programme demonstrates strong international and outward-facing activity, including international collaborations and online external contributions. There are opportunities to further enhance the student experience through additional practical, field-based or experiential learning activities aligned with the public health and policy orientation of the programme.

III. Conclusions

The programme demonstrates strong provision of learning resources, institutional infrastructure and student support services, contributing positively to accessibility, sustainability and the overall student learning experience. Students benefit from a supportive and responsive academic environment, strong digital learning provision and a tuition-free model that actively supports widening participation and equitable access. Opportunities remain to further strengthen experiential learning opportunities through practical or field-based activities. Overall, the EEAP considers the programme to be fully compliant with Principle 6.

Panel Judgement

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

Panel Recommendations

Continue supporting the tuition-free structure of the programme as an important mechanism for widening participation and equitable access to postgraduate education.

Continue investment in digital learning infrastructure and internationally oriented teaching activities.

Consider expanding practical, field-based or experiential learning opportunities where appropriate to further strengthen applied public health and policy learning.

Continue monitoring and responding to student and graduate feedback to support ongoing curriculum enhancement.

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 MSc Program demonstrates an organized and institutionally integrated approach toward information management and quality monitoring. Information management processes are coordinated through AUTH institutional structures including MODIP and OMEA and are designed to support continuous quality improvement and evidence-based decision-making. The program systematically collects and utilizes educational and administrative data through multiple mechanisms such as electronic student evaluations of courses and instructors, faculty activity reports, course description forms, monitoring of student performance and completion rates, collection of quality indicators and performance metrics, tracking of program demand and participation, and monitoring dissemination and academic activities.

The program additionally maintains updated information through web-based dissemination systems and regular updates of academic and quality assurance documentation. The Panel noted that information management activities are linked to annual review procedures and internal evaluation processes conducted in coordination with institutional quality assurance structures. The program demonstrates awareness of transparency and accountability principles in higher education governance. The use of measurable indicators related to student satisfaction, program participation, advising activities, and internationalization represents a positive operational feature. The overall information management structure appears functional, accessible, and appropriately integrated within the institutional framework of AUTh.

II. Analysis

The program demonstrates substantial compliance with Principle 7. The existence of organized information management systems and the systematic collection of educational data provide an important foundation for quality assurance and program administration. The program effectively utilizes electronic evaluation systems and institutional monitoring procedures. The integration of quality indicators into strategic planning processes supports evidence-based program oversight. The documentation demonstrates that information collected through evaluations and institutional monitoring contributes to program assessment and internal review procedures. Collaboration with institutional quality assurance bodies further strengthens the reliability and consistency of the information management system.

However, several areas require further enhancement: 1) There is limited evidence is provided regarding longitudinal trend analysis and advanced analytics. 2) Clearer demonstration is needed regarding how collected data directly informs curriculum redesign decisions. 3) alumni tracking systems and long-term graduate outcome monitoring remain insufficiently developed. 4) reporting dashboards and visualization tools for quality indicators are not clearly described. 5) external stakeholder access to program performance data appears limited, as well as their involvement in providing review and advice of program activities. 6) discussion of cybersecurity, GDPR compliance, and institutional data governance procedures remains minimal.

While the program possesses a strong operational foundation for information management, more sophisticated analytical and reporting practices would strengthen strategic planning and decision-making capacity.

III. Conclusions

The MSc Program substantially complies with Principle 7. The program demonstrates a functional, institutionally integrated, and effective information management framework that supports quality assurance and continuous program

improvement. The systematic collection of quality indicators and student feedback as well as past graduate student feedback constitutes a strong operational basis for program evaluation and strategic management. Further development of longitudinal analytics, alumni outcome monitoring, data visualization, and evidence-based curricular assessment mechanisms would significantly enhance the effectiveness and strategic value of the program's information management processes.

Panel Judgement

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

Panel Recommendations

Develop more advanced longitudinal data analysis and benchmarking methodologies.

Strengthen alumni outcome tracking and graduate employment (current and future) monitoring systems.

Demonstrate more explicitly how collected information informs curriculum redesign and operational improvements.

Expand use of dashboards and visualization tools for program quality indicators.

Improve transparency and reporting mechanisms for external stakeholders.

Involve stakeholders and past graduates advisory panels for further input into the development of the program.

Establish clearer policies regarding cybersecurity, GDPR compliance, and information governance.

Increase student participation rates in course and program evaluations to strengthen the reliability of collected data.

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 Postgraduate Studies Programme (PSP) in "Public Health and Health Policy" of the School of Medicine at AUTh, disseminates information regarding its postgraduate programme through multiple channels, primarily digital. Key sources include the official websites of the School of Medicine, the programme itself, and centralized university platforms, all of which provide information in both Greek and English (https://publichealthpolicy.med.auth.gr/el/).

Published materials cover core elements such as programme structure, learning outcomes, admission requirements, and teaching methods. They also highlight career prospects and professional development, including the CVs of faculty members and visiting professors.

Additional dissemination occurs via social media, conferences, workshops, and public lectures. The programme also utilizes institutional electronic services and e-learning platforms to communicate with students and provide access to academic content, although some of these systems are restricted to registered users.

Quality assurance data, including annual evaluation reports and statistical information, are made available through the university's quality assurance unit (MODIP). This ensures the systematic publication of programme performance and ongoing improvement measures.

II. Analysis

The PSP demonstrates a strong commitment to transparency and accessibility by employing a wide range of dissemination tools and ensuring that information is regularly updated and available in in both Greek and English languages. The integration of official websites, institutional services, and Quality Assurance Systems (QAS) contributes to a structured and reliable flow of information. The inclusion of detailed academic, administrative, and evaluative content aligns well with the principle's requirement for objectivity and clarity.

However, certain limitations reduce full accessibility, particularly the restricted access to some digital platforms (e.g., e-learning systems), which limits external stakeholders' ability to fully explore teaching and learning processes.

While the information is plentiful, but it is spread across multiple platforms, which can complicate navigation and ease of use for prospective students and other stakeholders.

Despite these minor shortcomings, the overall information system of PSP is comprehensive and well functional in both Greek and English.

III. Conclusions

The PSP in "Public Health and Health Policy" programme effectively fulfils the requirement of providing public, clear, and up-to-date information about its postgraduate studies in Greek and English languages, this ensures transparency not only in academic offerings but also in quality assurance processes, which is a significant strength. However, some improvements could be made in terms of centralising and harmonising the availability and transparency of certain information resources, but these are few, so they do not hinder the overall efficiency of the dissemination of information of the PSP, which is significant extent.

Panel Judgement

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

Panel Recommendations

Improve centralization of information by creating a single, fully integrated portal for the programme.

Enhance public access to selected teaching and learning materials for external stakeholders.

Simplify navigation and structure across digital platforms to improve user experience.

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 Postgraduate Studies Programme (PSP) in "Public Health and Health Policy" of the School of Medicine at AUTh, shows a structured Internal Quality Assurance System (IQAS), focussed on continuous monitoring and annual internal evaluation. The last shown internal evaluation was performed 2024.03.29. This process is conducted in collaboration with the Quality Assurance Unit (QAU; MODIP) and includes systematic student feedback through questionnaires, as well as the collection of quantitative and qualitative data such as student performance, graduation rates, and labour market outcomes.

The Internal Evaluation Team (OMEA) and the Coordinating Committee are

responsible for gathering, analysing, and communicating these data. The evaluation results are disseminated to teaching staff and inform decisions such as curriculum adjustments, enhancement of teaching methods, and, in limited cases, staff changes.

The process also includes formal reporting, stakeholder involvement (including students), and mechanisms for revising program content and strategy.

II. Analysis

The PSP's IQAS-system demonstrates a clear commitment to continuous monitoring and improvement, with multiple feedback circles and defined responsibilities. The last internal evaluation performed 2024.03.29, showed to have a very detailed protocol.

The integration of student evaluations, performance metrics, and broader program indicators reflects a comprehensive approach to quality assurance. The involvement of institutional bodies (MODIP, OMEA) and formal procedures for data analysis and reporting strengthen the credibility and consistency of the process.

However, while the document highlights the use of evaluation results for improvements, it provides limited evidence on the systematic tracking of implemented changes and their measurable impact over time.

Additionally, stakeholder engagement beyond students (e.g., employers, alumni) is mentioned but not clearly elaborated, which may limit the external perspective in the evaluation process. Transparency is addressed through publication of results, but the extent of accessibility and stakeholder awareness is not fully detailed.

III. Conclusions

The Postgraduate Studies Programme in "Public Health and Health Policy" has established a well-structured and operational internal evaluation system aligned with the principle of continuous monitoring and periodic review. The processes are clearly defined, regularly implemented, and integrated into institutional quality assurance mechanisms. The use of multiple data sources and formal governance structures ensures that evaluations are comprehensive and systematically conducted. Nevertheless, the effectiveness of the system would be strengthened by clearer evidence of impact assessment, broader stakeholder involvement, and more explicit documentation of how improvements are tracked over time. Overall, the framework is robust but could benefit from enhanced depth in implementation and follow-up.

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

Establish a formal mechanism to track and measure the impact of improvement actions over time.

Strengthen the involvement of external stakeholders (e.g., alumni, employers) in the evaluation process.

Enhance transparency by clearly communicating evaluation outcomes and actions to all stakeholders.

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 and because it is a relatively new PSP it was not included in past external institutional or departmental evaluations that predated its operation. 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 and the department are both committed to this process and fully understand and appreciate its importance. All the evaluation processes are coordinated by MODIP.

II. Analysis

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

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 feedback from stakeholders and social partners.

PART C: CONCLUSIONS

I. Features of Good Practice

Well-qualified staff, research active, highly enthusiastic, and supremely dedicated.

Good feedback from current students and past graduates.

Popular as evident by applications and student numbers.

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

Good international links.

No fees.

Weekly in-person teaching challenging students for high academic quality.

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 alumni association although the PSP has presence on Facebook, Twitter and Linkedin.

Lack of funding compromises long term viability.

III. Recommendations for Follow-up Actions

Improve data collection and analysis for career progression (Key performance indicators, student progression).

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 a PSP alumni association.

Expand practical, field-based or experiential learning opportunities to further strengthen applied public health and policy learning.

Incorporate in the curriculum some elements of personalized/stratified medicine and how the new technologies that facilitate large data gathering and genetic information, can drive and inform prevention through evidence-based Health Policy.

Enhance transparency by clearly communicating evaluation outcomes and actions to all stakeholders.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 3, 4, 5, 6, 8, 9

The Principles where substantial compliance has been achieved are:

1, 7, 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	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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