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Accreditation Report
for the Postgraduate Study Programme of:

Applied Nutrition and Health Promotion

Department: Medicine

Institution: Aristotle University of Thessaloniki

Date: 22/05/2026

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 **Applied Nutrition and Health Promotion** 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 Applied Nutrition and Health Promotion 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 "Applied Nutrition and Health Promotion", 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

15:00-15:45 hrs: The EEAP met with the teaching staff of PSP2 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 PSP2 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 PSP2 to discuss their experience from their studies and whether their careers were supported by taking this PSP, as well as their current connections to PSP2.

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 PSP2, 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 PSP2, 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.

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 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 "Applied Nutrition & Health Promotion" is operating from the academic year 2018, and was updated/modified in 2025, by the laboratory of "Health, Social-Preventative and Medical Statistics" in the Department of Medicine, School of Health Sciences of the Aristotle University of Thessaloniki (AUTh). The PSP is structured in 3 semesters (13 teaching weeks each) and demands the successful completion of 90 ECTS in total (30 ECTS per semester). The first two semesters entail courses and the third semester the preparation of the Diploma Thesis. The PSP further delineates into 3 directions; (i) Clinical-Medical Nutrition, (ii) Paediatric Nutrition and (iii) Nutrition and Public Health.

The first semester entails 4 compulsory course (6 ECTS each) for all three directions, and 1 elective course (out of 2 choices worth 6 ECTS each) culmination to a total of 30 ECTS for the semester. In the second semester, the students take 1 compulsory course (7.5 ECTS) for all three directions, then 3 additional compulsory subjects (7.5 ECTS each) depending on the direction of choice.

The PSP is taught in Greek, but the Diploma Thesis can be written either in Greek, providing the summary section in English, or in English, providing the summary section in Greek.

The PSP enrols a maximum number of 60 students per semester and tuition fees have been set at €4,000 per student, payable at 2 instalments at the beginning of the first and second semesters.

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 Master of Science Programme “Applied Nutrition and Health Promotion” of the Department of Medicine at Aristotle University of Thessaloniki demonstrates a clearly articulated and institutionally aligned quality assurance policy. The program integrates the broader quality strategy of the School of Medicine and the University and establishes a structured framework for continuous academic improvement. The program is notable for its specialized focus in nutrition sciences, particularly paediatric nutrition, which is described as one of the few such postgraduate specializations available in Greece and Europe. The program’s quality policy includes commitments to alignment with the European and National Qualifications Framework (Level 7), enhancement of teaching quality and effectiveness, continuous review of annual quality objectives, assessment of labour market demand, evaluation of teaching personnel qualifications, efficient use of financial resources, and annual internal evaluation procedures in collaboration with OMEA and MODIP. Additional supporting documentation demonstrates that the School of Medicine operates under a mature Internal Quality Assurance System (ESDP) fully integrated with institutional quality management structures.

The programme identifies numerous measurable quality objectives, including improved student performance, reduced study duration, increased participation in course evaluations, enhancement of student-centred learning, increased scientific publications and citations, improved internationalization, attraction of international students and visiting professors, and increased research productivity and interdisciplinary collaboration. The program further emphasizes interdisciplinary teaching, integration of research and education, continuous curriculum review, strong student support services, active student participation in research and conferences, and promotion of evidence-based nutrition sciences.

The program includes three specialized tracks:1) Clinical-Medical Nutrition. 2) Paediatric Nutrition. 3) Nutrition and Public Health. The curriculum consists of 90 ECTS over three semesters, including a 30 ECTS thesis component emphasizing research integration. Student evaluation systems are operational and include formalized electronic evaluation questionnaires for both courses and instructors. Statistical analysis of evaluations demonstrates active quality monitoring procedures with a reported quality index of 84.7 based on student evaluations during the 2022–2023 academic year.

II. Analysis

The EEAP considers that the program demonstrates a strong institutional commitment to quality assurance and strategic program development. The quality policy is comprehensive, clearly documented, and aligned with national and European accreditation expectations. The program has several strengths: 1) The program addresses an important and rapidly growing healthcare field with strong societal relevance. 2) The inclusion of paediatric nutrition as a specialized track represents a distinctive and competitive academic feature. 3) The

curriculum structure is coherent, research-oriented, and appropriately aligned with postgraduate learning outcomes. Specifically, quality assurance strengths include systematic collaboration with institutional quality structures (MODIP and OMEA), student feedback mechanisms appear robust and operational., annual quality objectives are clearly articulated, and measurable, and internal review and corrective action procedures are described adequately. Educational strengths include strong interdisciplinary faculty composition including physicians, nutritionists, biologists, statisticians, and researchers. integration of evidence-based medicine, research methodology, and biostatistics within the curriculum, strong linkage between teaching and research activities.

The EEAP identified several areas that could be further strengthened: 1) Although quality goals are ambitious and extensive, measurable benchmarking data and outcome metrics are not consistently presented. 2) Graduate employment tracking and long-term alumni outcome data remain limited. 3) Internationalization objectives are appropriately identified but currently appear aspirational rather than fully operationalized. 3) More detailed evidence linking student evaluation feedback to specific curricular modifications would strengthen continuous improvement documentation. 4) Additional documentation regarding external stakeholder participation in program governance would further enhance transparency.

III. Conclusions

The EEAP concludes that the MSc Program "Applied Nutrition and Health Promotion" has established a comprehensive and mature quality assurance framework aligned with institutional strategy and accreditation standards. The program's specialization areas, especially pediatric nutrition, represent a significant academic strength and contribute positively to its uniqueness and labor market relevance. The program has substantial potential to become a regional leader in postgraduate nutrition education and translational health promotion research. Further improvement as noted in the Analysis section is needed.

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

Improve benchmarking data and outcome metrics.

Improve graduate employment tracking and long-term alumni outcome data.

Provide more detailed evidence linking student evaluation feedback to specific curricular modifications for continuous improvement documentation.

Provide documentation regarding external stakeholder participation in program governance to improve transparency.

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 "Applied Nutrition & Health Promotion" is run by the laboratory of "Health, Social-Preventative and Medical Statistics" in the Department of Medicine, School of Health Sciences of the Aristotle University of Thessaloniki (AUTh). The PSP is running since the academic year 2018 (Government Gazette no 3948/11-9-2018) and was re-established/updated according to the current legal/regulatory framework in 2025 (see Government Gazette no 2450, 20 May 2025).

The PSP is structured in 3 semesters (13 teaching weeks each) and demands the successful completion of 90 ECTS in total (30 ECTS per semester). The first two semesters entail courses and the third semester the preparation of the Diploma Thesis. The PSP further delineates into 3 directions; (i) Clinical-Medical Nutrition, (ii) Paediatric Nutrition and (iii) Nutrition and Public Health. The PSP emphasizes the important aspect of health promotion while at the same time providing comprehensive knowledge and background in both the field of nutrition and metabolism, and the field of research methodology.

The first semester entails 4 compulsory course (6 ECTS each) for all three directions, and 1 elective course (out of 2 choices worth 6 ECTS each) culmination to a total of 30 ECTS for the semester. In the second semester, the students take 1 compulsory course (7.5 ECTS) for all three directions, then 3 additional compulsory subjects (7.5 ECTS each) depending on the direction they chose.

It is possible to the period of study and/or the time required for preparation of the Diploma Thesis by 1 year, in exceptional circumstances.
The PSP is taught in Greek, but the Diploma Thesis can be written either in Greek, providing the summary section in English, or in English, providing the summary section in Greek.

The PSP has been designed for a maximum number of 60 students per semester and tuition fees have been set at €4,000 per student, payable at 2 instalments at the beginning of the first and second semesters. In this current academic year 2025-26, 32 students are enrolled.
Subject assessments are carried out mainly with exams including Multiple Choice Questions (MCQ), written reports or oral presentations. A comprehensive Student Guide is provided.

II. Analysis

The PSP programme has been designed on appropriate standards, and compares well universally accepted standards for these specific areas of study but some effort will be required to emphasize some modern trends such personalized/stratified medicine and its significance in personalized nutrition, gut health and the microbiome, blood sugar management, life style choices and wellbeing, plant-based alternative nutrition etc.

The structure of the programme is based upon 3 directions: (i) Clinical-Medical Nutrition, (ii) Paediatric Nutrition and (iii) Nutrition and Public Health. The three directions are differentiated through elective courses. Teaching is mainly in-person but with one subject per semester permitted to be taken remotely. Teaching is done predominantly in person, and a typical teaching week entails the delivery of a single subject during a weekend (Saturdays and Sundays) with lessons starting at 08:00-08:30 hrs and finishing at 18:00 hrs. One weekend per month on average is the frequency of teaching with each subject being examined the following teaching weekend, as appropriate.

The Student Guide seems to be comprehensive, and expected learning outcomes are well defined and in accordance with the EQF. Mobility and internship opportunities are lacking for students. 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.

Subject outlines need to be more informative as they are currently missing important information e.g. accurate lesson hours per week for each subject or explain any other different manner of delivery, 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. The EEAP was pleased to hear that there are plans to deliver some subjects in English to attract enrolment to such specific subjects by professionals who are not interested in the entire PSP but may be interested in specific subjects.
There are good links between teaching and research as Diploma Theses from the PSP students have been published in international scientific journals, while several oral presentations were also given at national and international scientific meetings and conferences.

From our discussions with stakeholders and social partners, there is a wish to directly participate in curriculum revision so that the PSP can remain updated and

relevant to the continuously evolving trends and needs of the job market, but such involvement was not apparent.

III. Conclusions

Overall, this a well-organized and delivered PSP.

Panel Judgement

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

Panel Recommendations

Involve stakeholders and social partners in annual revisions of the PSP to keep it relevant to evolving trends and needs of the job market.

Update subject outlines with more specific information (accurate lesson hours per week for each subject or explain any other different manner of delivery, percentage contribution of various assessment elements, reading resources, percentage distribution of in-person versus remote teaching for each subject, whether each subject is appropriate or not for Erasmus students etc).

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 " Applied Nutrition and Health Promotion " at the School of Medicine of AUTh has a duration of three semesters. Eligible applicants include graduates of the Departments of Medicine, Dentistry, Veterinary Medicine, Pharmacy, Nutrition and Dietetics, Biology, Agriculture, Public Health, and Nursing, and graduates of related Departments or Schools of Higher Education in Greece or recognized institutions abroad, with an interest in Nutrition; as well as graduates of other disciplines with at least two years of relevant professional experience in the field of Nutrition.

The completion of the Master's programme requires the successful attendance of nine courses (one compulsory and four elective courses in the first semester, and in the second semester, one compulsory course and three courses from the specialization track), and the submission of a Master's dissertation. Assessment is conducted at the end of each semester via written exams.

The students complete the evaluation of the course context and the quality of the instruction through anonymous questionnaires with a 28,9% participation rate.
The programme enables students to deepen their understanding of Applied Nutrition and Health Promotion, acquire specialized knowledge in clinical and public health nutrition, epidemiology, and research methods, and develop skills in critically appraising current scientific literature. Students choose a specialization track according to their interests and professional background. There are three tracks: Clinical- Medical Nutrition, Public Health Nutrition, and Pediatric Nutrition.

The academic advisor system does not appear to function effectively in practice; however, students reported that whenever they sought advice or assistance, they received it from their professors.

The vast majority of courses are conducted in person one weekend per month, and students are entitled to choose to attend up to three courses remotely. Also, one workshop in organized by the PSP and it is conducted online.

II. Analysis

The Master's Programme in Applied Nutrition and Health Promotion adopts a student-centered approach to teaching, offering flexible learning paths across its three specialisations: Clinical–Medical Nutrition, Public Health Nutrition, and Pediatric Nutrition. Students are required to give presentations, participate in small projects, respond to practical questions, and develop skills essential for clinical practice and research, such as biostatistics and critical appraisal of the literature. Overall, students report high satisfaction with the courses. Satisfaction is also high regarding course structure and content delivery. Students are encouraged to participate in research activities, and approximately 14% of Master's theses result in publication. Despite the diverse backgrounds of the admitted students, the programme offers distinct specialization tracks and

provides structured guidance and support. However, students stated that it would be beneficial to introduce a form of practical training, for example in a hospital setting, so that they can see how the knowledge acquired during the Master's programme is applied in practice.

Recommendations for improvement include establishing the academic advisor system, enhancing the participation of students in the evaluation process of the PSP, and introducing a practical training.

III. Conclusions

The curriculum of the PSP "Applied Nutrition and Health Promotion " is in line with the standards of HAHE, offering high-quality education in a student-centered learning environment that promotes mutual respect.

Panel Judgement

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

Panel Recommendations

Establish the academic advisor system.

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

Introduce practical training.

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 has a 3-semester duration (30 ECTS per semester) with tuition fees of €4000 per semester. Scholarships are available to be awarded to PSP students with exceptionally good performance. The maximum number of admission

students is 60 and 20 in each track. Also, Aristotle University of Thessaloniki may award compensatory scholarships to postgraduate students, who are required to support the educational process and provide teaching assistance.

The selection criteria for admission are as follows:

- A Bachelor's degree from a Greek or foreign institution.
- Academic transcript in undergraduate courses relevant to the MSc (not scored).
- Performance in the undergraduate thesis, where applicable (not scored).
- Proficiency in English (minimum level B2) (mandatory requirement).
- Two (2) letters of recommendation from academic staff or current/former employers.
- Interview conducted by the three-member Admissions Committee.
- And in addition to the above, applicants may also submit (if available):
- A Master's degree from a Greek or recognized foreign institution, A doctoral degree from a Greek or recognized foreign institution, Certificates demonstrating proficiency in French, German, Italian, Spanish, or Russian, supporting documents for any research or writing activity, participation in student mobility programs, and relevant professional experience.

While the admission criteria are clearly defined, the majority are not subject to formal scoring; implementing a point-based system could enhance the evaluation process. The selection committee is composed of experienced faculty members.
PSP student supporting documents contain information about students' rights and obligations, ways to monitor their progression, regulation of studies, internships, Erasmus+ mobility, and student assignments.

The PSP has established clear procedures concerning the degree, the duration of studies, and rules ensuring students' progression. The PSP combines high-level lectures, on-site practical courses, and a dissertation thesis during the third semester. Courses are delivered in Greek, but some lectures are in English. The students are evaluated each semester through written examinations, and the completion of a Master's Thesis is obligatory for obtaining the degree.
The PSP faculty follows the progress of the students, is constantly available to assist them, and provides the necessary information for the accomplishment of their studies. PSP faculty evaluation by students is conducted upon course evaluation questionnaire completion, but almost the 28,6% of the students participate in the procedure.

Overall, students, graduates, and stakeholders alike described the PSP as very good and highly beneficial for professional development.

II. Analysis

The programme provides graduates with advanced knowledge and competencies. However, student participation in Erasmus+ mobility programmes remains

limited, maybe due to the students' professional obligations. Expanding opportunities for study or training abroad would enable students to gain insight into different healthcare systems. Also, the international profile of the PSP could be enhanced by offering more courses and seminars in English and encouraging the preparation of Master's theses in English.

In addition, stakeholder involvement is currently limited. The PSP could organize events that enable students to engage with stakeholders and gain information about career opportunities. Furthermore, stakeholders should be more actively involved in shaping the curriculum in accordance with market demands.
Also, the PSP would benefit from the creation of an active alumni network, as well as from the systematic collection and analysis of data on graduates' career trajectories and their professional engagement after completing the master's degree.

III. Conclusions

It is a well-structured programme. Nevertheless, further enhancement could be achieved through the broader integration of English-language teaching, which would increase the programme's international visibility, familiarize students with international terminology, and strengthen their employment prospects abroad. The Panel also recommends strengthening the alumni network through a more active online presence and greater involvement of alumni in the academic activities of the PSP. In addition, increased engagement of external stakeholders would further benefit both students and the programme itself, while the introduction of a transparent scoring system for student admissions would contribute to a more objective and clearly defined selection process.

Panel Judgement

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

Panel Recommendations

Establishing the English language can increase the visibility of the programme and help students become familiar with international terminology and improve their prospects of seeking employment abroad.

The panel suggests the enhancement of the alumni network by including a specific link on

the PSP website and promoting their participation in various clinical and academic activities of the PSP.

A greater involvement of stakeholders would be beneficial for the students as well as for the programme.

Introduce a scoring system for student admissions to enhance transparency in the selection process.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The 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 departments and institutions as well as external experts, visiting academics and specialists, supporting the interdisciplinary character of the PSP.

Teaching staff demonstrate strong academic and research profiles with many members evidencing publication activity, citation metrics and recognised scholarly standing through internationally recognised systems such as Google Scholar and

Scopus. The programme also maintains links between teaching, research and professional practice through the inclusion of clinicians, researchers and external professionals.

The panel noted the excellent range of teaching staff, including guest speakers from abroad contributing through online delivery with some teaching also delivered in English. This further strengthens the international and interdisciplinary orientation of the programme.

Staff described engagement with formal teaching evaluation processes alongside regular informal weekly discussions with students regarding what works well and what could be improved. Students confirmed that staff are approachable, supportive and responsive to feedback. The panel considered this a notable example of good practice, demonstrating a responsive and student-centred approach to teaching enhancement. Teaching staff also described regular peer discussions regarding teaching updates and improvement approaches, which have organically developed into an informal community of practice characterised by collegiality and mutual support.

Teaching staff mobility is encouraged through participation in ERASMUS+ schemes and broader institutional initiatives. However, while mobility support is referenced within the tuition utilisation plan and institutional policies, the specific allocation and accessibility of staff mobility support within programme-level financial planning is not fully transparent. No concerns regarding workload or staffing adequacy were raised during meetings. The teaching team appeared knowledgeable, engaged and committed to programme enhancement.

II. Analysis

The PSP demonstrates strong 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.

The panel particularly valued the integration of international guest contributors and English-language delivery elements, which broaden perspectives available to students and contribute positively to internationalisation. The research profiles of teaching staff further support the academic credibility and research-informed nature of the PSP.

While mobility opportunities are encouraged through ERASMUS+ and institutional networks, participation appears to operate primarily through existing institutional mechanisms with limited evidence of a broader PSP-specific strategic framework to support equitable and consistent staff participation. In addition, while mobility support is referenced within institutional and tuition utilisation documentation,

the specific mechanisms and allocation relating to staff participation are not fully transparent.

The programme demonstrates a positive culture of continuous enhancement through both formal evaluation systems and informal weekly student feedback practices. This ongoing dialogue between staff and students contributes positively to responsiveness and supports a student-centred learning environment. In addition, the organically developed peer-support culture among staff functions effectively as a community of practice and contributes positively to teaching quality and collegiality.
This is a strong foundation upon which more structured pedagogical/scholarship of teaching and learning CPD activities could be further developed and formalised, including opportunities for peer-supported enhancement and potential peer observation activities where appropriate to the PSP context.

III. Conclusions

The PSP demonstrates strong academic staffing, interdisciplinary expertise and appropriate recruitment procedures. There is evidence of scholarly activity, reflective teaching practice and meaningful engagement with student feedback, contributing positively to programme delivery and academic quality. The weekly student feedback discussions and the organically developed collegial community of practice among teaching staff are considered notable examples of good practice. Opportunities remain to further strengthen the formalisation and visibility of pedagogical/scholarship of teaching and learning CPD activities and to enhance transparency regarding mobility-related support mechanisms. 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

Formalize and further document the organically developed community of practice among teaching staff, as this represents a valuable mechanism for continuous enhancement and peer support.

Consider further developing structured pedagogical/scholarship of teaching and learning CPD

activities, including peer-supported teaching enhancement approaches where appropriate.

Continue expanding international engagement and external expert participation, particularly through English-language.

Enhance transparency regarding mobility participation processes and the allocation of mobility-related financial support within programme-level planning.

Continue monitoring teaching evaluation participation and communicating enhancement actions arising from student feedback.

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 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.

Students reported positive experiences regarding staff support, communication and the learning resources provided. Students particularly highlighted supportive staff interactions and responsive communication processes. Students nevertheless expressed a desire for stronger career guidance, employability signposting and clearer preparation for the job market.

II. Analysis

The PSP demonstrates excellent 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, support structures and accessibility of services, indicating that institutional communication and operational support mechanisms function effectively. The supportive culture described by students and staff contributes positively to the student learning environment.

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-related activities and broader student-facing enhancement initiatives.

The panel also identified opportunities to further strengthen employability support and professional preparation within the programme. Students indicated that employability support could be more visible and better integrated within the PSP itself. Additional structured employability activities, alumni engagement and clearer professional signposting could further strengthen graduate preparedness and the student experience.

The programme demonstrates effective use of technology-enhanced learning, including online contributions from international guest speakers and hybrid-compatible delivery approaches. Continued investment in digital and hybrid learning environments would further support programme development and internationalisation.

III. Conclusions

The programme demonstrates strong provision of learning resources and institutional infrastructure, contributing positively to the student learning

environment and sustainability of programme delivery. Administrative and operational support structures appear appropriate, effective and well-integrated within institutional systems. Students benefit from a supportive academic environment and responsive staff. Opportunities remain to further strengthen employability support, visibility of the impact of financial planning on the student experience and transparency regarding enhancement-related resource allocation. 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

Strengthen employability and career-development support through more explicit signposting, career-focused workshops, alumni engagement and professional networking opportunities.

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

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

Continue monitoring student awareness and uptake of institutional support services to ensure all students fully benefit from the resources available.

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 programme has implemented a functional and institutionally integrated information management system supporting academic administration, quality assurance, and student services. The provided documentation demonstrates that the program utilizes several institutional digital platforms and information systems, including the MODIP Quality Assurance System (ΣΔΠ), e-learning platforms, institutional repositories, electronic course evaluation systems, student registry integration systems, research management platforms, and digital dissemination tools. The program website provides publicly accessible information regarding admissions, curriculum, programme regulations, student support, course descriptions, quality policies, complaints procedures, and faculty information. Student evaluation mechanisms are documented. The evaluation

results indicate 59 completed evaluations with an overall quality index (Q) of 84.7 for academic year 2022–2023. Importantly, the program additionally supports hybrid and distance learning, digital educational content creation, streaming and recording of lectures, accessibility services for students with disabilities, and institutional single-sign-on access to academic resources.

II. Analysis

The EEAP considers that the programme has established an effective information management infrastructure that adequately supports program operation, monitoring, and quality assurance. Strengths are strong integration with institutional quality management systems, broad utilization of digital educational technologies, effective use of electronic evaluation tools and data collection mechanisms, transparency in public dissemination of program information, functional integration of administrative, academic, and research information systems, and strong support for hybrid and modern learning environments. The systematic collection of student evaluation data and the existence of structured monitoring procedures indicate a positive quality management culture.

Several limitations were noted. 1) The programme presents limited longitudinal statistical analysis regarding student progression, graduation rates, employability, and alumni tracking. 1) while student evaluation data are collected, more evidence is needed regarding systematic analysis of trends and implementation of improvement actions. 2) quantitative benchmarking against national or international postgraduate programmes is limited. 3) there is insufficient information regarding formal data governance policies, cybersecurity procedures, and GDPR implementation. 4) The relatively modest number of completed evaluations (n=59) may limit the robustness of statistical analyses depending on total enrolment numbers.

III. Conclusions

The EEAP concludes that the programme has implemented a comprehensive and functional information management framework aligned with institutional standards and accreditation expectations. The program effectively utilizes digital technologies and institutional quality systems. The existing systems provide a solid foundation for evidence-based quality assurance and continuous program improvement. Further enhancement of data analytics, graduate tracking, benchmarking, and longitudinal performance reporting would strengthen strategic decision-making and continuous quality improvement.

Panel Judgement

Principle 7: Information management	
Fully compliant	
Substantially compliant	**X**

Partially compliant	
Non-compliant	

Panel Recommendations

Provide more evidence regarding systematic analysis of trends and implementation of improvement actions.

There is a need for benchmarking against national or international postgraduate programs.

Provide more detailed information regarding formal data governance policies, cybersecurity procedures, and GDPR implementation.

Increase the number of completed evaluations by students and potentially provide peer-review evaluation (at least informally).

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 Study Programme (PSP) in "Applied Nutrition and Health Promotion" at Aristotle University of Thessaloniki disseminates public information through multiple channels. These include the official School of Medicine website, a dedicated PSP website, social media (Facebook), and printed materials (posters). The main PSP website is fully available in Greek (https://nutrition.web.auth.gr/), with an English version with limited information that is under development.

Information provided covers target groups, programme structure, study guide, teaching staff (including CVs), student selection processes, registration instructions, thesis preparation, announcements, and contact details.

Legal documents (Government Gazettes) are also prominently posted. Responsibility for website maintenance lies with administrative support, following Coordinating Committee decisions.

II. Analysis

The PSP demonstrates a strong commitment to transparency and accessibility for Greek-speaking audiences, as all core information is readily available in Greek. The use of multiple platforms (websites, social media, print) enhances outreach and stakeholder engagement. However, the lack of a fully functional English version limits accessibility for international prospective students and non-Greek speakers, despite the programme's prerequisite of Greek language knowledge for attendance.

The document notes that an English version is "under development," indicating

current incompleteness. Social media is used effectively for dissemination and community building, though its informal nature may not suit all official information needs. Printed materials are produced only during admission periods, which is appropriate for targeted campaigns.

III. Conclusions

The PSP in "Applied Nutrition and Health Promotion" is largely transparent and informative for its primary Greek-speaking audience, covering nearly all required public information elements. The missing of a complete English version, while less critical given the Greek language requirement, still represents a gap in full public accessibility, especially for showcasing research and extroversion.

Panel Judgement

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

Panel Recommendations

Complete and harmonize the English version of the PSP website with the Greek website to fully support extroversion and accessibility for international partners and researchers.

Ensure that all public information, including CVs and announcements, remains consistently updated across all platforms, with clear dates of last revision.

Consider adding a dedicated section on graduate career outcomes or alumni testimonials to further inform prospective students.

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 Study Program (PSP) in "Applied Nutrition and Health Promotion" has established a formal internal evaluation process, involving its Coordinating Committee, the departmental OMEA, and the institution's Quality Assurance Unit (QAU; MODIP), in line with Hellenic Authority for Higher Education (HAHE) certification standards. The PSP monitors a range of quality indicators, including program attractiveness, student evaluations of courses and teachers, student research, mobility, support services, graduation timelines, graduate progress, and cooperation with external stakeholders. Annual internal evaluation reports and external evaluations inform the reorganization of each academic year.

The Curriculum Committee meets annually to review previous objectives, analyse shortcomings, and set new targets. Specific quality goals have been defined, such as increasing student participation in evaluations, improving teacher ratings, enhancing student-centred teaching and skills development, and boosting student engagement in research. Negative feedback from students, complaints, and evaluation reports leads to corrective amendments.

II. Analysis

The PSP demonstrates a systematic and documented approach to continuous monitoring and periodic internal evaluation, covering essential dimensions: curriculum alignment with scientific and societal needs, course content relevance, student workload, examination processes, student satisfaction, learning environment, and academic impact.

The integration of annual internal and external evaluations into planning for the new academic year indicates a functioning feedback loop. The use of specific, measurable quality objectives (e.g., increasing evaluation participation, improving skill development ratings) shows a proactive stance toward evidence-based improvement.

However, the document primarily describes processes and intentions rather than providing evidence of outcomes (e.g., whether participation rates increased or skill development grades improved). The emphasis on addressing negative points and student complaints is strong, but no data or trend analysis is presented to confirm effectiveness.

III. Conclusions

The PSP in “Applied Nutrition and Health Promotion” has fully embedded the principle of continuous monitoring and periodic internal evaluation into its governance and quality assurance system. It meets all structural and procedural requirements, including annual reviews, stakeholder input, corrective actions, and specific target setting. No critical gaps in process design are evident. Therefore, the program-based on the documented framework- is evaluated to be fulfilling the principle 9.

Panel Judgement

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

Panel Recommendations

Systematically publish aggregated results of student evaluation participation rates and teacher/skill development scores to demonstrate achievement of the stated quality objectives.

Strengthen the tracking of graduate progress and stakeholder feedback with quantifiable indicators to better measure long-term program impact.

Ensure that all corrective amendments derived from negative evaluations are documented in a traceable log, including timelines for re-evaluation and closure of actions.

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 2024-25. Even the progress report submitted by MODIP to HAHE in 2018 coincides with 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 feedback from stakeholders and social partners.

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.

Mostly in-person teaching with some balanced remote teaching in parallel.

II. Areas of Weakness

There are 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.

Limited international appeal.

Relatively poor advice career opportunities for students.

III. Recommendations for Follow-up Actions

Improve data collection and analysis for career progression (Key performance indicators, student progression). Provide more detailed information regarding formal data governance policies, cybersecurity procedures, and GDPR implementation.

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

Incorporate structured CPD plans for participating staff. Develop structured pedagogical/scholarship of teaching and learning CPD activities, including peer-supported teaching enhancement approaches where appropriate.

Formalize and further document the organically developed community of practice among teaching staff, as this represents a valuable mechanism for continuous enhancement and peer support.

Incorporate peer review of teaching.

Systematically publish aggregated results of student evaluation participation rates and teacher/skill development scores to demonstrate achievement of the stated quality objectives.

Organize a PSP alumni association.

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

Update subject outlines with more specific information.

Continue expanding international engagement and external expert participation,

particularly through subjects delivered in English.

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

Strengthen employability and career-development support through more explicit signposting, career-focused workshops, alumni engagement and professional networking opportunities.

Introduce a scoring system for student admissions to enhance transparency in the selection process.

Complete and harmonize the English version of the PSP website with the Greek website to fully support extroversion and accessibility for international partners and researchers.

Ensure that all public information, including CVs and announcements, remains consistently updated across all platforms, with clear dates of last revision.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 6, 8, 9

The Principles where substantial compliance has been achieved are:

1, 3, 4, 5, 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	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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