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HELLENIC REPUBLIC

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Accreditation Report
for the Postgraduate Study Programme of:

Clinical Mental Health

Department: Medicine

Institution: Aristotle University of Thessaloniki

Date: 16/06/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Clinical Mental Health** 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 Clinical Mental Health of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. VISVIKIS DIMITRIS (Chair)
   (Title, Name, Surname)
   National Institute of Health and Medical Research
   (Institution of origin)

2. MITSIADIS THIMIOS
   (Title, Name, Surname)
   Universität Zürich, Switzerland
   (Institution of origin)

3. SILIKAS NIKOLAOS
   (Title, Name, Surname)
   University of Manchester
   (Institution of origin)

4. ΞΑΝΘΟΠΟΥΛΟΣ ΑΘΑΝΑΣΙΟΣ
   (Title, Name, Surname)
   University of Patras
   (Institution of origin)

5.
   (Title, Name, Surname)

   (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.

Following the requirements of Quality Assurance in Higher Education (laws 4009/2011 and 4653/2020), the Hellenic Authority for Higher Education (HAHE), upon individual invitation and after official acceptance, established an independent External Evaluation and Accreditation Committee (EEAP), with the mission of assessing the compliance of the Postgraduate Studies Program (PSP) in "Clinical Mental Health" of the Aristotle University of Thessaloniki which was scheduled from the 18/5 and 21/5/2026. The established EEAP consists of four experts, three from Universities and Institutes abroad, and one student representative from Greece.

The EEAP received and considered the following supporting documents through the HAHE Panel-Accreditations online information platform (in the order they had been deposited):

Μ0. Πίνακας Περιεχομένων.pdf
Μ1.1.Πολ. Ποιότ. ΠΜΣ_new(3).pdf
Μ1.2.Στοχοθ. Ποιότ._new.pdf
Μ2.1 Αποφ. Συγκλήτου_new.pdf
Μ2.2. Εσωτ. Καν. Λειτ. ΠΜΣ_new.pdf
Μ2.3.Οδηγός σπουδών_new.pdf
Μ2.4. Περιγρ. Μαθ._Διπλ._new.pdf
Μ2.5. Κατ. Διδ. Προσωπ.pdf
Μ3.1. Αξιολόγηση από φοιτητές.pdf
Μ3.2. Καν. Παραπόνων.pdf
Μ3.3. Καν. Ακαδ. Συμβ.pdf
Μ3.4. Μεθ. Διδ.-Αξιολ.pdf
Μ4.1. Κανον. Δεοντ. Ερευν.pdf
Μ4.2. Καν. Σπουδών_κα_new.pdf
Μ4.3. Καν. Ηλ. Μαθ._new.pdf
Μ4.4. Υπόδ. Διπλ-Παραρτ.pdf
Μ5.1. Συν. Αναφ. Επιδ.pdf
Μ5.2 Επιλ. Διδ. Προσωπ.pdf
Μ5.3 Συμβ. Διδ. Προσωπ_new.pdf
Μ5.4 Πολ. Υπ. Προσωπ.pdf
Μ6.1 Περ.Υπ.Υπηρ.pdf
Μ6.2 Σχ. Αξιοπ. Διδακ..pdf
Μ6.3 Μελ. Βιωσιμ. Λειτ_new.pdf

Μ6.4 Αξιολ. Επαρκ. Πόρων_new.pdf
Μ6.5 Καταλ. Διοικ. Προσωπ.pdf
Μ6.6. Ενημ. Υλικό_Φοιτ_new.pdf
Μ7.1 Αναφορές δεδομένων ΟΠΕΣΠ.pdf
Μ7.2 Λειτ. Πληροφ. Συστημ.pdf
Μ7.3 Εργαλεία συλλογής δεδομένων.pdf
Μ7.4 Αναφ. Αναλ. Πληρ.pdf
Μ8.1. Συντ. Ιστοσελ.pdf
Μ8.2 Ιστοσελίδα (σύνδεσμος).pdf
Μ9.1_Αποτ._Εσωτ.Αξιολ.pdf
Μ10.1 Έκθ. Προόδου ΠΜΣ_new.pdf
Μ1. Πρόταση Ακ. Πιστοποίσης ΠΜΣ_new.pdf

The assessment/accreditation process was carried out exclusively remotely using the Zoom platforms. All times indicated are Athens time. During the Zoom meetings, staff members from the University provide us with additional information (including a copy of the presentation made by the director of the program on the 18/5). The scheduled agenda of the certification review was as follows:

18/05/2026
15:00-16:00 Private meeting of the EEAP to discuss first impressions from the PSP and to assign specific principles for each member
16:00-18:00 Meeting with the director of the PSP Prof. Konstantinos N. Fountoulakis, Professor of Psychiatry AUTh, Prof. Efstratios M. Kolibianakis, Professor of Obstetrics-Gynecology and Human Reproduction, Prof. Stefanos Triaridis, Professor, Head of the School of Medicine, AUTh, Dr. Tsimtsiou Zoi, Associate Professor, School of Medicine AUTh, OMEA Member; Prof. Chouvarda Ioanna, Professor, School of Medicine AUTh, OMEA Member; Dr. Goulas Antonios, Professor, School of Medicine, MODIP Committee Member; Prof. Nikolaos Maghioros, President of the QAU; Mrs Alexandra Tzaneraki, MODIP Committee Secretary
18:00-18:30 Scheduled Online tour of the facilities of the PSP in the form of a short introductory video which was already seen by the EEAP. Instead, the conversation with the PSP directors was extended.
21/05/2026
15:00-16:00 Meeting with the teaching staff of the PSP: Ms. Evaggelia-Maria Tsapakis, Assistant Professor of Psychiatry, School of Medicine, AUTh; Dr. Maria-Valeria Karakasi, MD PhD, Psychiatrist, University Department of Psychiatry, University General Hospital of Alexandroupolis, Democritus University of Thrace/External collaboration; Dr. Maria Sofologi, Psychologist, Postdoctoral Researcher, Department of Early Childhood Education, School of Education, University of Ioannina/External collaboration; Mr. Panagiotis Panagiotidis, Assistant Professor of Psychiatry, School of Medicine, AUTh; Mr. Ioannis Nimatoudis, Emeritus Professor of Psychiatry, School of Medicine, AUTh; Mr. Athanasios Douzenis,

Professor of Psychiatry-Forensic Psychiatry, School of Medicine, National and Kapodistrian University of Athens/ External collaboration

16:00-17:00 Meeting with 6 students of the PSP, 3 in their 2nd semester and 3 in their 4rth semester.

17:30-18:30 Meeting with 6 graduates of the PSP all phychologists and all in employment.

18:30-19:30 Meeting with 4 social partners of the PSP.

20:00-20:30 Closure meeting with the director of the PSP Prof. Konstantinos N. Fountoulakis, Professor of Psychiatry AUTh, Prof. Efstratios M. Kolibianakis, Professor of Obstetrics-Gynecology and Human Reproduction, Prof. Stefanos Triaridis, Professor, Head of the School of Medicine, AUTh, Dr. Tsimtsiou Zoi, Associate Professor, School of Medicine AUTh, OMEA Member; Prof. Chouvarda Ioanna, Professor, School of Medicine AUTh, OMEA Member; Dr. Goulas Antonios, Professor, School of Medicine, MODIP Committee Member; Prof. Nikolaos Maghioros, President of the QAU; Mrs Alexandra Tzaneraki, MODIP Committee Secretary

The EEAP members would like to thank everybody involved for their availability during the whole online accreditation procedure.

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 Aristotle University of Thessaloniki (AUTH) was founded in 1925 and was named after the famous ancient philosopher Aristotle. It is one of the largest Universities of Greece, covering an area of about 34 hectares and located in the Centre of the city. It consists of 41 Faculties and Schools offering a diverse spectrum of studies. Overall, it has approximately 74.000 registered students (65.000 undergraduate and 9.000 postgraduate, 4.000 of which at Doctoral level), more than 2.500 permanent teaching staff and approximately 800 permanents administrative staff (https://www.auth.gr/en).

The School of Medicine (SM) was founded as Medical Faculty of the Aristotle University of Thessaloniki in 1942. Seventeen years after the foundation of Aristotle University, the SM became one of the four Schools of the Faculty of Health Sciences. The School of Medicine in the first academic year (1942-43) accepted 385 medical students, mainly males. Currently there are about 3000 undergraduate students in the School of Medicine. The main goals of the School of Medicine of AUTH are to educate medical students as well as to provide Greek health professionals with the highest scientific standards, and to perform high quality research independently and in collaboration with other Greek and international research institutions.

The SM is organized in nine Sectors: Anatomy and Pathology, Physiology and Pharmacology, Biological Sciences and Preventive Medicine, Radiology - Medical Physics and Informatics, Sensory Organs, Children's Health, Neurosciences, Surgery, and Internal Medicine. Additionally, the School of Medicine offers and hosts 57 postgraduate programs (some of them are Interdepartmental or interinstitutional and 7 as participants). Concerning the number of postgraduate students at the School of Medicine there are a total of 3650 MSc and 992 PhD students and 74 postdoctoral scientists.

The PSP in Clinical Mental Health was established in the academic year 2019–2020 (FEK B/4980/31.12.2019) by the School of Medicine, Faculty of Health Sciences, at AUTH. The programme underwent a re-establishment process following approval by the Assembly of the School of Medicine, AUTH (Meeting No. 13/19.12.2023).

The purpose of the PSP is to ensure both the scientific and professional development of its graduates, enabling them to provide high-level clinical and scientific expertise in the broad

field of Clinical Mental Health. The programme prepares graduates to address mental disorders effectively, keep pace with developments in the field, and conduct independent research aimed at generating new knowledge with significant added value in the wider domain of mental health.

The PSP is hosted by the School of Medicine of AUTH and is dedicated to providing high-quality postgraduate education, advancing knowledge, promoting research, and training highly specialised professionals in the field of Clinical Mental Health. Particular emphasis is placed on applied scientific research, theoretical foundations, clinical assessment and observation, and multidimensional therapeutic approaches. The structure and organisation of the programme have been fully aligned with the provisions of Law 4957/2022 (FEK 141/A), “New Horizons in Higher Education Institutions: Strengthening Quality, Functionality, and the Connection of Universities with Society,” particularly Articles 81–88 and 170.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department of Medicine of AUTH has established a quality assurance policy that is fully aligned with the institutional quality policy approved by the University Senate. The Department emphasizes continuous improvement in teaching, research, and administrative activities through the active participation of academic staff, researchers, administrative personnel, and students. It promotes a culture of quality and develops postgraduate programmes that address contemporary scientific and societal needs while maintaining high academic standards. There are currently 50 such PSPs.

The PSP in Clinical Mental Health operates within this institutional framework and claims in the provided material to have adopted specific quality assurance protocols. These in principle include alignment of learning outcomes with the European and National Qualifications Frameworks (Level 7), annual quality objectives, regular programme evaluations, student and course assessments, monitoring of graduate employability, and the provision of high-quality support services. The programme also considers procedures for internal evaluation, data collection and analysis, stakeholder engagement, and continuous updating of publicly available information on their website.

II. Analysis

The close collaboration between the Department, the Internal Evaluation Group (OMEA), and the University's Quality Assurance Unit (MODIP) provides an effective governance structure for monitoring quality performance and implementing corrective actions when necessary. These arrangements support accountability and ensure that quality assurance activities are embedded in the programme's regular operations.

Having said that there are multiple shortcomings in terms of implementing the described quality protocols in the provided paperwork. The level of feedback in the provided surveys from students is very low and does not allow ensuring appropriate programme revision and accountability. Despite the recent creation of an external advisory board of stakeholders which could provide useful feedback for future programme evolutions, the stakeholders were not until recently engaged in a meaningful manner. As such there are no examples of how feedback has led to programme improvements.

At the programme level, the PSP makes reference to a commitment to ensuring academic excellence through well-defined learning outcomes, qualified teaching staff, and evidence-based educational practices. Although some of these criteria are satisfied there is a lack of practicals / research activities in addition to a lack of clinical exposure. In this context, the PSP should further develop and systematically embed a clinical orientation, encompassing practical training, research activities, and the acquisition of relevant clinical experience. Some adjustments and additions to the current curriculum will be also necessary in order to embrace the issues associated with mental health within the context of

digital tools' usage. In terms of focusing on graduate employability there is a need to put in place an alumni network both in terms of gathering information on the graduates' future but also allowing them to help the new graduates in terms of employability opportunities. The recently established external stakeholders advisory committee could equally play this role.

III. Conclusions

The Department of Medicine and the PSP have established a comprehensive and well-structured quality assurance framework that is fully aligned with the quality policy of Aristotle University of Thessaloniki. The framework demonstrates a clear commitment to academic excellence, continuous improvement, stakeholder participation, and compliance with national and European quality standards.

Having said that the PSP needs to make sure that the implementation of this framework is effective and leads to tangible improvements. Beyond the written procedures, there is a reduced rate of response from students to the surveys for the assessment of the programme which does not allow to demonstrate through concrete examples the programme adaptation to students or stakeholders feedback. Both PSP graduate students and stakeholders can provide feedback for future PSP programme evolutions but also help new students within the context of professional orientations. Finally, in terms of achievement of educational objectives the PSP needs to consider the addition of practical and research activities in addition to clinical experience acquisition in a systematic manner. These may require the addition of an extra semester but will clearly help the PSP to achieve its learning outcomes and promote high quality teaching, research and student support.

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	
Partially compliant	**X**
Non-compliant	

Panel Recommendations

1.1 Increase the feedback of students and stakeholders to the PSP contents and provide concrete examples of course adaptation to such feedback
1.2 Implement practical / research and clinical experience activities

1.3 Implement a graduate students' alumni network and ensure a functioning external stakeholder's advisory committee
1.4 The program needs to embrace the digital era and as such introduce more teaching in the field of digital mental health

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 EEAP reviewed the submitted documentation in line with HAHE guidance for EEAP reviews. The document set for the review was complete and well-presented. The EEAP discussed details of the Programme with the Course Director, the MODIP members, the AUTH Senior Management team, associate academics and fellow teaching staff as well as prospective students and graduates. Feedback was sought from external stakeholders. Preliminary conclusions were discussed with the Course Director, MODIP and AUTH Senior Officers at the close-out meeting. In its current form, the Programme design adheres to HAHE principles, the European standards for Quality Assurance, and the Departmental and Institutional (AUTH) strategic plans. The Programme provides a high-quality curriculum, which incorporates different relevant courses and encourages research-oriented dissertations. At the same time, more practical / research and clinical experience activities need to be included in the curriculum in order to fully realise the learning objectives which are well-defined and focused, helping students to meet their educational and professional needs. Within this context increasing the feedback of graduate students and stakeholders will be important in order to drive future evolutions of the PSP.

The PSP was originally started in 2019 and it was re-established in 2025. The programme lasts for one year (2 semesters), followed by a dissertation offering a total of 75 ECTS and costs 4000 euros total. It admits students from a very large number of university departments: Allied Health studies (including Medicine, Dentistry, Pharmacy, Nursing), Biology, Psychology, Speech Therapy etc). Students are required to attend all classes. Teaching for this PSP takes place on Saturdays and Sundays (10am-18:30pm).

The teaching staff of the PSP includes approximately 38 faculty, with a core of 14 from AUTH, 9 from other Universities and 15 as external/PhD holders relevant to the subject being taught. The quality of the faculty both in terms of academic as well as clinical accomplishments is in general of high quality but it is largely based on very few high-profile researchers in the field and therefore it is very narrow in scope. Despite the participation in a couple of research programs there is a lack of internationalization of the teaching staff in terms of participation in research and corresponding to the field scientific activities.

II. Analysis

Overall, the PSP fulfills an important role in Greek post graduate education concerning the significance of clinical mental health. On the other hand, there are a few things that need to be addressed for the PSP to better adhere to the standards of national and European qualifications framework. As it currently stands, the PSP is based on 100% online teaching which is incompatible with the development of clinical and practical experience. Therefore practical/research activities and clinical experience sessions need to be included to complement existing research dissertations carried out by the PSP students. Based on feedback received by EEAP some additional teaching courses concerning more up-to-date developments in the field of mental health need to be included. These concern mental health in the context of current digital tools usage, tele-medicine, digital healthcare and expanding in the field of bioethics. All these aspects will strengthen the profile of the PSP and expand the number of ECTs.

III. Conclusions

This PSP looks at the issue of clinical mental health covering several areas, such as stress, neuropsychology etc. The topic is very attractive as it can be seen from the high number of applications received each year. On the other hand, some aspects will need to be improved to allow practical, research and clinical experience to be consistently acquired by all PSP graduates which is currently not the case. In addition some new courses concerning the specific subject of mental health within the current context of increased digital tools' usage will be necessary. These enhancements would improve it significantly resulting in a leading PSP not only for Greece but also within Europe. The implementation of an external advisory committee of stakeholders will be invaluable in guiding future evolutions of the PSP and should be wisely used.

Panel Judgement

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

Panel Recommendations

2.1 Introduce formal exposure to practical, research and clinical environment related to mental health

2.2 Add novel teaching modules as mentioned above.

2.3 Clearly define the role and expand the recently proposed advisory committee list of stakeholders and social partners in order to increase its impact for the further development

of the PSP.

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 Programme has a clear clinical and applied orientation. Its stated aim is to provide scientific and clinical specialisation in the broad field of Clinical Mental Health, including assessment, diagnosis and differential diagnosis of psychiatric disorders, psychotherapeutic intervention, biological psychiatry, prevention, psychosocial rehabilitation and evaluation of mental health services.

The curriculum covers important areas of clinical mental health, including Clinical Psychiatry and Mental Health, Psychological Theories and Psychotherapeutic Interventions, Biological Psychiatry, Stress, Neuropsychology and Psychometrics, Research Methodology, and a Master's thesis. The Programme corresponds to 75 ECTS and is organised around two taught semesters and the preparation of a Master's dissertation. All taught courses are delivered fully online, and the Programme is taught mainly in Greek, while the thesis may be written in Greek or English.

The online format is an important strength in terms of accessibility. It allows working professionals and students living outside Thessaloniki to attend the Programme. In this sense, the Programme offers flexibility and reaches a wider group of students.

The Programme aims not only to provide theoretical knowledge, but also to introduce students to research-oriented thinking. Teaching staff reported that they try to expose students to research perspectives through the thesis process. A positive element is that research-based dissertations can receive a maximum grade of 10, while literature-based dissertations can receive a maximum grade of 7. This creates an incentive for students to undertake more demanding research-oriented work.

However, the clinical identity of the Programme creates a major challenge. Although the Programme aims to develop clinical understanding and applied competence, there is limited evidence of structured clinical practice, supervised clinical observation, role-play, simulated patients, case formulation exercises or practical assessment of clinical skills. The internal evaluation also notes that practical training/work experience is not provided.

Student assessment in the taught courses is based entirely on final written examinations with multiple-choice questions. This provides a clear and standardised way to assess theoretical knowledge, but it does not sufficiently capture applied clinical reasoning, differential diagnosis, risk assessment, case formulation, treatment planning, communication skills or ethical decision-making in realistic clinical scenarios.

The Programme also encourages students to participate in optional one-day seminars, conferences, Mental Health Days and "Meet the Expert" webinars. These activities provide useful opportunities for interaction with teaching staff,

external experts and the wider professional community. However, since participation is optional, they are not experienced equally by all students and are not systematically embedded in the curriculum.

The Programme includes formal mechanisms for student evaluation, complaints and academic advising. However, student participation in evaluations is very low. The quality target document identifies the need to increase participation in course evaluations from a baseline of only 1 student to 20 students. This indicates that the feedback mechanism exists, but is not yet functioning at a satisfactory level.

II. Analysis

The Programme addresses a socially important and academically relevant field. Its curriculum covers several key areas of clinical mental health and provides students with theoretical knowledge in psychiatry, psychology, biological approaches, stress, neuropsychology, psychometrics and research methodology.

The fully online format is useful and student-friendly in terms of access. It allows participation from students who may otherwise be unable to attend a face-to-face programme. However, for Principle 3, the key issue is not only whether students can access the Programme, but whether they actively develop and are assessed on the skills that correspond to the Programme's clinical aims.

In this respect, the Programme remains limited. A fully online Programme can support theoretical learning, discussion and research skills, but clinical mental health also requires structured opportunities for applied learning. These may include case-based learning, role-play, simulated clinical encounters, supervised case formulation, structured risk assessment exercises and feedback on clinical reasoning.

These optional seminars and conference activities partly enrich the online learning experience and can support academic interaction and professional exposure. However, because they are not compulsory or formally assessed, they cannot replace structured case-based learning, supervised clinical exposure or simulation-based activities.

The exclusive reliance on final multiple-choice examinations is a significant weakness. Although multiple-choice questions can assess theoretical knowledge, they are not sufficient on their own to evaluate clinical judgement, case formulation, risk assessment, treatment planning, communication skills or ethical decision-making. This creates a clear mismatch between the Programme's clinical aims and its assessment strategy.

At present, the Programme's clinical ambitions appear stronger than the evidence of applied clinical training and assessment. The absence of practical training or

supervised clinical exposure is a significant limitation. Without structured applied activities, there is a risk that students acquire broad theoretical knowledge without sufficiently developing practical clinical judgement.

The differentiated grading between research-based and literature-based dissertations is a positive mechanism. It shows that the Programme values research engagement and encourages students to move beyond purely literature-based work. However, for this incentive to be fair and effective, students need adequate methodological guidance, supervision and access to appropriate research opportunities.

The low participation in student evaluations also weakens the student-centred character of the Programme. A student-centred learning environment requires regular and meaningful student feedback, as well as evidence that this feedback leads to improvements. The mechanisms exist, but they need to be used more actively.

The academic advisor and complaints procedures are formally in place, but their practical use should be more clearly demonstrated. The Programme should show that students know how to access these mechanisms and that they contribute meaningfully to student support and progression.

III. Conclusions

The Programme has a relevant curriculum, flexible online delivery and formal mechanisms for student evaluation, complaints and academic advising. It also encourages research-based dissertations through its grading approach, which is a positive feature.

However, the clinical and applied aims of the Programme are not sufficiently supported by structured clinical, practical or simulation-based learning. In addition, the assessment of taught courses is based entirely on final multiple-choice examinations, which is too narrow for a clinically oriented MSc. The absence of practical training, limited evidence of applied clinical assessment and very low student feedback participation are significant shortcomings.

Panel Judgement

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

Non-compliant	

Panel Recommendations

3.1 Introduce structured case-based learning across the Programme, including differential diagnosis, risk assessment, case formulation and treatment planning.
3.2 Develop simulation-based learning activities, such as role-play, simulated patients or structured clinical scenarios.
3.3 Introduce assessment methods that evaluate applied clinical reasoning, not only theoretical knowledge.
3.4 Complement final multiple-choice examinations with structured case analyses, oral case discussions, risk assessment scenarios or treatment planning exercises.
3.5 Ensure that students who wish to undertake research-based dissertations have fair access to supervision, methodology support and appropriate research opportunities.
3.6 Strengthen the active implementation of the academic advisor system.
3.7 Increase student participation in course evaluations and document changes made in response to feedback.

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 Programme has a formal regulatory framework and a published Study Guide. It is structured as a 75 ECTS postgraduate programme, distributed across two taught semesters and a Master's thesis. The curriculum includes 30 ECTS in the first semester, 15 ECTS of taught courses in the second semester, and a 30 ECTS Master's thesis. All taught courses are delivered fully online.

The Programme is addressed to physicians, psychologists and related professionals, and aims to provide postgraduate-level knowledge and clinical specialisation in Clinical Mental Health. According to the Study Guide, the Programme seeks to combine scientific knowledge, clinical specialisation and research in the field of mental health. Admission procedures are formally described in the documentation provided. The broad admission profile reflects the multidisciplinary nature of mental health, but it also creates variation in students prior clinical and scientific background.

The Study Guide describes the curriculum, ECTS allocation, thesis requirements, student services and institutional support. The Programme therefore meets the formal requirement of having a Study Guide and applying ECTS across the

curriculum.

The thesis is a significant component of the Programme, corresponding to 30 ECTS. A formal framework for completion and assessment exists. The Programme also distinguishes between research-based and literature-based dissertations in its grading approach. This indicates that the Programme formally encourages students to undertake research-oriented thesis work.

However, the evidence available does not fully clarify how thesis progression is monitored in practice, whether clear milestones are consistently used, or how delays are prevented. The quality target document identifies the reduction of the average duration of studies as a specific objective. The baseline average duration is reported as 5 semesters, with a target of 4 semesters. This indicates that timely completion is a significant issue. In practice, many students appear to need approximately double or even more than the expected one-year period to complete their thesis.

This underlines the importance of reconsidering the Programme structure.
A four-semester structure may better reflect the actual workload and the time needed for meaningful thesis completion, especially if the Programme wishes to strengthen its research-oriented dimension.

The Programme does not include compulsory practical training. The internal evaluation states that practical training is not provided. Although this is not automatically a formal violation of Principle 4, it is important in the context of a Programme with a clinical identity.

The Programme has a formal research ethics framework and student complaints mechanisms.

II. Analysis

The Programme meets some formal requirements of Principle 4. It has a defined curriculum, ECTS structure, Study Guide, thesis component and regulatory framework. Admission categories are also clearly described and reflect the broad, multidisciplinary nature of mental health.

However, the broad admission profile also creates challenges. Students may enter the Programme with very different levels of prior clinical knowledge and professional experience. This is not necessarily a weakness by itself, but it requires structured bridging support, especially for students from less clinically oriented backgrounds. At present, it is not clear that such support is sufficiently formalised.

The most important concern under Principle 4 is student progression. The reported average duration of 5 semesters is high for a Programme formally

structured around two taught semesters and a thesis. The target to reduce this to 4 semesters is positive, but it also confirms that timely completion has already been identified as a problem.

This suggests that the current structure may not fully reflect the real workload and time needed by students, especially for thesis completion. If many students require close to four semesters or more in practice, then a formal four-semester structure would be more honest, realistic and educationally coherent. It would also allow better planning of thesis supervision, methodology support and student progression.

The differentiated grading system for dissertations is a useful way to encourage research-based work. Nevertheless, it also increases the need for clear thesis pathways, early topic selection, appropriate supervision and methodological support. Students should not be disadvantaged if they wish to undertake research-based work but face limited access to data, research settings or supervision.

The absence of practical training is also relevant. Since the Programme has a clinical-applied identity, the lack of practical training means that coursework and thesis work carry greater responsibility for demonstrating applied competence. This makes structured thesis guidance and applied assessment even more important.

Student mobility is not clearly evidenced as an active element of the Programme. Given that the Programme is delivered in Greek and fully online, mobility may not be central to its current design, but students should still be informed about available opportunities.

Overall, the Programme is formally structured and regulated, but the implementation of student progression, thesis monitoring and realistic study duration remains insufficient.

III. Conclusions

The Programme has a formal structure, applies ECTS, includes a Study Guide, describes admission categories and has a defined thesis component. It also encourages research-based dissertations through a differentiated grading system.

However, the current two-semester structure does not appear to match the actual time many students need to complete the Programme. The reported average duration of 5 semesters, and the target to reduce this to 4 semesters, indicate that progression and timely completion require significant attention. The absence of practical training is also notable, given the Programme's clinical orientation. Thesis progression, structured academic support and the realistic

duration of studies should therefore be addressed as priorities.

Panel Judgement

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

Panel Recommendations

4.1 Consider formally restructuring the Programme into four semesters, in line with the actual time many students need to complete the thesis.
4.2 Introduce clearer thesis milestones, including topic approval, methodology review, progress meetings and submission deadlines.
4.3 Monitor student progression systematically from the first semester onwards.
4.4 Identify students at risk of delay early and provide targeted academic support.
4.5 Provide bridging support for students from less clinically oriented backgrounds.
4.6 Ensure that students undertaking research-based dissertations receive adequate methodological support, supervision and access to appropriate research opportunities.
4.7 Ensure that the thesis supports applied and clinically relevant learning outcomes.
4.8 Promote mobility opportunities where relevant, even through short-term, online or hybrid international activities.

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 "Clinical Mental Health" of the AUTH Medical School operates within a clearly defined legal and institutional framework regulating the recruitment, evaluation, and development of teaching staff, in accordance with law 4957/2022 and relevant senate regulations. Recruitment and promotion procedures are transparent and merit-based, aiming to ensure academic quality and strengthen teaching and research excellence. Selection criteria include teaching competence, research productivity, scientific publications, clinical activity, academic ethics, international scientific presence, and administrative contribution. Candidates for faculty positions are additionally required to deliver a public scientific lecture before the electoral body and the academic community. However, systematic mechanisms for harmonising and monitoring teaching quality across all faculty

members do not appear to operate in a yearly or regular basis.

The PSP is supported by 38 teaching staff members, including 14 AUTH faculty members, 9 academics from other Greek institutions, and 15 external teachers who are PhD holders and private practitioners. Six faculty members coordinate the teaching blocks. The AUTH Medical School provides opportunities for professional development through educational and research leave, participation in conferences and seminars, international collaborations, and engagement in research activities. Additional support is offered through the AUTH teaching and learning support centre, while AUTH also participates in international initiatives and mobility schemes such as Erasmus+, Erasmus Mundus, and EPICUR.

Teaching staff are involved in research activities, scientific publications, and conferences, supporting the linkage between teaching and research. The workload distribution appears generally adequate to support both teaching and research responsibilities. However, research activity within the PSP remains relatively limited and appears to depend mainly on a small number of faculty members. The level of funded research activity and the number of scientific publications also appear relatively low considering the big number of students participating in the programme. These research and scientific publication activities are mainly driven by a small number of PSP's faculty members.

Student evaluation of teaching is formally implemented within the quality assurance framework. However, participation rates in course evaluation surveys remain very low, ranging from approximately 2% to 20% annually. Internationalisation within the PSP appears limited, as no foreign teaching staff participate in the programme, teaching is delivered exclusively in Greek, and mobility through Erasmus+ and related schemes is reportedly not actively utilised. Teaching activities are conducted through Zoom, while no practical or laboratory exercises are included in the curriculum (a practical part is offered, but it is not obligatory for PSP students to follow it). Most master's theses consist primarily of systematic reviews, meta-analyses, and statistical studies. No clearly defined PSP-specific research strategy focusing on scientific priority areas was identified.

II. Analysis

The PSP demonstrates a structured and legally compliant framework for the recruitment and advancement of teaching staff based on transparent and merit-based criteria. The evaluation process appropriately considers teaching competence, research activity, scientific output, and academic ethics, while the requirement for public scientific lectures strengthens the assessment of pedagogical competence.

The teaching staff combines internal faculty members, academics from other institutions, and external professionals, contributing both academic expertise and clinical experience to the programme. However, the relatively high proportion of

external staff (15 teachers) may create challenges regarding continuity, harmonisation of teaching practices, and sustained engagement in research activities, particularly in the absence of PSP's systematic teaching quality monitoring mechanisms.

The institutional environment provides satisfactory opportunities for professional development through educational leave, conference participation, pedagogical support, and research collaboration opportunities. The workload of teaching staff is compatible with teaching, supervision, and research responsibilities. Although the linkage between teaching and research is evident, research activity within the PSP itself appears relatively limited and concentrated among a small number of faculty members. Only a very small number of PSP faculty members have a strong engagement towards research and actively participate in funded projects and publications, while the remained faculty body demonstrates no funded projects and limited publications. The absence of practical or laboratory exercises and the big number of literature/statistics-based master's theses, may limit the exposure of students to applied research methodologies. In addition, no clearly defined PSP-specific research strategy was identified.

The internationalisation dimension of the PSP remains underdeveloped. The absence of foreign teaching staff, the exclusive use of Greek as the language of instruction, and the limited use of mobility schemes reduce opportunities for international academic exchange and visibility. Furthermore, the very low participation rates in student evaluations significantly weaken the effectiveness of this quality assurance mechanism and limit the usefulness of student feedback for continuous improvement.

III. Conclusions

The PSP has a solid legal and institutional framework for the merit-based recruitment and development of teaching staff, with adequate support for professional development and generally appropriate workload distribution. However, research activity is concentrated in a small number of staff, and no clear PSP-specific research strategy is in place. Internationalisation remains limited, with no foreign teaching staff and minimal use of mobility schemes. Student participation in teaching evaluations is very low, weakening quality assurance processes. Overall, while the programme is well structured, it requires strengthening in research strategy, internationalisation, and student engagement.

Panel Judgement

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

Panel Recommendations

5.1 Strengthen systematic monitoring and harmonisation of teaching quality across all teaching staff, ensuring consistent standards and feedback mechanisms.
5.2 Develop and implement a clear PSP-specific research strategy with defined priority areas, objectives, and performance indicators.
5.3 Increase participation in competitive and externally funded research projects to enhance research output and academic impact.
5.4 Broaden research engagement beyond a limited number of faculty members by encouraging wider staff involvement.
5.5 Enhance internationalisation by actively utilising mobility schemes such as Erasmus+ and related programmes.
5.6 Introduce measures to attract and involve visiting and foreign academic staff in teaching activities.
5.7 Consider gradual expansion of English-taught components to support international participation and visibility.
5.8 Strengthen applied learning by introducing practical and/or laboratory-based components where feasible.
5.9 Diversify master's thesis methodologies to include more empirical and applied research approaches.
5.10 Increase student participation in course evaluations through improved engagement strategies and feedback culture.
5.11 Improve visibility and use of student feedback results to support continuous quality improvement.
5.12 Reinforce the research orientation of the PSP by allocating more ECTS for research-driven MSc theses.
5.13 Create the notion of the "teacher of the year" and distribute trophies to the best teachers.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Programme benefits from the institutional environment of the School of Medicine of Aristotle University of Thessaloniki and uses the university's digital infrastructure for online delivery. Since the taught component is delivered fully online, digital learning infrastructure is central to the Programme's operation.

The Study Guide describes a broad range of student support services available at AUTH, including healthcare services, counselling and psychological support, psychiatric support by appointment, student ID services, university facilities, student welfare services, housing, meals, medical care, study halls, cultural and sports activities, and European educational programmes.

The Programme has a tuition utilisation plan. Tuition fees are set at 4,000 euros per student, calculated as 2,000 euros per semester for two semesters. The projected intake is 75 students per year, with projected annual tuition income of 210,000 euros and total projected income of 1,050,000 euros over five years. The tuition utilisation plan includes teaching staff fees, administrative and technical support, student support/scholarships and mobility-related expenses.

The Programme has formal academic advisor and complaints procedures. However, the academic advisor appears to be the same person for all students, which limits the effectiveness of individualised support. The responsibility for academic advising should be distributed more broadly among academic staff, so that students receive more timely and personalised guidance.

The Programme has some links with alumni and stakeholders. Graduates reported that there is an informal alumni Viber group, which helps maintain communication between graduates, current students and the Programme. Stakeholders also reported that they provide feedback from the labour market and expressed positive views about the knowledge and professional standards of graduates.

The fully online format increases accessibility, especially for students who work or live outside Thessaloniki. At the same time, it limits direct access to clinical spaces and practical learning environments.

II. Analysis

The Programme appears to have adequate digital and institutional resources for online delivery. AUTH provides a broad student support framework, including counselling, psychological support, healthcare and welfare services. These are important resources, especially for a Programme in Clinical Mental Health.

The tuition utilisation plan is clearly described and provides a financial basis for the Programme. However, given the substantial projected tuition income, the Programme should demonstrate more clearly how these resources directly improve the student learning experience. In particular, resources could be used to strengthen online interactivity, simulation-based learning, clinical case platforms, student support, thesis supervision and career development.

The main resource-related weakness is the mismatch between the Programme's clinical orientation and the limited access to practical learning resources. Since the Programme is fully online and does not include practical training, students have limited opportunities to engage directly with clinical settings, supervised observation or applied professional environments. This is a significant issue for a Programme that aims to develop clinical understanding and applied competence.

The existence of an alumni communication group and stakeholder input is positive, as it helps connect the Programme with graduates and the labour market. However, these mechanisms should be more formalised and systematically used for mentoring, graduate tracking, curriculum review and quality improvement.

The institutional support services exist, but the Programme should ensure that online students are actively informed about them and encouraged to use them. This is particularly important because online students may feel less connected to the physical university environment.

Administrative and technical support are especially important in a fully online Programme. The Programme should ensure that students receive timely technical assistance, clear communication and structured academic guidance. The academic advisor system is formally present, but its practical effectiveness should be strengthened and documented.

The absence of practical training also limits the Programme's ability to build external links with mental health services, NGOs, hospitals, community mental health structures or rehabilitation services. Even if full clinical placement is not feasible, structured observation, seminars with external professionals, simulated case work or supervised applied projects could improve the learning environment.

III. Conclusions

The Programme benefits from university-level digital infrastructure, institutional student support services and a tuition utilisation plan. However, the support framework should be more actively adapted to the needs of a fully online, clinically oriented Programme.
The main area for improvement is the provision of applied learning resources.

The Programme should strengthen simulation-based teaching, structured clinical case work, academic advising, dissertation support and connections with external mental health services.

Panel Judgement

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

Partially compliant	
Non-compliant	

Panel Recommendations

6.1 Strengthen the online learning environment with clinical case platforms and simulation-based activities.
6.2 Ensure that online students are systematically informed about counselling, welfare, career and academic support services.
6.3 Distribute academic advising responsibilities among more members of the academic staff, rather than assigning all students to a single advisor.
6.4 Develop links with mental health services, NGOs, hospitals and community structures for guest teaching, case-based seminars or structured observation opportunities.
6.5 Consider introducing obligatory practical or observational components, even if limited or hybrid.
6.6 Formalize the existing alumni communication group into an official alumni network, including mentoring, career support and graduate tracking.
6.7 Document stakeholder input more systematically and use it in curriculum review and Programme improvement.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP is subject to internal monitoring via MODIP. The PSP collects core data as part of AUTH QA framework: course descriptors, evaluation of teaching staff, thesis records, admissions, and completion rates. The presentation to the EEAP shows that the programme has an internal evaluation process, uses student questionnaires each year, tracks some teaching staff research output, and collects only limited data on graduates' academic progression (publications, PhDs).

Students of this PSP have a very low participation, typically well below 50%. Although the feedback is positive, the low numbers result in an evaluation that cannot be reliable or representative. The EEAP was not presented with some

concrete examples of how this feedback works.

II. Analysis

Student satisfaction with the PSP for recent years is strong ranging from 70% to 92%. However, as mentioned above, the low numbers of students involved in the assessment make this rather unreliable.

A significant problem as discussed in the evaluation, is the delay in thesis submission and the consequent appearance of a cohort of long-term students.
Although the PSP collects data on its student cohort, a more detailed set of findings could also be added such as: thesis supervision quality; functioning of the academic advisor role; longitudinal trends in evaluations, etc.

In addition, data collected from evaluations and internal reviews remain largely descriptive and KPI setting does not appear to guide programme development. Similarly, the programme does not seem to generate annual dashboards or reports summarising student outcomes, laboratory performance, or thesis quality.

III. Conclusions

The PSP collects important information on its students and the overall state of the programme but additional data need to be included in this set. It is also important to tackle the problem of the older students still not finished.

Panel Judgement

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

Panel Recommendations

7.1 Improve rate of questionnaire completion with the aim of consistently reaching at least 70%. It must be doable to discover what has caused the drop in recent years.
7.2 Engage with the old students not yet graduated to find ways to help them finish.
7.3 Follow career progression of the graduating students and include some of this information in analysis of the PSP.

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 available evidence demonstrates that the website of the PSP "Clinical Mental Health" is comprehensive, bilingual, well-structured, and aligned with the institutional and legal requirements established by the Greek legislation. The dedicated bilingual website is available in both Greek and English. In addition, the programme maintains active Viber accounts for continuous communication with postgraduate students.

The PSP website contains extensive information regarding the programme structure, mode of attendance, duration of studies, ECTS credits, tuition fees, learning outcomes, regulations, administrative support, academic calendar, scholarships, faculty members, and available AUTH services. Information concerning the teaching staff is also available online; however, a clear organisational chart and the current total number of teaching staff are not provided. A dedicated alumni webpage for the PSP does not exist, although two Viber accounts are in active use. Similarly, information concerning important collaborators and stakeholders within Greece or abroad is missing. Information on Erasmus+ mobility is also absent.

The website includes separate thematic menus such as "Programme", "Curriculum", "Teaching Staff", "Theses-Publications", and "News and Announcements", ensuring the targeted dissemination of information to students, graduates, staff, and prospective candidates.

The course structure, curriculum, and programme of studies are available online through the "Curriculum" section; however, more detailed information

concerning the context of each course is not provided. The semester organisation, examination procedures, course programme, and links to e-learning platforms are available online, indicating that all educational information is accessible.

The academic unit's quality assurance policy is also publicly available on the website through dedicated sections concerning quality assurance, evaluation procedures, internal and external assessment, and programme certification. Information regarding complaint management procedures, and academic advising is likewise included.

The information published on the website appears to be regularly updated.

II. Analysis

The PSP's website demonstrates a well-organised, transparent, and legally compliant digital presence. The bilingual structure (Greek and English) enhances accessibility and supports the international visibility of the programme.

The website provides comprehensive and easily accessible information regarding the programme structure, regulations, curriculum, academic calendar, examinations, faculty members, and AUTH services. Dedicated thematic menus facilitate user-friendly navigation and effective dissemination of information. However, information on Erasmus+ mobility is missing.

Particularly positive is the availability of information related to quality assurance, evaluation procedures, complaint management, accessibility services, and academic advising, reflecting the programme's commitment to transparency and continuous improvement.

Some improvements could further enhance the PSP website. A clearer organisational chart, a harmonised presentation of the teaching staff (including photographs, research interests, 5 most important publications, grant acquisitions, links to Google Scholar and Scopus profiles, and international distinctions), and the development of a dedicated alumni webpage section would strengthen the programme's external profile and stakeholder engagement. In addition, more detailed course descriptions would improve transparency regarding learning outcomes and course content.

It was not clear to the EEAP whether the website additionally complies with accessibility and usability standards. Accessibility features should include compatibility with international W3C/WAI standards, WCAG AA compliance, UserWay accessibility tools, screen-reading support, contrast adjustment, dyslexia-friendly fonts, keyboard navigation optimisation, and responsive design for mobile devices and tablets.

III. Conclusions

The PSP is substantially compliant with the criteria regarding public information. The PSP website provides a comprehensive, accessible, and well-maintained digital environment that effectively supports the academic and administrative needs of the programme. Its bilingual structure, clear organisation, quality assurance information, and accessibility features contribute positively to transparency, communication, and the international visibility of the PSP. Certain areas, such as Erasmus+ mobility, the presentation of alumni activities, external collaborations, and more detailed course descriptions, could be further enhanced. However, the overall digital presence of the programme reflects a strong commitment to quality, continuous improvement, and effective dissemination of information to students, staff, and external stakeholders.

Panel Judgement

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

Panel Recommendations

8.1 Develop a dedicated alumni section to strengthen graduate networking and showcase professional achievements.
8.2 Include a clear organisational chart presenting the governance and academic structure of the PSP.
8.3 Provide more detailed and standardised template for course outlines to ensure consistency, completeness, and comparability across all modules.
8.4 Present the total number and categories of teaching staff in a more visible and structured manner. Standardise, harmonise, and complete academic staff profiles, ensuring all CVs include research interests, publications, and links to academic profiles (e.g. Google Scholar).
8.5 Expand information regarding external collaborators, research partnerships, and national and international stakeholders.
8.6 Continue regular updates of announcements, academic activities, and quality assurance information to maintain transparency and user engagement.
8.7 Maintain ongoing accessibility monitoring and technical optimisation to ensure compliance with international usability.
8.8 Develop a clearly structured promotional section targeting external stakeholders, highlighting the programme's strengths, outcomes, and opportunities.

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

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

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

The above comprise the evaluation of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP "Clinical Mental Health" focuses on the scientific and professional training of postgraduate students in clinical and applied mental health. It aims to develop advanced knowledge and skills in the assessment, understanding, and treatment of mental health disorders, as well as in the promotion of psychological well-being across the lifespan and within diverse populations. The PSP integrates theoretical knowledge, but not clinical practice, limited research methodology, and interdisciplinary approaches, addressing biological, psychological, and social dimensions of mental health. It places particular emphasis on critical thinking and the application of contemporary scientific findings in clinical settings. The PSP also covers broader areas such as prevention, mental health promotion, and the

contextual understanding of mental disorders, aiming to prepare graduates for both clinical and research-oriented professional roles in the field of mental health. PSP may include health-related professional, psychologists, pedagogists, etc.

The PSP implements an annual internal self-assessment procedure in cooperation with MODIP and in accordance with IQAS. The process is systematically conducted with the involvement of OMEA, the PSP coordinating committee, and MODIP, ensuring regular monitoring of educational quality, student progression, curriculum relevance, and programme effectiveness at level 7 standards. The outcomes of the self-assessment are formally recorded and submitted to MODIP through institutional procedures. Student evaluations, course reports, and performance indicators are systematically collected, analysed, and used as part of the official quality assurance system. The findings are communicated within the academic unit through MODIP platforms and internal committees. Results are shared with teaching staff and discussed within PSP governance structures; however, student participation in evaluation processes and feedback mechanisms remains low.

The self-assessment process leads to structured improvement actions and quality enhancement plans. These include revisions of course content, adjustments to workload, strengthening of teaching methods, and, where necessary, changes in teaching staff. Additional actions focus on improving student satisfaction, programme organisation, and alignment with societal and academic needs.

Practical educational activities do not exist on an obligatory basis, while laboratory-based activities are absent.

Several improvement actions are implemented annually, including curriculum updates, teaching adjustments, and systematic quality monitoring. However, some areas remain partially developed, particularly structured alumni engagement, consistent monitoring of graduate employability, and the full integration of feedback into measurable learning outcomes and strategic programme development. Lectures are delivered entirely remotely, in Greek language, while practical exercises in clinics and laboratories are not mandatory. Similarly, student participation in a four-day annual specialised meeting is not mandatory. Although the quality of teaching and courses quality is evaluated through student surveys, student participation rates remain low, limiting the effective use of feedback for quality improvement.

II. Analysis

The PSP demonstrates a well-established internal quality assurance system aligned with institutional requirements and consistent with level 7 expectations. The annual self-assessment process is embedded in formal governance structures and supported by OMEA and MODIP, ensuring institutional accountability and continuous monitoring of programme quality.

The systematic collection and analysis of student feedback, course evaluations, and programme performance data provide a solid evidence base for quality assurance. However, the percentage of students' participation remains low. The communication of results within academic structures ensures transparency and enables academic staff to respond to feedback through targeted improvements in teaching and curriculum design.

The programme demonstrates responsiveness to evaluation outcomes, particularly through curriculum revisions, workload adjustments, and improvements in teaching. The inclusion of an external advisory board of stakeholders further supports a culture of quality and engagement.

Alumni and student involvement is not consistently embedded in programme redesign, and graduate tracking mechanisms remain underdeveloped. Furthermore, although learning outcomes are evaluated indirectly through student feedback and performance, a fully structured outcome-based assessment framework at level 7 is not yet clear.

Although student evaluation of teaching staff is integrated into the PSP's quality assurance actions, low student participation rates in evaluation questionnaires limit the use of student feedback for continuous PSP quality improvement. Furthermore, many PSP students do not receive practical exercise opportunities and do not attend the annually organised meeting related to mental health issues. Mobility through Erasmus+ or similar platforms does not exist.

The PSP demonstrates a still evolving quality assurance system, with strong procedural foundations but only partial operational maturity in outcome measurement and external engagement.

III. Conclusions

The PSP partially complies with principle 9. The implementation of annual self-assessment procedures, the systematic submission of outcomes to MODIP, the dissemination of findings within the PSP, and the development of improvement actions is functional within the PSP. However, further strengthening is required in relation to student and alumni involvement, graduate tracking, the full integration of measurable learning outcomes, student participation in evaluations, internationalisation, mobility, collaborations, and language provision to ensure the maturity of the continuous improvement system and full alignment level 7 postgraduate standards.

Panel Judgement

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

Panel Recommendations

9.1 Strengthen the practical and laboratory research dimension of the PSP through mandatory clinical placements, supervised practical exercises, research laboratory-based activities, and greater integration of on-site and blended learning approaches. Participation in scientific and educational activities, including conferences and the annual mental health meeting, should be incorporated into the programme.
9.2 Establish a structured outcome-based assessment framework with measurable learning outcomes directly linked to assessment methods, programme evaluation, and strategic planning, in alignment with level 7 postgraduate standards.
9.3 Increase student participation in evaluation procedures and strengthen the involvement of students, alumni, employers, and external stakeholders in curriculum review, programme evaluation, and strategic development. Formal alumni tracking and graduate employability monitoring mechanisms should also be developed.
9.4 Improve the systematic use of quality assurance data through continuous monitoring, benchmarking with comparable international programmes, evaluation of improvement actions, and transparent communication of quality assurance outcomes to all stakeholders.
9.5 Enhance mobility (Erasmus+ participation) and international collaborations.
9.6 EEAP strongly recommends increasing the duration of the PSP to four semesters, given that most students currently complete their studies within this timeframe.

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's Programme is undergoing its first external accreditation process. Previous institutional accreditation of AUTH in 2015 concluded that all postgraduate programmes offered by the University were of excellent quality and covered an impressively broad range of scientific disciplines. The accreditation panel also strongly supported the University's strategy to establish English-taught postgraduate programmes in order to attract international students.

The 2015 institutional review identified two main areas for improvement: the absence of a coordinated mechanism to promote interdisciplinarity and interdepartmental collaboration, and insufficient academic staffing. To address these issues, the review recommended the establishment of organized seminars for postgraduate students to encourage research exchange and networking, greater flexibility in programme duration, and the mandatory inclusion of independent research and a Master's thesis in all postgraduate programmes.

The Department of Medicine underwent external evaluations in 2011 and 2020 and responded effectively to the recommendations made during the earlier review. Over the subsequent years, the Department significantly expanded its portfolio of postgraduate programmes, broadened the range of scientific fields covered, introduced tuition fees that contributed to improving educational resources, established English-language Master's programmes, made the Master's thesis compulsory across all programmes, created a dedicated Postgraduate Studies Committee and Office, and extended electronic student evaluations to

postgraduate education. During the 2020 external accreditation, no concerns were raised regarding postgraduate studies. The reviewers highlighted that both undergraduate and postgraduate curricula met expected standards regarding course content, clinical training, and workload, and confirmed that the learning outcomes and qualifications awarded were fully aligned with the European and National Qualifications Frameworks for Higher Education.

II. Analysis

Internal evaluation by MODIP was successfully completed. It is surprising that certain shortcomings that this EEAP have pointed out in terms low rate of students feedback for the PSP courses and the research activity evaluation of the teaching staff have not been picked up by this internal evaluation. It may mean that there is a need to review the internal evaluation procedures.

III. Conclusions

The internal evaluation by MODIP has not pointed out evident aspects where the PSP should be improved. To achieve full compliance MODIP should review the overall internal evaluation procedures and associated thresholds finding solutions for (i). enhanced internationalization as well as improved students and stakeholders' engagement to the evaluation process.

Panel Judgement

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

Panel Recommendations

10.1 Improve the internal evaluation process to ensure that obvious shortcomings are addressed well before the external evaluation of the PSP

PART C: CONCLUSIONS

I. Features of Good Practice

PSP that looks at the issue of clinical mental health covering several areas, such as stress, neuropsychology etc. The topic is very useful as it can be seen from the high number of applications received each year. Has the potential to becoming a leading PSP not only for Greece but also within Europe.

The Programme has a relevant curriculum, flexible online delivery and formal mechanisms for student evaluation, complaints and academic advising. It also encourages research-based dissertations through its grading approach, which is a positive feature.

The PSP has a solid legal and institutional framework for the merit-based recruitment and development of teaching staff, with adequate support for professional development and generally appropriate workload distribution.

The PSP has taken the initiative to create an external stakeholders' advisory board which will help guidance to future PSP evolutions.

The PSP website is well organised, transparent, and available in both Greek and English, supporting accessibility and international visibility. It provides comprehensive information on programme structure, regulations, curriculum, faculty, and student services through a user-friendly interface. The inclusion of quality assurance, evaluation, complaint management, accessibility, and academic support information is a notable strength, although Erasmus+ mobility information is currently absent.

II. Areas of Weakness

The PSP in its theoretical courses contains 100% online teaching. The clinical and applied aims of the Programme are not sufficiently supported by structured clinical, practical or simulation-based learning. Aspects of formal exposure to patient environment would benefit the students. In addition, if novel elements like tele-medicine, digital healthcare, bioethics etc., could be included and/or strengthened, that would raise the profile of the PSP.

The assessment of taught courses is based entirely on final multiple-choice examinations, which is too narrow for a clinically oriented PSP. Furthermore, although learning outcomes are evaluated indirectly through student feedback and performance, a fully structured outcome-based assessment framework at level 7 is not yet clear.

The absence of practical training, limited evidence of applied clinical assessment and very low student feedback participation are significant shortcomings.

The current two-semester teaching structure does not appear to match the actual time many students need to complete the Programme. The reported average duration of 5 semesters, and the target to reduce this to 4 semesters, indicate that progression and timely completion require significant attention.

Internationalisation remains limited, with no foreign teaching staff and minimal use of mobility schemes.

Student participation in teaching evaluations is very low, weakening quality assurance processes.

III. Recommendations for Follow-up Actions

Strengthen the practical and clinical dimensions of the programme by introducing structured clinical placements, case-based learning, simulation-based activities, applied assessment methods, and greater exposure to contemporary developments and emerging technologies in mental health.

Establish a proactive student support framework that includes distributed academic advising, early identification of students at risk of delay, tailored support for diverse student backgrounds, systematic graduate tracking, and a fully operational alumni network supporting mentoring and career development.

Enhance the international profile of the programme by expanding mobility opportunities, attracting international academics and students, increasing English language components, and strengthening collaborations with mental health services, hospitals, community organisations, and international partners.

Strengthen the quality assurance system through increased participation in evaluations, systematic use of quality data and benchmarking, transparent communication of improvement actions, and formal involvement of students, alumni, employers, and external stakeholders in programme governance and curriculum development.

Restructure the programme into a four-semester format and implement a clear outcome-based framework linking learning outcomes, assessment methods, student

progression monitoring, and strategic planning to ensure successful achievement of postgraduate-level competencies.

Further develop the programme's website as a strategic communication and promotional platform by enhancing information on staff expertise, research activities, alumni achievements, external collaborations, programme governance, quality assurance outcomes, and career opportunities while maintaining high standards of accessibility and usability.

Establish mechanisms to monitor and harmonise teaching quality across all instructors, promote wider staff participation in research and innovation activities, and introduce recognition schemes that encourage excellence in teaching and student engagement.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

0

The Principles where substantial compliance has been achieved are:

6, 7, 8, 10

The Principles where partial compliance has been achieved are:

1, 2, 3, 4, 5, 9

The Principles where failure of compliance was identified are:

0

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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