ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report
for the New Postgraduate Study Programme of:

Human Diseases Models Morphological Phenotyping

Department: School of Veterinary Medicine
Institution: Aristotle University of Thessaloniki
Date: 13 July 2024

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Human Diseases Models Morphological Phenotyping** of the **Aristotle University of Thessaloniki** (AUTh) 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 new postgraduate study program of **Human Diseases Models Morphological Phenotyping** of the **School of Veterinary Medicine** of the **Aristotle University of Thessaloniki** (AUTh) comprised the following four (4) members, drawn from the HAHE register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Thimios Mitsiadis (Chair)**
   University of Zurich, Switzerland

2. **Professor Panos Soultanas**
   University of Nottingham, UK

3. **Professor Dimitris Grammatopoulos**
   Imperial College London, London, United Kingdom

4. **Ms Elena Karydi**
   Postgraduate student, School of Medicine, University of Patras, Patras, Greece

II. Review Procedure and Documentation

The Hellenic authority for higher education (HAHE) formed an external and independent panel of experts to assess the compliance of the study postgraduate program of animal models for the human diseases (MorphoPHEN) of the Aristotle University of Thessaloniki (AUTh), in accordance with the HAHE quality assurance requirements (laws 4009/2011 & 4653/2020). The assessment was conducted through document reviews and online interviews. The method used was an evidence-based process centred on a sampling of the departments' activities and it was aimed at evaluating the fulfilment of the HAHE requirements of the relevant quality standard of the PSP and commenting on its compliance, effectiveness, and applicability for the scope of the requirements. The information provided by the department was assumed to be factually correct. The entire evaluation and accreditation exercise was carried out remotely using the Zoom platform.

An introductory meeting took place on the 8th of July 2024 between the members of the panel to discuss the material provided by the AUTh and the PSP committee.

The panel reviewed the submitted documentation (A.0 to A.19), which is listed below:

A.0 – [new] Table of contents
A.1 – [new] Proposal of academic accreditation
A.2 – [new] Decision of the Senate for the establishment of the Program
A.3 – [new] MODIP Internal Evaluation
A.4 – [new] University's Policy Goal Setting
A.5 – [new] Feasibility Report
A.6 – [new] Quality Assurance Policy
A.7 – [new] Policy Goal Setting
A.8 – [new] Study Guide
A.9 – [new] Courses Outline
A.10 – Teaching Staff list
A.11 – Rules for internal operations
A.12 – Regulations for Studies - Mobility - Thesis Preparation
A.13 – [new] Dealing with complaints Guide
A.14 – [new] Academic Counsellor rules
A.15 – Deontological ethics code
A.16 – Research staff - Performance Report
A.18 – [new] Regulations for Educational Process with Distance Learning Methods
A.19 – [new] Tuition Fees Utilization Plan

In response to the panel's request, additional material was provided.

On the 9th of July 2024, meetings with the vice-rector, course director, head of the department, MODIP, teaching staff, and external partners took place via Zoom. Current students and alumni did not participate, as this is a new PSP with only one year of operation.

The course director, departmental MODIP, and teaching staff were all present, according to the approved timetable. The panel met separately with social partners from various institutions. The panel discussed the program with representatives from the following organizations (in no particular order): German Mouse Clinic, Helmholtz Munich, Germany, Alexander Fleming Institute, Athens, Greece, Experimental, Educational & Research Centre ELPEN, Athens LifeTech Park, Bioemtech, Preclinical CRO, Athens, Greece

Overall, the review process (including preparation, meetings, and report writing) was completed smoothly without any significant issues or concerns. The panel expresses its gratitude to HAHE for effectively supporting the review of this PSP. The material requested was immediately provided and all PSP and AUTh showed great enthusiasm and dedication to successfully accomplish the accreditation procedure. The preparation of this meeting was excellent.

III. Postgraduate Study Programme Profile

The Aristotle University of Thessaloniki (AUTh) was established in 1925 as an Independent Higher Education Institution with University status. In 1926, AUTh accepted its inaugural class of students. AUTh provides education at both undergraduate and postgraduate levels. It consists of forty-one (41) different departments, organized in eleven (11) Faculties or Schools. The AUTh School of Veterinary Medicine (VM) was founded in 1950 and the first students were enrolled in the academic year 1950-51 (in accordance with Law 1776/51). Currently, VM is part of the Faculty/School of Health Sciences.

The department has the following five (5) divisions:

1. Animal structure and function
2. Animal production, Ichthyology, Ecology and Protection of the Environment
3. Infectious and Parasitic Diseases, and Pathology
4. Food Hygiene and Technology
5. Clinical Sciences

The Erasmus Mundus Joint Master's program "Animal models for the human diseases" (MorphoPHEN) combines excellence and expertise of four leading European institutions: University of Barcelona, Universitat Autònoma de Barcelona (UAB), the Università degli Studi Università di Napoli Federico II (UNINA), the Aristotle University of Thessaloniki (AUTh), and the Faculdade de Medicina Veterinária de Lisboa (FMVL), in the fields of mice anatomy, imaging and pathology, computing sciences including deep learning and artificial intelligence technologies, applied to the field of automated image diagnosis. The aim of this program is the acquisition of research-related knowledge, based on mobility across different academic departments. Staff mobility and the cooperation between institutions that specialize in the use of mice as an animal model for human disease, will provide the participants with a deeper understanding of the morphological phenotype of the mouse for its successful use in research procedures. Graduates from departments of veterinary medicine, medicine, biochemistry, biotechnology or pharmacy, are accepted into the graduate program. The total number of credits (ECTS) required for the award of MSc is 60. For the acquisition of the MSc, compulsory attendance is required in all courses, which are distributed across two semesters of study (30 ECTS respectively). During the second semester of studies, the preparation and completion of the postgraduate thesis is carried out, completed as an internship, which is worth 10 ECTS credits.

The annual fee is €4820,55 for students from countries inside the European community, which are not awarded with a scholarship, and €5519,89 for students from countries outside the European community, which are not awarded with a scholarship.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

The Joint Master's program "Animal models for the human diseases" (MorphoPHEN) co-funded by EU-led Erasmus Mundus program was founded in 2023. It brings together four leading European institutions: University of Barcelona, Universitat Autònoma de Barcelona (UAB), the Università degli Studi Università di Napoli Federico II (UNINA), the Aristotle University of Thessaloniki (AUTh), and the Faculdade de Medicina Veterinária de Lisboa (FMVL). The aim of this program is to provide postgraduate education and acquisition of interdisciplinary research-related knowledge, based on mobility across different academic departments, in the highly specialist topic of animal models for the human diseases focusing on mice anatomy, imaging and pathology, computing science including deep learning and artificial intelligence technologies, applied to the field of automated image processing and diagnosis. It is conceived to alleviate the real shortage of experts in morphological mouse phenotyping, which is needed to generate a positive impact of preclinical biomedicine and improve human translatability (from the bench to the bedside). The PSP offers an integrated and interdisciplinary Erasmus Mundus joint Master across the 4 participating Institutions. The first year the PSP accepted 19 students most non-EU nationals. The PSP offers an integrative approach (multi-scale, multilevel approach) in the theory and practice of animal models for the human diseases. Each participating Institution provides teaching and training in discrete topics such as anatomy and pathobiology, imaging etc. AUTh contribution is in the module 'Deep learning and experimental design" delivered by the school of veterinary medicine and the department of electrical and computer engineering. AUTh modules include experimental design, deep learning and artificial intelligence, as well as introduction to bioinformatics and systems biology, internship, etc., exposing the students to a variety of biomedical related

computational experimental techniques. AUTh experts with strong academic and research track records are involved in the PSP's courses.

The PSP in collaboration with the quality assurance unit (MODIP) and the proficient services of the AUTh has harmonized the quality policy of the PSP with the quality policy of the AUTh in line with other participating Universities following EU guidelines focusing on continuous and systematic quality assurance through continuous improvement of the study programs and associated supporting services of the AUTh. This policy includes the formulation of clear, specific, measurable objectives and corresponding quality assurance actions, defining the framework for all academic and administrative units within the AUTh to achieve the expected outcomes.

The quality assurance policy of the PSP follows the principles and guidelines for quality assurance in the European higher education area, in accordance with the European union declaration on quality assurance in higher education Helsinki (ENQUA 2009). In general, quality targets of PSPs run by Greek academic Institutions are defined in the relevant quality assurance policy document and include seven main strategic objectives: (1) the implementation of the quality assurance policy, (2) the equitable allocation and management of the PSP financial resources, (3) the establishment of quality assurance objectives on an annual basis, (4) the internal evaluation of the PSP on an annual basis, (5) the collection, measurement and analyses of quality data to enhance continuous improvement, (6) the public disclosure of any relevant information related to the PSP, and (7) the external evaluation of the PSP through the Hellenic authority for higher education (HAHE). Although complete alignment with this framework is restricted by the joint nature of this particular PSP, submitted documents identified excellent matching with Hellenic standards that follow the legal and regulatory framework defining the functions of Greek universities. The delivery of these strategic targets is monitored through defined processes and procedures monitoring continuous improvement and quality.

Teaching and administrative staff of the PSP is committed to implement the quality policy making continuous efforts to achieve its objectives. In line with the European union funder commitments and standards and other international academic partners, the PSP is committed to providing excellent and advanced education to its students and to develop a creative research and work/educational environment for its staff and students with dedication to the principles of scientific ethics, sustainable development, and social contribution and promotion of this highly specialized topic, whilst giving emphasis on the international outlook of the program, exploitation of research results and promotion of students' research work, as well as teaching and learning innovation. The international perspective of this externally funded PSP stands out as a unique example in the Greek academic portfolio of PSPs.

The PSP is harmonized with the European credit system (ECTS). To obtain a certificate, students must complete 2 academic semesters (6 months each) and obtain 60 ECTS. The total number of ECTS is distributed as follows: 50 ECTS via taught courses and 10 ECTS via a

diploma thesis. The study guide is briefly described on the website of the PSP in English (https://morphophen.eu/program/); the panel had access to detailed study guide that contained well-described module outline and learning objectives. The annual fee is €4820,55 for students from countries inside the European community, which are not awarded with a scholarship, and €5519,89 for students from countries outside the European community, which are not awarded with a scholarship.

An academic advisor is appointed for each student of the PSP. Students have access to a standard AUTh student provisions: advocate counselling and professional orientation services of the AUTh. Teaching facilities are considered appropriate and adequate. The unique nature of the PSP and participating students necessitates strong encouragement with overall body of student engagement with the AUTh student community and the panel expects a detailed and structured guidance on how to adapt to Greek student community and life in general.

II. Analysis

The quality assurance policy of the PSP is in line with the quality assurance policy of the AUTh and is formulated in the form of a public statement. The QAP statement of the department includes commitments that implement a quality policy to promote the academic profile, the orientation, remit, and field of study of the PSP.

There is evidence of plans for continuous improvement of the PSP during its lifecycle and a quality policy that aims to realize the program's goals and sets clear means and ways for attaining them.

There is also evidence of continuous annual monitoring and audit of the quality assurance system of the PSP through the cooperation of the internal evaluation unit and the AUTh quality assurance unit, by collecting and analysing data related to quality assurance.

The PSP seems to have sufficient resources, both specialized human resources and teaching and laboratory facilities to be self-sustainable the foreseeable future. The panel feels there is appropriate distribution of resources towards support of students through scholarships and contribution towards laboratory consumables, infrastructure.

In general promotion of quality and effectiveness of teaching at this particular PSP, and within the AUTh requires continuous attention to achieving teaching excellence and development of processes for structured personal staff development plan and peer review and 'train the trainer' teaching schemes to equip staff with modern didactic methods and approaches, and enhance their professional development and ability to deliver the course in a language that is not their mother tongue.

Some 'central' oversight of teaching quality would be useful especially as PSP's courses are delivered by lecturers from different departments, which might have different standards and methods of teaching.

III. Conclusions

The panel considers that the PSP is fully compliant with the requirements and commitments required for the implementation of an adequate education quality policy in accordance with HAHE's regulations.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel has no recommendations.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The Erasmus Mundus Joint Master's program "Animal models for the human diseases" (MorphoPHEN) was founded in 2023. It combines excellence and expertise of four leading European institutions: University of Barcelona, Universitat Autònoma de Barcelona (UAB), the Università degli Studi Università di Napoli Federico II (UNINA), the Aristotle University of Thessaloniki (AUTh), and the Faculdade de Medicina Veterinária de Lisboa (FMVL), in the fields of mice anatomy, imaging and pathology, computing sciences including deep learning and artificial intelligence technologies, applied to the field of automated image diagnosis. The aim of this program is the acquisition of interdisciplinary research-related knowledge, based on mobility across different academic departments. Mobility of staff with distinct expertise and the cooperation between institutions that specialize in animal models for human diseases will provide the students with an in-depth understanding of the morphological phenotype of the mouse model of disease for its successful use in biomedical research experimental approaches. Graduates from departments of veterinary medicine, medicine, biochemistry, biotechnology or pharmacy, are accepted into the graduate program. The total number of credits (ECTS) required for the award of MSc is 60. For the acquisition of the MSc, compulsory attendance is required in all courses, which are distributed across two semesters of study (30 ECTS respectively). During the second semester of studies, a research internship is carried out that leads to preparation and completion of the postgraduate thesis, which is worth 10 ECTS credits. It takes a minimum of two 6-month academic semesters to complete. The structure of the PSP is rational and clearly articulated and in accordance with the ECTS system while at the same time offers an innovative cross-country mobilization-based format that enriches the international experience of student population. It offers a highly stimulating environment built on connecting different departments that can benefit enormously future career paths of students in academia for further postgraduate training or employment in biotech and pharmaceutical industry. The PSP offers an exciting approach in this highly specialist topic of animal models of disease using interdisciplinary knowledge across biomedical and STEM departments exposing the students to a variety of appropriate experimental techniques. Practical training facilities are excellent.

The linking of teaching and research is very well structured, as one would expect from an externally funded through a highly competitive process PSP and students are exposed to research via different means such as research seminars, specialist laboratories, invited lectures from guest speakers, excellent arrangements for engagement in international research consortia and activities and a research dissertation thesis. In general, there are plans of capturing PSP-specific research activities, and as the PSP is still in its early stages, we would expect this to become more evident in the PSP website and to include other modern media communication tools, (LinkedIn, Twitter)

The curriculum includes lectures, tutorials, the study of international literature, laboratory techniques training involving lab rotations, research seminars and a dissertation thesis thus providing students with a solid theoretical background coupled with practical knowledge, and skills required to build a solid scientific foundation and advance careers either for further postgraduate studies or positions in the biotech and pharmaceutical industry.

The panel did not have the opportunity to interview current students although feedback received suggests overall satisfaction.

Detailed information regarding admission and graduation requirements, course contents, infrastructure, and other relevant material is available through a central website (https://morphophen.eu.) that include academic organizers and lecturers' profiles.

Panel's meetings and discussions with external stakeholders identified an extremely positive and enthusiastic feedback and overall outlook.

II. Analysis

The Erasmus Mundus joint Master's program "Animal models for the human diseases" (MorphoPHEN)" is an innovative program that offers a unique interdisciplinary approach to the study of animal models of disease by bringing together four leading European institutions: University of Barcelona, Universitat Autònoma de Barcelona (UAB), the Università degli Studi Università di Napoli Federico II (UNINA), the Aristotle University of Thessaloniki (AUTh), and the Faculdade de Medicina Veterinária de Lisboa (FMVL), in the fields of mice anatomy, imaging and pathology, including deep learning and artificial intelligence technologies, applied to the field of automated image diagnosis. Although the program is still in its infancy, the course addresses important postgraduate education gaps; therefore, the expectation is there will be significant demand for the program that will result in steady student enrolment numbers every year. Moreover it was pleasing to see that the program is recognized across Europe and advertised widely even in countries that do not participate in the Erasmus Mundus consortium; an example is an advert available in the British society for toxicological pathology website (https://www.bstp.org.uk/erasmus-mundus-joint-master-morphophen/0) and the University of Zagreb (https://www.vef.unizg.hr/en/scholarships-calls/master-erasmus-mundus-human-diseases-models-morphological-phenotyping-morphophen/).

It is a well-designed PSP covering most aspects and principles of this highly specialist topic, as one would expect from an externally EU-funded postgraduate program. The PSP follows a unique approach of cross-country interdisciplinary contribution to teaching with significant mobility element. Overall course descriptions are provided clearly stating detailed content, learning outcomes and skills expected to be acquired by students, the organization of the lectures and methods of delivery, the supporting structure of the learning processes, and the assessment methods. The course description will require enhanced visibility in the relevant section of the website.

Delivering the course in English as the main language offers a distinctive advantage to the PSP and to AUTh course organizers. The panel strongly encourages the school of veterinary medicine and the AUTh to consider developing a 'sister' course for Greek-speaking students interested in interdisciplinary education and training around the same topic. The latter has not yet been exploited, but there is definitely an area of significant potential. The website of the PSP in English is adequate although it seems rather basic and requires significant revamp over

the next few years. The PSP organizers should consider revamping the website employing modern methods of communication that highlight student success and active participation especially in public engagement event.

III. Conclusions

The PSP provides a well-designed study program providing consolidated knowledge and interdisciplinary skills in Animal models for the human diseases. The panel has found the PSP to be fully compliant with principle 2.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is strongly recommended to use this PSP as the springboard for development of a similar course designed to attract Greek students.
- The website requires significant reorganization.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

All the above must be made public within the context of the Student Guide.

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

This international PSP started in 2023 and provides an Erasmus mundus master's degree in "human diseases models morphological phenotyping", jointly awarded by Universitat Autònoma de Barcelona, Università degli Studi di Napoli Federico II, Universidade de Lisboa (Faculdade de Medicina Veterinária), and AUTh, to all students in "MorphoPHEN". The number of admissions per year is set at a minimum of 19 and a maximum of 25 postgraduate students. In the first year of operation the master's program had a total of 19 students. Candidates are evaluated based on various criteria and must obtain a degree in Veterinary / Medical / Pharmacy Sciences, Biochemistry, Biotechnology, as well as satisfactory proficiency in English, demonstrated by possession of a degree, except for students from countries where English is the mother tongue. The selection process is carried out by the student selection committee (SCS) and is initiated by the secretariat of the MSc (at the Autonomous University of Barcelona). The available positions are filled after assessing the relevance of the students' academic background, their work experience in related fields, experience in conducting quantitative and/or qualitative research in the field of life sciences. An essay of interest and an essay on a suggested topic are also evaluated by the student evaluation committee to ascertain interest in the topics of biomedical sciences and in conducting experimental research.

This PSP includes tuition fees amounting to €4820,55 for candidates from the countries participating in the organization of the program and €5519,89 for candidates from the partner countries, as defined by the Erasmus program guide and the consortium. The program provides 19 scholarships, for every 25 students enrolled in the program, under the agreement between the members of the program. According to this, 8 students from the European community, 7 students from outside the European community and 4 students from targeted areas are awarded with a scholarship, according to the website of the European community for the Erasmus mundus programs (https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/erasmus-mundus). Information of rights and obligations of students, internship issues and scholarship award, procedures, and terms for the preparation of diploma thesis and ways allowing to monitor their progression, as well as the research ethics regulation, study regulations, mobility and student assignments, all are clearly described in the required supporting documents. Information is also provided in a website that exists in English, as this is the official language of the PSP. Courses are held face-to-face, at the respective university. In the second semester, the students can choose the university where they will conduct their dissertation. Postgraduate students submit a title and a detailed research proposal for approval by the postgraduate thesis examination committee (EEMe, PTEC). Each master's thesis is be examined by the PTEC, which consists of at least two members. After the successful final assessment of the students by the examination of their thesis, they will receive the joint degree certificate issued by the Universitat Autònoma de Barcelona.

II. Analysis

This PSP provides a very important and interesting basis in all related disciplines associated with the use of mice as an animal model for studying human diseases, combining new technologies

such as artificial intelligence and machine learning, applied to the field of automated image diagnosis. The knowledge provided by this PSP is innovative and seems to cover a broad field of graduate student needs. The way in which candidates are assessed for admission to the master's program is well organized and the criteria are clear and adequately communicated to students. The mobility, inherent in the present postgraduate program provides significant benefits to students, enabling them to interact with multiple universities, professors and become familiar with different research areas, potential assets for their future. Many scholarships are provided by the graduate program, giving financial relief to students who might otherwise not have the opportunity to attend a similar graduate program. This PSP fills an important need for education and training of veterinary, medical and related health professions, biologists, and biotechnologists.

III. Conclusions

The PSP "Human Diseases Models Morphological Phenotyping" is well organized and designed and is needed to generate a positive impact of preclinical biomedicine and improve human translatability (from the bench to the bedside). The panel considers that the PSP "Human Diseases Models Morphological Phenotyping" is generally acceptable, and fulfils the criteria of Principle 3., and also recommends extension of the thesis to include more ambitious projects,

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommends an extension of the credits of the diploma thesis to at least 15 ECTS.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The "Human Diseases Models Morphological Phenotyping" (MorphoPHEN) PSP combines the excellence and expertise of four leading European institutions: Universitat Autònoma de Barcelona, the Università degli Studi di Napoli Federico II, the Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (AUTh), and the Faculdade de Medicina Veterinária de Lisboa in the areas of mouse anatomy, imaging, and pathology, including machine learning technologies applied to image diagnosis. The AUTh PSP staff is composed of dedicated academics with teaching and research capabilities and consists of 11 members. A list of the PSP staff and their department of origin is provided (school of veterinary medicine, medical school, department of the electrical and computer engineering). However, information concerning teaching staff accomplishments and performances (publications, extramural funding, h-index, etc.) is not available on the PSP's web page. Employment regulations and obligations of the PSP staff are also provided and described in the corresponding official documents. A policy for the faculty's support and development is also in place.

The school of veterinary medicine (similarly to AUTh) adheres to transparent procedures for the selection and recruitment of the PSP faculty (national law 4957/2022, A 141; APELLA national platform). This recruitment is based on covering PSP teaching needs and specific research directions. A curriculum committee ensures transparency and meritocracy

regarding the selection of the teaching staff. Most of the staff members are recognized for their research qualities, and they are experienced in delivering academic courses. Research activities and the attraction of external funding by the PSP staff are not monitored yet for all faculty via universally accessible tools (e.g., Google Scholar, Scopus, etc.). Staff's teaching excellence will be assessed by means of student evaluations (anonymous PSP student surveys). This is a very important function that can help improve the PSP in the future. Evaluation questionnaires will be administered during final examinations and will ensure participation of all students. The PSP curriculum committee should potentially attend certain lectures to provide additional feedback to individual teaching faculty. Overall, the staff's research productivity and teaching experience can be estimated as satisfactory. The teaching load is acceptable, according to the faculty. The PSP staff can be mobile by means of the Erasmus+ program or other similar mobility platforms. The AUTh and the school of veterinary medicine are able to provide continuous education and training to the PSP faculty in order to improve their teaching capabilities and performance (https://kedima.auth.gr/).

II. Analysis

This international PSP is designed to successfully accomplish the stated goals of the program. The AUTh PSP faculty members involved in this program are experts in their respective fields, experienced and recognized for their scientific contributions. PSP faculty members belong to the AUTh. Increasing the faculty number from foreign institutions (e.g., visiting or invited lecturers, who could deliver their courses via Zoom) could further enrich this international PSP. The PSP staff covers aspects of the artificial intelligence, systems biology and transcriptomics, bioinformatics, etc., which are important fields for experimentation and research with mice. There is a program steering committee (PSC) formed by two members of each of the four participating institutions (Universities of Barcelona, Napoli II, Lisbon, and Thessaloniki), two PSP students, one postgraduate student, and three collaborating with the PSP representatives. This PSC administers the PSP, upon previous consultation from an external advisory/consultative board (3 members). It is planned that the AUTh PSP teaching faculty meet once a year to discuss the program and receive expert consultation for new teaching methodologies that involve the active participation of students, postgraduates, and stakeholders. The department has a formal policy for the faculty's continuous support and development of their teaching activities.

III. Conclusions

This is an important PSP that provides specific and important education and training concerning experimentation and research with mice. Although this PSP does not offer job opportunities, does direct PSP students towards further academic, research-oriented studies (PhDs). AUTh PSP faculty members should highlight their academic performances, extramural funding, publications, etc., on the PSP's webpage.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- The AUTh PSP staff shall meet at least once per year to discuss progress, problems, and reorganization of the PSP that takes place in Thessaloniki. It is recommended to involve several students, postgraduates, and stakeholders during the PSP content review, acting as a local consultative body.
- The panel recommends enhanced AUTh PSP faculty's mobility throughout Erasmus+ and other similar exchange / mobility platforms (Epicur, Campus Europae, etc.).
- Continue encouraging students to fill out surveys and questionnaires related to the PSP.
- The PSP should continuously promote the policy for the faculty's support and development concerning their teaching duties. Establish formal mechanisms for validating and enhancing teaching credentials through participation in teaching methodology seminars.
- Information about AUTh PSP faculty members' achievements (research publications, grants, etc.) should be accessible on the PSP's webpage.
- PSP faculty members (from the four participating institutions) are encouraged to take the opportunity for developing and consolidating common research projects in the future. This could be further explored by submitting common EU grant-proposals (e.g., ERC synergy).
- Involve renowned academics and researchers from other countries (USA, China, Japan, etc.) to deliver lectures via Zoom in several important PSP's topics.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. THEY SHOULD -ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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 two academic units, the departments of veterinary medicine and of electrical and computer engineering are committed to supporting the PSP utilising all the human resources, infrastructure and supporting services (IT and administration) that are available to them via the AUTh. Central to the support of the PSP is the student information system (SIS) which consists of a network of subsystems supporting the collection and managing of data on curriculum management (course creation and managing), student admission management, grading of students and awarding of certificates, management of student evaluation of teaching, management of the interface with e-courses via the AUTH electronic secretariat services (https://sis.auth.gr) and the quality management system (QMS) via

MODIP (htpps://qa.auth.gr). Students also benefit from an extensive wireless network (https://it.auth.gr/el/netAccess/Wifi), the institutional depository of scientific works (http://ikee.lib.auth.gr) where all the information on research output the teaching/research staff is available, the mobile application myAuth (https://it.auth.gr/el/myAuth) for current courses, grades, the teaching timetable, and lecture theatres and all course announcements. The class timetable can also be found at https://classschedule.auth.gr/ where personalized information on course timetables is available.

An extensive network of student support is also available via AUTh student services for granting social welfare scholarships and interest-free educational loans, student housing allowances, provision of catering at the university student club, provision of accommodation in student residences, medical care, discount tickets for public transport, and access to university libraries and online libraries.

Further support is provided by the AUTh for vulnerable social groups, counselling and psychological support, students with special needs and accessibility issues. Students of the PSP will also benefit from the AUTh study and career liaison office, a student advocate, a university sports centre, a public and international relations office and many other AUTh structures and services that are available to all students, including the PSP students.

The two participating academic units have excellent teaching infrastructure to fully support the running of the PSP programme, including 5 lecture rooms within the department of veterinary medicine and 3 additional lecture rooms within the department of electrical and computer engineering. All rooms are fully equipped with modern audio-visual systems connected to computers and benefit from heating/AC systems. There is also a specially designed reading room for holding meetings with a capacity of 10 people.

Within the department of veterinary medicine there is a branch of the central library services which include printed and digital documents, books, magazines, maps, brochures CD-DVDs, informational and teaching materials etc. In the e-platform students are provided with teaching notes and collections of solved exercises in electronic format, other supporting material, and course-specific bibliography.

II. Analysis

Beyond the considerable array of support and services offered by the AUTh, the two participating academic units have an impressive infrastructure and support network to serve the needs of incoming PSP student cohorts. Initially, administrative support is offered through the department of veterinary medicine but there are plans to seek to obtain full or partial PSP-specific administrative support to deal with the registration of incoming PSP students, the provision of attestations and certificates, the issuance of grades and diploma annexes ensuring full integration and communication of the two participating academic units.

Student orientation is of paramount importance particularly for incoming cohorts of international students from this PSP and although there is an orientation week, the PSP should consider individual “student bodies” for the incoming students with more experienced ATHU

students acting as their "student guardians" for the first 2 weeks to ensure an effective, trouble-free integration of incoming PSP students to life in the AUTh and in the city of Thessaloniki in general.

III. Conclusions

The PSP offers excellent facilities, learning resources and student support both at the institution and academic unit level and hence it fully complies with principle 5.

Panel judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel recommendations

- Consider the concept of a student body for incoming PSP students to help with their orientation in the first 2 weeks of their arrival at the AUTh.
- Ensure that all PSP students are fully aware of the wide spectrum of facilities and services that are available to them at the institution level. Do not rely solely on uploading information material on the PSP website but be proactive in informing the incoming PSP students.
- Ensure that all necessary provisions are in place at the academic unit level for the reception of students with special needs to facilitate access to all structures and services to enhance their learning and ensure a positive and safe experience at the AUTh.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The MODIP of AUTh is responsible for the internal quality assurance system in close cooperation with the two participating academic units. It organizes and processes internal and external evaluations of the institutions PSPs, including this PSP. Within the legislative regulations of law 4957/2022 this PSP must undergo an initial evaluation and certification to be able to start its operation. This was organized by MODIP, and a full report was written which confirmed that this PSP aligns fully with the AUTh strategy and vision particularly with the AUTh strategic objectives of "Competitiveness in PSPs" and "International partnerships and agreements for the development of PSPs". The consortium of the 4 European institutions investigated the labour market and societal needs while considering recent developments and trends in the relevant scientific field. The teaching curriculum of the third semester offered at the AUTh was

prepared with great care and involved both the departments of veterinary medicine and electrical engineering and computers demonstrating interdisciplinarity and cross-departmental collaboration.

II. Analysis

All the necessary initial procedures have been followed and a certain level of internal quality assurance exists because of the peer review that this PSP was subjected as part of its funding application to the EU. There is not enough data at present to compare and draw safe conclusions as the PSP has been in operation for only this past academic year. The participating academic units should ensure that their obligations as set out in the relevant PSP documentation and regulations are fully implemented. The initial MODIP evaluation was thorough and detailed.

III. Conclusions

This is a new PSP involving 4 collaborating European institutions. An initial MODIP evaluation/assessment has been carried out and useful points were highlighted. There is an inherent quality assurance through the PSP peer review in its funding application to the EU. The active participation of all European institutions in their annual internal evaluations is necessary in the process of re-evaluation and readjusting the PSP content to keep it relevant and interesting. The PSP fully complies with principle 6.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The PSP should place particular emphasis on the collection and analyses of data to allow a meaningful future external evaluation.
- The PSP should maintain an excellent level of quality of its educational and supporting

services facilitating an effective learning environment for its students.

PART C: CONCLUSIONS

I. Features of Good Practice

- Original and rewarding international PSP.
- Experienced, very good, and research driven PSP faculty.
- PSP running by four international institutions, based on EU principles and using the Erasmus funding.
- Excellent program covering important issues concerning experimentation and research with mice.
- Established QAS to ensure evaluation and efficient revisions of the PSP.
- External advisory board in place.
- Utilization of excellent AUTh's facilities and various established research platforms that effectively support learning.
- Established administrative support and availability of various AUTh platforms (e.g., psychosocial support, career guidance, student ombudsman, etc.) to assist students in various aspects.
- Very good internal evaluation mechanisms.
- Active and helpful MODIP.
- High-quality, functioning PSP webpage.
- All courses are on-site.

II. Areas of Weakness

- Lack of courses in ethics / deontology.
- Limited research output. No specific mechanisms are in place to promote and integrate primary research within the PSP.
- Research interactions between the faculty members from the four institutions are lacking.
- PSP realized in only two semesters.

III. Recommendations for Follow-up Actions

- It is recommended to use this PSP as the springboard for development of a similar course designed to attract Greek students.
- The panel recommends an extension of the credits of the diploma thesis to at least 15 ECTS.
- The AUTh PSP staff shall meet at least once per year to discuss progress, problems, and reorganization of the PSP that takes place in Thessaloniki. It is recommended to involve several students, postgraduates, and stakeholders during the PSP content review, acting as a local consultative body.
- The panel recommends enhanced AUTh PSP faculty's mobility throughout Erasmus+ and other similar exchange / mobility platforms.

- Continue encouraging students to fill out surveys and questionnaires related to the PSP.
- The PSP should continuously promote the policy for the faculty's support and development concerning their teaching duties. Establish formal mechanisms for validating and enhancing teaching credentials through participation in teaching methodology seminars.
- The website requires significant reorganization. Information about AUTh PSP faculty members' achievements (research, grants, honorary distinctions, etc.) should be accessible on the PSP's webpage.
- PSP faculty members (from the four participating institutions) are encouraged to take the opportunity for developing and consolidating common research projects in the future. This could be further explored by submitting common EU grant-proposals (e.g., ERC synergy).
- Involve renowned academics and researchers from other countries (USA, China, Japan, etc.) to deliver remote lectures (e.g., via Zoom) in several important PSP's topics.
- Consider the concept of a student body for incoming PSP students to help with their orientation in the first 2 weeks of their arrival at the AUTh.
- Ensure that all PSP students are fully aware of the wide spectrum of facilities and services that are available to them at the institution level. Do not rely solely on uploading information material on the PSP website but be proactive in informing the incoming PSP students.
- Ensure that all necessary provisions are in place at the academic unit level for the reception of students with special needs to facilitate access to all structures and services to enhance their learning and ensure a positive and safe experience at the AUTh.
- The PSP should place particular emphasis on the collection and analyses of data to allow a meaningful future external evaluation.
- The PSP should maintain an excellent level of quality of its educational and supporting services facilitating an effective learning environment for its students.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 5, and 6.**

The Principles where substantial compliance has been achieved are: **4.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname **Signature**

1. **Professor Thimios Mitsiadis (Chair)**
   University of Zurich, Switzerland

2. **Professor Panos Soultanas**
   University of Nottingham, UK

3. **Professor Dimitris Grammatopoulos**
   Imperial College London, London, United Kingdom

4. **Ms Elena Karydi**
   Postgraduate student, School of Medicine, University of Patras, Patras, Greece