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Εθνική Αρχή
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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:

Managing Digital Tranformation
In the Health Sector (ManagiDiTH)

School of Medicine
Aristotle University of Thessaloniki
14/12/2024

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Managing Digital Transformation in the Health Sector (ManagiDiTH)** 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 new postgraduate study programme of **Managing Digital Transformation in the Health Sector (ManagiDiTH)** of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr Elias Pimenidis** (Chair)
   University of the West of England, Bristol, UK

2. **Dr Konstantinos Banitsas**
   Brunel University London, London, UK

3. **Prof Dimitris Grammatopoulos**
   University of Warwick Medical School, Coventry, UK

4. **Prof Agapios Sachinidis**
   Universität zu Köln, Köln, Germany

5. **Ms. Spyridoula Mpournaka**
   University of Patras, Patras, Greece

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) was formed in November 2024 and received the accreditation support material concerning the new Postgraduate Study Programme on Managing Digital Transformation in the Health Sector (ManagiDiTH) about a week prior to the accreditation visit. The review was organized by HAHE and the School of Medicine at Aristotle University of Thessaloniki (AUTh). The quality of the support material was excellent. All documents were very well crafted and designed. During the visit, all the participants involved (MODIP, Teaching staff and External Stakeholders) were very prompt to provide us with all the information we asked for. The meetings took place on 10 December 2024 and were conducted online utilizing zoom video conference facilities. All meetings took place in a very friendly and cooperative spirit.

The timetable and agenda of the accreditation review were as follows:

On Tuesday 10 December 2024, the EEAP members had a short meeting to organize the accreditation review and allocate the different tasks.

Later on the same day, the EAAP had a welcome meeting with members of MODIP representing their president, the Head of the School, and the Director of the PSP. Also present was the Coordinator of the EU funded ManagiDiTH project which has been the founding stone of the PSP considered here.

Brief and informative presentations were made by the Head of School providing a background to the School's overall activities and its position and standing within the academic community of the institution. The Director of the PSP focused on the main features of the programme and the collaborative nature of development, delivery, and management of the PSP under the auspices of the ManagiDiTH project. The meeting concluded with a discussion on strengths and possible areas of concern, and the degree of compliance of the programme to the Standards for Quality Accreditation. Much of the discussion focused on the collaborative nature of the running of the programme across three academic partner institutions, the impact of the multifunctional teams involved in the delivery, and the management of a sizable cohort of students.

Next the EEAP met with the teaching staff members, mainly staff from AUTh, joined by two members of staff from Laurea University of Applied Sciences, Finland. We discussed their workload, professional development opportunities, methods for student evaluations, teaching and research activities. The EEAP unanimously decided to view the informative videos regarding the facilities and equipment's adequacy in private. The videos were kindly provided to them by the department.

After viewing the videos, the EEAP met with potential employers and social partners that presented different types of collaboration with the Department. The stakeholders were from the private and public sector and spoke very highly about the proposed academic endeavour.

After the end of this meeting, the EEAP members met in a separate zoom meeting to discuss and reflect on their first impressions and prepare a brief oral presentation of the findings.

The EEAP had its last meeting of the day with staff representing MODIP, the Head of the School, and the Director of the PSP, during which additional comments and clarifications were discussed. The EEAP gave a short preliminary verbal report about their impressions and key findings.

Members of the EEAP wish to thank Aristotle University of Thessaloniki for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the Panel over the course of the virtual accreditation visit.

III. Postgraduate Study Programme Profile

The collaborative PSP ManagiDiTH considered here is the outcome of the collaboration, under a funded EU programme, for the development of a joint postgraduate qualification that addresses the need for professionals that effectively and successfully will be supporting the transformation and continuous evolution of the transformation of medical services into digital enabled provision, benefiting from capabilities of state-of-art digital technologies. This collaboration was instigated to share the good practice that exists in certain areas of the EU that have an advanced standing in the provision of digitally enhanced medical services, and to allow other countries and regions to benefit from the recruitment of capable graduates that will transfer their knowledge and further develop solutions that will support the medical profession and services across the continent.

The collaboration was initiated based on a proposal from Iscte - Instituto Universitário de Lisboa (Portugal) in the Autumn of 2022. From the original partnership that were involved with the background project that explored, researched, identified areas of focus and led to the concept upon which this PSP was developed, three partners have proceeded with the implementation of the collaborative programme of studies. These are Iscte - Instituto Universitário de Lisboa (Portugal), Laurea-ammattikorkeakoulu Oy (Finland), and Aristotle University of Thessaloniki - AUTh (Greece). The development was funded in 2022 under the DIGITAL-2021-SKILLS-01-SPECIALISED_Type of Action: DIGITAL-SIMPLE_Proposal number: 101083896 Proposal acronym: ManagiDiTH_Type of Model Grant Agreement: DIGITAL Action Grant Budget-Based.

The PSP is jointly run by the three collaborating institutions and they all share equal rights and responsibilities in the management of the programme. Teaching is conducted fully online via the use of a dedicated space based on a shared virtual learning environment (VLE). Module teams comprise staff from all three institutions and module leadership is assigned to the institution that offers the most relevant skills in the field that relates to each module. Assessment responsibility lies with each module team, based on the agreed and approved module descriptors. The management of the programme is shared equally by a committee comprising equal numbers of staff from each of the three collaborative partners.

The programme is offered in the English language and it is open to students from the EU and other countries whose citizens and residents have equal rights to access to education funded by the EU (EEA, Switzerland). The funding for the programme's first two full cycles has been secured for 240 fully funded students for each cycle. The programme has recruited 178 students at the time of writing and has been running across two of the institutions, Iscte and Laurea where accreditation has been completed in time for September 2024 run. This accreditation considers the participation of AUTh in this collaborative PSP.

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

Aristotle University of Thessaloniki is one of the oldest institutions in Greece. It was inaugurated in 1925, with the first students registering on programmes of study in 1926. It is the largest institution in the country in terms of student numbers, number of schools and number of departments.

The School of Medicine is the largest school of the University. It offers excellent facilities for the training and education of their students. It is linked to many state and state run hospitals and medical institutes in the metropolitan area of Thessaloniki. The school has experience of developing and running postgraduate programmes of study over a number of years.

The school has strategic plans that aim at internationalisation of their teaching provision. This has been supported and expressed through various international collaborations focusing on student exchanges and staff research and other academic collaborations.

Since 2021 the school has been offering an international undergraduate programme of study offered in English and the experience has developed the confidence and the appetite to expand the international provision to postgraduate studies, meeting the aims and objectives of the school's strategy for internationalisation and development of competitive postgraduate programmes of study. Assessing the challenges involved, the school has proceeded in developing the proposed ManagiDiTH PSP in collaboration with other European institutions to be able to combine expertise and principles of good practice and to allow them to develop a PSP that addresses a gap in the skills required to support and enhance medical services provision through digitally enhanced procedures and processes.

II. Analysis

The School of Medicine at AUTh embraces the quality systems and procedures established by the institution and has undergone the full procedure to ensure that all processes and requirements for the appropriate qualitative provision have been embedded in the design and delivery of the programme.

The PSP has undergone a meticulous and rigorous internal approval process through the various bodies and processes at the institution. This external accreditation process is the last step into the licensing of the programme to run at AUTh. The institution is the last of the three partners that have designed, developed, and secured external funding together to run this collaborative PSP.

Appropriate steps in the design and the combination of expertise across the partner institutions has led to the development of a programme that is set at Level 7 of the European and National Qualification Frameworks.

It appears that the PSP has been suitably followed the relevant frameworks for requirements and contents of a PSP, has adhered the procedures for complying with quality requirements and has all the desirable qualitative and structural characteristics for its intended purpose.

Furthermore a thorough analysis of the feasibility within the scope of the funding period has been carried out. Considering that the funding covers a relatively short period of running the programme (first two cohort intakes) the partners collectively,and possibly AUTh separately should further explore the feasibility and sustainability of the programme for the period beyond 2026 when the current funding for the programme expires.

III. Conclusions

The PSP appears to have been designed and developed based on appropriate standards as defined by the quality procedures of the institution and as dictated by the National and International Frameworks for Postgraduate Qualifications at Level 7. The institution's quality procedures have been adhered to appropriately and the collaborative programme produced appears to be meeting the aims, objectives, and learning outcomes appropriately. The PSP is set to enjoy a successful start for the first two cohorts of students as it is amply funded to provide excellent teaching and learning provision.

Such an impressive start should have continuity and it would be appropriate for the institutions to explore the sustainability of the programme for the period beyond the current funding.

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 would like to urge AUTh in collaboration with its academic partners, and also on its own to explore the sustainability of the PSP beyond the current period of funding. It is a unique opportunity for the country, the region, and international health care education.

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 linking of providing work experience to students*
- *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 new Postgraduate Study Programme (PSP) - Managing Digital Transformation in the Health Sector (ManagiDiTH) submitted all the required documents, proposals, and studies following the relevant instructions of the competent authority (ΕΘΑΕΕ - HAHE). The programme was designed by the European Association for Quality Assurance in Higher Education (ENQA) principles.

The PSP is expected to start from the academic year 2024-2025 as a Joint MSc of the medical school of the University, the ISCTE University Institute of Lisbon (Iscte-Instituto Universitário de Lisboa), Portugal, and the Laurea University of Applied Sciences (Laurea-ammattikorkeakoulu Oy), Finland. The AUTH undertakes secretarial and administrative support jointly with ISCTE University Institute of Lisbon and Laurea University of Applied Sciences.

The duration of the PSP is set at three academic semesters with a total of 90 ECTS credits for the award of the degree MSc. The first two cohorts of students in the ManagiDiTH programme will be funded by the European Union (HaDEA; Common grant of the 3 participating institutions; EC grant agreement 101083896).

The External Evaluation and Accreditation Panel (EEAP) had an extensive discussion during the accreditation meeting with the representatives of the PSP on 10 December 2024. During the meeting, the director of the PSP, Prof. Panagiotis Bamidis, presented the programme in the presence of the vice-Rector for academic affairs, international relations, and extroversion.

II. Analysis

The Aristotle University of Thessaloniki (AUTh) is Greece's largest public university, operating within the Greek higher education system. Its strategic plan for 2019-2022 has been updated to enhance competitiveness in postgraduate studies. The updated plan focuses on improving the quality of new postgraduate programs (PSPs) by emphasizing research, teaching, and services. AUTh aims to internationalize its PSPs through partnerships with national and international institutions. The strategy aligns with recent developments in the international, European, and national environment since 2020, including geopolitical tensions, energy security, and the climate crisis. These factors significantly impact Higher Education Institutions (HEIs) and their prospects.

AUTh is developing new PSPs and courses that address evolving needs in areas such as internationalization, online and distance learning, and skills development in technology, data science, and sustainability.

The master's program ManagiDiTH focuses on the multidisciplinary field of 'Digital Transformation in Healthcare,' incorporating medicine, computer science, and related areas. It aims to deepen students' expertise in digital healthcare transformation and foster excellence and innovation in healthcare education.

The courses will be offered in an instance learning mode (e-learning) including all the modern aspects for effective teaching. The EEAP is exploring the benefits of video recordings of lectures, including increased flexibility for students, but is also aware of the potential drawbacks, such as reduced attendance at in-person lectures.

The curriculum ensures students obtain a comprehensive understanding of managing digital transformation in health and develop the skills necessary to deliver high-quality digital medical care.

The program's faculty comprises experienced professionals from three countries, providing expert guidance and support. The staff's research and academic achievements highlight their ability to deliver specialized knowledge in this field. The program's infrastructure, including modern teaching and research laboratories, supports advanced educational technologies like e-learning. Relevant courses are detailed in the electronic information management system and the program's website. Enhancing the website to highlight research and grant opportunities for PSP staff could encourage greater student engagement.

To strengthen the program, EEAP suggests a more structured research component. Foundational courses and seminars are essential for critical thinking and the presentation of field-specific publications. Regular journal clubs could further support students in preparing their diploma theses. Research-oriented elements are crucial for establishing a robust MSc program as per the European MSc framework.

The EEAP raised concerns about the high number of students (up to 240 annually), which may strain teaching staff and affect program sustainability. The diverse student backgrounds, including individuals from 20 countries, pose challenges in achieving cohesion and may increase dropout rates. A smaller student cohort would better support effective learning and research opportunities.

The EEAP notes challenges in facilitating experimental research for 240 students, especially given the online format. The panel recommends limiting the number of students conducting experimental research if possible, leveraging the faculty's expertise in published studies. After completing ManagiDiTH in the year 2026, probably additional training in statistical methods could be introduced as it could benefit students in writing reviews.

Stakeholders, including hospitals, support the program and offer 5-10 student internships to gain practical experience in digital health. Such internships provide students with hands-on opportunities to apply theoretical knowledge and gain valuable skills, enabling institutions to mentor future professionals. Integrating a one-month internship into the program would benefit both students and stakeholders.

In summary, the PSP effectively addresses the digital health skills gap and equips scientists with advanced expertise urgently needed in Europe. It meets learning outcomes as outlined by the European and National Qualifications Framework (EQF, NQF) and Dublin Descriptors for level 7. The program enhances graduates' mobility within the EU, a key benefit. The program is tailored to meet the needs of healthcare professionals in Greece and Europe requiring advanced education in digital medical care. ManagiDiTH meets the challenges and emerging demands of students, employers, and the labour market.

However, the research component may require reorganization after finishing the ManagiDiTH 2026 to meet the standards of highly reputable MSc programs. After ManagiDiTH, the Recruitment of additional staff is necessary to sustain the program's success and accommodate its ambitious scope.

III. Conclusions

The EEAP concluded that the program has strong potential as a high-quality MSc but might require future adjustments to its research component and student numbers for sustainability. Additional courses are needed to meet the scientific demands of the diploma thesis. An internship program would benefit both students and stakeholders, offering practical learning for students and fostering the development of future healthcare professionals.

The EEAP concluded that after finishing the ManagiDiTH program, reducing the student intake to around 50 with similar expertise will enable teaching staff to provide personalized attention and enhance program quality.

Panel Judgement

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

Panel Recommendations

1. After finishing the ManagiDiTH programme 2026, the EEAP recommends a reduction in the number of students to a maximum of 50 students with similar expertise in the field, to enable the teaching staff to provide more personalized attention and support to the students.

2. After the finishing of the ManagiDiTH programme, the EEAP also recommends additional courses to align the academic and research training with the rigorous criteria typically expected of an MSc qualification.

3. The EEAP recommends internships for students in the stakeholders and social partner institutions.

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*
- 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 2024, and provides a master's degree in "Managing Digital Transformation in the Health Sector". The PSP combines the excellence and expertise of three leading European institutions: ISCTE - Instituto Universitário de Lisboa (Portugal), the Laurea-ammattikorkeakoulu Oy (Finland), the Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (AUTh), Faculty of Medicine, in the area of Digital transformation in Healthcare, offering skills and advanced knowledge to all students in "ManagiDiTH". The PSP has a duration of 3 semesters, (90 ECTS in total). The programme is delivered and assessed in English, through a combination of theoretical lectures and practical assignments and a final dissertation undertaken in the 3th semester, based on a research project. All modules spread across the 2 semesters are delivered remotely. The number of admissions per year is set at an ambitious maximum of 240 postgraduate students. In the first year of operation the master's program had a total of 178 students identifying the considerable momentum and appeal of this program. Candidates evaluation and selection criteria is determined by the MoU in place across the 3 Institutions and are described in https://managidith.eu. Satisfactory proficiency in English, except for students from countries where English is the mother tongue, is a prerequisite as this online program is offered only in English. The available positions are filled after assessing the relevance of the students' academic background, their professional work experience in related fields, experience in involvement in digital health and innovation in relevant fields including industry. Additionally, the roles of Academic Advisor and academic supervisor are established within the PSP to guide students throughout their studies.

Information on 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 online. The students have the option to choose the university where they will conduct their dissertation. Each master's thesis is being examined by the appropriate committee 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.

II. Analysis

This PSP provides a very important for related disciplines associated with the digital transformation in healthcare, combining a wide range of skills around innovation, data science, economic models and new technologies implementation, applied to the field of digital transformation. The knowledge provided by this PSP is innovative and seems to cover a broad field of graduate student aspirations as well as future employer 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 future leaders in digital transformation in healthcare.

The EEAP supports the view that the MSc is ideal for those who choose to pursue a career in the digital innovation sector in healthcare.

The programme responds to the increased demands for specialists in Europe and globally to promote digital health, but also in particular to ensure scientists with appropriate skills are employed in this sector.

The PSP effectively adopts a student-centred approach, evident in its flexible learning paths and diverse modes of delivery and assessment. Flexible attendance outside traditional live streams will support students with demanding schedules or other adversities, ensuring inclusivity and accessibility. The programme coordinators and faculty encourage active participation in conferences and presentations, as well as international mobility through the key stakeholders of the PSP. Overall, the EEAP is enthusiastic that the PSP will fully meet and exceed the expectations of students and stakeholders. Graduates are expected to be highly capable and competitive, equipped with skills in digital healthcare. The latter offers a unique advantage and selling point, especially taking into consideration its mode of delivery in English, which allows it to reach a global audience. The EEAP were impressed with the extensive use of modern approaches for distant learning to meet the mode of delivery of the PSP.

III. Conclusions

The PSP "ManagiDiTH" is well organized and designed, and is needed to generate a positive impact on digital transformation. The panel considers that the PSP "ManagiDiTH" is generally acceptable, and fulfills the criteria of Principle 3, and also recommends a more flexible approach allowing possible extension of the thesis to pursue more ambitious projects.

The possibility of Erasmus+ mobility and strong participation in international consortia would prove to be a major asset to the Programme to enhance its international visibility and global standing.

The panel strongly encourages the development of effective pathways to promote student engagement and participation in research methodology skills and enhance awareness regarding new and emerging topics (and global challenges) in the field.

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 suggests harnessing the possibilities offered by international programmes and potentially allocate funds to cover the costs of participation in international conferences.

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 "Managing Digital Transformation in the Health Sector" PSP combines the excellence and expertise of three leading European institutions: Iscte - Instituto Universitário de Lisboa (Portugal), the Laurea-ammattikorkeakoulu Oy (Finland), the Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης (AUTh), Faculty of Medicine, in the area of Digital transformation in Healthcare, offering training and skills and advanced knowledge. The AUTh PSP staff is composed of dedicated academics with teaching and research capabilities and consists of 9 members of staff primarily from the Dept Medical Physics and Informatics. In total 28 academic staff across the 3 institutions have teaching responsibilities and will deliver the curriculum A list of the PSP staff and their department of origin is provided as well as information (document A17) concerning teaching staff accomplishments and performances (publications, citations, h-index, etc.). This document was available to the EEC for evaluation but it is not yet 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 and various relevant consortium meetings focusing on teaching quality (such as train the trainer) are advertised on the PSP website (https://managidith.eu/train-the-trainers-workshop-and-consortium-meeting-in-portugal-2024/) demonstrating emphasis on teaching quality.

The school of 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. Many of the staff members are international leaders with established research qualities, and they are experienced in delivering academic courses. Some research outputs and activities such as attraction of external funding by the PSP staff are not fully 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 and will encourage participation of all students. The PSP curriculum committee should potentially monitor a sample of online lectures to provide additional feedback to individual teaching faculty. Overall, the staff's research productivity and teaching experience can be described as satisfactory to exceptional for all 3 institutions as well as AUTh. The teaching load is acceptable, and relevant to the faculty skills and track record. The PSP staff have opportunities for further training by means of the Erasmus+ exchange program or other similar mobility platforms. The AUTh 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 and some are international leaders. 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 digital transformation and data science to enable students to contribute in the integration of digital technologies and innovations in healthcare. There is a program curriculum evaluation committee formed by 2 members of each of the three participating institutions. Similar to other multidiscipline international programs It is expected that the teaching faculty will meet regularly online and occasionally face to face to discuss the program and receive expert consultation for new teaching methodologies that could 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 an emerging area and urgent needs in Digital Transformation in the Health Sector. Overall, the teaching staff composition and quality is excellent. Its main strengths include attracting external funding from the EU, multidisciplinary team of experts across 3 institutions and the outward appearance that has resulted in the involvement of excellent educators.

One of the strengths of this PSP is its focus in skills and job opportunities especially in the Greek healthcare sector, and in parallel direct PSP students towards further academic, research oriented studies (PhDs).

We strongly encourage all AUTh PSP faculty members to promote 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	***X***
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- *Given the high number of students the AUTh PSP is attracting, staff should formally meet at least once per year to discuss progress, problems, and reorganization of the PSP component 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 three 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).*

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 postgraduate program Managing Digital Transformation in the Health Sector (ManagiDiTH) is offered entirely online, utilizing both synchronous and asynchronous learning methods. To support the program, the Laboratory of Medical Physics and Digital Innovation has developed the dedicated website https://managidith.eu/, where students can access detailed information about the curriculum, teaching staff, announcements, and events.

Additionally, a specialized e-learning platform (https://elearning.digihealthedu.eu) has been created exclusively for ManagiDiTH. This platform serves the creation and hosting of a virtual classroom for course delivery and provides supporting materials for nearly all courses. Additionally, real-time interaction among participants, and remote lectures will be supported by platforms including Zoom, Microsoft Teams, Google Meet, and BigBlueButton

(https://it.auth.gr/services/academicsupport/). Technical support will be provided to the teaching staff for creating multimedia content (podcasts and videocasts) synchronized with their presentations in courses, utilizing the educational material production infrastructure of Aristotle University of Thessaloniki (https://it.auth.gr/service/studio/). This includes support for live streaming, course recordings, and on-demand streaming (https://it.auth.gr/service/streaming/).

An electronic secretariat service (https://sis.auth.gr/) is available to support students and manage applicant processes efficiently. Students enrolled in the ManagiDiTH program will also have access to the resources of the Department of Medicine at the Aristotle University of Thessaloniki, including the departmental website (https://med.auth.gr), its corresponding e-learning module (https://elearning.auth.gr), and the library and all additional students' services. Furthermore, the social media channels of both the ManagiDiTH program and the Department of Medicine are expected to help communication and engagement between the department and its students.

Students of the ManagiDiTH program benefit from access to the full range of services provided by the Aristotle University of Thessaloniki to its students. These include:

The Institutional Repository of Scientific Papers (https://ikee.lib.auth.gr), where students can explore research outputs by the university's teaching and research staff.

The myAuth mobile application (https://it.auth.gr/el/myAuth), offering convenient access to current courses, grades, schedules, classrooms, and course announcements.

The Department of European Educational Programs (https://eurep.auth.gr), which handles matters related to the Erasmus Program.

The Student Advocate, for assistance with issues outside the scope of grades and exams.

The Ethics Committee, for guidance on matters related to publications, thesis writing, copyright, and similar topics.

The Research Ethics Committee, addressing concerns related to research projects.

The Gender Equality Committee, providing support and advice on discrimination-related issues.

The Data Protection Officer, who assists with questions about personal data protection.

The Office of Academic and Career Liaison, the Office of Student Support for Students from Vulnerable Social Groups, the Counselling and Psychological Support Centre, and the University Gym and University Camp.

The Department of Medicine's Secretariat provides administrative and secretarial support for the Program and Project Management Board. This includes processing applications, supporting exams, managing student requests, maintaining records, handling teaching staff matters, and coordinating with the secretariats of other departments. It also supports financial management and oversees all administrative and educational issues from student registration to graduation and beyond. To meet the program's needs, temporary staff may be hired through ELKE AUTH, with contracts lasting no more than one academic year. Additionally, staff of the School of Medicine may receive extra compensation from the ManagiDiTH MSc resources, determined annually by the Project Management Board based on the work provided.

The income of the postgraduate program ManagiDiTH from tuition fees is budgeted at zero (EUR 0.00) as the course is fully funded for the 2024-2025 and 2025-2026 academic years through a co-funded project, under Grant Agreement contract number 101083896 and there is no tuition utilization plan.

II. Analysis

The postgraduate program ManagiDiTH is delivered entirely online through synchronous lessons and asynchronous lectures. This format is particularly beneficial for students who are working while studying, as well as for those residing in various countries across the European Union, where differing time zones could pose a challenge. However, a potential concern with the asynchronous approach is that students may not engage with the lessons as consistently or diligently as required.

The eLearning module for the ManagiDiTH postgraduate program was developed by the same team responsible for creating the eLearning platform for the entire Aristotle University of Thessaloniki. This guarantees its reliability and optimal performance, even for a large number of students (up to 240) expected to use it.

The availability of comprehensive Administrative and Student Support Services online (e.g., electronic secretariat service, the Institutional Repository of Scientific Papers, etc.) plays a crucial role in supporting the needs of the ManagiDiTH postgraduate program, which is conducted entirely online. These services ensure that students can easily access assistance with academic, technical, and administrative matters, regardless of their location. However, this system poses a risk of fostering impersonal communication, making it challenging to address student questions or complaints effectively.

III. Conclusions

The ManagiDiTH postgraduate program is delivered fully online with synchronous sessions (recordings are made available afterwards) and asynchronous activities, making it ideal for professionals across the EU, though it demands discipline to stay engaged. Developed by Aristotle University's eLearning team, the platform ensures reliability and high performance. The program employs best practices for online graduate education, offering robust infrastructure, administrative efficiency, and comprehensive student support services within a sustainable economic framework. However, the system has a tendency to promote impersonal communication, which would impede the effective resolution of student concerns. These features establish ManagiDiTH as a leading, innovative initiative in digital health education.

Panel Judgement

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

Panel Recommendations

To expand the feasibility study beyond the current funding window and to consider the impact of the withdrawal of one of the collaborative partners leaving should further funding cannot be secured.

To promote active student participation in asynchronous courses, incorporating recorded interactive presentations that require viewer engagement for completion is highly recommended.

To develop a plan that promotes direct and personalized communication with students, allowing the program management team to resolve student issues more effectively.

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

As this is a joint PSP, the task of internal auditing is a rather tedious one as it will have to take into account the processes and regulations of more than one educational institute. MODIP of the ATHU has done a solid job going through the initial review and evaluation of this PSP with their findings recorded in both principle 6 of the A1 document as well as A3 where the initial evaluation of the PSP exists.

Within these documents, MODIP seems to have a grasp of the processes to be followed: within A1 there is mention of students' feedback and how this is going to be used to steer the future of this PSP, as well as metrics for the research, teaching, involvement of external stakeholders, etc.

II. Analysis

There seems to be a sufficient description and planning of the processes to be used for steering / reevaluating this PSP. The same cannot be said regarding MODIP's duties towards this new PSP.

MODIP's job is not only to list the possible advantages, timeliness and compatibilities of the suggested PSP but, more crucially, to actively look for flaws at this stage; something that will save considerable time and effort in the future.

During Principle 6 (and in A3) MODIP seems to be performing a very light touch on the PSP, concentrating on "why this would work". MODIP's duties are above and beyond this PSP. MODIP is supposed to look for possible flaws, weaknesses and dangers regarding the PSP and, as this is a joined PSP with no less than three Universities across Europe and as such, there are plenty of dangers to be considered ranging from responsibility of the students studying in different institutes to the financially viability of the PSP when the EU funding runs out and from the participation of the students in this "pre-recorded" mode, to the lack of labs to support students' learning.

The "corrective actions" described in part Γ in A3 seem very generic and possibly applicable to any PSP, anywhere in the world.

A sincere SWOT analysis might give a good idea of what is to be expected / feared and can prepare for possible future failures. The committee cannot see any of this included in the report. Instead, there seems to be a generic list of the processes to be followed and how these will feed into the internal evaluation process.

III. Conclusions

MODIP has done a good job on the initial review of the programme, as far as the processes are concerned. However, it lacks the vigilant criticism that should be accompanying such a "high risk", complicated PSP that would inherently have a number of weaknesses and threats accompanying it.

Panel Judgement

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

Panel Recommendations

- Construct a SWOT analysis of the upcoming PSP with emphasis on the threats and weaknesses.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP has been designed and developed by three well organised institutions that offer a good range of complementary expertise and are strongly focused on internationalisation.

The PSP appears to address the needs of modern needs of medical care at international level. This can place AUTh and the medical school in a strong position as a centre of excellence in the relevant educational field for the Balkans and the Southeast Mediterranean region.

In the Greek partner the program is led by an international expert in the field that can offer access to cutting edge research projects.

II. Areas of Weakness

The structure and running of the programme assumes that all three partners remain committed to it. This raises a potential concern for the period beyond 2026 when the current programme funding ends.

III. Recommendations for Follow-up Actions

To explore the sustainability of the programme beyond the current funding period. AUTh being the host of the Virtual Learning Environment and therefore providing the technical infrastructure, should explore whether they could continue running the programme with less partners or involving new collaborative partners should the need arise in the future.

To review the means by which students communicate with the programme management team and the risk of this becoming too impersonal in addressing student difficulties and complaints and thus affecting student experience.

To promote active student participation in asynchronous courses, incorporating recorded interactive presentations that require viewer engagement for completion.

Given the high number of students the AUTh PSP is attracting, staff should formally meet at least once per year to discuss progress, problems, and reorganization of the PSP component 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.

To harness the possibilities offered by international programmes and potentially allocate funds to cover the costs for students to participate in international conferences.

Following the end of the current funded phase of the ManagiDiTH programme in 2026, consider whether a reduction in the number of students with similar expertise in the field, will benefit student experience, by enabling teaching staff to provide more personalized attention and support.

Following the first two runs of the programme consider the results of module and programme evaluation to explore the inclusion of modules that are more focused research training.

To explore the introduction of internships for students with the stakeholders and social partner organisations.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1,3,4,5**

The Principles where substantial compliance has been achieved are: **2,6**

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. ***Dr Elias Pimenidis***
   University of the West of England, Bristol, UK

2. ***Dr Konstantinos Banitsas***
   Brunel University London, London, UK

3. ***Prof Dimitris Grammatopoulos***
   University of Warwick Medical School, Coventry, UK

4. ***Prof Agapios Sachinidis***
   Universität zu Köln, Köln, Germany

5. ***Ms. Spyridoula Mpournaka***
   University of Patras, Patras, Greece