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# Accreditation Report
# for the Foreign Language Programme of:

Bachelor in Dental Science

Institution: Aristotle University of Thessaloniki

Date: June 2026

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

Report of the Panel appointed by the HAHE to undertake the review of the Foreign Language Programme of **Bachelor in Dental Science** 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 Foreign Language Programme of Bachelor in Dental Science of the Aristotle University of Thessaloniki comprised the following four (4) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. VISVIKIS DIMITRIS (Chair)
   National Institute of Health and Medical Research

2. SACHINIDIS AGAPIOS
   Institut für Neurophysiologie, Zentrum Physiologie, Medizinische Fakultät, Universität zu Köln

3. VENIZELOS NIKOLAOS
   School of Medical Sciences Örebro University SWEDEN

4. Veves Aristidis
   Harvard Medical School

## II. Review Procedure and Documentation

Following the requirements of Quality Assurance in Higher Education (laws 4009/2011 and 4653/2020), the Hellenic Authority for Higher Education (HAHE), upon individual invitation and after official acceptance, established an independent External Evaluation and Accreditation Committee (EEAP), with the mission of assessing the compliance of the of the Foreign Language Programme (FLP) of Bachelor in Dental Science (BDS) of the Department of Medical Dentistry, Aristotle University of Thessaloniki which was scheduled on the 15/06/2026. The established EEAP consists of four experts, all from Universities and Institutes abroad.
The EEAP received and considered the following supporting documents through the HAHE Panel-Accreditations online information platform (in the order they had been deposited):
α. Απόφαση Συγκλήτου.pdf
β. Εσωτ. Κανον. Λειτ.pdf
γ. Επ.δομή, οργ. διαθ. ΜΥΑΦ.pdf
δ. Καν. λειτ.παραπ.pdf
ε. Καν. σπουδών.pdf
στ.Καν. λειτ.θεσμού ακ.συμβούλου (GR-ENG)_new.pdf
ζ. Σύμβ.ασφ. κάλυψ.pdf
η.Ειδ. Πρωτ. Μνημ. συν._new.pdf
θ. Πολιτική Ποιότητας.pdf
ι. Στρατηγική Ιδρύματος.pdf
ια. Στρατηγική Ακαδ.Μον.pdf
ιγ. Μελέτη Σκοπιμότητας.pdf
ιδ. Οδηγός Σπουδών ΞΠΠΣ.pdf
ιστ. Διδακτικό προσωπικό.pdf
ιζ. Διοικητικό Προσωπικό.pdf
ιη. Ενημερωτικό υλικό.pdf
ιθ. Έντυπα ερωτηματ.pdf
κ. Έντυπο παραρτ. διπλώμ.pdf
κα. Αναφορά ΟΠΕΣΠ_new.pdf
κβ. Πρακτικό ΜΟΔΙΠ.pdf
κγ.Λοιπό υλικό τεκμηρίωσης_new.pdf
κδ. Πρόταση Ακ. Πιστοποίησης.pdf
ιβ-Στοχοθεσία Ποιότητας.pdf
ιε. Περιγράμματα Μαθημάτων_new.pdf

The assessment/accreditation process was carried out in person in Thessaloniki for 3 out of the 4 members of the EEAP. The fourth member (Aristidis Veves) was connected using the Zoom platform. The Zoom platform was also used before the meeting at the consultation stage amongst the members of the EEAP. Following the in-person meeting of the 15/06 staff members from the University provide us with additional information (including a copy of the presentation made by the director of the program and the head of the school). The scheduled agenda of the certification review was as follows (all times indicated are Thessaloniki time): 10:00-10:15 Meeting with the Rector and the Vice-Rector/ President of MODIP, Head of School of Dentistry, EEAP, Rector, Vice-Rector, Head of the School with Prof. Kyriakos Anastasiadis, Rector, Prof. Nikolaos Maghioros, Head of MODIP, Vice Rector of Academic Affairs and Development, Prof. Kosmas Tolidis, Head of School of Dentistry

10:15-11:15 Meeting with the Rector and the Vice-Rector/ President of MODIP, Head of School of Dentistry, EEAP, Rector, Vice-Rector, Head of the School: Prof. Kyriakos Anastasiadis, Rector; Prof. Nikolaos Maghioros, Head of MODIP, Vice Rector of Academic Affairs and Development; Prof. Kosmas Tolidis, Head of School of Dentistry
11:30-12:15 Meeting with the teaching staff with EEAP: Prof. Nikolaos Dambarakis, School of Dentistry; Prof. Eleana Kontonasaki, School of Dentistry; Prof. Elisavet Koulaouzidou, School of Dentistry; Assoc. Prof. Aristidis Archakis, School of Dentistry; Assoc. Prof. Petros Mourouzis, School of Dentistry; Assoc. Prof. Olga Naka, School of Dentistry; Assoc. Prof. Anna Theocharidou, School of Dentistry; Assist. Prof. Leonidas Batas, School of Dentistry; Assist.
Prof. Konstantinos Ioannidis, School of Dentistry; Assist. Prof. Konstantinos Kodonas, School of Dentistry
12:30-13:15 Meeting with administrative staff: Mr Elias Dorkas, Head of the Secretary; Mrs Olga Bika, Administrative Staff; Mrs Giouli Stavrianou, Administrative Staff; Ms Liana Michailidou, International Studies Office, AUTh
13:30-14:30 Tour of the Institution/FLP facilities (classrooms, lecture halls, libraries, laboratories, etc): Mr Elias Dorkas, Head of the Secretary; Assist. Prof. Konstantinos Kodonas, Teaching Staff; Assoc. Prof. Petros Mourouzis, Teaching Staff; Assoc. Prof. Anna Theocharidou, Teaching Staff
15:30-16:15 Meeting with stakeholders, employers/social partners: Mrs M. Dermentzopoulou, Deputy Regional Governor FOR Public Health; Mrs P. Saraki, Scientific and Professional relationships for oral care for Procter and Gable; Mr D. Niarchos, Scientific affairs and educational management from Colgate-Palmolive; Mrs Annemarleen Boers-Mout, Director Trabajar en Hollanda; Mr Jen Stewart, Talent and Development Coordinator, Advanced Dentistry and Clinical Skills Center
16:15-16:45 Debrief meeting between the EEAP members only
16:45-17:15 Closure meeting with EEAP, Rector, Vice-Rector, Head of the School, Director of the FLP, OMEA (2 members) & MODIP members: Prof. Kyriakos Anastasiadis, Rector; Prof.
Nikolaos Maghioros, Head of MODIP, Vice Rector of Academic Affairs and Development; Prof. Kosmas Tolidis, Head of School of Dentistry; Prof. Athanasios Poulopoulos, Director of the FLP; Prof. Danai Apatzidou, OMEA Coordinator; Prof. Antonis Goulas, School of Medicine, QAC Member; Mrs Alexandra Tzaneraki, MODIP Committee Secretary

## III. Foreign Language Programme Profile

The Dental School is part of the Department of Medical Sciences at Aristotle University of Thessaloniki (AUTH) and is situated on the University's central campus in Thessaloniki. Established in 1959, the School offers a comprehensive undergraduate program designed to provide high-quality education across all areas of Dentistry. The curriculum encompasses a broad spectrum of subjects in Biology, Medicine, and Dentistry, including their respective sub-disciplines, with the objective of equipping students with a solid theoretical foundation alongside extensive clinical training in all fields of dental practice.

The undergraduate program comprises 300 ECTS credits over five years (10 semesters, 30 ECTS per semester) and leads to the award of a Diploma in Dentistry, in accordance with European Union regulations. During the first four semesters, students undertake foundational courses in

Dentistry and Medicine, many of which are shared with the Faculty of Medicine. The remaining six semesters focus on specialized dental education, allowing students to pursue the full range of clinical orientations offered by the School. Throughout their studies, students also participate in clinical and basic research activities.

The School admits approximately 110 new students each year, the vast majority of whom enter with outstanding academic qualifications, typically achieving more than 18,000 points in the national entrance examination. On average, students complete the program in 5.5 years and graduate with an average diploma grade exceeding 7.00 on a 10-point scale. During the 2020–2021 academic year, approximately 800 undergraduate students were actively enrolled, while 84 students were pursuing doctoral studies. In 2020, 111 students were admitted to the first year of the undergraduate program. It is noteworthy that the School requested an annual intake of 30 students for both 2019 and 2020, compared with 72 students for the academic years 2015–2016.

The School's academic staff consists of 46 faculty members, supported by five technical laboratory staff members (ETEP) and six administrative and support personnel. The current faculty profile reflects a highly experienced academic workforce. In addition to their teaching and clinical responsibilities, faculty members are actively engaged in research and in providing outreach services to society. The School also collaborates with the Hellenic Dental Council in delivering Continuing Education programs. Furthermore, its educational and clinical activities are supported by affiliated dental and medical centers located at Papanikolaou Hospital, 424 General Military Hospital, Agios Dimitrios General Hospital, and AHEPA Hospital.

The Aristotle University of Thessaloniki (AUTH) has adopted a Strategic Plan for the period 2024–2028 that places internationalisation and outward orientation among the University's principal strategic priorities. Within this framework, the development and delivery of FLPs constitute a key strategic objective aimed at attracting international students, strengthening the University's international academic profile, and enhancing the competitiveness and quality of its educational provision.

The BDS is a full-time, English-taught undergraduate programme designed for international students. It extends over ten semesters, comprises 300 ECTS credits, and combines a rigorous academic curriculum with extensive preclinical and clinical training delivered within the University's teaching facilities and affiliated clinical centres. The programme also promotes the development of research competence and critical thinking through students' participation in laboratory and clinical research activities.

The programme aims to provide a dynamic academic and clinical learning environment that prepares students to become competent, evidence-based dental practitioners. Its educational philosophy emphasises student-centred learning through small-group teaching, simulation-based education, and closely supervised clinical practice, while fostering innovation, intellectual

curiosity, independent learning, and professional autonomy. Upon successful completion of the programme, graduates are equipped to deliver high-quality dental care in accordance with contemporary, internationally recognised standards of professional practice. The FLP will be supported by over 90% of the school's academic workforce and three dedicated administrative staff. The recruitment of additional members of staff is planned from the 3rd year of the FLP. Collectively, the academic and technical staff provide expertise across the full range of core dental disciplines, integrating extensive clinical experience with active research engagement to support high-quality teaching, clinical education, and scientific development.

# PART B: COMPLIANCE WITH THE PRINCIPLES

## Principle 1: Strategic Planning

### INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).

*By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.*

***Relevant documentation***

- *Institutional Strategy*
- *Academic unit Strategy, including a plan for effective revenue utilization*

**Foreign Language Programme Compliance**

**I. Findings**

The Aristotle University of Thessaloniki (AUTH) strategy includes the development and academic accreditation of foreign-language programmes, the adoption of student-centred teaching approaches, the integration of digital technologies, and the implementation of systematic quality assurance processes. The University also promotes the continuous improvement of educational services and seeks to strengthen the relevance of its programmes to labour market needs, societal demands, and innovation through ongoing monitoring and evaluation.

The Bachelor in Dental Science (BDS) programme has been developed in full alignment with the University's strategic priorities and the HAHE accreditation standards for Foreign Language Programmes. The School of Dentistry has adapted its strategic planning to address the specific requirements associated with the establishment and operation of the programme, including infrastructure, student support services, human resources, administrative procedures, financial planning, and management systems.

The strategic framework incorporates clearly defined objectives, implementation timelines, performance indicators, and monitoring mechanisms to ensure the programme's sustainability and effective implementation. A structured SWOT analysis has been undertaken to identify the expected benefits, potential weaknesses, opportunities, and risks associated with the programme, together with appropriate mitigation measures.

The Programme contributes to the strategic objectives of both the School and the University by enhancing international visibility, attracting students from abroad, promoting international academic collaborations, and strengthening the international dimension of the School's educational and research activities. Strategic planning also encompasses curriculum design,

sequencing of courses, preclinical and clinical education, student-centred learning, digital learning technologies, and quality assurance procedures.

The School has made provision for the educational, laboratory, clinical, digital, administrative, and student support resources required for the delivery of the programme. Furthermore, a financial management plan has been established to ensure the programme's long-term sustainability through the transparent allocation and reinvestment of programme revenues in educational quality, infrastructure, human resources, and student support services.

## II. Analysis

The evidence demonstrates that the establishment of the Bachelor in Dental Science programme is supported by a coherent institutional strategy that is fully integrated into the broader strategic objectives of Aristotle University of Thessaloniki. The programme is not presented as an isolated educational initiative but rather as an integral component of the University's internationalisation policy.

The strategic planning addresses all major dimensions required for the successful implementation of a Foreign Language Programme, including academic design, organisational structures, human resources, infrastructure, digital systems, financial sustainability, and quality assurance. The definition of measurable objectives, implementation timelines, performance indicators, and monitoring mechanisms provides a structured framework for effective governance and continuous improvement.

Particular strengths include the explicit consideration of sustainability through financial planning, the commitment to reinvesting programme revenues into educational enhancement, and the incorporation of SWOT analysis as part of the strategic planning process. This demonstrates a proactive approach to identifying opportunities and managing potential risks associated with the implementation of the programme.

The strategy also reflects the principles of student-centred learning by integrating modern teaching methodologies, digital technologies, and comprehensive support services for international students. These elements strengthen the programme's capacity to provide an educational environment consistent with international standards and responsive to the needs of a diverse student population.

Overall, the strategic planning appears comprehensive and appropriately aligned with both institutional priorities and the requirements of the HAHE accreditation framework for Foreign Language Programmes.

## III. Conclusions

The evidence indicates that Aristotle University of Thessaloniki and the School of Dentistry have established a well-defined and comprehensive strategy for the development and delivery of the Bachelor in Dental Science programme. The programme is firmly embedded within the University's strategic priorities for internationalisation and is supported by appropriate planning in terms of infrastructure, administrative organisation, digital systems, and quality assurance.

In terms of human resources the school of dentistry has not had any staff increases since its last

evaluation in 2020 and therefore one would consider that increasing the number of students by another 150-180 through the next five year recruitment cycle will clearly require a strategic planning in terms of recruitment. During the discussions it became clear that such a recruitment program is available from the 3rd year of the program since for the first couple of years a lot of the fundamental courses will be delivered by the staff of the school of medicine of the AUTH. In addition, the greek undergraduate bachelor program used to run with substantially more students in the past and as such it is expected that the increase of the students through the FLP will have a marginal impact. This is clear from a theoretical point of view but its implementation in terms of future recruitments needs to be clearly monitored concerning both teaching but also technical staff assisting the practical sessions. In terms of financial sustainability, the 18k€ per year for each of the students of the FLP will provide a substantial budget for the school that should be appropriately allocated between the salaries of the teaching staff, the infrastructure investment but also for the development of research infrastructure and support for teaching staff career development and student fellowships.

Finally, although the school of dentistry has a good number of research activities there is lack of a clear research identity. Given that the objective is to attract the best of undergraduate students from abroad it is essential to clearly define the school's research identity and reinforce it by actions supported by some of the FLP funding and a significant increase in the research output of the teaching staff.

The inclusion of clearly defined objectives, performance indicators, implementation timelines, and risk assessment mechanisms demonstrates a mature strategic planning process capable of supporting the programme's long-term development and sustainability. The financial planning and commitment to continuous reinvestment further strengthen the programme's prospects for maintaining and enhancing educational quality.

Overall, the EEAP concludes that the program is substantially compliant concering its strategic planning. The institutional strategy provides an appropriate and sustainable framework for the successful establishment, implementation, and continuous development of the Foreign Language Programme.

**Panel Judgement**

| **Principle 1: Strategic Planning** | |
|---|---|
| Fully compliant | |
| Substantially compliant | **X** |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

1.1 Ensure that the financial planning is appropriately executed and the required members of staff and practicals' infrastructure are re-enforced to ensure that the existing quality of both the Greek language bachelor and the new FLP remain within the current high standards

1.2 Define a research identity of the school of dentistry in order to attract high quality undergraduate students. Make sure that this identity is supported by concrete actions both in terms of staff activities but also incentives from school funding through the FLP budget.

## Principle 2: Quality Assurance Policy

**ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.**

*The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.*

***Relevant documentation***

- *Quality Policy*
- *Quality Targeting (utilizing S.M.A.R.T. methodology)*

### Foreign Language Programme Compliance

#### I. Findings

The English-taught bachelor's program at AUTH is a full-time, 10-semester, 300 ECTS degree designed for international students, aimed at cultivating highly competent dentists rooted in evidence-based practice. As discussed on Monday, 15 June, and supported by the provided documentation, the program places strong emphasis on clinical excellence, ethical integrity, and effective communication. It further enriches student learning through active research integration, collaboration with national and international institutions, and extensive hands-on experience in departmental laboratories and clinical settings. The curriculum fosters a student-cantered learning environment that promotes creativity, responsibility, and academic excellence through small-group teaching, simulation, and mentorship. Graduates should be prepared to meet international quality standards, equipped with the scientific, clinical, and ethical foundation to prevent, diagnose, and manage dental conditions effectively.

According to the supplied documents and the discussions on 15 June, the Department of Dentistry's Quality Assurance Policy for its English-taught undergraduate program aligns with the AUTH Quality Policy for continuous improvement. The Department implements the University's Internal Quality Assurance System (IQAS), applying documented procedures to evaluate program structure, learning outcomes, teaching quality, staff qualifications, student support, resource use, and alignment with national and European qualifications frameworks. Regular internal evaluations, student feedback, benchmarking, data analysis, and external accreditation processes drive ongoing improvement. Key quality objectives focus on attracting

top international students, enhancing academic performance, maintaining high teaching and clinical training standards, integrating innovative methods, strengthening research and staff quality, improving infrastructure, and expanding international collaboration and mobility. The Quality Policy and program information are publicly available in English on the program's website, ensuring transparency and accessibility for all stakeholders.

The EEAP had extensive discussions with the program representatives on 15 June 2026 about the importance of a Quality Assurance Policy for the University Legal Entity. The discussion centred around the need for the University to formulate and apply a Quality Assurance Policy that is part of its overall strategy. The programme representatives and the Higher Authority for Health Education (HAHE) submitted all necessary documents to the EEAP, ensuring a comprehensive evaluation of the programme.

## II. Analysis

The EEAP analysed the program following the criteria for a bachelor's degree (Dublin Descriptors, Level 6) as defined by the European Higher Education Area (EHEA). The EEAP analysed the program applying the Descriptors, Knowledge and Understanding, Application of Knowledge, Autonomy and Responsibility, Communication and Learning Skills.

Based on the institution's own statements and submitted documents, the Quality Assurance (QA) Policy of the Department of Dentistry appears well-structured, aligned with European standards, and committed to continuous improvement, transparency, and stakeholder engagement. The program aligns with the AUTH Quality Policy and implements the Internal IQAS, including documented procedures for evaluation, monitoring, and improvement. The policy encourages active participation of students, faculty, alumni, and external partners. The Quality Policy and program information are publicly available in English on the official website, supporting openness and accessibility. The program links learning outcomes to national and European qualifications frameworks and uses benchmarking against international indicators, supporting comparability and quality.

The program is substantially comparable to similar English-taught dental bachelor programs in Europe countries in academic rigor, clinical training intensity, use of English as the medium of instruction, and recruitment of international students in a multicultural environment. The program has opportunities to further strengthen its alignment with current trends in modern, research-oriented, and globally focused undergraduate education. Internationalization efforts are underway to establish collaborations with similar programs in Egypt and the United States. While the state-funded program currently includes a limited number of Erasmus+ exchanges, the English-taught program must greatly expand its Erasmus+ and other exchange opportunities to overcome current restrictions on student mobility and enhance global academic experiences.

Despite policy mentions of innovation and digital transformation, there is no structured integration of digital tools such as AI for e-learning platforms into teaching or assessment, weakening the program's ability to deliver technology-enhanced learning and prepare students for the digital future of dentistry. Furthermore, students have limited opportunities to develop autonomous and transferable learning skills, as assessment relies heavily on memorization and step-by-step clinical tasks, with little emphasis on independent research, critical thinking, or reflective practice. To strengthen quality, the QA system should proactively plan targeted

actions supported by resource allocation and monitoring to address a few gaps and fully align the program with European standards.

### III. Conclusions

The Quality Assurance Policy for its English-taught undergraduate program demonstrates strong alignment with European standards, demonstrating a strong commitment to continuous improvement and stakeholder engagement. While the program is substantially comparable to leading European dental bachelor programs in academic quality and international recruitment, it has clear opportunities to enhance its research, digital, and student development dimensions. With targeted strategic actions, the program can fully realize its potential as a modern, research-driven, and globally oriented undergraduate education.

**Panel Judgement**

| **Principle 2: Quality Assurance Policy** | |
|---|---|
| Fully compliant | |
| Substantially compliant | **X** |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

2.1 Introduce a mandatory research project or thesis to strengthen academic rigor and foster a research culture, aligning with European best practices.
2.2 Expand international mobility opportunities by increasing Erasmus+ partnerships and establishing new exchange agreements with leading dental schools across Europe.
2.3 Develop a structured digital learning framework integrating AI platforms and interactive tools into teaching and assessment (e.g., objective structured clinical examination (OSCE)) to support technology-enhanced learning.
2.4 Launch a "Learning research methodology Skills" module covering critical thinking, self-directed research, digital literacy, and reflective practice to build transferable competencies.
2.5 Implement a formal academic mentoring system using performance data to provide personalized guidance and support student development throughout their studies.
2.6 Launch a Career Development Office offering mentoring, internships, and networking. Build an active alumni network to guide students and strengthen professional connections.
2.7 Regularly compare outcomes (employment, satisfaction, research) with leading European programs to drive continuous improvement.

## Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes

**ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES, AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS, AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, the experience of external stakeholders from the labour market, the smooth progression of students throughout the stages of the Programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution.*

*The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).*

***Relevant documentation***

- *Institutional Senate decision for the establishment of the FLP (par. 2, 3, and 5 of article 82 of Law 4692/2020)*
- *FLP Guide (bilingual, in Greek and English)*
- *Course outlines*
- *Teaching staff (list of names with scientific specializations, employment relationship, and assignment of teaching in the FLP and other Programmes)*
- *Special protocols on cooperation or memoranda of agreement*
- *Feasibility study*
- *QAU records*

### Foreign Language Programme Compliance

#### I. Findings

The FLP Bachelor in Dental Science (BDS) was designed according the current laws of the Greek state and the regulations of AUTH that safeguard appropriate academic quality and collection of the program with society and market needs. The program was approved by the Senate of AUTH. The structure and organization of the program was developed in collaboration with the QAU and MODIP and is published in the bilingual FLP guide.

The main aim of the FLP is to provide high quality undergraduate training in Dental Science that will allow the graduates to satisfactory practice dentistry upon graduation. The structure of the FLP is mainly based on the structure of the same program that is provided in Greek language by AUTH. The Greek program started more than 70 years ago and is recognized both in Greece and abroad as a very successful program.

The program is fully compliant with the European Credit Transfer and Accumulation System (ECTS) requirements. More specifically, it includes 10 academic semesters of 30 ECTS each, resulting in a total of 300 ECTS. Teaching consists of theoretical, laboratory and preclinical activities. The first four semesters are mainly organized by the AUTH Medical School while the remaining six semesters are exclusively conducted at the AUTH Dental School.

**II. Analysis**

The Dental School is currently dividing the students of the Greek program in three groups and is expected that the FLP will result in the development of an additional fourth group. A problem that was identified during the latest accreditation procedures for the Greek program of the Dental School was the reduction in the faculty due to the financial crisis, resulting in inadequate student/teaching staff ratio. The FLP teaching staff is mainly based on the existing faculty of the Medical and Dental Schools, something that is expected to further exacerbate this problem. As a result, this will increase the workload by at least 25%, not including the required effort to transition of teaching from the Greek language to the English language. In order to comply with this increased workload, plans have been made for hiring adjunct teaching faculty that will mainly focus on the teaching of the FLP students.

The feasibility of the program was based on the expedience gained not only from the AUTH Greek language Dental School program but also from the AUTH Medical School FLP that was established in 2021. Given the fact that the first four semesters are a combined program with the Medical School FLP, the gained experience is expected to contribute significantly in the smooth running of the program.

**III. Conclusions**

Overall, the design of the program is appropriate, resulting in appropriate feasibility.

**Panel Judgement**

| **Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes** | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

3.1 Given the already limited number of the faculty of the Dental School, there is an urgent need to hire tenured and adjunct teaching staff that will participate in the running of the FLP. The newly hired teaching staff should be highly trained and able to perform teaching in English language.

3.2 It is recommended that there is close collaboration with the leadership of the AUTH Medical School FLP in order to gain the appropriate experience in initiating and successfully running the program.

3.3 As the students will spent most of their time during the first years attending courses at the Medical School, there should be appropriate coordination with the Medical School teaching staff to ensure appropriate student supervision.

## Principle 4: Student-Centred Learning, Teaching and Assessment

**ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*In the implementation of student-centered learning and teaching, the academic unit:*

- *Respects and attends to the diversity of students and their needs, enabling 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*
- *Reinforces 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 students' complaints*

***Relevant documentation***

- *Questionnaires for assessment by the students*
- *Operating procedure for managing student complaints*
- *Operating procedure for the function of the academic advisor*
- *Report on teaching methods and student assessment*

### Foreign Language Programme Compliance

### I. Findings

The FLP is based on the student-centered learning and teaching principles. More specifically, in addition to theoretical teaching, emphasis is given on the development of appropriate practical skills that are necessary for the training of the students in dental science. Students are trained in real or simulated clinical cases and acquisition of professional experience that will allow them to transition from preclinical to clinical training.

Teaching material is distributed through the digital platform of the AUTH and emphasis is given on the critical acquisition of knowledge, autonomy in studying and the involvement of the student in all teaching activities. Furthermore, the teaching staff provides adequate guidance and support to students, especially through the interaction between academic advisors and students allocated to them.

Teaching methods include critical analysis of clinical or simulated cases, lab work, lectures, group training, review of clinical and research articles and brainstorming. The main teaching tools to achieve these aims include use of computer rooms, personal laptops, websites and

Internet sources, scientific literature and e-learning.

The main methods of student assessments are based on group or personal written assignments, assignments presentation, multiple-choice questions, questions on specific scientific issues, and final written exams. Furthermore, emphasis is given in evaluating the practical skills and the clinical abilities of the students. The practice of passive memorizing is actively discouraged.

In order to successfully support the student-centered education, emphasis is given on the role of the Academic Advisor, who can be in touch with students regularly and also when problems arise. Furthermore, regular meetings between teaching staff and students, especially at the beginning of each academic year, ensure that students are familiar with the function of the program and the supportive mechanisms that are available to them. Finally, there are appropriately established procedures that deal with student complaints, objections and appeals.

A major component of the student-centered education is the evaluation of the program curriculum and the teaching staff by the students. Students will be required to submit their evaluation upon completion of each course and is expected that the vast majority of them will participate. The evaluation will be based on standard principles that are followed by the AUTH MODIP. The evaluations will be analyzed by the teaching staff and the other relevant university bodies. The results of the evaluation will be discussed with the students at the beginning of each semester and this is expected to result in the identification of weak points in their correction.

**II. Analysis**

During the first two years, students will spend most of their teaching time attending courses at the AUTH Medical School that are common with the medical students. Given the fact that the Medical School is running a FLP program since 2021, this will give the opportunity to both students and the teaching staff of the Dental School to gain experience and manage possible problems that will be arise in this FLP.

Further to the above, it is expected that the same procedures regarding pedagogical methods, student assessments and procedures for student complaints will be applied in both FLP programs. This can be very helpful for a successful initiation of this program.

**III. Conclusions**

The proposed plan regarding student-centered learning, teaching and assessment is appropriate and contains all elements thar are required for the successful running of the FLP.

**Panel Judgement**

| **Principle 4: Student-Centred Learning, Teaching and Assessment** | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

4.1 Efforts should be made that the vast majority of the students, if not all of them, participate in the evaluation. Procedures, such as not releasing the results of their exams until they submit their evaluation, should be considered.

4.2 Given the rather limited number of teaching staff at present, a large portion of the existing faculty should act as academic advisor ensuring that the number of allocated students in each advisor is not excessive.

4.3 Appropriate training should be provided to the existing and newly hired teaching staff to ensure that they can successfully perform as academic advisors.

4.4 There should be appropriate coordination between the Medical and Dental School teaching staffs to ensure that there is appropriate student supervision of the students during the first two years, when they will be mainly following the Medical School program.

## Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes

**ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).**

*The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:*

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

*Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. Graduation represents the culmination of the students΄ study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

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

***Relevant documentation***

- *Internal regulation for the operation of the FLP (Senate decision)*
- *Regulation of studies, internship, mobility, and student assignments*
- *Diploma Supplement*

### Foreign Language Programme Compliance

#### I. Findings

The function of the FLP is described in the internal regulation for its operation, which are published and publicly available. These regulations involve the admission criteria, the students' rights and obligations, the evaluation of their progress, the compliance with ECTS, evaluation process, graduation and their mobility. Specific emphasis is given on the academic practices and ECTS recognition that are compatible with the Treaty of Lisbon. Students receive the BDS degree upon completion of all academic requirements, mainly successful completion of all 300 ECTS requirements.

The maximum number of students per year is 34 and the minimum number, which can guarantee successful running of the program, 23. Candidates for the program cannot be Greek

citizens and should have completed, at minimum, the last two high school years abroad in institutions that allow them to be candidates for pre-graduate studies. The main admission criteria are the curriculum vita of the student, the motivational letter, academic performance and student interview. Indicators of the academic performance include indexes like SAT ≥ 1200, IB ≥ 35, ACT ≥ 2, A-level IIA or IB. The main academic fields for the academic performance of the students are biology, physics and chemistry.

The first week of the students is dedicated to the introduction of the students regarding the FLP function, including their obligations and rights, their evaluation and the administrative regulations. At the same time, there is the allocation of the academic advisor for each student.

The language of the program is English and the provided decree tile is Bachelor of Dental Surgery (B.D.S.). The progress of the student is assessed according to their performance in each curriculum course and can include oral or written exams, laboratory or practical tests, and the final exam, which may include the use of tablets and other ICT techniques. In case of failure in a certain course, the possibility of reevaluation is available to all students during the September evaluation.

Students can participate in research projects that are being run by the teaching staff. In addition, students can participate in the ERASMUS+ program and spent one semester in a European University of participates in this program. Appropriate information is provided at the AUTH website. The teaching staff of the program is responsible for this most running of these exchange programs and the support of the participating students.

In addition to the provided BDS degree graduates are also provided with a Diploma Supplement that contains all required information regarding their education. The role of the Diploma Supplement is to adequately describe the knowledge and experience the students gained in the recognition of their diploma for professional reasons. To this end, the FLP also employs the ECTS, which greatly speeds the required academic recognition procedures.

Fellowships and awards based on excellence are included in the program regulations but the provided information is limited.

## II. Analysis

However, there are some concerns regarding the clarity of the admission criteria and further work is required to improve them. More specifically, it is not clear what criteria will be applied for students who come from countries that do not base student assessments on the criteria listed above, such as SAT or AB. It is also not clear how comparisons will be made for students with different academic performance assessments.

It is not clear if student interview is a standard procedure for all candidates.

There is lack of adequate information regarding fellowships and awards on excellence.

## III. Conclusions

Overall, the employed Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications procedures are appropriate.

**Panel Judgement**

| **Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes** | |
|---|---|
| Fully compliant | |
| Substantially compliant | **X** |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

5.1 The admission criteria should be described in more detail. During the discussion between the EEAP and the FLP leadership, it was realized that a considerable number of European and other countries do not employee evaluation tests or titles that are being mentioned as the principal indicators of academic performance. Therefore, more information should be provided regarding the procedures that will be followed for candidates from such countries.
5.2 Online or in person interview should be a standard procedure for all candidates regardless the number of applicants.
5.3 The significance of each of the admission criteria and their contribution to the final decision of admitting or not the candidate should be appropriately specified.
5.4 More information should be provided regarding the criteria for awarding fellowships and award based on excellence. In addition, the level of the fellowship (full or partial scholarship) should be adequately described.
5.5 Procedures should be outlined for students who, due to not their fault, are unable to fulfil their financial obligations. This is even more important for students approaching the final years of their studies. Such conditions may include unprecedented geopolitical disasters, family tragedies etc.

## Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes

**ACADEMIC UNITS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.**

*The academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the law).*

*More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.*

***Relevant documentation***

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, obligations*
- *Staff support and development policy*
- *Performance of the teaching staff in research and teaching*

### Foreign Language Programme Compliance

#### I. Findings

The English-taught bachelor program is a 10-semester, 300 ECTS full-time course for international students. It combines rigorous academics with hands-on clinical training in university and partner clinics. Students develop research and critical thinking skills through lab and clinical research activities. The undergraduate dental program aims to foster a dynamic academic and clinical environment to optimally educate students to become up-to-date dental doctors. The main key features of the program are interactive learning through small groups, simulation, and supervised practice, while promoting innovation, curiosity, and autonomy. Graduates are prepared to deliver high-quality dental care using modern, internationally recognized standards.

The program boasts a highly qualified, diverse, and internationally aligned teaching team, comprising 46 permanent academic staff (□□□), along with 5 members Ε.ΔΙ.Π (Εργαστηριακό Διδακτικό Προσωπικό) and 4 members of ΕΤΕΠ (Ειδικό Τεχνικό Εργαστηριακό Προσωπικό), all covering the full spectrum of core dental disciplines with research and clinical expertise. The EEAP had extensive discussions with the program representatives, including the teaching staff,

on the 15th June 2026, about the importance of the teaching staff on the Quality Assurance Policy for the University Legal Entity. The discussion with the teaching staff members centred around the curriculum, internalization of the program, and strengths and weaknesses of the program in the long term. The evaluation of the programme was also based on all necessary documents submitted by the program representatives and HAHE to the EEAP ensuring a comprehensive evaluation of the programme., ensuring a comprehensive evaluation of the programme.

**II. Analysis**

The program's strong global orientation is reflected in the selection of staff with international experience, publication records, involvement in EU initiatives like Erasmus+ and EPICUR, and proven experience in English-taught programs. A robust evaluation system, managed through ΜΟΔΙΡ, ensures regular student feedback is collected, analysed, and used to inform teaching improvements and curriculum development. Furthermore, staff benefit from ongoing professional development opportunities via the Teaching and Learning Support Center (KEDIMA), Erasmus staff training, and international academic networks, supporting continuous growth and academic excellence.

The program demonstrates strong structural and procedural quality but has a few gaps in supporting student development beyond academic assessment. There is a limited focus on supporting student autonomy, with no formal mechanisms in place to guide self-directed learning or independent research. Critical learning skills such as critical thinking, research methodology, and digital literacy (including emerging tools like AI in dentistry) are not systematically developed through dedicated modules. Student feedback, while rigorously collected and used to improve teaching, is not shared with students to support their reflection or personal growth. Additionally, despite the availability of performance data, there is no formal mentoring or academic advising system to provide personalized guidance, leaving students without structured support for their academic and professional development. These weaknesses hinder the program's ability to fully cultivate the independent, lifelong learners expected at Level 6.

The program is fully substantially compliant with the Level 6 Dublin Descriptors, reflecting a strong foundation in knowledge delivery, practical application, and communication. The Teaching staff is rigorously selected based on academic excellence, research output, and proven teaching experience, ensuring high-quality instruction across all core dental disciplines. The integration of experienced clinicians, combined with structured clinical and laboratory training, effectively supports the application of knowledge. All staff demonstrate strong English proficiency and documented international experience, enabling effective communication in a global academic context. However, the program is only partially compliant in fostering autonomy and responsibility and learning skills, as there are no formal mechanisms in place to develop students' independent learning, self-directed research, or critical thinking.

**III. Conclusions**

The program has a strong, well-qualified, and internationally aligned teaching team, with transparent recruitment and robust evaluation systems. It is substantially compliant with Level 6 in knowledge, application, and communication. While the staff is highly qualified, the curriculum lacks structured initiatives such as research projects and reflective learning modules. Students' autonomy and independent learning should be strengthened by enhancing structured

support that promotes critical thinking and integration into the learning process.

**Panel Judgement**

| **Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes** | |
|---|---|
| Fully compliant | |
| Substantially compliant | **X** |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

6.1 Introduce a "Learning Skills" module (e.g., research basics, critical thinking, patient psychology, digital literacy) in the first couple of years to build foundational academic competencies.
6.2 Implement a student mentoring system using data from performance and feedback to guide personalized academic planning.
6.3 Develop a "Student Autonomy" framework with opportunities for independent projects, case studies, or research mini-projects.
6.4 Enhance internationalization by increasing staff exchange and joint teaching with partner universities to enrich pedagogical diversity. To enhance internationalization, track the percentage of staff hired from outside Greece, making its global reach even more visible and accountable.

## Principle 7: Learning Resources and Student Support of Foreign Language Programmes

**ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES, ETC.).**

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support, and counselling services. When allocating the available resources, the needs of all students -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), 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. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.*

***Relevant documentation***

- *Insurance contract for foreign students*
- *Level, structure, and organizational setup of the Foreign Students Support Unit (Senate Decision)*
- *Administrative support staff of FLP (positions, qualifications, and responsibilities)*
- *Information material for the students with reference to the services provided (in English)*

### Foreign Language Programme Compliance

#### I. Findings

The BDS programme benefits from the academic, administrative, and digital infrastructure of AUTH. Student administration is supported through the University's integrated Student Information System (SIS), which manages admissions and enrolment, course registration, academic records, grades, certificates, programme evaluation, and access to electronic learning services.

The Programme provides students with access to comprehensive learning resources and educational facilities. Teaching is delivered in one amphitheatre with a capacity of approximately 120 students and four presentation classrooms, each accommodating approximately 40 students. All teaching spaces are equipped with modern audiovisual systems, computer connectivity, whiteboards, and climate control. Additional facilities include a computer laboratory with 30 workstations, five educational laboratories, 46 academic office spaces, and a dedicated reading room with a capacity of approximately 30 students.

The School operates ten fully equipped teaching and research laboratories covering all major disciplines of Dentistry, namely Operative Dentistry, Endodontics, Prosthodontics, Preventive Dentistry, Periodontology and Implant Biology, Basic Dental Sciences, Orthodontics, Oral Surgery, Implant Surgery and Oral Radiology, Oral Medicine, Paediatric Dentistry, and Oral and Maxillofacial Surgery.

Students have access to the School's branch of the AUTH Central Library as well as the University's Central Library and Information Centre. Library services include printed and electronic collections, study areas, computer facilities, book lending, access to electronic databases, electronic course materials, and training in information retrieval and literature searching. The University's e-learning platform provides lecture notes, supplementary teaching material, and additional bibliography for all courses.

The University offers a broad range of student support services, including medical and hospital care, free internet access, student welfare benefits, and administrative assistance. Information on academic regulations, administrative procedures, accommodation, healthcare, residence permits, insurance, and student services is provided in English.

International students receive dedicated support through the Office for the Support of International Students, which offers personalised guidance throughout their studies to facilitate academic and social integration. In addition, all international students enrolled in the Programme are covered by a group insurance policy with INTERAMERICAN, providing life, accident, disability, and hospitalisation coverage.

The administrative support of the Programme is provided by existing administrative staff of the School of Dentistry and specialised central services of AUTH. Administrative personnel possess the necessary qualifications and experience and participate in continuing professional development activities. In addition, the administrative staff employed by the school of dentistry can count on the support and experience of the administrative staff of the medical school running the FLP in Medicine of the AUTH. Resource allocation and student support are monitored through the University's Internal Quality Assurance System.

## II. Analysis

The available evidence demonstrates that the BDS programme benefits from the well-established infrastructure and support services of the school of dentistry of the Aristotle University of Thessaloniki. The combination of modern teaching facilities, specialised dental laboratories, comprehensive library services, digital learning resources, and integrated information systems provides an appropriate learning environment for the delivery of a demanding five-year dental curriculum.

The Programme adopts a student-centred approach by ensuring that learning resources and administrative services are accessible to all categories of students, including international students, students with disabilities, and students with diverse educational and personal circumstances. The provision of information in English, together with the operation of the Office for the Support of International Students, contributes significantly to the effective integration and academic success of international students. In addition, Greek languange teaching modules are included in the early years of the program allowing the students to obtain sufficient language skills essential for their practical excercises of the cursus.

Administrative procedures are clearly organised and supported through digital platforms, promoting efficiency, transparency, and timely communication. The availability of qualified administrative and technical staff further enhances the quality of student services. The systematic monitoring of infrastructure and support services through the University's Internal Quality Assurance System provides assurance that learning resources remain adequate and responsive to the Programme's evolving needs.

### III. Conclusions

The Bachelor in Dental Science programme fully benefits from the comprehensive educational infrastructure, administrative services, and student support mechanisms available at AUTH. The Programme provides adequate teaching facilities, specialised laboratories, library and information resources, digital services, and welfare provisions that support high-quality learning and teaching.

The dedicated support structures for international students, the availability of information in English, and the provision of comprehensive insurance coverage further strengthen the Programme's capacity to serve a diverse student population. Overall, the available learning resources and student support services are appropriate, sufficient, and aligned with the requirements of a high-quality international undergraduate programme in Dentistry, contributing effectively to student learning, well-being, and academic success.

**Panel Judgement**

| **Principle 7: Learning Resources and Student Support of Foreign Language Programmes** | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

7.1 Ensure that a sufficient amount of the budget made available from the new FLP is also appropriately invested in ensuring the improvement of student learning resources, including keeping up the good quality of laboratory and research infrastructures.
7.2 Improve the social exchanges between the students attending the Greek language bachelor degree and those of the new FLP

## Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes

**ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.**

*Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).*

*The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.*

*During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).*

***Relevant documentation***

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) on the launching of FLP*
- *Operation of an information management system for the collection of administrative data for the implementation of the Programme (Students' Record)*

### Foreign Language Programme Compliance

#### I. Findings

The program relies on AUTH's integrated data systems such as the Electronic Secretariat, Quality Management System, ΟΡΕΣΡ and departmental platforms to collect and analyze data on students, staff, teaching, research, mobility, practical training, and quality assurance. The Student Information System (SIS) supports program management, student records, grading, course evaluations, and integration with online learning. Students and faculty access data via students.auth.gr and faculty.auth.gr for progress tracking, grading, and performance analytics. In collaboration with the Department and ΜΟΔΙΡ, the EUPP uses ΟΡΕΣΡ to monitor key indicators: enrolment, graduation rates, study duration, mobility, and training—enabling evidence-based quality improvement. Data is systematically collected on learning outcomes, course delivery, staff, student evaluations, research, alumni pathways, and institutional compliance.

All data is securely managed in physical and digital archives, with strict adherence to Law 4624/2019 for data protection. The system ensures transparency, supports continuous improvement, and aligns with ΕΘΑΑΕ standards, forming a robust, student-centered framework for quality assurance.

#### II. Analysis

The program demonstrates strong institutional capacity through its comprehensive and integrated use of data management systems, including the Electronic Secretariat, ΟΡΕΣΡ, and departmental platforms, which enable systematic collection and analysis of data across all

aspects of academic life. It is fully aligned with AUTH's Quality Policy and the ΕΘΑΑΕ's Internal Quality Assurance System. The program effectively monitors key performance indicators such as enrolment, graduation rates, student progress, mobility, and practical training, while maintaining transparency through publicly available information in English. Students benefit from accessible digital tools to track their academic journey, and faculty are supported with robust systems for grading, evaluation, and performance analytics. With strict compliance with data protection laws and alignment with European standards like the Dublin Descriptors and EQF, the program establishes a reliable, student-centered, and internationally recognized framework for quality assurance and academic excellence.

The program demonstrates strong alignment between course content, learning outcomes, and assessment through comprehensive data collection and monitoring systems. It effectively tracks academic performance, practical training, and student progress, ensuring that knowledge and its application are systematically evaluated. The program demonstrates strong performance in most areas. However, there is potential to further improve Autonomy and Responsibility, Communication Skills, and Learning Skills, as structured mechanisms to support the development of these competencies are currently limited. While data on student performance and feedback are collected, there is no systemic evidence of intentional support for independent learning, reflective practice, or the development of communication and transferable skills such as critical thinking or digital literacy. Furthermore, data is primarily used for institutional quality assurance rather than personalized student support or academic advising, and students are not informed about how their data contributes to their learning development. These few gaps highlight a need to move beyond administrative data use toward a more proactive, student-centered approach that fosters the full range of graduate attributes expected at Level 6.

### III. Conclusions

The EUPP's information policy is well-established and largely compliant with Level 6 Dublin Descriptors, particularly in knowledge, application, and data management. While the program benefits from a robust data infrastructure, there is still an opportunity to further strengthen the systematic development of students' autonomy, communication skills, and transferable learning abilities.

**Panel Judgement**

| **Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes** | |
|---|---|
| Fully compliant | |
| Substantially compliant | **X** |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

8.1 Introduce a digital Student Learning Portfolio System (e.g., via the SIS) where students can track their learning journey, reflect on achievements, and set personal goals supporting autonomy and responsibility.

8.2 Integrate structured communication tasks such as presentations, reports, and peer reviews into at least one course to build students' communication skills.

8.3 Launch a curriculum module on time management, critical thinking, research basics, and digital tools (e.g., AI in learning) to strengthen key learning skills.

8.4 Train advisors to use student data for personalized, proactive academic guidance, turning insights into real support.

8.5 Publish an annual English-language report explaining how student data is collected, used, and protected to boost transparency and trust.

8.6 Share student feedback with instructors and use it to improve teaching and course content, closing the loop between evaluation and improvement.

## Principle 9: Public Information concerning the Foreign Language Programmes

**ACADEMIC UNITS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE, AND READILY ACCESSIBLE.**

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.*

*Therefore, Institutions and their academic units must provide information about their activities, including the Foreign Language Programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning, and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

***Relevant documentation***

- *Dedicated segment on the official website of the Department for the promotion of the FLP*
- *Bilingual version of the website with complete, clear, and objective information*
- *Provision for website maintenance and updating*

### Foreign Language Programme Compliance

#### I. Findings

The School of Dentistry of the Aristotle University of Thessaloniki (AUTh) was founded in September 1959. In the same year, it admitted its first 52 students, thus having already accumulated half a century of educational experience. The Foreign Language Programme (FLP) Bachelor in Dental Science at the School of Dentistry is scheduled to commence in September 2026. Public information about the programme is primarily disseminated through its official website and complementary digital channels: https://dent.auth.gr/en/homepage-en/, https://dentistry.auth.gr/our-university/, https://dentistry.auth.gr/courses-curriculum/.

The information provided covers a wide range of topics, including courses, curricula, teaching staff, and general details relevant to stakeholders such as students, faculty, and the public.
The website is designed to be accessible and user-friendly, with content available in English to ensure inclusiveness for international users and individuals with disabilities. The School of Dentistry appears committed to regularly updating the website, with both ongoing content revisions and formal semi-annual reviews.

Additional communication channels include social media, the university's e-learning platform, and dissemination through academic and public engagement activities, such as conferences, publications, and media appearances. There is also a stated intention to monitor the website's performance and traffic.

#### II. Analysis

The Foreign Language Programme (FLP) Bachelor in Dental Science demonstrates a structured and multi-channel approach to public information dissemination, consistent with principles of transparency and accessibility.

The emphasis on English-language content and adherence to digital accessibility standards supports internationalisation and inclusiveness.

The intention to conduct regular updates and formal reviews indicates an awareness of and commitment to accuracy and timeliness. However, at this stage, the system remains largely descriptive rather than evidence-based. Since FLP has not yet been implemented, there are currently no measurable results regarding its efficiency, user engagement, or stakeholder satisfaction.

Although the intention to monitor website functionality exists, it remains unclear whether this will be systematically implemented or linked to quality improvement processes. Overall, the current framework is stable, but performance monitoring and the integration of feedback will be assessed during the next accreditation review, scheduled in 4–5 years.

### III. Conclusions

The Foreign Language Programme (FLP) Bachelor in Dental Science at the School of Dentistry of the Aristotle University of Thessaloniki demonstrates a well-structured and transparent approach to public information provision. The programme relies on an accessible, English-language website supported by multiple communication channels, ensuring inclusiveness and alignment with international standards. While the framework for information dissemination is comprehensive and forward-looking, it remains largely descriptive at this stage, as the programme has not yet been implemented. Consequently, there is limited evidence regarding effectiveness, user engagement, or stakeholder satisfaction. Although mechanisms for monitoring and reviewing information are planned, they are not yet fully operational or clearly linked to quality assurance processes.

**Panel Judgement**

| **Principle 9: Public Information concerning the Foreign Language Programmes** | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

9.1 The section in English should be in English in its entirety and the corresponding section should be in Greek
9.2 The programme should establish clear, evidence-based mechanisms to monitor the effectiveness and usability of public information.
9.3 It is recommended to systematically integrate stakeholder feedback into continuous quality improvement processes.
9.4 Measurable indicators and performance data should be developed and utilised once the programme becomes operational, in order to demonstrate impact and transparency.

## Principle 10: Periodic Internal Review of Foreign Language Programmes

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

*Regular monitoring, review, and revision of the FLP aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of: the content of the FLP in light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression, and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs, and satisfaction in relation to the FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP is adapted to ensure that it is up to date.*

***Relevant documentation***

- *Procedure for the re-evaluation, redefinition, and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the FLP, and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the FLP, and relevant decision-making processes (students, external stakeholders)*

### Foreign Language Programme Compliance

#### I. Findings

The institution has established a fully structured and formalized Internal Quality Assurance System (IQAS), aligned with both national and European standards (ESG 2015). Responsibility for implementation is clearly distributed among key bodies, including the Quality Assurance Unit (MODIP). The School of Dentistry has also appointed an Internal Evaluation Committee (OMEA) and a Curriculum Committee.

There is a systematic framework for annual internal evaluation and continuous monitoring of study programmes through a wide range of qualitative and quantitative indicators, such as student performance, mobility, feedback, research output, and employability-related data.

The process is supported by national information systems (e.g., OPESP), ensuring data-driven decision-making. Furthermore, internal evaluation results are expected to be documented annually, communicated to stakeholders, and linked to specific corrective and improvement actions within a continuous quality cycle (design–implementation–control–review).

## II. Analysis

The FLP Bachelor in Dental Science at the School of Dentistry of the Aristotle University of Thessaloniki demonstrates a high level of structural maturity and alignment with best practices in quality assurance.

The integration of multiple bodies with clearly defined roles ensures both oversight and operational effectiveness, while the use of measurable indicators enhances objectivity and transparency. The linkage between evaluation outcomes and concrete action plans reflects a functioning feedback loop, which is essential for continuous improvement. Additionally, stakeholder involvement and formal communication mechanisms strengthen accountability and inclusiveness.

However, while the framework is comprehensive and clearly describes processes and intentions, it provides limited concrete evidence of results, impact, or the effectiveness of implemented improvements. As the FLP-programme is scheduled to commence in September 2026, the effectiveness of the system in terms of consistent implementation and demonstrable results over time cannot yet be assessed.

## III. Conclusions

Overall, the institution and the School of Dentistry have developed a robust and well-articulated internal evaluation system that meets the core requirements of Principle 10. The presence of formal procedures clearly assigned responsibilities, systematic monitoring, and a structured improvement cycle indicates strong compliance with quality assurance standards. The integration of data-driven tools and stakeholder feedback further reinforces the system's credibility.

**Panel Judgement**

| **Principle 10: Periodic Internal Review of Foreign Language Programmes** | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

10.1 Develop clear evidence of the impact and effectiveness of improvement measures implemented (e.g. measurable results or changes over time).
10.2 Strengthen the systematic documentation and publication of results to enhance transparency and stakeholder engagement.
10.3 Ensure that continuous monitoring consistently leads to timely and fully implemented corrective actions on the program

## Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes

**FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required.*

*The accreditation of the quality of the FLP acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

*Both academic units and Institutions must consistently consider the conclusions and recommendations submitted by the committee of experts for the continuous improvement of the FLP.*

***Relevant documentation***

- *Utilization of the recommendations of the external evaluation of the academic unit and / or the Institution for the establishment and the continuous improvement of the operation of the FLP (reference to the action plan)*

### Foreign Language Programme Compliance

#### I. Findings

The School of Dentistry of the Aristotle University of Thessaloniki outlines the status and preparedness of the Foreign Language Program (FLP) concerning periodic external evaluation and accreditation. As a new program, it has not yet undergone the formal accreditation process by the National Authority for Higher Education (HAHE).

However, its design, development, and operation have been intentionally aligned with HAHE Quality Standards and the European Standards and Guidelines (ESG 2015) to facilitate a successful initial accreditation. The FLP's framework is embedded within the broader institutional context of the Aristotle University of Thessaloniki, whose constituent departments and Greek-language programs have already been evaluated and accredited.

The learnings from those previous evaluations have been incorporated into the new FLP's design, particularly regarding curriculum structure, learning outcomes, student-centered approaches, and Quality Assurance Procedures (QAP).

Furthermore, a comprehensive Certification File has been prepared, and the Quality Assurance Unit (QAU) is providing systematic support to ensure the completeness and clarity of the dossier throughout the upcoming evaluation. Finally, there is a clear commitment to utilizing the accreditation results to formulate a targeted improvement action plan, which will be integrated

into the Program's annual internal evaluation cycle.

### II. Analysis

The FLP-program demonstrates a proactive and well-structured approach to the mandatory external evaluation process. The fact that it has been developed from the outset with accreditation standards in mind shows a sophisticated understanding of the quality assurance landscape.

This is further reinforced by leveraging the institutional experience and feedback from previous accreditations of related programs, ensuring that the Program's design is not developed in a vacuum but is informed by proven practices and identified areas for improvement.

The preparation of the Certification File and the provision of dedicated administrative and technical support indicate robust internal organization and a clear understanding of the procedural requirements. The most significant aspect of the analysis is the program's forward-looking stance. Rather than viewing accreditation as a mere compliance hurdle, it is explicitly framed as a key mechanism for continuous improvement and international recognition.

The planned integration of accreditation recommendations into the annual evaluation cycle ensures that the external review will have a tangible and lasting impact on the program's evolution, thereby fostering a culture of ongoing quality enhancement.

### III. Conclusions

The Foreign Language Programme (FLP) Bachelor in Dental Science is demonstrably prepared for the External Evaluation and Accreditation Process (EEAP). Its design has been proactively shaped by quality assurance principles, and the necessary institutional framework and documentation are in place. The commitment to using the evaluation results as a catalyst for continuous improvement is a strong indicator of a mature quality culture. While the process itself has not yet taken place, the groundwork laid is comprehensive and strategic. Therefore, the program is judged to be Fully Compliant with the requirements of Principle 11, as it has established the necessary policies, procedures, and structures to ensure successful periodic external evaluation and accreditation.

**Panel Judgement**

| **Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes** | |
|---|---|
| Fully compliant | **X** |
| Substantially compliant | |
| Partially compliant | |
| Non-compliant | |

**Panel Recommendations**

11.1 Proceed with the formal submission of the Certification File to HAHE to initiate the external evaluation process as scheduled.
11.2 Ensure that the committees responsible for the targeted action plan are identified and prepared to operationalize the external committee's recommendations upon receipt of the final report.
11.3 Continue to monitor any updates to national or European accreditation frameworks to ensure the Program maintains its alignment with evolving standards.

# PART C: CONCLUSIONS

## I. Features of Good Practice

1. The faculty are rigorously selected based on academic and clinical excellence, teaching experience, and proven international engagement. Staff actively participate in EU initiatives (e.g., Erasmus+, EPICUR).
2. The program leverages integrated digital systems (Electronic Secretariat, ΟΡΕΣΡ, departmental platforms) to systematically collect, analyze, and report on key performance indicators such as enrolment, graduation rates, student progress, and mobility.
3. The program is fully aligned with the European Higher Education Area (EHEA) standards, including the Dublin Descriptors (Level 6), and implements a well-structured Internal Quality Assurance System (IQAS).
4. The program has a strong practical and clinical exposure component which is essential for its success.

## II. Areas of Weakness

1. The absence of a formal research project or thesis at Level 6 reduces opportunities for students to engage with academic inquiry.
2. Limited development of autonomy; No structured development of transferable skills, including digital literacy, critical thinking, or academic advising.
3. Data used mainly for institutional reporting, not for personalized feedback, academic advising, or fostering digital literacy and lifelong learning.
4. Currently the number of staff both for teaching and practical exercise activities is constant for the past few years. Although they may be initially sufficient given that the first couple of years a substantial part of the teaching will be given by staff of the medical school the initiation of recruitment will allow to have sufficient number of staff and academic advisors for the students of the FLP and maintain the high quality of the Greek undergraduate program.

## III. Recommendations for Follow-up Actions

1. Develop dedicated modules in the curriculum that promote critical thinking, independent research, patient psychology and reflective practices such as a capstone project, research seminar, or problem-based learning (PBL) component.
2. Launch a strategic initiative to incorporate digital learning technologies, including AI-powered e-learning platforms, virtual simulations, and OSCI assessments.
3. Implement faculty advising for goal setting, progress tracking, skill development, and career planning, with regular check-ins and personalized feedback.

4. Expand Erasmus+ and other exchanges with partners in Egypt, the USA, and Europe. Develop joint activities and virtual exchanges to boost global experience and student mobility.

5. Define a research identity of the school of dentistry in order to attract high quality undergraduate students. Make sure that this identity is supported by concrete actions both in terms of staff activities but also incentives from school funding through the FLP budget.

6. The admission criteria should be described in more detail. A considerable number of European and other countries do not use evaluation tests or titles that are being mentioned as the principal indicators of academic performance in the current admission criteria. Online or in person interview should be a standard procedure for all candidates regardless the number of applicants.

7. Ensure strong links with the medical school staff who are teaching at the early years of the FLP and that financial plans for recruitment of extra staff to support the teaching and practical exercises' activities are rapidly implemented.

8. Enhance internationalization by increasing staff exchange and joint teaching with partner universities to enrich pedagogical diversity. To enhance internationalization, track the percentage of staff hired from outside Greece, making its global reach even more visible and accountable.

9. Enhance internationalization by increasing (even with financial support) the participation of members of teaching staff to conferences, promote teaching staff research activities and staff exchange / joint teaching with partner universities to enrich pedagogical diversity.

## IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

3, 4, 7, 9, 10, 11

The Principles where substantial compliance has been achieved are:

1, 2, 5, 6, 8

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 |
|---|---|
| VISVIKIS DIMITRIS | Signed by VISVIKIS DIMITRIS |
| SACHINIDIS AGAPIOS | Signed by SACHINIDIS AGAPIOS |
| VENIZELOS NIKOLAOS | Signed by VENIZELOS NIKOLAOS |
| Veves Aristidis | Signed by Veves Aristidis |