



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

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

Accreditation Report for the New Undergraduate Study Programme in operation of:

Public and One Health - UNDERGRADUATE PROGRAMME

**Institution: University of Thessaly (UTH)
Date: 10-15 March 2025**



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the New Undergraduate Study Programme in operation of **Public and
One Health UNDERGRADUATE PROGRAMME** of the **University of
Thessaly (UTH)** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. New Undergraduate Study Programme in operation Profile	6
Part B: Compliance with the Principles	7
Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit	7
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit	11
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes	13
Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students	15
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes	17
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes	19
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes	21
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes	23
Principle 9: Public Information Concerning the New Undergraduate Programmes	25
Principle 10: Periodic Internal Review of the New Study Programmes	26
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes	28
Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones	30
Part C: Conclusions	32
I. Features of Good Practice	32
II. Areas of Weakness	32
III. Recommendations for Follow-up Actions	32
IV. Summary & Overall Assessment	32

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Public and One Health** of the **University of Thessaly (UTH)** comprised **the following five (5) members**, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Dr. Panagiotis Karanis**, University of Nicosia, Nicosia, Cyprus (**Chair**)
- 2. Assoc. Prof. Maria Kapantzoglou**, Portland State University, Portland, Oregon, United States of America
- 3. Prof. Konstantinos C. Makris**, Cyprus University of Technology, Limassol, Cyprus
- 4. Dr. Andreas A. Roussakis**, Imperial College London, London, United Kingdom
- 5. Ms Anna Liakopoulou**, student of Medicine, University of Ioannina, Ioannina, Greece

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the new undergraduate study programme in operation review, as well as to the documentation provided and considered by the Panel. State the dates of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

Monday 10 March 2025

16.00-18.00: Private meeting EEAP members only; Discussion on the proposal report; allocation of tasks; list of issues for the site visit.

18.00/18.30 Break

18:30 - 19:00 Teleconference with the Vice-Rector/President of MODIP & the Head of the Department EEAP, Vice-Rector & Head of the Department Short overview of the Undergraduate Programme (UP): History, academic profile, current status, strengths, and possible areas of concern

19:15 - 21:15 Teleconference with OMEA & Quality Assurance Committee (QAC)/Quality Assurance Unit (QAU/MODIP) representatives

EEAP, OMEA & QAC members, MODIP staff Discuss the degree of compliance of the UP to the Quality Standards for Accreditation. Review of student assignments, theses, exam papers & examination material

21:15 - 21:45 Debriefing

EEAP members only- Reflect on impressions; prepare for the second day of the on-line review.

Tuesday, 11 March 2025

16:00 - 16:45 Teleconference with teaching staff members

EEAP & teaching staff members - Discuss professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness

17:00 - 17:45 Teleconference with students

EEAP & students - Students satisfaction from their study experience and Department/Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.

18:00 - 19:00 On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities /Discussion about the facilities presented in the video produced for this purpose

EEAP, administrative staff members & teaching staff members

Link to access the video - Evaluate facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate for a successful provision of the programme.

19:00 - 19:30 Break

19:30 - 20:15 Teleconference with employers, social partners

EEAP & employers/social partners - Discuss relations of the Department with external stakeholders from the private and the public sector

20:15 - 20:45 Debriefing

EEAP members only - Discuss on the outcomes of the on- line review and begin drafting the oral report

20:45 - 21:15 Teleconference with OMEA & Quality Assurance Committee (QAC)/Quality Assurance Unit (QAU/MODIP) representatives

EEAP, OMEA & QAC members, MODIP staff Discuss on several points/findings which need further clarification

21:15 - 21:30 Closure with the Vice-Rector/President of MODIP, the Head of the Department, OMEA/MODIP representative

EEAP, Vice-Rector, Head of the Department, OMEA/MODIP representative; Informal presentation of the EEAP key findings.

Wednesday, 12 March 2025 (EEAP members only)

16:00 - 18:00 Working on the draft Accreditation Report (AR); 18:00 - 19:00 Break

19:00 - 21:00 Continue working on the draft AR.

Thursday, 13 March 2025 (EEAP members only)

16:00 - 18:00 Working on the draft AR; 18:00 - 19:00 Break

19:00 - 21:00 Continue working on the draft AR

Friday, 14 March 2025 (EEAP members only)

16:00 - 18:00 Working on the draft AR; 18:00 - 19:00 Break

19:00 - 21:00 Continue working on the draft AR

Saturday, 15 March 2025 (EEAP members only)

16:00 - 18:00 Working on the draft AR; 18:00 - 19:00 Break

19:00 - 21:00 Completion of the draft AR & submission to HAHE.

III. New Undergraduate Study Programme in operation Profile

Please provide a brief overview of the new undergraduate study programme in operation with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Department of Public and Integrated Health, a pioneering department in a Greek university with this field of study, was founded in 2019 (Government Gazette of Establishment 13/29-01-2019/t.), and its first graduates were sworn in in July 2023.

The department belongs to the University of Thessaly, Faculty of Health Sciences, located in Karditsa. In Karditsa they exist three schools (or faculties) with four departments:

School of Agricultural Sciences with the Department of Food and Nutrition Sciences; School of Technology with the Department of Forestry, Wood Science and Design; and School of Health Sciences with the Department of Veterinary Medicine and the Department of Public and Integrated Health.

The Department's (Department of Public and Integrated) Curriculum aims to educate and research the assessment of health needs, the implementation of measures for improving health and protecting the environment, the utilization of health services in this work, and the evaluation of the effectiveness of interventions.

The interdisciplinary and integrated view of human and animal health, including a healthy environment and food safety, is an innovative approach that places the Department of Public and Integrated Health at the forefront of the international scientific community.

‘The Department's Curriculum covers the scientific field of Public and Community Health, with an emphasis on disease prevention and the promotion of the health of the individual, family, and community within a healthy, safe, and functional environment.

The Department has two directions, which follow the monitoring of three standard semesters concerning education in the basic scientific fields of public and community health:

- a) Public Health, whose curriculum focuses on the scientific field of environmental health.
- b) Community Health, whose curriculum focuses on the scientific field of population

health and health promotion.

The Department and its Human Resources:

10 Faculty Members

1 Professor

1 Associate Professor

8 Assistant Professors (3 permanent and 5 with tenure)

0 EDIP, EEP and ETHEP

2 Administrative Support Executives

20 External Collaborators/year

12 PhD Candidates (1 completed)

4 Postdoctoral Fellows (1 completed)

338 active undergraduate students

110 admitted/year

108 graduates

The interdisciplinary and integrated view of human, animal and environmental health is an innovative approach that places the Department of Public and Integrated Health at the forefront of the international scientific community.

Part B: Compliance with the Principles

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*

- *Four-year business plan*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The EEAP reviewed the institution's updated strategic plan, feasibility and sustainability study report, and business plan for the next four years (with a primary focus on documents B3, B4, and B5).

Academic profile and mission

Focused on integrity, excellence, and high-quality research, UTH leaders are committed to delivering impactful change primarily to local communities aiming for development and growth in central Greece and beyond. UTH senior managers strive to achieve global recognition by developing international partnerships and collaborations with renowned institutions. Moreover, UTH leaders aim to reduce the administrative burden of enlargement and increase independence from bureaucracy. UTH academics engage in several activities to secure additional funds for novel research and to complete large-scale infrastructure projects. In summary, UTH's vision is to drive continuous improvement in quality metrics and sustain an academic environment that attracts excellence for students and staff (of all grades).

Strategy of the institution

The EEAP reviewed the UTH strategic plan (2022-2025) linked with Rector Council Meeting decision 168 of 12 October 2021. UTH strategically aims to grow within Greece by becoming one of the most productive universities in the region. The greatest challenge for UTH—for the next four years—is the difficulty of achieving a much higher-ranking position internationally.

Of note, the scientific field of Public and One Health falls within the “09 Health and Welfare” Fields of Education and Training 2013 of UNESCO, ISCED-F 2013, category 0988: interdisciplinary programmes and qualifications involving health and welfare. The detailed field descriptions can be found in the UNESCO International Standard Classification of Education publication (DOI <http://dx.doi.org/10.15220/978-92-9189-179-5-en>).

Feasibility and sustainability metrics

The EEAP reviewed the feasibility and sustainability report provided by the USP Leads. The report outlines the department's educational and research goals in the fields of public health and one health and confirms the department's current infrastructure, staffing, and funding (high-level) capacity and capability to deliver its goals and its strategy to grow nationally and internationally.

Reflecting on the national and regional economy's existing growth needs and in comparison with other national and international study programmes in public health, the report's authors recognise the programme's uniqueness in Greece and the high demand for strong public and one health academic services in central Greece and at a national level.

The department presents high-level notes describing the rationale and how to invest in developing a comprehensive educational programme for students and a training programme for continued staff development. The primary focus is on teaching and the conduct of high-quality research. The long-term goal is to deliver new robust evidence for policymakers and a cohort of new researchers and educators to continue working with experts in the field.

Currently, the department operates in modern building facilities with sound technological and laboratory infrastructure for students' educational needs and staff's current professional needs. The department receives infrastructure support from the neighbouring departments of Food and Nutrition and Veterinary Medicine.

The Department has been operating continuously since its establishment in 2019 and is currently in its sixth academic year (this information is confirmed by the Course Director). The department is led by ten permanent academics of various grades. By 2026, the department aims to increase the number of permanent staff, including administrators and managers.

The research work of the USP staff covers contributions to a total of 35 international research programmes (cumulative figure over the first three years of operation). To date, this work translates to 141 publications in scientific journals (collective figure). The department shared high-level funding figures in a tabulated format. The list includes nine research programmes (€5k—200k/project) funded mainly through national and EU funding agencies.

Structure of studies

The UPS spans four academic years (eight semesters). Prospective students are mandated to attend all educational activities and pass all exams in a total of 46 modules. Thirty-nine of them are compulsory, and the remaining 7 are optional compulsory. Towards the end of the course, students are required to undertake practical training (supervised) and write up and submit a thesis on a topic of choice.

All educational activities total 240 ECTS credits. Successful candidates receive a Diploma in Public and One Health upon completion of studies.

Number of admitted students

The number of admitted students is fixed at 100 students per academic year (2022-2025 data).

Postgraduate studies

Currently, the department does not have a dedicated Postgraduate Studies Programme. However, the department aims to design and soon deliver a new Postgraduate Studies Programme in topics that are not sufficiently covered by existing MSc Programmes elsewhere. In addition, the Department is collaborating with the UTH Department of Physical Education and Sports Science to develop a joint interdisciplinary new MSc Programme.

At a higher level, the Department supervises eleven PhD students who conduct original research in epidemiology, public health policy, molecular genetics, environmental health, and health crisis management. Further work at the post-doctoral level is supported by the department in areas already in development and for individual researchers who are keen collaboratively for the common departmental and institutional goals. It is noted that the above information reflects the status of the Department at the time of the evaluation of the dossier submission.

SWOT analysis

The EEAP reviewed the results of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis conducted at an institutional (UTH) level. In the provided SWOT analysis, the authors consider the potential benefits, limitations, opportunities, and risks associated with the delivery of the USP. The authors use the SWOT approach to outline UTH's organisational goals and capacity to operate in the current environment. The SWOT is presented in a tabulated format.

Key strengths (the detailed list can be found in B3 document) refer to: [a] the large size and broad geographical reach across five Greek cities signalling that UHT is the largest university in Central Greece, [b] the breadth of taught subjects in applied sciences, [c] the achievement of HAHE certification of 18 study programmes, [d] the trend to appoint an increasing number of academic staff, [e] the strong academic identity and commitment for continuous development for teaching and research staff, [f] the ability to provide high-level education and research through self-sufficient funding routes, [g] the trend for upward positioning in international rankings, [h] the achievements of impactful work through academic publications, [i] the ongoing and developing synergies and collaborations with other institutions in Greece and abroad, [j] the development of a Code of Ethics and the establishment of a Protection Code against Harassment and Bullying, [k] the establishment of a Teaching and Learning support office, [l] the development of the Access structure, [m] the development of the DEKA Centre of Excellence, and [n] the development of the University Centre of Research and Innovation IASON.

Weaknesses (as reported in the SWOT analysis) refer to [a] inadequate administrative and organisation services needed for optimal cross-departmental delivery, [b] inadequate number of teachers, [c] imbalanced gender metrics (lower percentage of female teachers as compared to other institutions within EU), [d] inadequate infrastructure for student dormitories and sports facilities, [e] inadequate number of classrooms, laboratories, administration areas and office space, [f] lack of an efficient service to monitor progress of graduates, [g] the increase in the number of students who exceed the n+2 years duration of their studies, [h] the lower than expected percentage of graduates, [i] the lack of sufficient and specialised administrative staff support in central administration services, and [j] the limited interaction with external to academia societal groups.

Opportunities for UTH, based on the current SWOT report, refer to: [a] benefits (direct and indirect) stemming from taking advantage of the unique geomorphological position of the Thessalian plain for growth in the agricultural and agrotechnical sciences and in veterinary medicine, [b] the development of a focus on cutting-edge disciplines such as biochemistry and (bio)informatics, [c] greater integration and convergence of quality standards into a unified

higher education space, [d] harmonisation of institutional goals with UTH requirements for sustainable development, e.g. reduction of environmental footprint, implementation of management systems for effective and efficient use of resources and minimal risks, [e] optimal use of national and European resources to strengthen research and teaching activities and improve infrastructure, [f] expansion of the international collaboration network, [g] use of available funds to reopen the UTH Liaison Office.

Threats and challenges, as shown in the SWOT report refer to: [a] the outdated way the Greek state has been historically interfering with operations in higher education (generic problem not UTH-specific), [b] the constantly decreasing rate of state funding when at the same time, the number of students is increasing, [c] the continuous changes in legislation in the economic, socially health, and technology sectors impacting on the autonomy of UTH, [d] the lacking of a 'modern' legal framework for institutional operation, [e] the risk for losses in scientific staff who might wish to pursue an academic career abroad, [f] the accelerated development pace in the society at an economic, scientific, and technological levels raising new issues for students and researchers, [g] issues associated with significant advancements in digital technology and the imposed risks and impact of those on education and research affairs, and [h] the risks associated with the competitive business model and needs for higher tuition fees, increased funding resources, and intra-institutional competition to attract students.

II. Analysis

The feasibility and sustainability report offers a sound overview of the foundation of the programme's strategy. The department's profile and mission are clearly described and aligned with the institution's strategic goals. The department presents a comprehensive SWOT report, acknowledging threats and challenges and identifying growth opportunities.

The EEAP analysed the above data, taking into consideration the following adversities: [i] the inauguration of the programme coincided with the peak of the COVID-19 pandemic, [ii] the difficulty of the Greek health and care system to recover from the pandemic in the following years, and [iii] the recent crises in Thessaly (catastrophic floods of 2020 and 2023, and disaster of the 2023 Tempi train crash), and [iv] the impact of those events on the local ecosystem. The analysis focused on understanding the department's ability to sufficiently address its objectives and achieve meaningful outputs (departmental and UTH-defined).

III. Conclusions

Overall, the UPS meets a high standard of compliance with the HAHE accreditation criteria for Principle 1. The programme aligns with the UTH principles of strategic planning, feasibility, and sustainability and sets the direction for development for the next few years.

The EEAP felt that the departmental plans for the next few years are realistic and achievable. The EEAP also thought the department was open to implementing any recommended changes. These points are offered here not as criticism but as a merit of enhancing the programme's sustainability.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

In line with UTH's strategic goals and associated KPIs, the Panel recommends to:

- Consider involving prospective students in the programme's design (the extent of involvement to be agreed upon by the Course Director and Course Leads); the purpose is to ensure that student voices are heard and their educational and professional needs are met.
- Consider performing a detailed audit (if possible, in the next 2 years) to assess if the current number of undergraduate students is sustainable and appropriate for the professional needs of young graduates and the job market requirements.
- Consider completing the MSc postgraduate study programme design in the next four years, and if it is realistic with your current timelines, launch it for the first time in that period.
- Consider developing new/strengthening existing links with policy-makers from the Prefecture of Thessaly and the Greek Ministry of Health and Greek Ministry of Education; the suggestion is to deliver new workshops (to be held remotely or face-to-face) with colleagues from other academic institutions from Greece and abroad, including initiatives with international organisations, if possible, such as the European and International Partnerships Directorates of the European Commission to influence policy-making and secure new funds.
- Consider hosting an annual event (e.g., a summer festival over 2-3 days every year) at the Karditsa campus to [a] engage with individuals (of all ages) and families with children from the local community who are interested in participating in public health and one health affairs, [b] attract new students, and [c] seek support from local communities, e.g., if you are recruiting research participants.
- Consider revising your plan and implementing actions for new sources of funding (including donations, if applicable) to [a] improve current infrastructure, [b] repair flood-related damage in infrastructure, and [c] take all necessary health and safety measures to safeguard students and staff from future catastrophic events.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The EEAP reviewed the Quality Assurance Policy [provided by the UTH ΜΟΔΙΠ (MODIP)] and supporting documentation (documents B6, B7, B8, and B9). The policy includes special and adequate referencing to the delivery of the new USP, with a departmental commitment to compliance and continuous improvement.

UTH services offer individual students the opportunity to reach their potential for success during their studies and pursue their own career goals in developing new scientific knowledge in academia and beyond.

UTH policy states that excellence can be achieved through motivation, effort, and continuous improvement, resulting from focused quality assurance practices and perseverance. UTH leaders aim to combine teaching, learning, and research practices to enhance service and deliver positive outcomes for the local community and beyond to Greek society. Subsequently, these processes are expected to enable UTH departments to achieve autonomy.

UTH communicates its quality assurance practices and achievements to the public for transparency. Through UTH collective bodies and quality assurance publications, the outcomes of quality assurance work are disseminated to the broader community for discussion. Relevant information can be found on the <https://www.uth.gr/> website and the UTH MODIP page <https://www.uth.gr/panepistimio/axiologisi-poiotita/modip>.

The department has presented a list of 7 strategic goals (institutional level) linked with suitable KPIs, a set of actions, responsibilities, and timelines. The goals and KPIs offer enough depth and breadth to assess the quality of services delivered to students and the level of satisfaction by both students and staff.

In the absence of a robust reference input (the USP is evaluated in this context for the first time), data presented in the current KPI report demonstrate high compliance and satisfaction.

II. Analysis

The KPIs and associated goals are specific, measurable, achievable, relevant, and timed (S.M.A.R.T. goal terminology). The data are presented in a tabulated format that increases readability and analysis.

Of note, the KPI data shown in the B8 document are linked to a 12/2023 deadline; data from the 2024-2025 calendar year are not provided in this document. The Department retrospectively submitted additional data to the EEAP to demonstrate commitment to continuous improvement. This information was taken into consideration, nevertheless, the focus of the review was on data submitted in the original evaluation folder. The EEAP recognises that delayed delivery of important information to the EEAP are not due to delayed information handling by the Department or HAHE. The EEAP members acknowledge this limitation of the evaluation process and that this is the first time this USP is being reviewed by an external committee. The EEAP members note that the provided information has been reviewed in the given context and with a primary focus on the process that was followed.

III. Conclusions

The EEAP concurs that the department complies fully with HAHE's requirement for a reliable internal quality assurance system that aligns with UTH's policy and institutional strategic goals.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The EEAP recommends to:

- Consider asking prospective students to submit one survey at the end of classes but focusing on maximizing response rates.
- Consider generating a digital environment that will serve as a networking platform for prospective students and a separate one for alums; the purpose is to share news, foster collaborations, and maintain momentum in delivering common goals.
- Consider revising the presentation of KPI data by providing self-explanatory tables (e.g., adding a legend that explains how calculations are made, providing more information about the period of data collection, etc.). Also, consider including graphs in future reports to demonstrate trends and changes over time.
- Consider asking prospective students to submit feedback questionnaires to be deployed more than once during the academic year.
- Consider generating a digital environment that will serve as a networking/communication platform for prospective students and a separate one for alums and the public or private sector.
- Consider revising the presentation of KPI data by providing self-explanatory tables. Future reports should also include graphs to demonstrate trends and changes over time.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate 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 programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity 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 European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, 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 of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The temporary Assembly of the Department developed the four-year curriculum following advisory meetings with professionals in Public and Integrated Health. The curriculum was created by the recommendations of the Association of Schools of Public Health in the European Region (www.aspher.org), the model curriculum guide of the College, and the accreditation guidelines set by the Agency for Public Health Education Accreditation (www.aphea.be). In this context, the Department of Public and Integrated Health stands out as one of the few departments established globally in recent years.

The primary objective of implementing the Department of Public and Integrated Health is to advance research and education in assessing health needs, implementing evidence-based measures to improve health and protect the environment, utilizing healthcare services in these efforts, and evaluating the effectiveness of interventions. The Department aims to ensure that the academic preparation of its students qualifies them to work in Public Health Services and Veterinary Services.

To graduate, students must complete 46 courses (39 mandatory and seven compulsory elective courses), practical training/internship, and the required thesis completion. The Department reports that the course content and workload align with the ECTS system. These requirements correspond to a total of 240 ECTS credits.

The undergraduate programme involves three types of student preparation. First, foundational courses covering fundamental aspects of anatomy, physiology, biochemistry, social psychology, etc., are relevant to the field and offered during the first semesters of the program. Second, there are specialized courses, including six on digital skills and research methods (Health Informatics, Biostatistics, Information Society, Research Methodology, Automation and Artificial Intelligence, Bayesian Biostatistics, Big Data). Students are awarded a certificate indicating their digital competency after completing these seven courses. Third, the last semester of the program includes a 2-month internship designed to familiarize students with real-world professional conditions in their field. All students also complete a thesis project during the 8th semester, which lasts 5 weeks.

Students have the option to participate in the ERASMUS+ exchange programme. The Student Handbook is well-organized and covers all relevant subjects. For example, it includes sections on professional rights, faculty information, study requirements, administrative and access services, and the structure of the curriculum. Course syllabi and descriptions are provided in Greek. Overall, the faculty's areas of specialization align with the courses taught and relevant employment sectors.

Since the Department is very new, faculty and staff report continuously monitoring and planning revisions to the curriculum and externship programme, incorporating feedback from students and external stakeholders. External stakeholders, including externship supervisors, contribute to the improvement and evolution of the programme. During the EEAP interview, off-campus stakeholders and clinical supervisors expressed satisfaction with collaborating with the Department and its undergraduate students. They were aware of a system currently in

place to provide feedback and input to the Department. Minutes from the most recent internal evaluation were provided to the committee.

II. Analysis

Overall, the Department has done a commendable job developing a curriculum aligned with the Association of Schools of Public Health standards in the European Region. This new program has been supplemented with courses aligned with its goals, and the faculty is in the process of planning specific changes to better address program and student needs. In addition, there has been a gradual increase in full-time faculty members, from 5 to 10. Students and faculty have the opportunity to participate in the ERASMUS+ program.

Although the programme includes a mandatory two-month externship to expose students to real-world professional conditions, this duration may be insufficient to offer a comprehensive and in-depth experience. Also, there are inconsistencies in the ECTS awarded. According to the course descriptions, 20 ECTS are awarded for 500 hours of practical training, which corresponds to 12.5 weeks, although the practical training is currently 8 weeks long.

The internal evaluation's information is limited, and the EEAP report does not have data from student surveys. Labour market data regarding employment and unemployment rates or job forecasts in Greece were not provided.

Faculty members generally teach courses related to their areas of specialization. However, when a relatively large number of courses is assigned to an individual, there might be deviations. The specific areas of specialization of the teaching staff are not specified (B.14).

III. Conclusions

The EEAP considers the new Public and Integrated Health programme substantially compliant with Principle 3.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Ensure accurate allocation of ECTS credits based on the actual workload for all courses.
- Extend the internship duration to 4–6 months.
- Collect and provide relevant labor market data.

- Include more detailed analyses and data in internal evaluation reports.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate 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 application of 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*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

According to the information provided to the EEAP, teaching methods include PowerPoint presentations, video presentations, oral presentations, and the assignment of individual or group projects in specific courses. Online platforms such as eClass and other internet resources are integrated into the coursework. Mechanisms allow faculty to update the literature assigned in their classes.

Each course's learning objectives and expected outcomes are communicated to students during the first session. The study guide is available to students on the Department's website. Student performance is assessed through various methods, including exams, group and individual projects, and laboratory work. Students provide feedback on courses through electronic questionnaires, the results of which are collected and shared with instructors, the department administration, and MODIP (Quality Assurance Unit).

The Department reports that exams are conducted on predetermined dates during two (3) designated exam periods, one at the end of each semester and a repeat examination session covering all courses of the academic year, held every September.

Students that require alternative methods of evaluation are referred to PROSVASI (ACCESS), the University's dedicated accessibility platform. They also have electronic access to search engines and research journals.

Two libraries are available: a shared library with the Department of Veterinary Medicine, which includes a small reading room (open 8:00 AM – 8:00 PM), and an on-site departmental library (open 8:30 AM – 4:00 PM) that does not have a reading room.

Two secretaries support students' needs within the Department. The university also offers centralized support services, such as Student Welfare, the Internship Office, PROSVASI (ACCESS), and a Student Restaurant and Cafeteria. The student advisor and faculty members assist students in identifying the resources they need. Additionally, there is an established procedure for students to file complaints.

II. Analysis

Various teaching and assessment methods are used based on information noted in the syllabi. Courses are well-organized by semester and year, and the programme expectations are communicated. The language used to describe student learning objectives, teaching methods, and assessments is consistent across courses. Teaching methods vary depending on the type of course (practical versus theory-based). Students select seven (7) out of twenty-five (25) elective courses and an internship placement during the final semester. Students collaborate with faculty on course-related projects, although the extent of undergraduate student participation in research projects is unclear.

Class attendance varies throughout the semester and across courses; faculty report that attendance in theoretical classes ranges from 10% to 60%. Participation in the required internship is also inconsistent, with the Department's current target at 60%. The annual dropout rate is 262 per 1,000 students (B9).

Based on an analysis of course syllabi, of the 62 classes listed, none (0) include "interactive teaching" as a method of instruction, twenty-one (21) courses include "analysis of the literature," and twenty-seven (27) incorporate some form of "teamwork project" and/or "presentation." The primary assessment method is the final exam, which, on average, accounts for 70–80% of the final grade. Then, a second midterm exam or a project makes up the remaining portion of the final grade for several courses.

At the beginning of each academic year, the Department holds an orientation session to provide incoming students with information about the program and university services. Individual faculty members also share relevant information during their courses. An academic advisor is assigned to each student, with specified responsibilities, and students can consult their advisor as needed until graduation. Students requiring accessibility support are referred to PROSVASI for accommodations and other university-level services. A formal procedure is in place within the Department for filing complaints; however, the process is not anonymous by default.

Course and teaching evaluations regularly assess student satisfaction with course content, delivery methods, and instructor effectiveness. It is unclear whether the data from course evaluations are used as comparative metrics for individual courses. Summaries of the evaluation results are not available online or to the committee.

III. Conclusions

The Department demonstrates a strong commitment to student-centred learning, teaching, and assessment approaches. These efforts have a positive impact on student learning. However, several factors affect the consistency and overall effectiveness of student learning and may contribute to high dropout rates. These include low participation in theoretical courses and internships, inconsistencies in student interaction in theoretical coursework, final grade assignments that rely primarily on a final exam, and the short duration of practical training. A more systematic analysis and utilization of student feedback from course and teaching evaluations is recommended. Additionally, the lack of a dedicated study area with extended hours was identified by students as a key concern.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Conduct statistical analyses to track student performance throughout the program.
- Use summaries from course evaluations as comparative data for individual courses.
- Make course evaluation summaries available on the Department's website.
- Create a sufficiently large study space for students in the program, with extended evening and night hours.
- Offer greater variety in methods of assessment.
- Increase interactive components in theoretical courses to enhance student engagement and participation.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes
Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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 Student Guide.

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

I. Findings

According to the Department, informational sessions are held for incoming students at the start of each academic year, during which relevant details about the programme are shared. Students also receive important information via email. Student progress is monitored through exams, projects, and internship performance. The Department reports the availability of IKY scholarships. No other merit scholarships, scholarships for doctoral studies or for participating

in the ERASMUS+ program are available. While students can pursue a PhD program, no master's-level studies are offered.

Regarding student mobility, undergraduate students participate in exchange programmes by ERASMUS+ regulations. Students are encouraged to participate in the ERASMUS+ programme, and support is provided for those interested. The Department issues the "Diploma Supplement" in both Greek and English.

A thesis is required for the completion of the study program. Detailed information and guidelines are available on the Department's website. Courses such as "Research Methodology," "Biostatistics," and "Bioethics" provide additional support for students working on their theses.

Based on the documentation provided to the EEAP, students complete their internship during the final semester after fulfilling all required coursework. The internship includes two (2) months of training in Public Health Services and Agencies, public sector Veterinary Services, and the private sector. According to the Department and stakeholders, the employment agency supervisor monitors each student's progress and submits a progress report to evaluate the student's practical training.

II. Analysis

Students informed the EEAP during the site visit that they were aware of the programme structure. In case of difficulties, they contact the faculty or the academic advisor. Regarding student progress monitoring, information is outlined on each syllabus, and exams and other activities are listed that students must complete in courses. The final exam is the primary method of assessment (70-80% of the grade), with several classes, including some projects and/or presentations. Student mobility through the ERASMUS+ programme is encouraged. A total of 27 students (undergraduate and Master's level) have participated in study-abroad experiences (approximately 8 per year). However, it is unclear how many incoming students have been received by the programme.

Practical training is a valuable part of the programme for acquiring hands-on experiences and job-specific skills. However, its current duration is not sufficient for the goals established. In addition, there is inconsistent information regarding the required internships in the final term. According to faculty, finding student placements is not an issue, and students can secure internship positions in other cities as well. The Department reports that student internship participation is below 60% (B9). Additionally, the internal evaluation report provides limited information.

The Department has made commendable efforts to recruit stakeholders to sponsor and mentor students for their clinical practicum experiences. It is encouraging that stakeholders have expressed interest in continuing collaborations with the Department to support specific business needs, underscoring their integral role in the program's success.

The Department requires additional resources or some form of organizational restructuring to better accommodate the students' practical training needs. This crucial aspect needs immediate attention to ensure the program's continued growth and success.

III. Conclusion

The Department has established regulations covering various aspects and phases of admission, progression, recognition, and degree award procedures, and students are aware of them. However, the clinical practicum training component of the programme is compromised, particularly in terms of duration. The timeline and allocation of internship resources affect the current organizational structure and may limit the effectiveness of the practicum experience.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Increase student and faculty participation in the Erasmus programme and promote institutional extroversion.
- Expand the number of student placement opportunities.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

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

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

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

I. Findings

Procedures and criteria for recruiting teaching staff for the department are available and in place. The Departmental goal of an initially planned number of 10 faculty members was reached by 2025, while by 2022, there were only five faculty members. Regulations or employment contracts and obligations of teaching staff are available. Staff lifelong learning practices and related policies (e.g., training the trainers) to enhance their teaching, research and outreach capacity are available but not widely practised. Mobility of faculty members with ERASMUS is sporadically practised.

The overall performance of teaching staff in scientific research and teaching work, based on internationally recognized systems for evaluating scientists (e.g., Google Scholar, Scopus, etc.), is good, on average, but not satisfactory as a whole. The departmental teaching staff are highly skilled individuals with diverse roles keen on promoting the teaching and research work of the programme. The faculty members' research output and productivity are average overall, using, e.g. Google Scholar metrics. This became evident also by interacting with the interviewed faculty members, who expressed this weakness because this is a new programme with very high teaching needs, and also due to the small number of faculty members in these first five years of operation, limiting their capacity to devote enough time for research. A few competitive EU grants have been secured. However, this is another

research-related output of a metric indicator of research performance that warrants further improvement in the next years. The teaching faculty is talented and energized, and they have great potential to perform public health research by being geographically located in Thessaly, i.e., a living lab of public health due to the devastating IANOS and DANIEL floods. However, this has yet to materialize in the field.

The students regularly evaluate the teaching staff through survey evaluation forms. However, the student response rates are low (4-10%). The teaching average load per week is 8 hours for all faculty members and is well aligned with similar loads in other Departments of the University.

To the best of the Panel's knowledge, major teaching activities are delivered in newly established laboratory areas that would need upgraded equipment to facilitate teaching and support research conducted by students for their Bachelor's or PhD degrees.

II. Analysis

In light of the IANOS and DANIEL catastrophic floods, infrastructure and capacity building are warranted for the UP to continue its trajectory of growth and development for teaching, research, and outreach in society, as also expressed by some department faculty members during the interview process. A need for expanding existing support services to enhance the service quality to students was also reported. Such a plan would ensure that financial resources (existing and new) are efficiently utilized to sustain the quality of the educational activities.

The research performance of the teaching staff shall be upgraded and prioritized in order to combine and integrate research into the teaching modules while offering fieldwork and hands-on experiences to students attending classes that either include research-related laboratory exercises or fieldwork experiences as part of teaching specific classes in the undergraduate program.

The student evaluation procedure of the courses and the teachers is inadequately performed, warranting changes in the mode and timing of administration of the student satisfaction evaluation forms.

III. Conclusions

The program is partially compliant with the requirements of Principle 6.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Increase student evaluation participation rates.
- Enhance the research pillar of the undergraduate program by blending research and teaching elements into students' learning process (thesis work and internships-practicum).
- Establish specific research performance metrics to evaluate faculty members' research output.
- Further, the laboratories will need to be equipped with critical infrastructure supporting the program's research and teaching pillars.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department of Public and One Health at the University of Thessaly provides various learning resources and student support services. These include academic infrastructure, financial aid, career counselling, and access to digital and physical learning materials. However, while certain aspects meet expectations, significant infrastructure limitations affect the learning experience.

The university offers modern lecture halls and audiovisual-equipped classrooms to facilitate interactive learning. Additionally, specialised laboratories support hands-on training in public

health and environmental sciences. However, laboratory spaces are limited, and students must be divided into smaller groups than ideal. The anatomy laboratory is equipped with a three-dimensional teaching aid application that is projected through a projector. Students can also access the application on their computers or mobile phones. The application, called Complete Anatomy, is available to the department. The lack of an anatomy lab remains a critical issue, as the Faculty of Medicine is located in a different city, preventing shared access to necessary facilities.

Library resources include access to major international databases such as PubMed, Scopus, and Web of Science. Two university libraries are available, operating until 16:30 and 17:30, providing flexibility for student schedules. One of the libraries is familiar to veterinary students, and there is a study room available from 8:00 to 20:00. At the same time, in the other one, there is no reading room, as mentioned before in Principle 4. The available resources can be found on the library website; however, the format has not been updated since 2007, affecting accessibility and ease of navigation.

The department incorporates IT infrastructure to support digital learning, including online coursework and virtual assessment platforms.

The department offers academic advising, assigning each student a faculty mentor to guide course selection, research, and career planning. The Psychosocial Support Office provides counselling services and stress management workshops, helping students with mental health concerns.

The Career Services Office assists students with internships, resume building, and employer networking. Collaborations with hospitals, research centres, and NGOs provide opportunities for practical experience and engagement with the local community. However, internship participation remains low, as do placement spots and job offer later at these partners.

Erasmus+ and international exchange programs are available, but only two students have recently participated. Overall, there is a preference for Erasmus+ traineeships over studies, and as the faculty is still new, more bilateral agreements are expected to be developed.

Student dormitories are available but can only accommodate 104 students, limiting housing options. The university provides affordable meals, but financial support programs could be expanded to accommodate a larger student body.

II. Analysis

Findings indicate that the department offers various learning resources and student support services, but infrastructure limitations affect the overall quality of education. Laboratory spaces are restricted, requiring smaller student groups, and there is no dedicated anatomy lab because the Faculty of Medicine is in a different city. While the library provides access to major international databases, its website has not been updated since 2007. The IT infrastructure supports digital learning, but the e-learning system was last updated in 2020. The responsibility for upgrading the building infrastructure and maintaining the library's website lies with the University of Thessaly. The Department has already raised existing infrastructure limitations with the university's administration. In parallel, a new strategic plan is currently being implemented to improve the university's digital infrastructure. This plan goes beyond individual course support and aims to foster wider research collaboration across departments, promoting a more integrated and efficient digital environment for both educational and research activities.

Student support services, such as academic advising, career counselling, and psychosocial support, are available, but internship opportunities remain limited. Erasmus+ participation is also low, with only one student participating. Financial aid and student housing are provided, but dormitory space is limited to 104 students.

III. Conclusions

Overall, the department provides a strong foundation for student learning and support, but improvements are needed in infrastructure, digital resources, and international mobility opportunities. Addressing these challenges will enhance the student experience and align the program with global educational standards.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To address the identified challenges, the panel recommends the following actions:

- Improve laboratory infrastructure by exploring potential collaborations or alternative resources.
- Update the library website and IT infrastructure to enhance digital learning tools.
- Expand internship opportunities and establish more partnerships with organisations to increase practical training availability.
- Strengthen Erasmus+ agreements to encourage more student participation in international exchange programs.
- Increase student housing capacity and financial aid programs to accommodate more needy students.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The University operates an information technology system for collecting administrative data on the implementation of the curriculum, including data on faculty members, labs, infrastructures, funded projects, etc. A report related to OPESP and MODIP for the new programme is available.

The Departmental website is up and running (<https://pubhealth.uth.gr/>), providing practical and up-to-date information about the academic Unit, the undergraduate program structure, mode of attendance, criteria for assessment, degree type awarded, teaching staff's CVs and course curricula; all of this information is available online in Greek and English language, including website accessibility options for those with special needs. The Department shall establish a LinkedIn account that is frequently updated, including a much-needed section on the Department's research output that is currently blank on the website. All course syllabi of the PSP are duly completed and available online on the PSP website, including a detailed segment on the PSP Policy for Quality Assurance. The tutors' CVs can be easily found on the website, including the program's Policy for Quality Assurance. The student surveys are regularly conducted, but response rates are low.

II. Analysis

The Panel believes that the UP operates a comprehensive public information system based on the detailed feedback obtained from the teaching staff and students. The UP website, including the Department's website, and all material shared with the Panel were extensively reviewed, allowing for the verification of important information offered by the students and teaching staff.

It was a bit unclear how all these indicators and performance data collected actually fit into the decision-making mechanisms of quality assurance and the strategic Departmental growth trajectory. This is especially true for the data about graduates' employability and career paths.

Student satisfaction surveys are regularly conducted, but it was not clearly documented how this information fits into decision-making mechanisms.

III. Conclusions

The program is substantially compliant with the requirements of Principle 8.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Update the research pillar of the program on different social media platforms.
- Employability and career paths analysis and reporting for the programme shall be elaborated and documented.
- The utility and feeding of data collected from student satisfaction surveys into the decision-making pipeline shall be more clearly articulated.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate 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. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Ensuring clear, accurate, and accessible public information is essential for transparency and institutional credibility. The department has established multiple communication channels, but further improvements are needed.

The university maintains an official website, which is regularly updated with information on admissions, program structure, faculty, and research. Students and faculty can also access a digital and printed study guide.

The department is on social media platforms, sharing updates on academic events and student achievements. However, engagement levels remain low, and further initiatives are needed to strengthen the department's visibility.

Information sessions, open days, and campus tours allow prospective students to interact with faculty members. Faculty members and students also contribute to national and international academic journals, reinforcing the program's credibility. However, research and publication efforts need further prioritisation and institutional support.

II. Analysis

Public information dissemination is structured and meets basic transparency requirements, but more significant engagement with prospective students and external stakeholders is necessary. Strengthening research visibility and ensuring that student feedback directly

informs program improvements will further enhance the program's credibility and accessibility.

The university follows HAHE's public information guidelines, making accreditation reports and external evaluations publicly accessible. Employment data from graduates is collected, but labour market statistics and job placement data should be expanded to provide a clearer picture of career outcomes. Student feedback is collected through course evaluations, but the process for using this feedback to improve teaching remains unclear.

III. Conclusions

Public information dissemination is structured and meets basic transparency requirements, but more significant engagement with prospective students and external stakeholders is necessary. Strengthening research visibility and ensuring that student feedback directly informs program improvements will further enhance the program's credibility and accessibility.

Employment data from graduates is collected, but labour market statistics and job placement data should be expanded to provide a clearer picture of career outcomes. Student feedback is collected through course evaluations, but the process for using this feedback to improve teaching remains unclear.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- To ensure continuous improvement in accreditation and evaluation processes, the panel recommends:
- Enhance social media engagement by developing a structured content strategy and increasing outreach efforts.
- Expand the availability of labor market statistics and job placement data to provide more comprehensive insights for prospective students.
- Strengthen research visibility by supporting faculty and students in increasing their academic publications.
- Ensure student feedback mechanisms directly inform curriculum updates and program development.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the 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 programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The programme's self-assessment procedure takes place on an annual basis. This self-assessment procedure is sent to the MODIP, which produced a report on the internal evaluation of the program with specific recommendations that, to an extent, are aligned with the recommendations of our Panel. The director and academic/administrative staff were more than willing to participate in the external accreditation process. They promptly provided the necessary paperwork, PowerPoint presentations, and all necessary information requested by the Panel. The faculty members were enthusiastic, provided detailed information upon the Panel's request, and were honest during the questioning. The faculty agreed with the Panel's observations, and they all had the goodwill to correct any issues reported to improve the quality of the PSP.

Yes, there is an internal quality assurance system for the Department regarding the reassessment, readjustment and updating of the course curriculum for all courses. Procedure for the revision of course curricula and structure of classes, including the alignment of the scientific subject of the programme to the national and global needs of public health in light of the one health movement that increases in importance and public health impact globally. Steps shall be taken to improve the scientific subject with emphasis on research and outreach activities to highlight the skills, knowledge and fields of public health applied to real-life case study problems in Thessaly, such as the public health impacts of the floods of IANOS and DANIEL.

II. Analysis

A periodic internal review of the UP-quality assessment and quality control system is in place. The Department shall set up a systematic pipeline of feeding this internal review analysis into its annual operational system's specific objectives for each one of the three academic pillars of teaching, research and societal outreach; this process shall evaluate how each pillar activity feeds and informs another pillar, e.g., how teaching feeds into outreach or study and how this is monitored and assessed in practice. This shall be accompanied by 5-year objectives and associated activities and indicators that capture trends in employability and career prospects for every alumnus.

III. Conclusions

This is fully compliant with Principle 10 requirements.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes 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 the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The new undergraduate program should undergo regular external evaluations conducted by expert panels appointed by HAHE. These assessments ensure compliance with national and international educational standards. The evaluation process involves a comprehensive review of program documentation, including curriculum structure, faculty qualifications, and student learning outcomes. External reviewers interview students, faculty, and administrative staff to assess the academic environment and institutional support. Additionally, the adequacy of learning resources, such as library facilities, laboratories, IT infrastructure, and student services, is examined to ensure they meet educational requirements. Stakeholder feedback is also an integral part of the evaluation process, with employers, alumni, and industry representatives providing input on the program's relevance to current job market demands.

II. Analysis

Findings from these evaluations are used to implement strategic improvements across multiple areas. Curriculum revisions are made to ensure alignment with public health trends, integrating updated course content and teaching methodologies. Faculty development

programs are introduced to enhance teaching quality by providing training and research opportunities. Student support services, including career counselling, internships, and mental health resources, are expanded to address student needs more effectively. These evaluations help identify strengths and areas for improvement, ensuring that the program remains dynamic and continues to meet the evolving needs of students and the industry. Also, students' feedback on the spot during classes is highly used as the primary method for their involvement.

III. Conclusions

Compliance with HAHE recommendations is crucial for ensuring institutional credibility and continuous improvement. This is the first time HAHE has evaluated this curriculum, marking an important milestone in its academic validation. The department must continue to leverage external evaluations as an opportunity for further development, addressing identified weaknesses and building on its strengths to enhance the overall quality of education and student experience.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Establish a structured system for tracking and implementing changes based on external evaluation feedback to ensure continuous quality improvement.
- Enhance faculty development programs to maintain high teaching standards and align with international accreditation benchmarks.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

- I. Findings**
- II. Analysis**
- III. Conclusions**

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the new undergraduate study programme in operation.

- The UPS (UNDERGRADUATE PROGRAMME) Public and One Health meets a high standard of compliance with the HAHE accreditation criteria for Principle 1. The programme aligns with the UTH principles of strategic planning, feasibility, and sustainability and sets the direction for development for the next few years.
- The Department firmly commits to student-centred learning, teaching, and assessment approaches. These efforts have a positive impact on student learning.
- The Department has established regulations covering various aspects and phases of admission, progression, recognition, and degree award procedures, and students are aware of them.
- The Department provides a strong foundation for student learning and support.
- Public information dissemination is structured and meets basic transparency requirements.
- This is the first time HAHE has evaluated this curriculum, marking an important milestone in its academic validation.

II. Areas of Weakness

Please state weak areas identified, with regard to the new undergraduate study programme in operation.

- The EEAP felt that the departmental plans for the next few years are realistic and achievable. The EEAP also thought the Department was open to implementing any recommended changes. These points are offered here not as criticism but as merit for enhancing the programme's sustainability.
- Several factors affect the consistency and overall effectiveness of student learning and may contribute to high dropout rates. These include low participation in theoretical courses and internships, inconsistencies in student interaction in theoretical coursework, final grade assignments that rely primarily on a final exam, and the short duration of practical training.
- Students identified the lack of a dedicated study area with extended hours as a key concern.
- The clinical practicum training component of the programme appears to be compromised, particularly in terms of duration. The timeline and allocation of internship resources affect the current organizational structure and may limit the effectiveness of the practicum experiences.

- The laboratories need to upgrade infrastructure supporting the program's research and teaching pillars.
- Improvements are needed in infrastructure, digital resources, and international mobility opportunities.
- More significant engagement with prospective students and external stakeholders is necessary. Strengthening research visibility and ensuring that student feedback directly informs program improvements will further enhance the program's credibility and accessibility.
- Although employment data from graduates is collected, labour market statistics and job placement data should be expanded to provide a clearer picture of career outcomes.
- The program is only partially or substantially compliant with the requirements of several Principles.
- Compliance with HAHE recommendations is crucial for ensuring institutional credibility and continuous improvement. The department must continue to leverage external evaluations as an opportunity for further development, addressing identified weaknesses and building on its strengths.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Consider involving prospective students in the programme's design.
- Consider performing a detailed audit to assess if the current number of undergraduate students is sustainable and appropriate for the professional needs of young graduates and the job market requirements.
- Consider completing the MSc postgraduate study programme design in the next four years.
- Consider developing new or strengthening existing links with policy-makers from the Prefecture of Thessaly, the Greek Ministry of Health, and the Greek Ministry of Education; the suggestion is to deliver new workshops (to be held remotely or face-to-face) with colleagues from other academic institutions in Greece and abroad.
- Consider hosting an annual event at the Karditsa campus to [a] engage with individuals (of all ages) and families with children from the local community and attract new students.
- Consider revising your plan and implementing actions for new funding sources to improve current infrastructure, repair flood-related damage in infrastructure, and take

necessary health and safety measures to safeguard students and staff from future disasters.

- Ensure accurate allocation of ECTS credits based on the actual workload for all courses.
- Extend the internship duration to 4–6 months.
- Collect and provide relevant labour market data.
- Include more detailed analyses and data in internal evaluation reports.
- A more systematic analysis and utilization of student feedback from course and teaching evaluations is recommended.
- Conduct statistical analyses to track student performance throughout the program.
- Use summaries from course evaluations as comparative data for individual courses.
- Make course evaluation summaries available on the Department's website.
- Create a sufficiently large study space for students in the program, with extended evening and night hours.
- Offer greater variety in methods of assessment.
- Increase interactive components in theoretical courses to enhance student engagement and participation.
- Increase student and faculty participation in the Erasmus programme and promote institutional extroversion.
- Expand the number of student placement opportunities.
- Enhance the research pillar of the undergraduate program by blending research and teaching elements into students' learning process.
- Establish specific research performance metrics to evaluate faculty members' research output.
- Improve laboratory infrastructure by exploring potential collaborations or alternative resources.
- Update the library website and IT infrastructure to enhance digital learning tools.
- Expand internship opportunities and establish more partnerships with organisations to increase practical training availability.
- Strengthen Erasmus+ agreements to encourage more student participation in international exchange programs.
- Increase student housing capacity and financial aid programs to accommodate more needy students.
- Update the research pillar of the program on different social media platforms.
- Employability and career paths analysis and reporting for the programme shall be elaborated and documented.

- The utility and feeding of data collected from student satisfaction surveys into the decision-making pipeline shall be more clearly articulated.
- Enhance social media engagement by developing a structured content strategy and increasing outreach efforts.
- Expand the availability of labor market statistics and job placement data to provide more comprehensive insights for prospective students.
- Strengthen research visibility by supporting faculty and students in increasing their academic publications.
- Ensure student feedback mechanisms directly inform curriculum updates and program development.
- Establish a structured system for tracking and implementing changes based on external evaluation feedback to ensure continuous quality improvement.
- Enhance faculty development programs to maintain high teaching standards and align with international accreditation benchmarks.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

P1, P10, P11

The Principles where substantial compliance has been achieved are:

P2, P3, P4, P5, P7, P8, P9

The Principles where partial compliance has been achieved are:

P6

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Prof. Panagiotis Karanis**, University of Nicosia, Nicosia, Cyprus (**Chair**)
2. **Assoc. Prof. Maria Kapantzoglou**, Portland State University, Portland, Oregon, United States of America
3. **Prof. Konstantinos C. Makris**, Cyprus University of Technology, Limassol, Cyprus
4. **Dr. Andreas A. Roussakis**, Imperial College London, London, United Kingdom
5. **Ms Anna Liakopoulou**, student of Medicine, University of Ioannina, Ioannina, Greece