



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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for Higher Education

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# **Accreditation Report**

## **for the Postgraduate Study Programme of:**

**Management of Health and Welfare Units**

**Department: Organisation Management, Marketing, and  
Tourism**

**Institution: International Hellenic University**

**Date: 5 October 2023**



Επιχειρησιακό Πρόγραμμα  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση  
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Management and Organization of Educational Units** of the **International Hellenic University** for the purposes of granting accreditation.

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the postgraduate study programme of **Management and Organization of Educational Units** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Michael S. Michael (Chair)**  
University of Cyprus, Nicosia, Cyprus
  
- 2. Professor Evangelos Dedousis**  
American University of Dubai, Dubai, U.A.E.
  
- 3. Professor Michel Dimou**  
University of Toulon, France
  
- 4. Reader Jannis Angelis**  
KTH Royal Institute of Technology, Sweden
  
- 5. Ms. Marianthi Sotiraki**  
Postgraduate student, University of West Attica

## II. Review Procedure and Documentation

Visit Date (online, including report production): 25/09/2023 – 05/10/2023.

On **Thursday, August 31, 2023**, the EEAP was invited, via Zoom meeting, to attend HAHE's Director General, Dr. Christina Besta, on HAHE's mission, standards and guidelines of the accreditation process at 16:00pm.

On **Monday, September 25, 2023**, at 15.00, the EEAP held a private debriefing meeting to discuss logistics in association with virtual visits and the allocation of various tasks.

On **Monday, September 25, 2023**, the EEAP also participated in two teleconferences with:

- 1) Meeting with the Directors of the two PSPs, the Head of the Department, MODIP, the Steering Committees/OMEA members, EEAP, Directors of Postgraduate Programmes & Heads of the Department, MODIP members, Steering Committees/OMEA members, MODIP staff. More specifically:
  - EEAP: Associate Prof. Panagiotis Kassianidis, Head of the Department of the Dept. of Organisation Management, Marketing and Tourism.
  - OMEA members of the Dept.: Prof. Georgios Stalidis, Associate Prof. Costas Assimakopoulos.
  - MODIP staff: Prof. Maria Papageorgiou, MODIP Member, Ms. Kaliopi Kazaki, MODIP Staff.
  - PSP1. Management and Organization of Educational Units: Prof. Evangelos Christou, Director of PSP1.
  - Steering Committee: Prof. Chryssoula Chatzigeorgiou, Prof. Fotis Kilipiris, Assistant Prof. Antonios Giannopoulos and Assistant Professor Ioanna Simeli
  - PSP2. Management of Health and Welfare Units: Prof. Chryssoula Chatzigeorgiou, Director of PSP2.
  - Steering Committee: Prof. Evangelos Christou, Prof. Fotis Kilipiris, Associate Prof. Areti Tsaloglidou and Associate Prof. Theodora Kafkaia.

All of the above, kindly offered an overview of both PSPs (history, academic profile, current status, strengths, and possible areas of concern).

- 2) The committee was also offered an on-line tour of infrastructure and facilities such as classrooms, lecture halls, libraries laboratories, and other facilities related to the two PSPs. Due to time pressures, the committee decided it would be more beneficial to focus the discussion on the outcomes of the departmental presentation earlier. In lieu, the committee members did a virtual tour Discussion about of the facilities presented in the video and the associated online link produced for this purpose.
- 3) Finally, the EEAP met at the close of the review day to reflect on impressions of the first day and prepare for the second day of the on-line review.

On **Wednesday, September 27, 2023**, the EEAP participated in six teleconferences with:

- 1) Teaching staff of the PSP in Management of Wealth and Welfare Units: Prof. Evgenia Minasidou, Prof. Maria Lavdaniti, Prof. Theodosios Tsiakis, Assistant Prof. Stefanos Karakolias, Assistant Prof. Ourania Gkouna, Assistant Prof. Michael Kourakos, Lecturer Konstantinos Koukourikos, and the external academic staff, Evangelia Stalika. They informed the EEAP about professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching & research; teaching staff's involvement in research, projects & research activities directly related to the programme; identify possible areas of weakness.
- 2) Ten current students of the PSP. The EEAP Members discussed with the students openly and freely. They were informed about satisfaction from study experience, the adequacy of facilities, student input in quality assurance, and priority issues concerning student life and welfare.
- 3) Ten recent graduates of the PSP. The EEAP had the opportunity to discuss their experiences of studying at the PSP and how it helped them with their career paths.
- 4) Eight social partners of the PSP. We discussed the relations of the PSP with external stakeholders.
- 5) Private debriefing meeting among the EEAP Members to primarily discuss findings up to that point and prepare an oral report.
- 6) A "closure meeting" with: EEAP: Associate Prof. Panagiotis Kassianidis, Head of the Department, OMEA members of the Dept.: Prof. Georgios Stalidis, Associate Prof. Costas Assimakopoulos, Prof. Chryssoula Chatzigeorgiou, Director of PSP and Assistant Prof. Antonios Giannopoulos, Steering Committee: Prof. Evangelos Christou, Prof. Fotis Kilipiris, Associate Prof. Areti Tsaloglidou, Associate Prof. Theodora Kafkia and Ms Kalliopi Kazaki, MODIP staff.

From **September 28 to October 5, 2023**, the EEAP worked privately on drafting its Report.

The International Hellenic University (IHU) and the Hellenic Authority for Higher Education (HAHE) provided the External Evaluation and Accreditation Panel (EEAP) members two sets of documents. Specifically, HAHE provided the Quality indicators, the Accreditation guidelines and standards, the mapping grid assessment guide and the Report template. The University provided the Panel members a number of files on the programme's structure and internal quality assurance procedures.

The evaluation procedure was well structured and comprehensive, thus enabling the EEAP members to form a good picture of the programme, the department and university, its present status as well as its future prospective.

### **III. Postgraduate Study Programme Profile**

The Master in Management of Health and welfare Units, PSP henceforth, is a study programme that is offered jointly by the Department of Organization Management, Marketing & Tourism and the Department of Nursing of the International Hellenic University. The programme started in the academic year 2018-2019.

The PSP lasts for three academic semesters (18 months) and it is divided into two academic semesters (Semester 1: September - January and Semester 2: February - June) and one semester for the preparation of the master's thesis or taking two courses each one with 15 ECTS. Each semester consists of at least 13 teaching weeks and 2 weeks of exams. The exams are held at the end of each semester. In the last few years, all courses and exams are delivered online.

During their studies, postgraduate students are required to attend postgraduate courses, participation in laboratory exercises and the preparation of a thesis. The total number of courses in the programme that postgraduate students must follow is either twelve or ten and a final master thesis.

At the time of the visit, the PSP had 21 academic faculty affiliated with the IHU. The number of admitted students in 2022-23 was 120. Most of them were professional, working in the private and public health sector.

## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

#### **Documentation**

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



## **Study Programme Compliance**

### **I. Findings**

The study programme has established a comprehensive quality assurance policy that encompasses a wide spectrum of activities, ranging from operational aspects to educational excellence, sustainability, resource management, and broader societal concerns such as social responsibility, equality, and engagement with external partners. This policy is transparently communicated to all relevant stakeholders, including faculty members, staff, external partners, and students. Furthermore, it is readily accessible to the public via the department's website. From submitted accreditation documentation as well as the meetings with the department representatives, it was evident to the EEAP that the quality assurance policies are in use. The PSP faculty work closely MODIP, which supports the programme delivery. There is an annual review process for the evaluation of individual courses and of the programme as a whole based on information available, including student course evaluations.

### **II. Analysis**

The EEAP recognized the efforts made in implementing the quality assurance policy, involving faculty, administrators, and students in the process. These actions include the organization of scientific conferences and workshops, which serve as platforms for disseminating the research work of PSP members and students. However, it has been noted that student involvement, particularly through end-of-course surveys, is somewhat limited. As such, the department and faculty should explore additional avenues to enhance student engagement in the quality assurance process. To ensure transparency and accessibility, the quality assurance policy is prominently featured on a dedicated section of the program's website. Moreover, there is an annual publication of teachers' research work in international scientific journals with impact indices, although there is room for potential expansion in this area. Additionally, the study programme invites external speakers from the labour market to enrich the teaching curriculum and align it with current market demands, though there is potential for further expansion in this regard as well. While there are strong foundations in place for quality assurance, there are opportunities for improvement, particularly in fostering greater student engagement and expanding efforts related to research publications and external collaborations to enhance the program's overall quality.

### **III. Conclusions**

Overall, EEAP's opinion is that the PSP is well organized with respect to internal annual quality assessment of its mission and supporting services.

## Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

R1.1 The PSP should continue its use of the QAP and increase the involvement of external stakeholders to ensure comparative programme quality and relevance.

## **PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

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

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

The Postgraduate Programme in Management of Health and Welfare Units was re-established in 2019. The programme offers three specializations, each consisting of 90 ECTS spread over three academic semesters, and is offered on a full-time basis only taking one and a half years to complete. In line with IHU's strategic goal to promote research based on market needs, and after consultations with social partners, the programme was designed to promote scientific knowledge in the relevant area and transmit knowledge to graduates so that they can offer quality services satisfying the needs of private and public health and welfare units. Demand for the programme has been growing steadily over the past three years. Similar programs are offered at the graduate level by four other universities in Greece. The programme received an overall positive assessment by MODIP.

The learning outcomes of the program, based on the National and European framework of qualifications (EQF, NQF) for level 7, are assessed by MODIP and by means of student questionnaires. Among many others, the learning outcomes of the PSP aim at providing students with the necessary knowledge and skills so that they are able to: meet social needs in the management of health and welfare units, evaluate the environmental impact associated with the development of physical infrastructure, develop strategic plans in health and welfare at the local, regional, and national levels, assess the impact of the development of healthcare services and interaction with people and the environment, and similar.

Results of student questionnaires show satisfaction with faculty, the contents and assessment of courses; scores for the majority of questions are above 4 (5 is the maximum). In addition to imparting necessary knowledge to students that can be applied towards understanding and finding solutions to issues encountered in the workplace, the learning outcomes of the PSP include several skills and abilities such as teamwork spirit, adaptability, ability to work in a multi-disciplinary environment, respect for diversity and multi-culturalism, ability to work in a globalized environment, social, professional and ethical responsibility, creative and innovative thinking, critical thinking, self-assessment and the like.

Information about contents, lecture outlines, teaching/learning methods, expected learning outcomes and skills, student evaluation, assessment items, required and recommended

bibliography and other relevant material is detailed and included in the course syllabi. Course syllabi and the student guide provide sufficient details about the programme that are important to students.

## **II. Analysis**

The learning outcomes referring to the knowledge that students are expected to have acquired upon the completion of courses are detailed in the course syllabi. In addition to knowledge acquisition learning outcomes refer to skills and abilities, as previously noted, that are critical in the modern workplace especially for graduates employed in health care units. However, two remarks may be made regarding the learning outcomes. One, the way many learning outcomes are stated makes it difficult to measure and quantify them so that conclusions may be drawn whether such outcomes were met or not and to what extent. Two, in several courses, learning outcomes are vaguely stated, or confused with the description of the course contents, or they are not tightly mapped to the overall learning outcomes of the program. While references in most courses are up-to-dated, there are several courses using 20-year old or more dated references. This is important, given the rapidly evolving nature of the disciplines covered.

## **III. Conclusions**

The aim of the PSP is to promote and transmit knowledge to graduates so that they can offer quality services satisfying the needs of private and public health and welfare units. The programme has been designed taking into account input from social partners and aims at covering a specific market niche.

The allowed maximum annual intake of students is 120 (60 students per cycle) while there were 354 applications for the current year. As the number of applications is three times higher than the number of allowed annual intake the sustainability of the PSP appears assured. However, considering the online mode of delivery one may question the extent to which effective teaching/learning and the objective of preparing graduates with the required knowledge and skills can be accomplished in a virtual classroom attended by 30 or 40 students.

Attention should be paid to learning outcomes, so they are appropriate for the PSP.

## Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

R2.1 Consider a balance between the need for student intake and sustainability of the programme and the need for effective teaching/learning.

R2.2 Map course learning outcomes tightly to the learning outcomes of the program.

R2.3 Measure learning outcomes with the view to continuous improvement of the learning/teaching process.

R2.4 Update course references as required.

### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

## **Study Programme Compliance**

### **I. Findings**

On-line lecture delivery is the main teaching method supplemented. The scores for individual items in the student satisfaction survey that refer to effectiveness of the faculty and the overall organization of courses are above 4 (5 is the maximum score) indicating a good level of student satisfaction overall. However, student satisfaction was lower regarding library working ours.

In all courses the evaluation of students is heavily based on final exams that make up 70% of the grade, the remaining 30% is allocated to a project that can be completed either individually or in groups. Final exams may include MCQ's and short answers.

Upon admission to the program, students are assigned to an academic advisor whose role is to help students navigate the PSP and assist with problems students may have. The procedure regarding a formal appeal by students and the successive steps to be followed are clearly stated.

During discussion with the EEAP, current and former students alike expressed strong satisfaction with the approachability, mentoring, and professional interaction with teaching staff. Positive comments by graduates and students were also made regarding the timely response of administrative staff to their queries.

### **II. Analysis**

There is close interaction between faculty and students. Faculty exhibit a strong will and commitment to support students even outside regular office hours. This is very much appreciated by students as most of them have full-time jobs. The assessment items and criteria, learning outcomes and other information are clearly stated in course syllabi. The presence of the academic advisor suggests strong concern about students. Concern about student opinions is indicated by the regular conduct of student course evaluation surveys and the fact that the results of such surveys are analysed and discussed. Thus, there is sufficient evidence that the study programme has a student-centered orientation.

Nevertheless, as much of a student-centered orientation the PSP may have, the EEAP is of the view that a grade heavily based on the results of final exams, that constitute 70% of the overall grade and may include MCQs, does not indeed benefit students other than making passing a course a relatively easy affair as the only thing students need do is to prepare well for the exams at the end of the course.

### **III. Conclusions**

The programme is delivered in an environment that promotes mutual respect between students and faculty and places students at the centre of the learning process.



## Panel Judgement

<b>Principle 3: Student-centred learning, teaching, and assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

R3.1 Consider introducing assignments enhancing critical thinking and analytical skills, such as discussion/review and solution of issues related to students' workplace, while reducing the weight of final exams.

**PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

**INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).**

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

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

**Documentation**

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

**Study Programme Compliance**

**I. Findings**

The Master in Management of Health and Welfare Units started in the academic year 2017-18. It is an interdepartmental program, offered by two Departments. The Department of Organization Management, Marketing and Tourism and the Department of Nursing of the International Hellenic University. In the academic year 2022-23, the number of applications was 225 and 120 students were enrolled in the program. For the academic year 2023-24, the number of applications was 354. The admission of students is transparent and the procedure is well described in the PSP webpage. There is a €2500 tuition fee, which is considered reasonable with national standards. Up to 30% of the students receive a tuition waiver. Student attendance is mandatory. Initially, the lectures were given in classrooms with physical presence. In the last few years, however, the PSP lectures are given online. Students give presentations and take exams online.

Incoming students receive a welcome letter that provides them with all the necessary information. They are also invited to a welcome zoom meeting where they receive more information about the programme structure, courses, timetable, the facilities, and tools available in the Department and about their rights and obligations. The PSP has adopted an advisor process where each student can receive academic advice from faculty members throughout her/his studies. Incoming students can receive exceptions for up to two courses

taken in another graduate program. Upon graduation, graduates receive Diplomat Supplement, containing detail information for their studies.

Students receive information regarding the ERASMUS exchange programme and the opportunities for internships with Erasmus+, through the webpage of the programme and through personal meetings.

The Master in Management of Health and Welfare Units webpage provides detailed documents and information about the procedures for the drafting and completion of the thesis.

## **II. Analysis**

The students are selected through a well-designed and implemented procedure according to the government law and the rules set by the Master in Management of Health and Welfare Units program. This procedure is well described in the program's webpage and all the necessary documents are listed. Students find all necessary information about the PSP structure, teaching staff, timetables, studies rules and regulations, and procedures in the internet site of the Department. Students have online access to all information concerning their progress towards the degree, e.g., grades for exams, projects and courses. The Department fully implements the European Credit Transfer and Accumulation System (ECTS) for this PSP program. The total load is 90 ECTS units, either all 90 for courses or 60 for courses and 30 for the thesis. The PSP website contains a detailed description of the courses. Students can participate in the ERASMUS and ERASMUS+ exchange programme. From the information provided to EEAP, however, no student has participated in either program.

## **III. Conclusions**

The **Department of Organization Management, Marketing and Tourism and the Department of Nursing** have developed and apply an excellent published rules and regulations that cover all aspects and phases of the master in Management of Health and Welfare Units.

## Panel Judgement

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

## Panel Recommendations

R4.1 Consider the provision of scholarships beyond the ones required by law and associated regulations.

R4.2 The PSP should increase its effort in convincing its students to participate in the ERASMUS and the ERASMUS+ exchange programs.

R4.3 Consider the introduction of one- or two-weeks internships within relevant courses.

## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.**

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

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

### **Documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

### **Study Programme Compliance**

#### **I. Findings**

The Master courses rely upon 22 members DEP from the two Departments (7 Full Professors, 9 Associated professors, 4 Senior Lecturers and 3 Junior Lecturers), 2 DEF members from other Departments (1 Associated professor and 1 Lecturer) and 11 scientific partners who are basically researchers with seven of them with a Ph.D., three are Ph.D. students and 1 Emeritus Professor for 215 students in 2023-2024 (60 students in 2022-2023). 68% of the courses are delivered by DEP members and 32% by external participants, mainly former and current Ph.D. students. Not any academic colleagues from abroad is delivering seminars to the students. The members of the teaching staff (DEP) provide around 3 weekly teaching hours to the PSP.

The findings up to December 2022, concerning the research activity of the 22 members DEP participating in the Master are as follows: 366 publications (which corresponds to 13.6 publications per member), with a mean h-index of 10.5 (maximum h-index: 42; minimum h-

index 3). The DEP members of the PSP have participated to 39 research programs; however, once again, standard deviation remains high with 1 member having participated to 7 programs and 4 members having participated to the other programs. Most DEP members have not participated to any programme during the previous period. It is not clear whether the students of the Master also participate systematically in research activities.

## **II. Analysis**

No clear information was given about the recruitment of new colleagues but, as in most universities in Greece, new positions are extremely rare. All recent colleagues who have been recruited participate in the master program.

The research activity of the members of PSP is uneven. Some DEP members have a higher research activity while others publish less. This is more prominent when it comes to research programs. Only 5 members participate in research programs while one of the DEP members has run 7 programs by himself.

Research programs are managed at an individual level. There are no research programs with more than one DEP member participating, which probably reduces the probability of interacting with PSP students on research issues.

Finally, the international mobility of the DEP members is not clearly mentioned but seems rather low. However, one would expect a higher in-coming and out-going mobility of teaching staff, especially within Europe.

## **III. Conclusions**

The DEP members are active but their research activities are uneven. It is important that all teaching staff are research active. The development of joint research programs could have helped involving more Master students in research activities.

## Panel Judgement

<b>Principle 5: Teaching staff of postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

R5.1 Strengthen link between research activity and teaching.

R5.2 Intensify efforts to acquire European funded research projects.

R5.3 Teaching staff should participate more in international conferences and publish their research output in recognize and higher impact journals.

## **PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The study programme offers a comprehensive array of learning resources and support services. These encompass various facets, including physical infrastructure, academic and administrative services, as well as social and advisory support. The programme shares the use of the library as needed. It provides access to various databases and electronic access to publications, books, and academic journals. Provisions are made for those needing assistance on online lectures as well. With students in the programme primarily having already started



their professional careers, or at least already are experienced students, their needs may differ from traditional graduate students. The feedback received from students interviewed by the EEAP demonstrates their satisfaction with the level of support and accessibility provided. Additionally, the PSP management and faculty developed lecturing skills and associated technologies during COVID-19, enhancing the online course delivery capabilities. Faculty members have adapted to this online environment by incorporating features such as ongoing in-class quizzes.

## II. Analysis

The programme delivery places strong requirements on the existing online capability. Students have access to online journals and reading materials. There is an expectation that students will have their own computer (desktop or laptop) and connectivity. Students with limited financial background could be disadvantaged in their studies, but there are PCs available for those in need. The online technology support was developed during covid, but care must be taken on its ongoing upkeep and refinement to ensure student active participation. Many students work and study full time, which places significant time commitment in late evening and weekends to complete the PSP successfully. Learning resources and support must take that into account, e.g. providing technical support for group work at odd hours, and make reading materials accessible beyond allocated readings.

## III. Conclusions

The EEAP found that the measures in place ensure sufficient learning resources and availability of student support.

### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

R6.1 Ensure that the student support is appropriate for the online learning environment, e.g. IT support available at odd hours so that students do not miss lectures or seminars due to technical difficulties.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP management processes some interesting data on an ongoing basis to serve its operational needs through the University's information system.

The process of data collection from the PSP follows measurements according to the plan by OMEA and in relation to the objectives of the quality assurance policy under the directions of MODIP and those of HAHE Standards of Quality Assurance. The PSP has established a system of collecting data for assessment and evaluation.

The information gathered relates to student satisfaction and availability of learning resources and student support. However, some key performance indicators such as student population profile, student progression and success and career paths of graduates are absent. Moreover, it is not clear how the PSP staff interprets the survey responses due to the questions asked.

For example, a question concerns the state and the size of the classrooms, while all the courses are online, which makes unclear the rating of the students. A specific comment is made on this issue by the PSP, that it is necessary to examine the University's equipment! This is quite unrealistic since most of these students never visit the University campus.

Student satisfaction is monitored by surveys each semester for each course. The second semester students survey results are typically higher than the first semester's ones.

## II. Analysis

First, the Department provides some interesting data on students' satisfaction and on the program. The students' evaluation features a general satisfaction with the teaching staff, the courses and the procedures. However, it seems that in general the students are not satisfied with the role of "frontistiria".

It also seems that some information is missing, mainly concerning the student profile and career paths. The panel considers that this is important information that could strongly improve the program.

It is useful to know how the PSP is related to the students' job and how it helps in their professional career. This type of information is missing from the documents that the EEAP obtained.

## III. Conclusions

There are several improvements that the PSP should consider, starting by the students' profile and the career path of the programme graduates.

### Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

R7.1 Provide information on the students' profile.

R7.2 Acquire information on the career progression of the graduates in the labour market.

R7.3 Adapt the questionnaires to the entire online structure of the PSP. Questions about the online procedures should be included.

## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

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

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The dissemination of PSP activities is based on the following tools: the PSP website, the relevant Facebook page and Instagram account.

The internet site is available in the Greek and English language. The following sections are presented: Homepage; Welcome Message; General Information about PSP structure, regulations and policies; Object-Aim; About the master's degree awarded; Studies' Structure; Enrolment process; Teaching staff; Expression of interest form; Tuition fees and Scholarships; Contact Section; International Conference on Health Management (ICOHEMA). One more section about the announcements is presented in the Greek version. In these sections, information about the curriculum, the mode of attendance, teaching staff's CVs, the Policy for Quality Assurance, the Study Guide, the Policy for Students' Complaints, the Policy for the Academic Tutor, the procedure for the drafting of the thesis and the terms for student mobility can be extracted from separate pdf files.

The website contains information for student candidates, for students and teaching staff. There is no information or distinct section for graduates and for those who may be interested (stakeholders, social partners, or employers).

There is no information online about scholarships, awards of excellence, seminars, the Policy for students with disabilities and the Code of Research Ethics for the PSP. Moreover, information about the student welfare office is missing.

The English website lacks substantial information about new events and announcements. In addition, there is no information about the current registration period as the relevant section

“Enrolment process/Submission of applications” provides information about the previous period.

The content of the Website is compiled by a faculty member of the Department of Organization Management, Marketing & Tourism, who is responsible for its maintenance. Neither version of the website offers accessibility to the visually and hearing impaired.

Announcements regarding admissions, the events and activities are posted on the Facebook page and less on the Instagram page. There is no link to the Facebook page and the Instagram page on the website.

## **II. Analysis**

The website could develop further to become more user-friendly. The accessibility to the various documents is questionable, as there is overlap between some sections and most of the PSP information is in the Documents Section.

There are inconsistencies in the English and the Greek version, as information about the admission process and events is up-to-date only in the Greek version. The matching of specific terms is considered as inappropriate (e.g., “public health administration”).

Maintenance of the websites is managed in an ad hoc manner.

## **III. Conclusions**

Public information concerning the PSP needs significant development.

## Panel Judgement

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

R8.1 Review the SP website with the objective of improving its utility, and offer accessibility to the visually and hearing impaired. Furthermore, a standardized template would be of an utmost importance to ensure consistency of the English and Greek versions.

R8.2 The information available on the website regarding the mode of attendance should be clear and up to date in all sections.

R8.3 The PSP courses syllabi should be available through the website.

R8.4 All information regarding the PSP should be integrated into the Study Guide Section of the website. The Policy for Students with disabilities and the Code of Research Ethics for the PSP should be available through the website.

R8.5 All information about awards and seminars should be accessible to all students prior to the admission procedure, via the website.

R8.6 Information about liaising and interconnection with alumni and stakeholders should be available through a separate section on the website.

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

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

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

*The above comprise the evaluation of:*

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

Continuous monitoring and periodic internal evaluation are integral to the study program. There is a robust procedure for self-assessment established and employed by the PSP. This approach involves various stakeholders, MODIP, and the secretariat. Importantly, it maintains well-documented procedures for the monitoring and evaluation processes. The study programme analysis is based on data gathered from various sources, including course evaluations, the assessment of teaching methods employed, student feedback and perceptions, as well as tracking student progression. These comprehensive data-driven

insights guide the efforts to enhance and adapt the study programme to meet the evolving student and market needs.

## II. Analysis

There is a systematic monitoring and internal evaluation of the PSP. Recent course evaluations conducted among current students have yielded exceptionally high scores across a broad spectrum of indicators. Notably, there was an impressive level of student participation in these evaluations. This achievement can be attributed to the active involvement of both the student body and faculty members in encouraging and facilitating feedback. This feedback mechanism is integral to ensuring the reliability of decisions derived from the data and further enhancing the quality assurance process. However, the monitoring captures perceptions of courses, and omit a program review for students graduating, which would provide useful information for programme improvement. There should also be a systematic capture of external stakeholders and social partners view of PSP graduates, to ensure program relevance. It is notable that the majority of the students are already practitioners to a varying degree. Therefore, the current inclusion of student alumni as external stakeholders in the evaluation of the study programme is a crucial element in the pursuit of PSP relevance.

## III. Conclusions

The EEAP found that the study programme is reviewed regularly involving students and other stakeholders but in ad hoc manner. The information collected is analysed and the programme is adapted to ensure that it is current and relevant.

### Panel Judgement

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

### Panel Recommendations

R9.1 The department should continue review the assessment of the study programme to ensure that developments (e.g. online assessments, new subjects) are successful.

R9.2 The PSP should introduce a graduate survey for students that completed the program.

R9.3 Establish advisory council to help in the improvement of the PSP.



## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### **Documentation**

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

### **Study Programme Compliance**

#### **I. Findings**

The programme in Management of Health and Welfare Units has not been evaluated yet by a panel of experts.

#### **II. Analysis**

While no external evaluation of the PSP has been conducted, the EEAP wishes to note that faculty appreciate the importance and necessity of the external evaluation as this could help recognize the faculty's own efforts and dedication while enhancing the credibility of the programme to the community.

#### **III. Conclusions**

An external evaluation of the PSP is yet to take place. However, the importance and necessity of the external evaluation is recognized by the faculty.

## Panel Judgement

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

R10. A future external evaluation should be presented in a form including: Description of recommendations, anticipated results, actions necessary to achieve results, timetable, responsibilities for specific actions, and resources required.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- This PSP has a well-defined market in the area of health care sector.
- The combination of low tuition fees and the well-qualified faculty and practitioners who teach at the programme makes the PSP a strong attraction for prospective students.
- Faculty is easily accessible to their students and are passionate about their teaching.

### **II. Areas of Weakness**

- The faculty research is relatively weak and unevenly applied.
- Data management needs improvement.
- Limited staff and students' international mobility.
- In some courses the student numbers are relatively high, especially in participative online learning environment.

### **III. Recommendations for Follow-up Actions**

- Establish an advisory council to provide external insights to improve the PSP and keep it relevant.
- Introduce an exit survey at the end of the PSP
- Develop the website further and ensure its ongoing maintenance.
- Strengthen the faculty research performance, by gradually increase the number of publications in high impact academic journals. Faculty should be more engaged to the research community and disseminate their research through high visibility conferences and seminars

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 6, and 10.**

The Principles where substantial compliance has been achieved are: **2, 5, 7, 8, and 9.**

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

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