



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report

for the Postgraduate Study Programme of:

Social Psychiatry

Department: Medicine

Institution: Democritus University of Thrace (DUTH)

Date: May 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή

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Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Social Psychiatry** of the
Democritus University of Thrace 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 **Social Psychiatry** of the **Democritus University of Thrace** comprised the following **four (4)** members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1.** Dr. Andreas A. Roussakis (Chair)
Imperial College London, London, UK
- 2.** Prof. Nicholas Ktistakis
Babraham Institute, Cambridge, UK
- 3.** Prof. Panagiotis Karanis
University of Nicosia, Nicosia, Cyprus
- 4.** Mr. Nikolaos Savvopoulos
University of Patras, Rio, Greece

II. Review Procedure and Documentation

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

The Panel reviewed the submitted documentation (A.0 to A.19) which are listed below:

- A.0 – Table of contents
- A.1 – [new] Proposal of academic accreditation
- A.2 – [new] Quality Assurance Policy
- A.3 – [new] Policy Goal Setting
- A.4 – Decision of the Senate for the establishment of the Programme
- A.5 – [new] Course student guide
- A.6 – Course and thesis outlines
- A.7 – Teaching Staff list
- A.8 – MODIP Internal Evaluation
- A.9 – [new] Evaluation by students
- A.10 – Dealing with complaints guide
- A.11 – [new] Academic Counsellor rules
- A.12 – Rules for internal operations
- A.13 – Deontological ethics code
- A.14 – [new] Course rules
- A.15 – Diploma supplement
- A.16 – Research staff - performance report
- A.17 – [new] Report of OPEPS data - cumulative
- A.18 – Progress report
- A.19 – Supplementary material

In response to the Panel's request, the Panel reviewed additional material i.e. the chat transcript and list of publications from teaching and research staff involved in the Programme.

The meetings with the Course Director, the Head of the Department, the MODIP and OMEA representatives, teaching staff, prospective students, alumni, and external partners took place on the 20th and 21st May 2024 via MS Teams. The schedule was followed in order. Apologies were given to attendees by the Panel, for minor delays, when those occurred.

The Course Director, the Departmental, MODIP and OMEA representatives, and the teaching staff were all present. In no particular order, the invitees/attendees were: M Samakouri, A Serdari, M Grigoriou, S Gkavaki, S Marsidou, K Vadikolias, K Anagnostopoulos, M Livaditis, G Tripsianis, I Iliopoulos, A Arvaniti, D Sakka, A Kedraka, A Spountzis, N Zilikis, M Katsikidou, and G Avraam.

Prospective students (n=10, from the 2023-2024 academic year) and alumni (n=10, of various years) attended the relevant sessions.

In addition, the Panel met with senior managers from various institutions. The Panel discussed the Programme with representatives from the following 8 organisations (in no particular

order): the University General Hospital of Alexandroupoli, the Association for the Regional Development and Mental Health (EPAPSY), the Society of Social Psychiatry P Sakellaropoulos, the Society for the Promotion of Mental Health in Epirus (EPROPSY), the Mental Health and Alzheimer's disease Association Sofpsi N. Serron, the Therapeutic Programme KETHEA of Northern Greece, the Mental Health Institute in Trieste (Italy), and the Medical Association of Evros.

The introductory meeting (held on May 20th) included a comprehensive presentation of the Programme by the Course Director. The presentations of the MODIP internal processes and the video presentation of the DUTH facilities were deferred. The Panel reviewed the slides of both presentations privately. Any points of interest/questions relating to the two presentations were discussed with the Course Director and the MODIP members, accordingly.

Overall, the review process (preparation, meetings, and writing-up of the report) was completed with no issues or major concerns. The Panel is thankful to HAHE for successfully supporting the review of this postgraduate programme.

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme 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 Programme was inaugurated in the 2008-2009 academic year. It was re-established in 2018. The Programme has a longstanding history of delivering excellence in medical education and academic research (mostly non-clinical, yet not themed in basic science). The Programme covers a broad academic remit in the field of Social Psychiatry. The Programme integrates the educational, research-orientated, and clinical themes into one stream. The Course Director's vision is to support the Programme to grow beyond what has been already achieved.

The Programme is primarily addressed to professionals with an interest in clinical practice (mental health) and for those who are willing to pursue a career in academia.

Prospective students have access to course material, online platforms for access to academic publications, up-to-date laboratory equipment and edutech. Attending lectures, practical workshops, and tutorials is compulsory. The teaching sessions can be delivered in person at the DUTH premises, remotely, or in a hybrid fashion. The duration of the course spans for 2 years (4 semesters). Students are allowed to apply for a no-cost extension to complete their studies beyond the 2-year deadline, provided that this is justified and approved by the Supervisor(s)/Course Leads.

Individuals are required to accumulate a total of 120 (European Credit Transfer and Accumulation System) ECTS credits until the end of the studentship. Each ECTS credit corresponds, typically, to 25-30 hours. Upon successful completion of studies, graduates are awarded the "Master of Science (MSc) Diploma in Social Psychiatry" qualification.

The Programme is addressed primarily to healthcare professionals and educators with a special interest in mental health and Social Psychiatry in particular. Traditionally, this course attracts medical doctors and nurses, psychotherapists, clinical psychologists, social workers, and educators. The vast majority of students are in employment. Tuition fees amount to a total of **€3,000**. Students may be found eligible to apply for discounts/payment in instalments according to current law and as per the DUTH Policy for tuition fees and waivers.

The Programme is aiming to serve the Greek Health and Care system by:

- educating clinical staff who wish to work in mental health services across Greece,
- promoting innovative research in the field of Social Psychiatry,
- supporting the national transformational programme of the Greek Government (for clarity, this is an impartial comment that is not linked with the current/former government).

At the end of the Programme, the graduates are expected to:

- have good enough knowledge and the core skills to conduct original research,
- have a sound understanding of the Social Psychiatry principles,
- apply for work/continue to work in mental health services at a high professional level,
- promote transformation in the Greek national mental health system.

The Faculty of Medicine in DUTH is a leading department in higher education in Greece, and a renowned hub of the Greek health and care ecosystem. The Course Director is willing to push the discussion on Social Psychiatry affairs forward, and involve new parties from the wider community including policy makers, as they (Director) prepare on how to best deal with new challenges. These challenges have to do with the development of a new strategy in mental health therapeutics, and the key role of prevention, as the Greek society continues to change.

The scope of this report is not to discuss these challenges in detail, but to link the educational outcomes and research findings of the Programme (recent and expected) with the objectives of the Programme and the mission of the Faculty of Medicine at DUTH to support individuals with mental health problems, in Thrace and beyond, as well as the mental health practitioners and allied professionals across Greece.

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 Programme is strategically placed to serve unmet needs of patients living with mental health problems in Greece. Towards that, the Programme Leads are aligned with the institutional Quality Assurance Policy (disclosed in the A.2 document) and to act responsibly in meeting the set quality goals (included in the A.3 document).

The Quality Assurance Policy is issued by the Faculty of Medicine, DUTH. It is common for all postgraduate programmes from DUTH. The Policy document is not exhaustive; it is written using succinct language. The Quality Assurance statement for the Social Psychiatry Programme is in line with the Departmental strategy. The Policy has been approved by the Department and it is publically available (ΔΠΘ/ΤΙΑΤΡ/52845/5245/15-06-2023).

To improve in quality, the Programme Leads agree to work on:

- improving the quality of the delivered educational work,
- increasing the participation of prospective students in evaluation processes,
- reducing delays in graduation and supporting students at risk to finish late,
- supporting the quality of delivered research,
- supporting students to engage with educational activities abroad.

In the meetings with the Course Director and the Programme Leads, attendees presented themselves as open to discuss issues and concerns with the Panel, and to responsibly make steps forward in improving existing services.

II. Analysis

By reviewing the relevant Quality Assurance Policy and the set objectives, it is evident that the relevant Policy and plan:

- are appropriate for the level of the postgraduate Programme,
- enable the Programme Leads as liable to implementing the Policy,
- create the right environment for commitment towards continuous improvement.

As well as being able to enhance in-house procedures, the Programme Leads agree to accurately collect (new) quality assurance data, to appropriately document these findings for further analyses, to discussing lessons learnt and to make corrective and preventative actions.

III. Conclusions

Available evidence fulfils this criterion. However, continuous improvement (this is the nature of Principle 1) calls for recommendations, which are noted below as a suggestion.

Panel Judgement

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

Panel Recommendations

In line with the current Quality Assurance Policy, the Panel recommends:

- Restructuring in the quality assurance data collection process with mini-surveys which are mandatory, for all, over 4 time-points: [a]. at admission, [b]. mid-term, [c]. end-of-course, and [d]. at the employment stage (optional). The focus is on capturing the unmet educational, research, and professional needs of the students *and* staff.

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)*

I. Findings

For Principle 2, the following documents were reviewed: the senate decision for the establishment of the Programme (127/59/21-6-2018) as seen in the A.4 document, the programme curriculum structure and the student guide (seen in the A.5 document), the course and thesis outlines (A.6 document), the teaching staff list (seen in A.7 document and supplementary list that was submitted to the Panel, on request).

The Panel reviewed the submitted documentation in line with HAHE guidance for EEAP/Panel reviews. The document set for the review was complete and well-presented. The Panel discussed the design of the Programme with the Course Director, the MODIP members, the DUTH Senior Management team, associate academics and fellow teaching staff. Feedback was sought from external stakeholders. Follow-up questions were discussed with the Course Director, MODIP and DUTH Senior Officers at the de-brief meeting.

The Senate decided on the re-establishment of the Programme on 31-Aug-2018 taking into consideration the favourable opinion (21-Jun-2018) of the Postgraduate Studies Committee of DUTH, and the decisions of the Assembly of the DUTH Medical School (06-Jun-2019).

In its current form, the Programme design adheres to HAHE principles, the European standards for Quality Assurance, and the DUTH's Strategy for Research (published in <https://duth.gr/>). The expected volume of work for students follows the standards of the EU ECTS system (level 7); the set-up supports student mobility and promotes flexibility. The total number of ECTSs is 120.

The marking scale is 0-10. In this Programme, an overall mark over 5/10 ($\geq 50\%$) is considered a pass. Getting over 50% demonstrates that students have achieved a sound knowledge of the subject.

The Programme is set up to introduce to students the principles of the current regulatory framework for the conduct of academic research. The course is taught primarily in the Greek language. International students must be proficient in Greek. The dissertation can be submitted in either Greek, English, French or German, provided that this has been mutually agreed with the Supervisor. The dissertation needs to be between 12,000-15,000 words long.

Active involvement of students is incorporated. The Programme mandates students to gain (usually unpaid) work experience and acquire new skills and knowledge which are fully transferrable to the job market. External stakeholders have shown interest in the Programme. This includes the possibility for third parties to support academically-led research and the possibility to offer job opportunities to future graduates. The Course Director concurs to take measures so that the research projects in this programme have a clear academic orientation.

II. Analysis

The Programme aims to offer postgraduate studies to international standards for graduates who are interested in conducting research in Social Psychiatry while demonstrating continuous professional development. In general, 1 ECTS credit is equal to 25-30 educational hours. A total of 30 ECTS credits per semester is acceptable.

The Panel felt that a few adjustments could be made to assist students to better understand: (i). the difference between what is taught (academic teaching) and learnt (during the conduct

of academic research), and (ii). the difference between standard-of-care and the use of standardised clinical procedures for clinical *research* purposes. The Panel recommends corrective actions. Please see details and justification in the following paragraphs.

III. Conclusions

Overall, the Programme is well-designed and structured.

Panel Judgement

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

Panel Recommendations

The Panel felt that the Programme would benefit from some changes. The aim is to enhance the learning experience of the students and to support staff in delivering a high-quality Programme. The Panel recommends changes to be implemented *before* the first semester.

Regulatory framework

At the end of the Programme, graduates should have basic knowledge of the principles of ICH Good Clinical Practice (GCP), the Greek and EU law for human use of medicines and medical devices, the regulations of the Greek competent authority (ΕΟΦ), EMA relevant to clinical research, and the roles of ICH as well as those of the WHO, FDA, and MHRA in drug development and global clinical research affairs. Combined with basic knowledge of regulations for research tissue banks and databases, students are expected to know the basics of data protection and information governance including EU GDPR and relevant Greek law.

Research Project Module – Planning

To ensure the smooth conduct of research, the Panel recommends the project allocation process be initiated at the early stages of the course. In more detail, the Panel recommends:

1. For each project, each Supervisor to share a title and a short summary (abstract) with the students including their contact details as an invite for an informal conversation.
2. The Panel recommends a pool of novel topics grouped in these areas: [a]. enhancing clinical practice, [b]. public health/prevention, and [c]. intervention studies in the early environment.
3. The expected duration of the research project to include the set-up (i.e. access to laboratory premises, training on equipment and software, access to available datasets etc).
4. The course Director (or Deputy) to allocate a research project to individual students who did not manage to secure a placement by the end of the first semester.

Research Project Module – Measures to ensure smooth conduct

The Panel recommends the following notes to be included in the Programme:

1. Research projects must be feasible, and with realistic timelines for an MSc course.
2. Clinical research projects with patient-facing procedures must have regulatory and ethics approvals *before* the student commences their project.

3. Data of published research may be used to form the basis of new projects, provided that the research question(s) and/or research methodology are new in this context.
4. Non-validated methods should *not* be considered for new research projects unless the project aims call for the development of new / enhancement of current methodology.

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

The Programme has adopted a clear perspective on the student-centered approach.

The Programme offers flexible learning paths, integrating both in-person (3 days/per month) and online classes (with up to 60% of compulsory lessons, potentially conducted online) as most students are employed (in Alexandroupoli and/or elsewhere). Various teaching methods

are practised, including in-person and online lectures, group projects, the distribution of printed and electronic teaching material, and on-the-job training as internships. Students have access to an e-learning platform (DUTHNET e-class) that hosts most educational resources.

Student evaluations by instructors can be either summative (focusing on knowledge) or formative (focusing on skills). These include oral exams, written exams (multiple choice and short answers), short reports, mid-term assessments, or combinations of the above methods that can also be carried out remotely (digital assessment). There is also a mandatory group research project activity that is carried out under supervision (led by trained instructors). The instructors are linked with the DUTH Teaching and Learning Support Centre.

Monthly meetings are held between the Course Director, prospective students, and instructors to review the educational process and to address any issues or problems. Students are encouraged to discuss their concerns privately with the Course Director and Programme Leads, to resolve any issues amicably and to safeguard students through the educational process. Overall, students are encouraged to be proactive and autonomous. The Programme supports the development of healthy student-tutor interpersonal relationships.

The role of the Academic Advisor for the Programme is to provide support on academic life topics, to discuss academic progress and career development (mostly within Greece), and the opportunity for doctoral studies. Students, as a group, feel supported to interact with the teaching staff throughout the studentship and after graduation (this point is supported by interviews with prospective students and alumni). The Department has an efficient system in place to manage complaints, all levels, and a proven ability to deal with those effectively.

Moreover, DUTH operates a Counseling and Accessibility Structure (DoSyP) service that ensures support and equal opportunities for students with disabilities and/or psychosocial difficulties. Prospective students are informed about the DoSyP service and the role of the Programme Leads to offer support, in this context, when needed.

The internal evaluation system is led by the students, the instructors, and the organisers. This system has been active since the establishment of the Programme. Questionnaires are administered to individual students, mainly in a digital format. Through these questionnaires, students anonymously evaluate the technical and administrative specifications of the Programme and the impact of those on the quality of teaching delivery. Students express their overall assessment in a free textbox. Participation rate in providing feedback was approximately 60%; the overall course mark was 4.5/5.0. This mark is in agreement with the general positive impression that students gave in the interviews during this review.

However, the evaluation of the MSc thesis experience is not included in these questionnaires. Delays in completing the thesis on time (and subsequently in obtaining the MSc degree - the average completion time of studies is approximately 3,5 years) are not captured. Approximately, 25% of students opt in for a research-themed MSc project.

II. Analysis

The Programme embraces a flexible learning model, integrating both in-person and online sessions, respecting the diversity of each student cohort. However, flexibility and adaptability can potentially add extra pressure to students, especially as the vast majority of them are in employment (either full-time or part-time). The students who visit from afar need to make arrangements for travel and accommodation to/in Alexandroupoli, and to professionally keep

up their commitments and external responsibilities, especially during the traineeship.

Teaching methods are diverse, including traditional lectures, group projects, and the use of digital e-learning platforms. Instructor evaluations use various methods, including oral and written exams, which match well with the course objectives. Group research projects (aided by instructors) further help students to integrate teaching material with the conduct of novel research. There is a high tendency in students to opt in for *review* MSc projects (as compared to those choosing projects of original research). This findings could be attributed to the common delays regarding regulatory approvals, especially for the clinical research projects.

Most students graduate (on average) within 3.5 years from admission. This is at variance with the designated programme completion milestone of 2 years. Academic support is provided through the Academic Advisor role, and through effective communication between the Course Director, the teaching staff and students. Overall, students were highly satisfied with the experience; no major issues were identified.

III. Conclusions

The Programme can be challenging in delivery, especially in academic years, in which students form a group of individuals with a diverse scientific background. In line with the current institutional Policy for Quality Assurance, the Programme Leads manage, largely, to meet the educational needs of the students and to offer them the opportunity to acquire new knowledge and skills. Despite the common practice to extend the studentships beyond the 2-year deadline, for most students, the individuals who took part in this reevaluation confidently expressed a highly satisfactory experience. Questions arise about adjusting the study programme slightly to align with the set schedule in favour of a realistic completion timeframe.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
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 Programme could be adjusted in a way that restricts the completion times closer to the 2-year milestone. If the set-up and completion of the MSc research project is the primary cause of the delays (in completing the course), a few changes need to be implemented so that students engage in the process much earlier. Adjustments could be made without increasing the students' workload. For example, changes could be made by modifying the content of lectures, by compressing or even moving around sessions within specific modules. Respective changes must not affect the ECTS credits

per semester and the overall ECTS score.

- Feedback questionnaires could include the 360 evaluation of individual MSc projects (e.g. student's satisfaction during conduct, challenges and difficulties, student's perception on the instructor's involvement and quality of supervision etc.).
- To enhance the research methodology module (already included in the curriculum), to enhance the "research spirit" and to increase the students' appetite to start writing part of their thesis early. To set up group research projects that (a). teach how to team-work and (b). act as intros to focused individual research projects.

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

Admission to the Programme follows a very clear and well-described procedure after a public announcement by the Department of the available positions. On the average, 40 students are admitted each year, and their provenance is ideally described as follows: 40% are medical doctors specialising in adult or children psychiatry, 10% are medical doctors wishing to specialise in general practice, 30% are graduates of psychology departments, 10% are graduates from technical universities (also known as TEI) specialising in community psychological support, and 10% are graduates from other universities (or TEI) with a general interest in the subject matter of the Programme. In practice, however, the percentage of medical doctors attending this particular Programme is approximately 20%, in recent years; the rest of the placements are covered proportionally by the other categories of professionals. To be admitted to this Programme, candidates must have a good academic record, knowledge of English up to B2 level and a sound recommendation letter. Any prior work in the subject area of the Programme, or publications (from previous studies in this field) are considered a bonus.

The course of studies lasts 4 semesters (2 years) and is based on a combination of in-person and online teaching sessions. In general, students gather for 3 days (Friday-Sunday) once per month, throughout the duration of the Programme to learn new skills and to gain new and deeper knowledge in a many Social Psychiatry topics. Since many of the students are visitors,

this necessitates extra travel to/from Alexandroupoli to attend the majority of these sessions (except in cases when the sessions are taught online).

In addition to their course work, which is well-described in the material shared with the Panel, the students must do practical training anytime during the first 3 semesters for a total of 450 hours (150 hours per semester). This part of the work is usually placed in mental health services within the Evros Prefecture but it can also be undertaken in other areas in Greece and/or abroad.

In preparation of for their thesis work, which is usually during the last (fourth) semester, the students must participate in additional training sessions. One of them, is the writing of a review article that is undertaken during the first semester. The aim of this exercise is to prepare the student for the writing-up of the thesis. Another task is the taking part in a joint research project that is undertaken during the second and third semesters. This task aims to give to the students some training in how to organise themselves, and in how to best execute novel research work as part of a real-life professional group of scientists.

Lastly, the thesis is an important requirement for successful completion of this Programme; it can be either research-based or a literature review which (either way) occupies the majority of the last semester of studies. An oral presentation of the thesis work takes place in front of the students and faculty members, and the written document is marked by a 3-member faculty committee.

Upon completion of their studies, the students are automatically awarded a diploma certificate, written in Greek and English, which shows their academic achievement. This can be used for further studies or work.

During the course of their studies, some students can participate in a short visiting programme to a community psychiatric facility in Trieste (Azienda Sanitaria Universitaria Integrata di Trieste), in Italy. Active engagement in the Erasmus Programme is also possible.

II. Analysis

The most important characteristic of this Programme is that it is attended primarily by full-time employees, many of them residing in distant parts of Greece and not in Alexandroupoli. This limits certain options in terms of having a more effective course design and higher attendance rates, but in the opinion of current students and recent graduates, the Programme offers them very good-to-excellent training opportunities. It also equips them for further professional development.

Because most students work full-time, it is somewhat inconvenient to travel once per month to Alexandroupoli, and to also take time away from work in order to undertake practical training, and to write up their thesis, especially when this piece of work is laboratory-based. In addition, none of the students, to the Panel's best knowledge, graduates on time, in 2 years, with many of them requiring as much as twice longer.

Despite the above limitations, the level of satisfaction (as it was expressed by the students) with the Programme is very high, as is their gratitude to the faculty for allowing flexibility in the scheduling of course work, when other work commitments are present.

III. Conclusions

The Programme has found the right balance for offering a demanding course of studies to working professionals wishing to further improve their academic and employment options. However, in the opinion of the Panel the current arrangement is optimal but also fragile: further alterations in the course of studies, in favour of online courses dominating the schedule, will most likely make the Programme flow problematic.

Panel Judgement

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

Panel Recommendations

- Consider creating a full-time and a part-time division within the Programme to accommodate both groups of working professionals, but also to support those who wish to complete their studies sooner.
- Supporting student accommodation, on campus, for those who pay multiple short visits to Alexandroupoli to improve the experience of visiting students and the overall quality of the Programme.
- Consider (again) why the Programme fails, if that is entirely true, to attract more medical doctors, with the danger being that if the number of medical doctors is further reduced in the future, the whole “philosophy” of the Programme be altered.

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 number of faculty teaching in this Programme is 36 according to the evaluation document submitted (but see below). Most of them are from the medical school of Alexandroupoli, others are from neighbouring departments within the Alexandroupoli campus and from external institutions (other universities) in Greece. There is no one from abroad in this list.

The selection criteria of the faculty members for this Programme is dependent on acquired knowledge and appreciation of their expertise in the community, by other faculty members of the Programme. The workload is appropriate and there is good correspondence between academic expertise of the faculty and their course offerings.

In their conversations with the Panel, the group of faculty members in attendance showed strong enthusiasm for their work in the Programme and the overall impression was of a coherent group that likes to work together. In addition, the younger members of this faculty group expressed the opinion that their participation in the Programme enhances their academic profile both in terms of allowing them to be up-to-date in their

field of expertise but also because they can be involved in the thesis work as supervisors of students.

In addition to the academic faculty members, the Panel also saw a number of medical professionals from the affiliated university hospital who also share their professional expertise by teaching at the Programme.

II. Analysis

The Programme is composed of faculty members with a good enough level of expertise in their fields of studies. Their research achievements are average (or above average) for most of them, with some outliers (on the high and low ends). This is an area that can be improved in the future. Having faculty members on board with exceptional academic reputation will most likely attract high-quality students to the Programme while enhancing its standing among similar programmes in the future.

The exact number of teaching staff was not clear at presentation. In question, the Course Director confirms that the tutors (a total of 36) contribute to the PSP as either teaching and research staff (active) or professors with the emeritus status. Teaching staff are associated with (a) the DUTH Department of Medicine, (b) other DUTH Departments, (c) other Universities within Greece. In addition, teaching staff can be (d) scientists, recognised by the academic community as specialists and substantially experienced in the fields of the PSP; the latter group includes two post-doctoral researchers from the DUTH Department of Medicine.

Some of the teaching staff present themselves with a Scopus profile that requires a subscription for external viewers; some others shared the details from their ResearchGate account, which were usually incomplete, some others disclosed no information. The Course Director confirms that the use of a particular web search engine for individuals is not mandatory for teaching staff.

III. Conclusions

Overall, the educational and research activities are led by a strong group of academics with an above average (and solid for some) academic standing.

Panel Judgement

Principle 5: Teaching staff of postgraduate 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.

- Provide a publicly available list of all active faculty members and teaching staff (to be updated annually) to students, partners and third parties.
- Provide accurate and up-to-date information of academic achievements of all faculty members (high-level).
- Enhance the faculty members group by collaborating with peers with an international academic standing, who may practise in Greece and/or abroad.

PRINICPLE 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 Department of Medicine and the Programme feature state-of-the-art buildings and laboratory facilities in the preclinical buildings, while clinical facilities are located at the University General Hospital of Alexandroupoli. University Psychiatric and Children Psychiatry Clinics supporting the Programme also operate community psychiatric services in Alexandroupoli. Most facilities are easily accessible to individuals with mobility problems and common disabilities.

The university supports interactive and new learning activities by granting students with access to the library network, including the Library of the School of Health Sciences. The Central Library links students with international literature resources and book loan services. It also administers the HEAL-Link system for access to international electronic databases. The unified Central Library Unit, named the "Library and Information Center of DUTH," operates independently. The headquarters are in Komotini; The Library services cover adequately the educational needs of the research students.

The Programme has its own online classroom environment, where instructional material, announcements, bibliography notes, and other articles of information are posted. Additionally, university users are provided with the ability to connect to services remotely (e.g., access to subscription content from journals and publishers that is limited for external viewers). Access to Eduroam wifi services, IT support, as well as to synchronous (MS Teams Platform) and asynchronous educational services (DUTHnet e-class platform) support the educational work. Upon registration, new students are informed about the available services and facilities over a dedicated meeting. In this introductory gathering, students are informed about the 'Employment and Career Structure' (DASTA) system for professional development.

The Course Director has overall management responsibilities for the Programme. The Programme's financial resources are governed by the University's Special Research Fund (ELKE). A 30% of the gross income (from tuition fees) is allocated to the ELKE account; the remaining funds cover the main operational expenses of the Programme. These expenses include primarily administrative and technical support fees, salary contributions for teaching staff, expenses for travel, and equipment maintenance.

Students are expected to be self-funded for travel and accommodation in Alexandroupoli during each 3-day visit at the university campus. This is a rule that applies for visiting students. The university has available funds (through external to the Programme sources) to support the large construction site that is in development in the campus. The main project in this field is the construction of the new student dormitories hall. A part of this new complex is planned to reach the future postgraduate students of DUTH, including the students of this Programme.

II. Analysis

DUTH supports novel learning activities and students with limited access and disabilities. The university offers access to an extensive library network, including the Library of the School of Health Sciences. The Programme has an effective online classroom environment with appropriate learning material and resources, ample room for posters and announcements, peer communication and student-tutor contact. Students have access to Eduroam Wi-Fi services and educational platforms like MS Teams and the DUTHnet e-class. The DUTH institution is committed to further developing its facilities and infrastructure. This point was highlighted through interviews with the involved parties.

Student support is also provided through the 'Employment and Career Structure' (DASTA) system to explore future professional opportunities in the current job market.

III. Conclusions

The university provides satisfactory infrastructure and services for learning and student support. Generally, student needs are met by the current university environment (physical and virtual). Travel and accommodation expenses for visiting students are not covered, although there is provision for financial contribution, on individuals, on a case-by-case basis for those who fulfil the relevant eligibility criteria. For professional development, students can seek for support through the teaching staff or through the 'Employment and Career Structure' (DASTA) system.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The local Policy could change to financially support visiting students of the Programme (e.g. by pushing forward the completion of the new premises/accommodation hall).
- The Programme could aim for greater international visibility aiming to attract collaborations and partnerships with healthy organisations in Greece and abroad (e.g. partnerships with other academic institutions to host visiting lecturers, the development of virtual/hybrid international conferences etc.). This approach could help students to better understand their professional needs, in the Social Psychiatry field, and in a broader sense in the mental health services job market.

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 Programme supports the reform in psychiatry by serving the Greek health system's needs to appropriately create the space for training for mental health professionals from various scientific backgrounds, such as medical doctors, psychologists, nurses, and social workers. The competent body for the administration and management of the Foundation's internal quality assurance system is the Quality Assurance Unit (QAQ). At the level of the Academic Unit, the OMEA of the Department is responsible for implementing procedures for collecting, and processing of quality assurance data. OMEA, in the context of the Internal Evaluation Report, carries out, annually, data collection and analyses, for undergraduate and postgraduate study programmes including the one under review. The annual Departmental Evaluation Report (internal) includes evaluable data, for the purpose of this principle, such as key performance indicators, the profile of the student population, the course of study, success, and drop-out rates. The Greek version of the website of Programme is available at: <https://socialpsych.med.duth.gr/>.

There is also an additional page in the DUTH main website that can be found at:

<https://duth.gr/%CE%95%CE%BA%CF%80%CE%B1%CE%AF%CE%B4%CE%B5%CF%85%CF%83%CE%B7/%CE%94%CE%B5%CF%8D%CF%84%CE%B5%CF%81%CE%BF%CF%82-%CE%9A%CF%8D%CE%BA%CE%BB%CE%BF%CF%82-%CE%A3%CF%80%CE%BF%CF%85%CE%B4%CF%8E%CE%BD-%CE%A0%CE%9C%CE%A3/%ce%ba%ce%bf%ce%b9%ce%bd%cf%89%ce%bd%ce%b9%ce%ba%ce%ae-%cf%88%cf%85%cf%87%ce%b9%ce%b1%cf%84%cf%81%ce%b9%ce%ba%ce%ae> .

II. Analysis

The procedure is defined by the MODIP of the Foundation and is implemented at the Academic Unit level by the OMEA of the Department of Medicine.

Internal Evaluation Process

The procedure followed is as follows:

1. Data collection through the MODIP information system data transfer to the Programme information system
2. Data processing and analysis by the OMEA of the Department
3. Compilation of the Annual Evaluation Report of the School of Medicine - Evaluation of teaching and research work
4. Approval by the Department Assembly
5. Transmission of the Report to the MODIP of the Foundation
6. Sending by MODIP of the "Quality Indicator Reports" from HAHE to the Department
7. Consultation with the Assembly and the relevant Committees: OMEA, Coordinating Committee of each Master and Strategic Planning Committee of the Department.

Teacher evaluation process by students - Student participation (Appendix A9)

At the end of each teaching period or the end of the semester, the students are invited through an electronic application developed by the MODIP of DUTH to evaluate the courses/teaching units that have been taught. More specifically, students receive, in their institutional account, a unique automated message, relevant instructions along with disposable links and unique codes for each course/teaching unit of the semester they attend, where they are asked to fill anonymously and remotely a relevant questionnaire.

The questionnaire is structured in the following sections (Teacher Course, Workshop and free field for developing comments). The anonymity of the participants in the evaluation is fully guaranteed by the MODIP and the relevant assurance is provided, as no identification data is kept and at the end of the process any correlation data is deleted.

To raise the awareness of students and to ensure their participation as much as possible, the MODIP members, when informing the Secretariats of the Programmes, have a standardised, informative message with which it requests the Secretariats:

- to inform students about the procedure that will follow, while urging them to participate and not to ignore the messages they will receive,
- to make them aware by using all means of communication at their disposal (e-class, announcements on the website, personal messages) about the value of their participation in these procedures as their involvement contributes to improving the Quality of existing services,
- to inform the Programme Leads so that they, in turn, make the all tutors aware of the local procedure, especially if tutors are external collaborators and unfamiliar with local practices.

Upon completion of studies, students submit anonymously a questionnaire, in which they discuss the content of each class, the way it was taught and examined. Students also include comments for improvement and a mark. The results are being delivered to the lecturers to ensure that measures are taken for improvement. This is an independent process that is adjunct to the standards of the current regulations within DUTH. However, not all students tend to respond to these questionnaires. Approximately, 60% of the students seem to respond each time.

Tools for data collection and analysis

The following tools are used to collect data:

- The MODIP information system
- The information system for the evaluation of the courses (students are marking)
- The ETHAAE information system from where the Quality Indicators report is extracted
- The Secretariat system-student log
- MS teams (for student satisfaction research data and to post teaching material)
- The e-class of the Course for posting teaching material
- Library Data

III. Conclusions

Education and training provided for the students of the Social Psychiatry Programme is supported by the medical school of DUTH. Graduate students, doctoral students, postdoctoral researchers and senior academics share knowledge and notes from experience with prospective MSc students through a range of available sources.

Effective information management is the first and crucial step in ensuring a strong basis for efficient quality assurance processes.

Panel Judgement

Principle 7: Information management	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- To stress the importance of providing guidance transparently and concisely to students. By focusing on the process of information handling, students are expected to better understand the provided content, thus enhancing the quality of the Programme. To refrain from information overload. The Panel recommends the Course Leads to revisit teaching material, and to check for updates, and to see if information is conveyed using in simple forms.
- To regularly review and update the Greek and English versions of the Programme website.
- To develop educational articles for students focused on current Social Psychiatry

affairs, themed on how to prevent and control societal factors that contribute to mental health problems. To consider adding a (new) chapter in the relevant modules, such as *“notes from clinical anatomy”* to improve the understanding of students with non-clinical background, and to acknowledge the need to refresh notes of “old” knowledge in established healthcare professionals.

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 Programme is addressed to native speakers of the Greek language/proficient users of Greek. The Programme is interested in developing the international profile of the course to support applicants from abroad, and to connect in-house research and educational work with allied institutions in Trieste, in Europe (region), and the rest of the world.

The goal is to prepare the students to stand professionally at a high level within educational, research, academic, and non-academic environments in Greece and abroad.

The course is taught in Greek. Individual international students are allowed to write their dissertation in English, if that is justified and mutually agreed with the Supervisor(s).

Overall, the Greek version of the website (<https://socialpsych.med.duth.gr/>) has limited information. Some of the links direct the user to a new page, however, some other links (e.g. inside the “ΕΙΣΑΓΩΓΗ ΦΟΙΤΗΤΩΝ” page) do not seem to work.

There is also an additional page in the DUTH main website (available at: <https://duth.gr/%CE%95%CE%BA%CF%80%CE%B1%CE%AF%CE%B4%CE%B5%CF%85%CF%83%CE%B7/%CE%94%CE%B5%CF%8D%CF%84%CE%B5%CF%81%CE%BF%CF%82-%CE%A3%CF%80%CE%BF%CF%85%CE%B4%CF%8E%CE%BD-%CE%A0%CE%9C%CE%A3/%ce%ba%ce%bf%ce%b9%ce%bd%cf%89%ce%bd%ce%b9%ce%ba%ce%ae-%cf%88%cf%85%cf%87%ce%b9%ce%b1%cf%84%cf%81%ce%b9%ce%ba%ce%ae>

which is somewhat confusing for the user who wishes to find the correct webpage for the first time using a popular search engine on the web. The second website (see link above) has information that is not highly specific to the Programme. In that page, the link for the Programme's website directs the user to the page of the Medical School of DUTH, and not to the one of the Programme.

The English version of the website (<https://socialpsych.med.duth.gr/en/>) that the user is guided to has limited information. In this site, there are hyperlinks and text written in English as well as in Greek. Some labels are included implying that there will be hyperlinks, yet, there

is no information next to those labels. There are also links in the “Official Government Gazette of operation” section, clearly stating that some documents are presented in Greek.

The <https://socialpsych.med.duth.gr/en/%cf%87%cf%81%ce%ae%cf%83%ce%b9%ce%bc%ce%b1-%ce%ad%ce%b3%ce%b3%cf%81%ce%b1%cf%86%ce%b1/> has text in Greek and links with documents also written in Greek.

Both websites will need an upgrade in structure and in content to ensure that only relevant and up-to-date information is presented. A key question for the website developers is to think carefully about whom this information is published for.

On another note, the students of the current year and the alumni who attended the relevant sessions shared a rather positive experience with regards to preparation for future studies abroad. External partners are, in principle, open to collaborations with minority and international students.

II. Analysis

The Programme offers students access to available resources, including existing library services. The Course Director and Leads acknowledge that the library services and webpages can benefit from an upgrade. Some individual students need further support for the use of academic English, especially those with difficulty in reading scientific articles, writing laboratory reports, presenting a poster, writing a literature review, writing a thesis to a high standard. The current approach of public information handling sends a rather confusing message to the user who cannot read any Greek, and a message that communication with international partners is underdeveloped.

III. Conclusions

Overall, public information is presented to an adequate standard. Yet, the Greek and English versions of public information is a work in progress that needs to get prioritised. The international face of the Programme needs to get clearer and up-to-date for sure.

Panel Judgement

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

Panel Recommendations

- The Panel recommends the upgrade of the Greek and English versions of the website, and the implementation of a plan for its annual maintenance work. Each page within the two sites has to be tested (ideally by independent markers) to ensure readability, IT accessibility, and consistency.
- The Panel recommends the Course Director and Leads to consider if additional information is needed in the English version of the website to increase visibility. A revised website could attract: [i] potential international students, [ii] international academic partners and collaborators for research, (iii) employers/supervisors of students who wish to relocate abroad for an exchange programme/internship etc.
- The Panel suggests new text to be included in the Greek version of the PSP website, in the page that is addressed to students in the “πληροφορίες-πρωτοβουλίες” under the “Φοιτητική Μέριμνα” section i.e. <https://www.ee.duth.gr/φοιτητικά/φοιτητική-μέριμνα/>. The Panel recommends new wording to be included in this page to inform students about the support they could have in improving their English language knowledge skills. The Panel recommends the Programme to refer non-native speakers of English who need support in improving their language skills and their ability to use academic English. An appropriate department for signposting, perhaps is the Department of English language and literature, of the National Kapodistrian and University of Athens (available at <https://en.enl.uoa.gr/websites/> and <http://www.didaskaleio.uoa.gr/>), unless there is an existing service within the PSP (or the DUTH) that the Panel is not aware of.

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

The Programme has in place an effective Internal Quality Assurance System that audits and reviews performance on a regular basis.

In brief, the system consists of two parts:

- The regular internal review with the participation of students
- procedures for restructuring/updating/adjusting the Programme material periodically, as and when required.

Periodic review process

At the end of each academic year, the Programme Coordinating Committee:

- a. Evaluates the teaching and educational activities that they have implemented.
- b. Plans accordingly for the adjustment of the educational and teaching-related activities.

The decisions of the Coordinating Committee are forwarded to the Assembly of the School of Medicine for approval. At an Institutional level, the MODIP plays a crucial role. The MODIP monitor and meticulously utilise the acquired monitoring data to reshape/adjust the institution's strategic plan for the Programme, with a focus on continuous improvement.

Adjustment Process

If structural changes are required in the Programme (for example, changes in the course subjects, new approach to internships, change in the expected number of admitted students each year etc.), then Programme can be revised/reformed.

II. Analysis

The Programme was founded in 2008-2009, re-established in 2018, and updated in 2022. It has been operating for 15 years in accordance with the respective institutional framework. The internal evaluation and updates of the Programme, due to this process can be crucial. Having secure improvement mechanisms in place, and implementing those regularly to regulate the performance and to bring the Programme up-to-date is essential. The internal review of this Programme appears to be very positive, the Panel concurs. Overall, the requirements of Principle 9 are satisfied.

III. Conclusions

The re-establishment of this Programme has highlighted new areas that need improvement and other areas in which performance is very good. Students (the vast majority of them) only partially participate in these evaluation assessments. However, submitted evidence in its present form, signifies substantial compliance with Principle 9.

Panel Judgement

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

Panel Recommendations

- Actions to increase student participation in the evaluation process. Consider the use of live polls/questionnaires, when possible. To inform students about the importance of the evaluation process.
- The Panel recommends the Course Director and Leads to discuss the Programme's strengths and weaknesses in a Faculty of Medicine forum that will involving teaching staff, and with the aim to make strategic decisions for how to deal with unmet needs and service improvement as a sign for continuous improvement.

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 has not been formally evaluated in the past (by an external body), and therefore previous recommendations are not applicable.

The Panel notes that the steering committee of the Programme welcomes the current evaluation process. It became apparent from all discussions that the suggestions for future improvement will be taken seriously.

Any feedback to the Course Director and the Programme Leads from this evaluation will be discussed first by the steering committee of the Programme. Any decisions on changes will be discussed with the rest of the faculty members of the Programme and the Senior Management Team of the DUTH Medical School.

Once future actions are decided and put into place into a plan, the Course Director and Programme Leads will review their actions after a two-year period, to decide on whether to maintain them in the long run, or whether they need to modify any of them.

An important role for this process is played by the MODIP. The Panel notes that the MODIP is staffed by competent professionals who are able to support in practice the Course Director and Programme Leads in all steps.

II. Analysis

The process of evaluation is taken seriously by this Programme and all mechanisms are in place for extracting maximum value.

III. Conclusions

Future evaluations will be sure to provide the Course Director and Programme Leads with useful feedback.

Panel Judgement

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

Panel Recommendations

- To continue engaging seriously with the internal and external evaluation processes.

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

The Panel identified the following areas:

- The Programme has clear and highly relevant learning objectives.
- The Course programme is well-structured. It covers a broad range of topics and methodology.
- The Programme is appropriately staffed to meet its educational, research, and clinical goals. The Course Director and Programme Leads have strong leadership skills and a proven track record in Senior Management.
- The Programme has robust assessment methods to evaluate both theoretical knowledge, and practical competencies. Students are taught how to conduct research independently and as part of a small team.
- The Programme is well-connected with local hospital services in Alexandroupoli and nearby cities and towns, placing the academic site in an excellent position for the study of Social Psychiatry due to the special demographics of the region.
- The Programme has built strong partnerships with the key investors in mental health in Northern Greece.
- The Programme invests in the personal and professional development of students and staff. The Programme employs robust feedback mechanisms (by engaging to internal and external processes).
- The Course Director and Programme Leads are open to discuss change.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

In no particular order, the Panel identifies the following areas:

- Difficulty of integrating students with diverse backgrounds in the same student cohort (difference in knowledge and skills between medical doctors and other professionals).
- Lack of strong partnerships with institutions abroad (beyond Trieste), including a plan for new collaborations with sites in southern Greece and multiple sites in the islands. This point is offered by way of merit and not as criticism.
- To question perhaps how much more diverse and inclusive the group of students and teaching staff can be, considering revisiting the advertisements of new placements for students and new roles for staff to attract individuals at risk for discrimination. Regarding advertisements, this refers to the use of highly inclusive language, and text that highlights diversity initiatives and the promotion of channels that reach under-

represented societal groups. For clarity, this point is not questioning the intent and commitment of the Course Director and teaching staff to promoting Diversity, Equality and Inclusion practices, to accepting/recruiting a higher number of female students and staff, and protecting individuals from discrimination with a minority ethnic background (Greek nationals and non-Greeks) as well as individuals who are non-native speakers of Greek.

- Fairly low mobility for students and teaching staff. This includes the difficulty to develop (new) external sources for funding.
- High tolerability of students extending their studies beyond the 2-year milestone.
- Lack of clarity (for external parties) on the types of original research that is supported.

III. Recommendations for Follow-up Actions

Principle 1

- Restructuring in the quality assurance data collection process with mini-surveys which are mandatory, for all, over 4 time-points: [a]. at admission, [b]. mid-term, [c]. end-of-course, and [d]. at the employment stage (optional). The focus is on capturing the unmet educational, research, and professional needs of the students and staff.

Principle 2

The Panel recommends the following notes to be included in the Programme:

- Research projects must be feasible, and with realistic timelines for an MSc course.
- Clinical research projects with patient-facing procedures must have regulatory and ethics approvals before the student commences their project.
- Data of published research may be used to form the basis of new projects, provided that the research question(s) and/or research methodology are new in this context.
- Non-validated methods should not be considered for new research projects unless the project aims call for the development of new / enhancement of current methodology.

Principle 3

- ❓ The Programme could be adjusted in a way that restricts the completion times closer to the 2-year milestone. If the set-up and completion of the MSc research project is the primary cause of the delay in completing the course, changes need to be implemented so that students engage in the process much earlier. Adjustments could be made without increasing the students' workload. For example, changes could be made by modifying the content, compressing, or even removing certain modules. Respective changes must not affect the ECTS credits per semester and overall ECTS score.
- Feedback questionnaires could include the 360 evaluation of individual MSc projects (e.g. student's satisfaction during conduct, challenges and difficulties, student's perception on the instructor's involvement and quality of supervision etc).
- To enhance the research methodology module (already included in the curriculum), to enhance the "research spirit" and to increase the students' appetite to start their thesis

early. To set up group research projects that (a). teach team-work and (b). act as introductions to smaller but focused individual research projects.

Principle 4

- ❓ Consider creating a full-time and a part-time division of the Programme to accommodate both groups of working professionals, but also to support the students who wish to complete their studies sooner.
- ❓ Supporting student accommodation, on campus, for short trips to Alexandroupoli to improve the experience of visiting students and the overall quality of the Programme.
- Consider (again) why the Programme fails, if that is entirely true, to attract more medical doctors, with the danger being that if the number of medical doctors is further reduced in the future, the whole “philosophy” of the Programme may be altered.

Principle 5

- Provide a publicly available list of all active faculty members and teaching staff (to be updated annually) to students, partners and third parties.
- Provide accurate and up-to-date information of academic achievements of all faculty members (high level).
- Enhance the faculty members group by collaborating with peers with an international academic standing, who may practise in Greece and/or abroad.

Principle 6

- The local Policy could change to financially support visiting students of the Programme (e.g. by pushing forward the completion of the new premises/accommodation hall).
- The Programme could aim for greater international visibility aiming to attract collaborations and partnerships with healthy organisations in Greece and abroad (e.g. partnerships with other academic institutions to host visiting lecturers, the development of virtual/hybrid international conferences etc). This approach could help students to better understand their professional needs, in the Social Psychiatry field, and in a broader sense in the mental health services job market.

Principle 7

- To stress the importance of providing guidance transparently and concisely to students. By focusing on the process of information handling, students are expected to better understand the provided content, thus enhancing the quality of the Programme. To refrain from information overload. The Panel recommends the Course Leads to revisit teaching material, and to check for updates, and to see if information is conveyed using in simple forms.
- To regularly review and update the Greek and English versions of the Programme website.

- To develop educational articles for students focused on current Social Psychiatry affairs, themed on how to prevent and control societal factors that contribute to mental health problems. To consider adding a new chapter in the relevant modules, such as “notes from clinical anatomy» to improve the understanding of students with non-clinical background, and to acknowledge the need to refresh notes of “old” knowledge in established healthcare professionals.

Principle 8

- The Panel recommends the upgrade of the Greek and English versions of the website, and the implementation of a plan for its annual maintenance work. Each page within the two sites has to be tested by independent markers to ensure readability, IT accessibility, and consistency.
- The Panel recommends the Course Director and Leads to consider if additional information is needed in the English version of the website to increase visibility. A revised website could attract: [i] potential international students, [ii] international academic partners and collaborators for research, (iii) employers/supervisors of students who wish to relocate abroad for an exchange programme/internship etc.
- The Panel recommends new text in the Greek version of the PSP, in the page for student support, to signpost non-native speakers of English with a centre for language support. The Panel suggests the Programme to refer students who need to improve their English language skills to the Department of English language and literature, of the National Kapodistrian and University of Athens (available at <https://en.enl.uoa.gr/websites/> and <http://www.didaskaleio.uoa.gr/>) for support, unless there is an existing service within the PSP (or DUTH) that the Panel is not aware of.

Principle 9

- Actions to increase student participation in the evaluation process. Consider the use of live polls/questionnaires, when possible. To inform students about the importance of the evaluation process.
- The Panel recommends the Course Director and Leads to discuss the Programme’s strengths and weaknesses in a Faculty of Medicine forum that will involving teaching staff, and with the aim to make strategic decisions for how to deal with unmet needs and service improvement as a sign of continuous improvement.

Principle 10

- To continue engaging seriously with the internal and external evaluation processes.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: Principles **1, 4, 5, 6, 10**

The Principles where substantial compliance has been achieved are: Principles **2, 3, 7, 8, 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	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Dr. Andreas A. Roussakis (Chair)

Signed by Andreas A. Roussakis

2. Prof. Nicholas Ktistakis

Signed by Nicholas Ktistakis

3. Prof. Panagiotis Karanis

Signed by Panagiotis Karanis

4. Mr. Nikolaos Savvopoulos

Signed by Nikolaos Savvopoulos