



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

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Accreditation Report for the Postgraduate Study Programme of:

Rhinology - Rhinosurgery

Department: Medical School

Institution: Democritus University of Thrace

Date: April 2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Rhinology - Rhinosurgery** 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 Rhinology - Rhinosurgery of the **Democritus University of Thrace** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. KTISTAKIS NICHOLAS (Chair)
Babraham Institute
2. GRAMMATOPOULOS DIMITRIS
University of Warwick Medical School
3. SACHINIDIS AGAPIOS
Institut für Neurophysiologie, Zentrum Physiologie, Medizinische Fakultät, Universität zu Köln
4. Tzimogianni Valentini
University of Patras
5. VISVIKIS DIMITRIS
National Institute of Health and Medical Research

II. Review Procedure and Documentation

Following the requirements of Quality Assurance in Higher Education (laws 4009/2011 and 4653/2020), the Hellenic Authority for Higher Education (HAHE), upon individual invitation and after official acceptance, established an independent External Evaluation and Accreditation Committee (EEAP), with the mission of assessing the compliance of the Postgraduate Studies Program (PSP) in “RhinoLOGY – Rhinosurgery” of the Democritus University of Thrace which was scheduled for 30/3 and 4/4 2026. The established EEAP consists of five experts, four from Universities and Institutes abroad, and one student representative from Greece.

The EEAP received and considered the following supporting documents through the HAHE Panel-Accreditations online information platform (in the order they had been deposited):

- A0._new. Περιεχόμενα_ΔΔΠΜΣ_PP.pdf
- A1._new. Πρόταση Πιστοποίησης_ΔΔΠΜΣ_PP.pdf
- A2._new. Πολιτική Ποιότητας_ΔΔΠΜΣ_PP.pdf
- A3._new. Στοχοθεσία Ποιότητας_ΔΔΠΜΣ_PP.pdf
- A4. Απόφαση Συγκλήτου Ίδρυση ΔΔΠΜΣ_PP.pdf
- A5. Οδηγός Σπουδών_ΔΔΠΜΣ_PP.pdf
- A6._new. Περιγράμματα Μαθημάτων_ΔΔΠΜΣ_PP.pdf
- A7. Ονομαστικός κατάλογος διδακτικού προσωπικού ΔΔΠΜΣ_PP.pdf
- A9._new. Αξιολόγηση από φοιτητές_ΔΔΠΜΣ_PP.pdf
- A10. Κανονισμός διαχείρισης φοιτητικών παραπόνων_ΔΔΠΜΣ_PP.pdf
- A11._new. Κανονισμός για τον ΑΣΣ_ΔΔΠΜΣ_PP.pdf
- A12. Κανονισμός Λειτουργίας_ΔΔΠΜΣ_PP.pdf
- A13. Κώδικας Ηθικής και Δεοντολογίας Ερευνών_ΔΔΠΜΣ_PP.pdf
- A14._new. Κανονισμός Σπουδών-BEΔ-Erasmus_ΔΔΠΜΣ_PP.pdf
- A15. Παράρτημα Διπλώματος Ελλ-Αγγλ_ΔΔΠΜΣ_PP.pdf
- A16. Πίνακας ερευνητικού προφίλ διδασκόντων_ΔΔΠΜΣ_PP.pdf
- A17. Αναφορές Δεδομένων ΟΠΕΣΠ_ΔΔΠΜΣ_PP.pdf
- A18. Έκθεση Προόδου_ΔΔΠΜΣ_PP.pdf
- A8. Πρακτικό ΜΟΔΙΠ-ΔΔΠΜΣ_PP.pdf

The assessment/accreditation process was carried out exclusively remotely using the Zoom platforms. All times indicated are Athens time. During the Zoom meetings, staff members from the University were prompt in providing us with the necessary information.

The scheduled agenda of the certification review was as follows:

30/03/2026

15:00-16:00 Private meeting of the EEAP to discuss first impressions from the PSP and to assign specific principles for each member

16:00-17:30 Meeting with the director of the PSP Professor Michael Katotomichelakis, Steering committee member Professor Skoulakis Charalampos, MODIP President Professor Marirena Grigoriou and Head of Department Professor Konstantinos Vadikolias.

17:30-18:30 Scheduled Online tour of the facilities of the PSP in the form of a short introductory video which was already seen by the EEAP. Instead, the conversation with the PSP directors was extended.

1/04/2026

15:00-16:00 Meeting with the teaching staff of the PSP: Prof. Constantinidis Jannis, MD, Department of Medicine, Aristotle University of Thessaloniki, Prof. Prokopakis Emmanouel, MD, Department of Medicine, University of Crete (left early and contributed very little), Ass. Prof. Chaidas Konstantinos, MD, Department of Medicine, Democritus University of Thrace, Em. Prof. Kastanioudakis Ioannis, MD, University of Ioannina, Prof. Triaridis Stefanos, MD, Department of Medicine, Aristotle University of Thessaloniki, Prof. Papalois E. Apostolos, PhD, Visiting professor University of Athens-School of Medicine, Secretary General NASCE/UEMS Executive Board, Director Translation Research and Training-Hellenic Healthcare Care Group-Dubai Health, Ass. Prof. Giotakis Evangelos, MD, Department of Medicine, University of Athens, Prof. Konstantinidis Iordanis, MD, Department of Medicine, Aristotle University of Thessaloniki, Prof. Chatziioannou Ioannis, MD, Department of Medicine, University of Thessaly, Ass. Prof. Deftereou Theodora-Eleftheria, MD, Department of Medicine, Democritus University of Thrace. The affiliations of the faculty members are indicated because this PSP involves several medical schools in Greece.

16:00-17:00 Meeting with 10 students of the PSP, all ENT trainees at various stages.

17:30-18:30 Meeting with 8 graduates of the PSP all in employment and all specialised in ENT.

18:30-19:30 Meeting with 4 social partners of the PSP with wide professional accomplishments relevant to the programme.

20:00-20:30 Closure meeting with the director of the PSP Professor Michael Katotomichelakis, Steering committee member Professor Skoulakis Charalampos, MODIP President Professor Marirena Grigoriou and Head of Department Professor Konstantinos Vadikolias.

The EEAP members would like to thank everybody involved for their positive spirit and their cooperation with the EEAP during the whole online accreditation procedure.

III. Postgraduate Study Programme Profile

The Democritus University of Thrace (DUTH) was founded in 1973 and began operating in 1974-1975 with the introduction of students in the Departments of Civil Engineering and Law. The university was named after the ancient Greek philosopher Democritus. The university has eight schools, 20 departments, and a variety of postgraduate programs, with a student body of around 29,000 and a faculty of over 700. Its research and teaching activities focus on a wide range of fields, including agriculture, health sciences, education, law, and engineering. The School of Health Sciences at DUTH includes the Departments of Medicine and Molecular Biology, and Genetics.

The Department of Medicine was founded in 1977 (L 641/1977) as “Medical School” and has first operated in the academic year 1984-1985 (L 573/1982) in Alexandroupolis, Thrace. Dealing with the difficulties due to its remote position from the center of Greece, it demonstrated an impressive development, with teaching Programs that fully correspond to current requirements of undergraduate education and high-level postgraduate Programs, participation in internationally recognized research projects, numerous scientific publications and the provision of high-quality health services provided to the population of the wider area.

With continuous efforts of scientific and technological improvement, it has become an attracting pole for prestigious scientists from Greece and abroad. Today, collaborations with domestic and foreign research and academic institutions and participation in funded research and innovative Programs are constantly increasing. The University Clinics and Laboratories organize a significant number of scientific events every year, with great impact in the scientific and the local community as well.

University Clinics established in the excellent infrastructure of the new University General Hospital in Alexandroupolis, provide high quality health services, as they are the only tertiary health center in the Thrace. In general, the Medical School of DUTH, contributes to the cultural and the intellectual life of the area as it ensures a valuable interaction with the local community.

The Department of Medicine of the School of Health Sciences of DUTH organizes and operates 26 postgraduate programmes all offering an MSc degree. The current PSP is open to medical graduates and professionals, it lasts for 3 semesters offering 90 ECTS, and costs 3500 euros. It was initiated in 2013 by the DUTH and reconfigured in 2015 to also include the University of Patras. Finally, in 2020 the PSP was restarted as a collaboration of 4 medical schools (DUTH, Thessaloniki, Thessaly and Crete) with DUTH being the institution of record (επισπευδων ιδρυμα). The subject of this PSP is the training of doctors specialising in rhinology/rhinosurgery offering them to opportunity to learn from practitioners in clinics of the four medical schools. There is also a component related to research which is primarily accomplished via laboratory or theoretical work leading to a MSc thesis. Of the 126 students who started the programme since 2021 approximately 50% have graduated.

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 PSP is subject to the quality assurance policy of DUTH as implemented and monitored by the MODIP of the institution. The programme is one of 26 currently being offered by the DUTH, most of them strongly focused on medical fields but none related to rhinology.

There are clear statements from DUTH as well as the PSP relating to the procedures for ensuring that internal evaluation of the programme is designed to highlight features of good practice as well as those requiring further improvement.

More specifically, the PSP ensures its quality control via the actions of the Steering committee, via course work sent and analysed via e-class, digital services of the DUTH following student progress and feedback, and by the overall digital monitoring system of MODIP.

There are also a large number of support facilities of the DUTH dealing with student counselling, equality and diversity office as well as career's office.

A small number of annual goals is indicated in the documents received by the EEAP, primarily having to do with increasing the applicant pool, encouraging the engagement of the students with course evaluation and increasing the number of students participating in Erasmus. In addition, an improvement of the website (especially of the non-existent English version) is also one of the future aims.

The PSP is rather expensive for Greek standards and for a 3-semester duration; however, the majority of the budget is required for the purchase of cadavers that are used for dissection practicals and it is fully justified.

Since 2021 the PSP has been tracking the number of graduates per year which ranges from 48 to 14; in total since 2021 the PSP has admitted 126 students of which 63 have graduated. As a rough guide, all of the graduates that met with the EEAP (cohorts 2021 and 2022) graduated on time which suggests that graduation rates have improved recently.

The teaching staff of the PSP are all extremely well qualified in their medical expertise. Most belong to the four collaborating medical schools (DUTH, Thessaloniki, Thessaly, Crete) but some are also prominent practitioners from abroad.

II. Analysis

Despite the fact that this PSP is a collaboration between four medical schools scattered throughout the geography of Greece, from North to South, it appears that the governance works well and without problems. The DUTH is very supportive of this PSP on both scientific as well as national grounds, and the EEAP was pleased to see that the steering and administration have remained in Alexandroupolis.

Good procedures are in place by MODIP to ensure that quality assurance is functional and well executed. Although the absence of an English version of the website was highlighted as an omission, this has not been picked up in subsequent evaluations as needing immediate attention.

Another issue that was disappointing during the visit is related to the fact that the documents received by the EEAP are a few years old: because of this the EEAP was examining an out of date website since the link to the new one was not provided. Despite the fact that submission of updated documents is not allowed by the HAHE procedure, the EEAP strongly advises the institutions to communicate with the EEAP via HAHE right before an evaluation and to point out crucial changes (such as the existence of a new website for example).

The rate of completion of the PSP is rather low, especially in earlier years. This despite the fact that the PSP is moving all the time towards a simpler and less time-consuming schedule to accommodate the fact that its students are medics working full time. In the opinion of the EEAP, the schedule cannot be made any simpler or forgiving and responsibility for starting and finishing the degree rests with the students.

III. Conclusions

Well-integrated programme involving a strong expert group in ENT across four medical schools in Greece. Having a memorandum that determines governance is very important. The EEAP also liked the fact that by rotating in four different departments in person the students get a chance to familiarize themselves with various clinical practices.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Updated information that is crucial for the evaluation should be communicated to the EEAP before the beginning of an evaluation, even by simple email messaging.

Graduation rates need to be improved and students likely unable to finish the programme due to heavy work commitments should be discouraged from applying.

Some re-examinations of ECTS allocation and preparation for research projects is warranted.

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 Study Programme (PSP) in Rhinology–Rhinosurgery consists of three semesters corresponding to a total workload of 90 ECTS credits and includes both taught modules and a Master’s dissertation. The curriculum is offered by participation of 4 Medical Schools and is predominantly clinically oriented and organised around disease-focused and surgical topics relevant to rhinological practice. Admission to the PSP is restricted to graduates of medical schools, with selection based on academic performance, English proficiency, letters of recommendation and interview.

The PSP aims to provide advanced specialised training in the scientific and clinical aspects of rhinology and rhinosurgery. The Programme is designed to equip students with in-depth knowledge of the pathophysiology of diseases affecting the nose and paranasal sinuses and to develop competencies in early and accurate diagnosis, as well as the application of personalised conservative and surgical treatment strategies. In addition, the PSP intends to promote the development of research awareness and innovation skills, enabling graduates to engage in basic research activities and contribute to the advancement of knowledge within the discipline. These aims reflect an intention to combine clinical expertise with academic development within a specialised medical field.

The PSP intends to develop the following core competencies:

- In-depth understanding of pathophysiology of rhinological diseases
- Ability to perform early and accurate diagnosis
- Skills in personalised conservative and surgical treatment planning
- Understanding of clinical decision-making processes
- Development of basic research capability and support for innovation
- Ability to contribute to knowledge generation in rhinology

The PSP has a website (<http://rhino-msc.gr/>).

II. Analysis

The PSP demonstrates clear professional relevance and provides broad coverage of clinical subject areas including anatomy, physiology, pathology, diagnostic methods and surgical techniques. The progressive transition from theoretical knowledge to clinical application reflects a logical structure consistent with specialist postgraduate training.

However, the EEAP observed that modules are primarily described in terms of subject content rather than competency-based outcomes aligned with Level 7 descriptors. Intended learning outcomes are present but are not consistently formulated in measurable terms nor systematically mapped to assessment strategies.

The allocation of ECTS credits across modules raises additional concerns. In particular, there is an introductory module addressing embryology, histology, anatomy and physiology of the nose and paranasal sinuses. This introductory foundational module which is allocated only 2 ECTS credits despite representing the essential scientific basis for subsequent clinical learning. The module content appears largely focused on revision of undergraduate knowledge rather than the development of advanced Level 7 understanding incorporating recent scientific and technological developments. The current credit allocation therefore appears

insufficient to support postgraduate-level depth and integration of contemporary advances in the field.

A central concern relates to the design and positioning of the research component within the curriculum. Although the programme allocates approximately 30 ECTS credits to the dissertation and related academic activity, evidence from past activity indicates academic effort that does not justify the full amount of credits, and appears limited relative to expectations for a postgraduate qualification at Level 7, particularly within a clinical discipline where analytical reasoning and evidence generation are fundamental competencies.

More importantly, the research component appears structurally isolated rather than integrated across the programme. Research activity is largely confined to the dissertation phase, with limited structured preparation during earlier semesters. There is no clear sequence of dedicated modules with defined learning goals addressing research methodology, study design, biostatistics, critical appraisal, or scientific communication. Consequently, research competence appears to depend heavily on individual supervision rather than systematic curricular development.

Many student projects rely predominantly on literature-based methodologies, particularly systematic or narrative reviews. While such work can provide meaningful academic experience, exclusive or predominant reliance on review-based outputs limits exposure to primary research methods and reduces opportunities for students to develop competencies in data acquisition, interpretation, and hypothesis-driven investigation.

At Level 7, research competence should be developed progressively through staged exposure to analytical tools and methodological reasoning. Without dedicated research modules with clearly defined learning objectives and measurable competencies, the dissertation risks functioning as an academic endpoint rather than the culmination of longitudinal scholarly development.

In addition, the absence of clearly defined research-specific learning outcomes further limits transparency in assessing academic achievement. The programme would benefit from explicitly articulated competencies related to research literacy, statistical reasoning, ethical research conduct, and dissemination of findings.

Furthermore, structured face-to-face academic engagement plays a critical role in postgraduate research development. Activities such as journal clubs, research seminars, multidisciplinary discussions and collaborative workshops support intellectual exchange, critical evaluation and scientific dialogue. The limited integration of such activities reduces opportunities for students to develop scholarly independence and academic confidence.

These factors suggest that while the PSP effectively supports clinical familiarisation, its research design and delivery requires significant strengthening to achieve full alignment with postgraduate academic standards.

III. Conclusions

The Programme demonstrates partial compliance with Principle 2. Although in terms of clinical relevance, professional alignment and institutional approval procedures, the curriculum is strong, several structural limitations were identified that affect the academic depth and Level 7 alignment of the programme. These weaknesses affect the academic architecture of the programme rather than

isolated teaching elements. Addressing these issues would substantially strengthen the academic integrity and international competitiveness of the programme.

Panel Judgement

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

Panel Recommendations

Increase the research workload beyond the current ~30 ECTS

Introduce dedicated research modules with explicit learning objectives. These modules should define measurable learning outcomes and assessment criteria.

Develop structured pathways for primary research engagement.

Encourage projects involving: Clinical audits, Registry-based research, Prospective observational studies.

Position the dissertation within a staged research progression model by introducing structured milestones including: Protocol development, Methodological approval, Interim evaluation, Final presentation and dissemination.

Expand structured face-to-face scholarly activities. These activities should support collaborative learning and analytical reasoning.

Rebalance ECTS allocation across modules, ensuring workload aligns with expected learning depth.

Define research-specific learning outcomes and describe competencies related to: Research design, Data interpretation, Evidence evaluation, Scientific communication.

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 Inter-Institutional Interdepartmental Postgraduate Program "Rhinology–Rhinosurgery" is run conjointly by 4 different universities (DUTH, APTH, UTH, UC). The subject of this PPS is postgraduate teaching, research, and practical training in Rhinology–Rhinosurgery. More specifically, this PPS offers high-level specialization for graduates in the scientific field of Rhinology–Rhinosurgery, along with in-depth training of scientists so that they become capable of producing new

knowledge.

This PSP requires students to complete 90 ECTS credits over the course of three semesters (60 ECTS the first two semesters on theoretical subjects and 30 ECTS on the third semester with the thesis work). The courses in which postgraduate students are examined in each of the two semesters of study, and in which they must obtain a passing grade, are the following: Embryology – Histology – Anatomy – Physiology of the nose and paranasal sinuses. Diseases of the nose and paranasal sinuses: Etiopathogenesis – Symptomatology – Diagnostic approach – Therapeutic protocols, which include the teaching of courses. Surgical techniques for the treatment of diseases of the nose and paranasal sinuses.

The third semester is dedicated to the thesis work which takes place remotely. The students are encouraged to present their work in conferences and eventually produce articles. The program includes compulsory courses, which are delivered online up to seventy five percent (75%) of the time. There is a visit in each of the four university departments during the first two semesters, particularly in order to cover the practical aspects. Under the current conditions of teaching, the PSP clearly targets students that have already a daytime job and would like to obtain a specialisation and exposure to some research skills in the field of Rhinology–Rhinosurgery.

The operation of the DUTHNET eClass electronic distance learning platform of the School of Medicine of DUTH, for the use of synchronous and asynchronous distance education methods, serves the following purposes: posting course presentations and supporting digital material per semester of study; assignment of coursework per subject; creation of exercises; posting of announcements and informational updates related to the educational and teaching process; communication and information of postgraduate students via email. Student assessment examinations at the end of each semester are conducted remotely using digital evaluation methods.

There is a system in place for the evaluation of teaching staff which follows the basic rules of the DUTH. The Quality Assurance Unit (MODIP) encourages the evaluation of the quality of educational activities by students. For this purpose, it regularly reminds Departments of their obligation to follow this procedure. The evaluation of instructors by postgraduate students is conducted regularly towards the end of the semester (8th–11th teaching week), in an anonymous manner, through the completion of course evaluation questionnaires by students. Upon completion of the evaluation process, statistical analysis of the questionnaires is carried out in order to produce aggregated results, with the aim of continuously improving the teaching work of the PSP.

The concept of the academic advisor exists but it is not totally clear how this is communicated to the students and whether all of the teaching staff participate in this role.

II. Analysis

This inter-university PSP at DUTH is a comprehensive program covering different aspects of Rhinology–Rhinosurgery. It spans three semesters, requiring 90 ECTS credits, with a combination of compulsory courses, some limited practical sessions and thesis work in the third semester. The PSP is targeting medical graduates of different initial specialisations (ORL, ORL surgery, cosmetic surgery).

The hybrid format where the majority of the courses are carried out online is highly appreciated by the students since most of them have already a daytime job. On the other side they are only meeting all together 4 times per year (once in each of the four universities participating in the PSP) and this may clearly reduce the cohesion as a group. Assessment of the students is done through exams and assignments. A thesis is carried out in the last semester with clear definition of objectives and evaluation criteria. The rate of graduation seems low at 50% with only 25% of the 50% that have not graduated having obtained a time extension for the completion of their studies.

The concept of the academic advisor is present but clearly there seems to be a lack of details in terms of its role and associated implementation. Similarly, there seems to be a confusion between the role of the academic advisor and the PSP coordinator. Most of the teaching staff need to assume the role of the academic advisor for a few students. There seems to be a satisfactory level of communication between the PSP coordinator and the students in terms of thesis subjects but there is a clear need to improve the rate of graduation which are quite low (50%) in addition to reducing the number of literature review (including meta-analysis) subjects by increasing their research component. At the moment 25% of the graduates have published or participated in an article publication which is a good rate.

There is a system in place for the evaluation of the teaching staff. Questionnaires include the assessment of the following items :

- Technical and administrative organization (Likert scale responses: 1–5)
- Quality of teaching per instructor (Likert scale responses: 1–5)
- Expression of overall evaluation of the positive and negative aspects of the session (free text)

All responses are above 4.5/5.

Additionally, for the evaluation of the practical component of the postgraduate program (models and cadaveric specimens), a second questionnaire is distributed. The results were also very positive, as the instructors received an average score of 9/10, the training process 8.8/10, the overall organization of the practical training 8.2/10, and the quality of the models 9.2/10.

Although the evaluation shows a high level of student satisfaction the rates of response are not provided to be able to evaluate whether the sample is representative. A clear procedure for students complaints are in place through the DUTH general rules but needs to be better communicated to the students at the beginning of their studies.

III. Conclusions

This PSP offers a solid curriculum in Rhinology–Rhinosurgery providing the students with the necessary skills to allow them to exercise in the field of Rhinology–Rhinosurgery. The fact that this PSP involves four different universities is a great advantage since it allows students to benefit from the teaching skills of different faculty members present on these different departments but also of their different levels and competences in terms of practical activities. Although the distant teaching is appreciated by the students who in their majority are already working full time, efforts need to be made to improve the cohesion of the group. There is an adequate assessment of the students through projects and

examinations. In order to fully explore this advantage an Increase in the number of practical sessions should be considered.

The level of graduation is low (50%) and therefore efforts need to be made in order to improve this. A more close relation between the academic advisor and the students may help towards this objective. The role of the academic advisor needs to be more explicitly defined to the students at the beginning of their studies and most of the teaching staff need to be involved in this role rather than having the PSP director assuming this role for the vast majority of the students. More effort needs to be given to the research component of the PSP and closer interactions with the stakeholders. Such actions will improve also the research component of the students' theses. There are clear procedures in place to ensure that students are evaluating the curriculum and the teaching staff but actions need to be taken to ensure a high rate of student's response to the corresponding questionnaires.

Panel Judgement

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

Panel Recommendations

A clear definition of the academic advisor and its role. Encourage most teaching staff to assume this role.

Improve counseling in the thesis subject definition with the objective of improving the graduation rates and enhancing the research component

Ensure that the rate of students' response to the curriculum, teaching staff and practical sessions' evaluation questionnaires is high in order to draw credible conclusions

Consider increasing the practicals sessions from 1 to 2 in each of the academic centers during the first two semesters

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 PSP " Rhinology-Rhinoplasty " was established in 2021 and has a 3-semester duration (30 ECTS per semester) with tuition fees of 3500€. A distinctive feature of this program is that it is jointly offered by four medical schools in the country: Alexandroupolis, Larissa, Thessaloniki, and Crete.

Two students per year with the highest grades who have published their thesis are entitled to a scholarship of 2500€. Admission to this program is conducted transparently and objectively after the Department announces available places. Although there are both English and Greek websites, neither of them is very up to date.

The selection of applicants is based on their degree grade, knowledge of foreign languages, scientific publications, participation in conferences, letters of recommendation, relevant research or professional activity, and oral interview. Up to 50 students are admitted each year. Only doctors can submit applications.

The PSP offers a hybrid teaching procedure. Online lectures take place once per month from Thursday to Sunday. In-person lectures and hands-on lessons on cadaveric specimens take place once at each of the collaborating departments mentioned, from Thursday to Sunday.

Students are evaluated in multiple-choice tests at the end of the first two semesters. During the third semester, they must conduct a thesis. Usually, the students require some additional time to finish their PSP.

Although terms and conditions for students' Erasmus+ mobility and Erasmus+

traineeships are described in the related documents of the Democritus University of Thrace, these mobility platforms are not used by the PSP yet.

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

II. Analysis

The length of PSP studies (3 semesters) is appropriate. The panel believes that the website is not updated in English or in Greek.

Lectures are held mainly online, but also in person 4 times during the first two semesters. In parallel, students can conduct their thesis in any collaborative university hospital in Greece. The Committee suggests more practical training and more in-person lectures.

The courses are delivered in Greek; however, some seminars are held in English. Student mobility via Erasmus+ and Erasmus+ Traineeships is an issue to be considered.

III. Conclusions

The Programme “Rhinology-Rhinosurgery” includes high-quality teaching staff with research experience. All the students expressed satisfaction regarding the Programme. However, the panel believes that the research focus of this programme should be strengthened.

The panel suggests providing more workshops, in-person lectures, internships, and promoting students’ mobility.

Panel Judgement

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

Panel Recommendations

The panel recommends increasing the number of workshops and internship opportunities

The panel suggests reducing the online courses and increasing the in-person.

The panel suggests encouraging Erasmus mobility.

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

On the submitted documents the total number of teaching staff participating as part of the different university departments is 30 (7 from the DUTH). 9 and 11 invited speakers at the national and international level respectively are mentioned in the presentation of the program. There is no clear description of the lectures delivered by the external members. For comparison purposes the total number of students in the current year is 20. In any case the number of teaching staff seems sufficient with respect to the number of subjects covered but also in terms of the number of students. Overall, the teaching staff are highly qualified and suitably specialized to carry out specialized teaching and research in the subject matter of the program. The teaching load seems acceptable.

The procedures described in the evaluation of candidates for faculty positions refers exclusively to the DUTH even though the PSP is co-organised by 3 other universities. Therefore, all of the comments below concern the faculty members from the DUTH. The evaluation of candidates for faculty positions considers their research output, teaching experience, and professional work. Assessment is based on minimum criteria set by the Senate, along with additional indicators such as journal impact, authorship position, citations, and collaboration metrics. Teaching ability is evaluated through trial lectures conducted before the selection process.

These lectures are attended by students, faculty members, and the selection committee. The evaluation procedures are governed by institutional regulations in line with national legislation. All election and promotion processes are carried out through the APELLA electronic system to ensure transparency.

The academic unit supports high-quality research by enabling staff at all levels to participate in national and international research programs. Faculty are strongly encouraged to develop and submit proposals to competitive funding schemes. Support is provided by ELKE during both the submission and implementation phases of research projects.

Research activity is a key criterion in evaluations for promotion to higher academic ranks. This serves as a strong incentive for continuous personal and professional development. Faculty members produce a substantial body of research, disseminated through journals, conferences, and books. Most of this work is published in peer-reviewed journals and presented at reviewed scientific conferences, ensuring its quality. The Institution also supports staff mobility by covering part of the travel and accommodation costs for conference participation on an annual basis.

At DUTH, various opportunities support the professional and scientific development of teaching staff. These include educational leave of varying duration, depending on years of service. Such leave enables faculty to teach or work at universities abroad. These leaves are planned annually to ensure compliance with the institution's approved budget. The DUTH, aiming to recognize teaching excellence, promote student-centered learning methods, and enhance the quality of teaching within the broader academic community, awards every two years a prize for outstanding teaching to active teaching staff of the university. The goal is to recognize teaching excellence, encourage the adoption of student-centered learning methods, and improve the quality of teaching across the wider academic community.

II. Analysis

The faculty involved in the program are experienced in the different specialties appropriately covering the different subjects in this PSP. This is essential given the wide range of subjects covered. There is an appropriate proportion in the faculty membership of the different university departments participating in the PSP and external members. The number of the faculty members is appropriate in terms of the subjects covered, the number of students and the teaching load is appropriate and not overwhelming. Although there are some invited members from international institutions mentioned there are no details on the number of lectures given and the frequency. At the same time there is sufficient space to increase the number of these international prestigious invited speakers which could also include some appropriate members coming from industry. The institution provides multiple opportunities both in terms of equipment but also funding for the development of teaching staff research activities. The publication record of the majority of the faculty members is very good to excellent. Some of the faculty members with lower research activities may use the available opportunities to improve their track record also in terms of funded projects. This will increase both the opportunities for more research oriented thesis for the students but also increase the notoriety of this PSP. Finally, the faculty members

should engage more with the students within the role of academic advisor but also in terms of thesis supervision.

III. Conclusions

As far as the DUTH faculty members are concerned there are appropriate procedures in place for the competitive recruitment of the faculty members of this PSP. The experience and number of members of the faculty is appropriate with respect to the subjects covered by this PSP and the participation of four universities is a clear advantage. There is still space to increase the participation of international experts as lecturers on the course. Some of the faculty members should use the DUTH provided opportunities to increase their research expertise. They should also engage more with the students within the role of academic advisor and thesis supervision.

Panel Judgement

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

Panel Recommendations

Increase the participation of international external lecturers

Some faculty members should use the opportunities provided by the DUTH for the acquisition of further research experience

Provide the procedures for the selection and career development of the faculty members of the other universities participating in this PSP

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, 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

Funding for this PSP comes from the tuition fees and covers primarily teaching staff and administrative and technical support salaries, expenses required for inviting professors, purchasing materials, laboratory supplies, and specialized equipment for educational and research purposes, as well as books, electronic textbooks, and consumables needed for the operation of laboratories, research activities in the context of the preparation of theses, scholarships and excellence awards and cadaveric specimens.

The PSP is part of a larger University Department, and this is helpful in the effort to find some additional resources from the overall resources of the Department. From the discussion with the students, it became clear that there is significant support and assistance from the programme for in-person courses regarding finding housing. Student support is limited, given that the entire educational process is conducted remotely. For the students not living in Alexandroupoli, there is access to rhinology-related equipment and hospitals.

Additional resources accessible to PSP students include the Department's library, secretariat, and computer terminals.

The highly qualified personnel at both the hospital and the Medical School support the program's research and teaching efforts. Their responsibilities range from overseeing student registration to providing academic guidance and administrative support to both faculty and students. All students have an Academic Advisor who is also the thesis supervisor.

II. Analysis

The infrastructure of this PSP is satisfactory. Students have access to Academic Identity, Digital Services, Counseling Services, Student Ombudsman, Department of Counseling and Psychosocial Support, Student Advocate, Employment and Career Services, the Foreign Language Teaching Center, the Cultural Student Club, and Support for Students with Disabilities. The communication between students and teachers, both during and after the completion of their studies, is excellent. There is also an established alumni association and a structured method for staying in touch with the graduates.

The documentation reviewed by the panel clearly indicates that students enrolled in the PSP are well informed about both the academic requirements of the program and their career prospects after graduation.

III. Conclusions

Overall, the Program "RhinoRhinosurgery" provides support and a good environment for the in-person and online training of its students.

Panel Judgement

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

Panel Recommendations

Create an alumni organization

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 EEAP conducted a thorough assessment of the documents delivered by the HAHE of the information management policy of the MSc program in "Sleep Medicine" at the medical department of DUTH. The Department of Medicine implements procedures for collecting information on:

- Student evaluations of teaching via electronic surveys and teaching reports (MO.DIP DUTH); Integrated Information System (OIS) of MO.DIP DUTH
-
- Students and the MSc program (e.g., grades, number of active students) via the Electronic Registry System (Universis)
- Infrastructure (equipment, buildings) via records from Department Heads and Technical Services
- Research projects and funding via data extraction from resCom (Research Project Management System, ELKE-DUTH)
- Student welfare data via the Academic Affairs Directorate (D.A.STA.)
- Service delivery data via the Student Ombudsman, D.A.STA., Library, Information Center, Counseling & Psychological Support Unit, etc.

- National Integrated Quality System (OPESPA) of EΘAAE

The OMEA (Academic Evaluation Committee) collects, processes, and uses data to improve teaching and research. Key indicators include the number of scientific publications and citations per year by faculty (DEP/EDIP), Student evaluation data used to assess teaching quality, and data analyzed and reported to the Department's General Assembly. The communication channels are the Official Website of the MSc program, the Study Guide available in Greek and partly in English. E-Learning Materials, such as course materials, are stored in a Dropbox with access only to enrolled students. Continuous Monitoring & Periodic Internal Evaluation(annual) is conducted in collaboration with MODIP DUTH and the Internal Quality Assurance System (IQAS).

II. Analysis

The digital system systematically collects and evaluates data on students, faculty, and course delivery through standardized forms, aiming for evidence-based decision-making, curriculum refinement, and transparent communication.

The information management system of the PSP is well-structured, functional, and internally robust, meeting many Level 7 criteria. However, it falls short in public transparency, international benchmarking, and research integration, key features of Level 7. To fully align with the European and National Qualifications Framework, the programme must publish key performance data, integrate research metrics, engage external evaluators, and adopt international best practices in data openness and accountability. In particular, the following lacks have been identified.

The current system, while technically robust, lacks essential components of modern digital learning ecosystems. Key weaknesses include the absence of e-portfolios, digital badges, public dashboards, and accessibility compliance (WCAG), which limit lifelong learning, international recognition, transparency, and inclusivity. Additionally, the lack of Erasmus+ tracking, alumni feedback, and employer input hinders the assessment of long-term impact and internationalization efforts. These gaps collectively undermine the system's ability to support equitable, measurable, and globally recognized learning outcomes.

While the system is comprehensive, there is no mention of benchmarking against international MSc programmes in other European countries in terms of data transparency, student support, or research integration.

Moreover, although data are collected and used internally, the public-facing website does not display key performance indicators (e.g., graduate employment rates, research output, student satisfaction scores), which are standard in top-tier international programmes. Finally, the programme depends heavily on internal evaluation and self-reporting, with limited use of external feedback (e.g., from employers, alumni networks, or international peer reviews).

Additional limitations include a lack of transparency in the information management system, as data on graduate outcomes, stakeholder engagement, and centralized initiatives. such as collaborations with international programs, are collected and assessed without clear visibility. Furthermore, the system's limited international reach reduces its global impact and visibility.

III. Conclusions

The PSP's information management system is technically sound and supports effective internal evaluation, but it falls short in public transparency, international benchmarking, and integration with global learning standards. The absence of e-portfolios, digital badges, public dashboards, and accessibility compliance limits its ability to support inclusive, lifelong, and internationally recognized learning. Without external validation, public performance data, or engagement with alumni and employers, the program's long-term impact and global competitiveness remain difficult to assess.

Panel Judgement

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

Panel Recommendations

Develop and implement public-facing dashboards to display key performance indicators (e.g., graduate employment rates, student satisfaction, research output) in alignment with European and national quality frameworks.

Introduce digital credentials such as e-portfolios and micro-credentials to enhance student recognition, lifelong learning, and international mobility.

Establish an e-learning module (Interface) to enhance intensive contact between the students.

Establish formal mechanisms for collecting and integrating feedback from alumni, employers, and international peers to strengthen program evaluation and relevance.

Ensure full compliance with WCAG accessibility standards and integrate Erasmus+ and international mobility tracking to enhance inclusivity and global engagement.

Benchmark against leading European MSc programmes by comparing practices in transparency, student support, and research integration with top international programmes.

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 EEAP conducted a thorough assessment of the public information policy of the MSc program in Master of Science (MSc) in Medicine – Rhinology - Rhinosurgery at the medical department of DUTH based on the programme's official website: on the content and structure of its official website: <https://rhino-msc.gr>. The website is available in Greek and is rudimentary in English. The PSP provides a documentation outlining the programme's structure, duration, objectives, and other essential elements required for a robust MSc offering. The website is well-integrated within the Faculty of Medicine and linked to relevant departments and schools across DUTH, facilitating access to additional resources such as library services, study guides, and other academic support systems. All key components of the programme's internal quality assurance framework are transparently available. This includes official regulations on student conduct, academic advising, research ethics, study regulations, mobility, internships, thesis preparation, and a fully detailed curriculum with clear pathways and course structures. Communication with students is effective and well-structured, with course content and administrative information readily accessible via email and the programme's online platform.

II. Analysis

This analysis evaluates the program's public information policy in terms of transparency, accessibility, completeness, multilingual availability, and alignment with European standards, particularly those expected of master's programs in Medicine within the European Higher Education Area (EHEA) and under the Bologna Process.

The programme's website is well designed and user-friendly. The public information policy in its present form, despite the limited content of information,

is suffering from several critical transparency gaps that undermine the programme's credibility and international competitiveness. The programme is taught in Greek, and the website is constructed in Greek and rudimentary in English. There are no course materials, syllabi, or exam formats available in English. This limits international applicants and contradicts EU-wide trends toward multilingual higher education, and in general, the program's international visibility. There is no mention on the website whether the MSc degree of the program is recognised by other European countries as an equivalent master's degree.

The website does not specify how students are assessed (e.g., exams, thesis, presentations), which affects transparency and fairness. Indeed, while some information is available in the uploaded PDF documents, the procedures are not clearly presented and are difficult to extract.

While the program is highly specialized, there is no data or testimonials on graduate employment, career paths, or industry partnerships. Moreover, topics are specialized but not clearly linked to research or theoretical depth. Clear information about the research methodology or critical analysis tools must be easily extracted from the website of the program. No indication of independent research, critical evaluation of literature, or development of new knowledge is mentioned on the website. Clinical training is mentioned, but no details on how complex or unpredictable clinical scenarios are addressed.

The website has a basic layout and lacks a downloadable brochure or video explanation, reducing accessibility and appeal.

The website does not provide details about potential international partnerships with universities or institutions, nor does it mention participation in exchange programmes such as Erasmus+. This absence deprives students of opportunities to gain international perspectives and limits networking with European forensic systems, contradicting the Bologna Principle of fostering international academic mobility and collaboration.

There is no information on a defined research focus. Without such clarity, students may submit low-impact, small-scale case studies or purely literature-based analyses, which fall short of the scientific rigour expected at the master's level. A well-articulated research framework is essential to ensure academic quality and consistency.

The website does not specify how many students each supervisor is expected to mentor. Given that high student-to-supervisor ratios are common in Greek academic settings, this lack of transparency raises serious concerns about the feasibility of meaningful, individualized academic supervision. Without clear limits, the risk of inadequate guidance, potentially leading to superficial or non-compliant theses, remains significant.

There is no information on the identity of the examiner, whether they are external, or their research credentials. The absence of external examiners undermines the independence and scientific integrity of the assessment process. Independent evaluation is a cornerstone of quality assurance in higher education, and its omission weakens the credibility of the degree.

No public data is available on graduation or dropout rates. The absence of such metrics is a major shortcoming, as these indicators are essential for prospective students to assess programme quality and academic rigor.

CVs of the teaching staff members, including comprehensive research records such as peer-reviewed publications, h-index values, PubMed citations, and competitive grant funding, are not available. The internal quality policy (MOD IP) documents and students' evaluations are not available on the website.

III. Conclusions

The website provides a functional overview of the program. However, the PSP public information policy is only partially compliant with European best practices. While the program meets core academic standards, it lacks full transparency, multilingual accessibility, and detailed public documentation, critical elements for an internationally competitive master's degree aligned with European higher education standards.

Panel Judgement

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

Panel Recommendations

Improve website usability and accessibility to syllabi, learning outcomes, teaching methods, assessment, and reading lists. Extracting valuable information from PDF files is time-consuming and inefficient.

Create a dedicated "Academic adviser and diploma Supervisors" section. Include names, titles, research areas, and contact details.

Translate all program content into English. Publish course syllabi, exam formats, and assessment criteria in English to support international applicants.

Clearly state whether the MSc degree is recognized as equivalent in other European countries.

Provide detailed, measurable learning outcomes aligned with research and critical analysis skills.

Make public data on graduate employment, career paths, and industry partnerships.

Include more detailed information on international collaborations, exchange programmes (e.g., Erasmus+), and global mobility opportunities.

Define the programme's research focus and methodology to guide high-quality, original student work.

Publish supervisor-to-student ratios and details about external examiners, including their credentials.

All faculty CVs should be standardized and include complete, verifiable information on research activities, publications, grants, and academic impact to ensure transparency and facilitate evaluation.

Publish quality assurance reports and accreditation documents (anonymized if needed).

Add a list (links) of other comparable international programs

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 MSc "Rhinology–Rhinosurgery" operates within the institutional Internal Quality Assurance System (IQAS) of the participating universities, which defines procedures for the ongoing monitoring of student feedback, monitoring of course delivery, and periodic review of programme organisation.

The Programme demonstrates evidence of regular internal monitoring processes, including the use of student questionnaires to evaluate and periodic internal evaluation of postgraduate programmes. Internal evaluation activities are conducted in collaboration with the Institutional Quality Assurance Unit (MODIP) and include the collection course quality, teaching effectiveness, and student satisfaction. Student feedback appears to be reviewed by programme leadership as part of routine quality monitoring activities, and administrative processes for tracking student progression and programme delivery are in place.

Evidence also suggests that internal monitoring processes have contributed to selected programme-level adjustments, including modifications to course delivery and teaching organisation. The Programme demonstrates awareness of

developments within the field of rhinology and rhinosurgery and indicates that relevant clinical and educational developments are considered during programme implementation.

However, despite the presence of structured monitoring procedures, the EEAP identified limitations in the operational scope and documentation of internal quality assurance processes. In particular, documentation demonstrating clearly structured follow-up actions in response to internal evaluation findings was not consistently available. While certain improvements were described during discussions, the systematic recording of implemented actions, timelines and measurable outcomes appeared limited.

Furthermore, the scope of internal evaluation appears to focus primarily on routine teaching delivery and operational aspects, with less systematic attention to periodic strategic review of programme design and academic structure. Evidence demonstrating structured programme-level review of curriculum design, workload distribution, and research integration was limited.

Taken together, these observations suggest that while formal procedures for ongoing monitoring and periodic internal evaluation are established, their operational depth and documentation require strengthening to support comprehensive programme development.

II. Analysis

The PSP demonstrates the existence of structured internal monitoring processes aligned with institutional quality assurance requirements. The routine collection of student feedback and the use of administrative and academic indicators indicate an established framework for programme monitoring.

However, the effectiveness of internal monitoring mechanisms appears uneven across operational and academic domains. While routine teaching delivery and student satisfaction appear to be regularly reviewed, programme-level academic issues — including curriculum structure, research integration, and workload distribution — do not appear to be subject to equally systematic and documented review.

The absence of consistently documented follow-up actions following evaluation findings limits the ability to demonstrate the full effectiveness of internal quality assurance processes. Effective monitoring systems should demonstrate a complete quality cycle, including identification of areas for improvement, implementation of corrective actions, and verification of their outcomes.

In addition, structured periodic review of programme design in relation to evolving developments in rhinology and rhinosurgery appears limited. Given the nature of the discipline, systematic review of curriculum content in light of emerging technologies and clinical developments is essential to ensure continued programme relevance.

Strengthening the documentation of improvement actions and expanding the scope of internal monitoring to include strategic programme-level review would enhance the robustness and transparency of the Programme's quality assurance system.

III. Conclusions

The Programme demonstrates the presence of formal internal monitoring and evaluation mechanisms that support routine review of teaching activities, student feedback, and operational performance. These structures provide an appropriate foundation for continuous programme improvement and contribute positively to programme delivery. However, the Panel identified limitations in the operational effectiveness and documentation of internal evaluation processes. Overall, while the Programme demonstrates commitment to internal quality monitoring, enhancements are required to ensure that evaluation mechanisms provide comprehensive, transparent and academically focused oversight of programme development.

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

Establish a formal action-tracking process following internal evaluations; After each internal review cycle, the Programme should produce a structured action plan documenting identified issues, proposed corrective measures, responsible persons, implementation timelines, and measurable outcomes. This will ensure that internal evaluation processes lead to demonstrable programme improvements.

Strengthen periodic academic review of curriculum structure and content; Introduce structured programme-level reviews at defined intervals to evaluate curriculum content, workload distribution, research integration, and alignment with developments in rhinology and rhinosurgery. These reviews should explicitly assess whether programme content reflects current scientific knowledge and evolving clinical practice.

Enhance documentation and communication of quality improvement activities; Ensure that outcomes of internal evaluations and subsequent programme modifications are systematically recorded and communicated to teaching staff, students, and relevant stakeholders, supporting transparency and continuous programme development.

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

This is the first time that the National Authority for Higher Education (HAHE) evaluates the PSP Rhinology – Rhinosurgery at the Demokritos University of Thrace (DUTH) by panels of external experts set by HAHE. In the following report, the EEAP evaluated the progress made based on recommendations from the external evaluation of DUTH and its QMS certification, both conducted by international expert committees in 2015 and 2018, respectively, and both of which are relevant to the MSc programs.

The Action Plan of the QMS Monitoring Report was approved on February 22, 2021 (Decision No. 5/22-2-2021, DUTH/MODIP/38626/389) and communicated to the Senate. Since then, MODIP has systematically monitored and documented the implementation of all actions, issuing formal decisions and reminder letters to responsible parties, reinforcing follow-up during stakeholder meetings, and sharing best practices via the MODIP website and email dissemination. The report was initially approved at the MODIP meeting No. 7/12-4-2021 (DUTH/MODIP/44340/443/13-4-2021) and finalized after a completeness review by EAAE at MODIP meeting No. 3/18-11-2021 (DUTH/MODIP/14907/112/18-11-2021).

II. Analysis

From the 2016 External Evaluation, key recommendations included strengthening data management and expanding multilingual curricula and resources to support internationalization, fostering a culture of excellence in teaching and research across all departments, and enhancing infrastructure, student services, and partnerships with industry and other universities. The 2018 QMS Certification emphasized the need for clearer student involvement in educational improvement, the provision of an accessible English version of the university's central and faculty websites, greater use of English in teaching and research activities, and improved interdepartmental collaboration, particularly important

given the institution's presence across four campuses.

The QMS Certification Report (November 2018) from MODIP emphasized the need to clearly define student involvement in educational improvement, ensure an accessible English version of the university's central website and faculty pages, strengthen the use of English in teaching and research seminars, and enhance interdepartmental collaboration, particularly important given DUTH's presence across four campuses. These recommendations aim to improve transparency, internationalization, and academic coordination.

The Double-Degree MSc in "Rhynology – Rhynological Surgery" at Demokritos University of Thrace (DUTH) is partially aligned with European MSc standards, demonstrating performance in internationalization (bilingual website and English theses), quality assurance, student feedback, inter-institutional collaboration, and academic support through scholarships. However, full compliance is not yet achieved due to critical gaps as discussed here. While the program shows a robust commitment to quality and continuous improvement, addressing these areas is essential to meet the full expectations of top-tier European MSc programs.

III. Conclusions

MODIP has made meaningful progress in aligning with European MSc standards through enhanced internationalization, improved quality assurance, and strengthened stakeholder engagement, as evidenced by its response to prior evaluation. The program meets the European MSc benchmarks partially. To achieve full compliance with European standards, action is required from MODIP and HAHE to become a more competitive and internationally recognized MSc program.

Panel Judgement

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

Panel Recommendations

Develop and publish formal learning outcomes aligned with EQF Level 7 and the Bologna learning outcomes framework.

Publish a detailed ECTS handbook with workload, credit distribution, and assessment criteria.

Establish a student representative body in the Program Committee.

Introduce career development workshops and industry partnerships.

Implement an alumni tracking system and publish graduate employment data.

Apply for EUR-ACE or similar international accreditation.

PART C: CONCLUSIONS

I. Features of Good Practice

Well-integrated programme involving a strong expert group in ENT across four medical schools in Greece.

Having a memorandum that determines governance is very important.

By rotating in four different departments in person the students get a chance to familiarize themselves with various clinical practices.

The PSP demonstrates clear professional relevance and provides broad coverage of clinical subject areas including anatomy, physiology, pathology, diagnostic methods and surgical techniques.

There seems to be a satisfactory level of communication between the PSP coordinator and the students.

All the students expressed satisfaction regarding the Programme.

The teaching staff are highly qualified and suitably specialized to carry out specialized teaching and research in the subject matter of the program

The documentation reviewed by the panel clearly indicates that students enrolled in the PSP are well informed about both the academic requirements of the program and their career prospects after graduation.

The information management system of the PSP is well-structured, functional, and internally robust, meeting many Level 7 criteria.

The Programme demonstrates evidence of regular internal monitoring processes, including the use of student questionnaires to evaluate course quality, teaching effectiveness, and student satisfaction

II. Areas of Weakness

The rate of completion of the PSP is rather low, especially in earlier years.

Although the programme allocates approximately 30 ECTS credits to the dissertation and related academic activity, evidence from past activity indicates academic effort that does not justify the full number of credits, and appears limited relative to expectations for a postgraduate qualification at Level 7

The research component appears structurally isolated rather than integrated across the programme.

The limited integration of activities as journal clubs, research seminars, multidisciplinary discussions and collaborative workshops reduces opportunities for students to develop scholarly independence and academic confidence.

The concept of the academic advisor exists but it is not totally clear how this is communicated to the students and whether all of the teaching staff participate in this role.

Students only meet 4 times per year (once in each of the four universities participating in the PSP) and this may clearly reduce the cohesion as a group.

The rate of graduation seems low at 50%.

The PSP falls short in public transparency, international benchmarking, and research integration, key features of Level 7.

The programme is taught in Greek, and the website is constructed in Greek and rudimentary in English. There are no course materials, syllabi, or exam formats available in English.

While the program is highly specialized, there is no data or testimonials on graduate employment, career paths, or industry partnerships.

No public data are available on graduation or dropout rates.

CVs of the teaching staff members, including comprehensive research records such as peer-reviewed publications, h-index values, PubMed citations, and competitive grant funding, are not available on the website.

While routine teaching delivery and student satisfaction appear to be regularly reviewed, programme-level academic issues — including curriculum structure, research integration, and workload distribution — do not appear to be subject to equally systematic and documented review.

III. Recommendations for Follow-up Actions

Updated information that is crucial for the evaluation should be communicated to the EEAP before the beginning of an evaluation, even by simple email messaging.

Graduation rates need to be improved and students likely unable to finish the programme due to heavy work commitments should be discouraged from applying. Some re-examinations of ECTS allocation and preparation for research projects is warranted.

Increase the research workload beyond the current ~30 ECTS

Introduce dedicated research modules with explicit learning objectives. These modules should define measurable learning outcomes and assessment criteria.

Develop structured pathways for primary research engagement.

Encourage projects involving: Clinical audits, Registry-based research, Prospective observational studies.

Position the dissertation within a staged research progression model by introducing structured milestones including: Protocol development, Methodological approval, Interim evaluation, Final presentation and dissemination.

Expand structured face-to-face scholarly activities. These activities should support collaborative learning and analytical reasoning.

Rebalance ECTS allocation across modules, ensuring workload aligns with expected learning depth.

Define research-specific learning outcomes and describe competencies related to: Research design, Data interpretation, Evidence evaluation, Scientific communication.

A clear definition of the academic advisor and its role. Encourage most teaching staff to assume this role.

Improve counseling in the thesis subject definition with the objective of improving the graduation rates and enhancing the research component.

Ensure that the rate of students' response to the curriculum, teaching staff and practical sessions' evaluation questionnaires is high in order to draw credible conclusions.

Consider increasing the practicals sessions from 1 to 2 in each of the academic centers during the first two semesters.

Increase the number of workshops and internship opportunities

Reduce online courses and increase those in-person.

Encourage Erasmus mobility.

Increase the participation of international external lecturers.

Some faculty members should use the opportunities provided by the DUTH for the acquisition of further research experience.

Provide the procedures for the selection and career development of the faculty members of the other universities participating in this PSP.

Create an alumni organization.

Develop and implement public-facing dashboards to display key performance indicators (e.g., graduate employment rates, student satisfaction, research output) in alignment with European and national quality frameworks.

Introduce digital credentials such as e-portfolios and micro-credentials to enhance student recognition, lifelong learning, and international mobility.

Establish an e-learning module (Interface) to enhance intensive contact between the students.

Establish formal mechanisms for collecting and integrating feedback from alumni, employers, and international peers to strengthen program evaluation and relevance.

Ensure full compliance with WCAG accessibility standards and integrate Erasmus+ and international mobility tracking to enhance inclusivity and global engagement.

Benchmark against leading European MSc programmes by comparing practices in transparency, student support, and research integration with top international programmes.

Improve website usability and accessibility to syllabi, learning outcomes, teaching methods, assessment, and reading lists. Extracting valuable information from PDF files is time-consuming and inefficient.

Create a dedicated "Academic adviser and diploma Supervisors" section. Include names, titles, research areas, and contact details.

Translate all programme content into English. Publish course syllabi, exam formats, and assessment criteria in English to support international applicants.

Clearly state whether the MSc degree is recognized as equivalent in other European countries.

Provide detailed, measurable learning outcomes aligned with research and critical analysis skills.

Make public data on graduate employment, career paths, and industry partnerships.

Include more detailed information on international collaborations, exchange programmes (e.g., Erasmus+), and global mobility opportunities.

Define the programme's research focus and methodology to guide high-quality, original student work.

Publish supervisor-to-student ratios and details about external examiners, including their credentials.

All faculty CVs should be standardized and include complete, verifiable information on research activities, publications, grants, and academic impact to ensure transparency and facilitate evaluation.

Publish quality assurance reports and accreditation documents (anonymized if needed).

Add a list (links) of other comparable international programs

Establish a formal action-tracking process following internal evaluations; After each internal review cycle, the Programme should produce a structured action plan documenting identified issues, proposed corrective measures, responsible persons, implementation timelines, and measurable outcomes.

Strengthen periodic academic review of curriculum structure and content.

Ensure that outcomes of internal evaluations and subsequent programme modifications are systematically recorded and communicated to teaching staff, students, and relevant stakeholders, supporting transparency and continuous programme development.

Establish a student representative body in the Program Committee.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

5, 6

The Principles where substantial compliance has been achieved are:

1, 3, 4, 7, 9, 10

The Principles where partial compliance has been achieved are:

2, 8

The Principles where failure of compliance was identified are:

0

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
KTISTAKIS NICHOLAS	Signed by KTISTAKIS NICHOLAS
GRAMMATOPOULOS DIMITRIS	Signed by GRAMMATOPOULOS DIMITRIS
SACHINIDIS AGAPIOS	Signed by SACHINIDIS AGAPIOS
Tzimogianni Valentini	Signed by Tzimogianni Valentini
VISVIKIS DIMITRIS	Signed by VISVIKIS DIMITRIS