



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:

Hygiene and safety at work

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 **Hygiene and safety at work** 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 Hygiene and safety at work 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 “Hygiene and safety at work” 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_Πίνακας Περιεχομένων_ΠΜΣ_ΥΑΕ.pdf
- A1._new_Πρόταση-ΠΜΣ_ΥΑΕ.pdf
- A2._new_Πολιτική-Ποιότητας_ΠΜΣ_ΥΑΕ.pdf
- A3._new_Στοχοθεσία-Ποιότητας-ΠΜΣ_ΥΑΕ.pdf
- A4._Απόφαση Συγκλήτου Ίδρυση ΠΜΣ.pdf
- A5._new_Οδηγός Σπουδών_2022_2023_ΠΜΣ_ΥΑΕ.pdf
- A6._new_Περιγράμματα Μαθημάτων_ΥΑΕ.pdf
- A7._new_Ονομαστικός Κατάλογος Διδακτικού Προσωπικού_ΥΑΕ.pdf
- A9._new_Διδακτική_αξιολόγηση_ΥΑΕ.pdf
- A10._new_Μηχανισμός Διαχείρισης Παραπόνων_ΠΜΣ_ΤΔΜ.pdf
- A11._Κανονισμός για τον ΑΣΣ.pdf
- A12._Κανονισμός Λειτουργίας ΠΜΣ-ΥΑΕ.pdf
- A13._Κώδικας Ηθικής και Δεοντολογίας Ερευνών ΔΠΘ.pdf
- A14._Κανονισμός Σπουδών - Κανονισμός Βραβείου Εξαίρετης Διδασκαλίας.pdf
- A15._Παράρτημα Διπλώματος_ΥΑΕ.pdf
- A16._new_Ερευνητική-Αξιολόγηση_ΥΑΕ.pdf
- A17._Αναφορές ΟΠΕΣΠ_ΥΑΕ.pdf
- A18._Έκθεση προόδου ΠΜΣ_ΥΑΕ.pdf
- A8._Πρακτικό ΜΟΔΙΠ-Υγιεινή και Ασφάλεια της Εργασίας.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 Theodoros K. Konstantinidis, 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.

03/04/2026

15:00-16:00 Meeting with the teaching staff of the PSP: Prof. Ekaterini Alexiou – Chatzaki, Assoc. Prof. Christina Tsigalou, Assoc. Prof. Christos Kontogiorgis, Laboratory Teaching Staff Member (EDIP), Athanasios Tselemonis, Laboratory Teaching Staff Member (EDIP), Ms. Maria Venetia Apostolopoulou. Prof Tsigalou was present for a very short time since she joined remotely.

16:00-17:00 Meeting with 6 students of the PSP ranging in semesters from 3rd to 7th and of very diverse scientific background (engineering, military, dentistry, law, theology).

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

18:30-19:30 Meeting with 4 social partners of the PSP who however were either graduates of the PSP (3) or teaching in it (1).

20:00-20:30 Closure meeting with the director of the PSP Professor Theodoros K. Konstantinidis, 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 was initiated in 2005 and re-initiated in 2018 with an additional extension in 2025. It lasts for 4 semesters, offers 120 ECTS and costs 4000 euros. It aims to teach its students several aspects of Occupational Health and Safety, including the science behind this field, the regulations that apply to its practitioners and the future research directions for those studying it. Since 2019 it has admitted 106 students but 55 have graduated thus far. There are 18 courses during the first 3 semesters and a thesis preparation and writing during the fourth. Of note, a magazine in Greek termed *hugeía@ergasia* is published as part of the activities of this PSP.

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.

It should be noted that at present there are only two PSPs in Occupational Health and Safety in Greece, at the DUTH and at EKPA. The relationship between the two is excellent since the director of the Athens PSP is also a teacher in the one in DUTH.

In a recent evaluation of the PSP by MODIP in August 2023 several issues were identified needing attention, including the improvement of the website, both Greek and English version, and a better arrangement encouraging the mobility of students.

The PSP is expensive for Greek standards and there was no clear indication if the budget is spent on teacher salary, secretarial support etc. A line budget would be useful.

The PSP has been tracking the number of students starting and finishing the programme: Since 2019 it has admitted 106 students but 55 have graduated thus far. With the exception of 2026 which shows an increase, previous years show a gradual decrease in the number of students who apply to the programme.

Course work is once per month on Friday/Saturday/Sunday. Each semester, one of these sessions is in person and the rest are online.

There are approximately 20 faculty members in this PSP plus an additional 17 who are visiting faculty offering a small number of lectures.

II. Analysis

Prior to the meeting the EEAP struggled to understand the exact objective of this PSP and its scientific remit. This was because the submitted documents, and especially the Προτάση Πιστοποίησης, were too general with not enough detailed analysis of the nature of this PSP. In addition, the website that was mentioned in those documents was also an older one which had very little useful information.

During the visit and upon reading more up to date documents the EEAP was able to formulate a more positive impression of this PSP although some organisational questions still remain.

The PSP has an objective that is useful for the Greek occupational health ecosystem and it is being taught by people who are experts in the field. At the same time the PSP has a very broad but shallow focus: the EEAP counted more than 10 research fields being discussed. This in addition to the fact that for all practical purposes the PSP is an online course with a weak work-load makes it on the borderline of being a proper level 7 PSP. On the positive side, the PSP requires theses to be done on research topics and not by reviews, it shows a very good outward looking activity by publishing a useful magazine which finds its way in many occupational health offices and clinics, and it has strong connections to both the military and the clergy, helping both of these institutions stay informed about the science and regulations of occupational health.

III. Conclusions

The PSP addresses an important and mostly unmet need in occupational health in Greece and it connects to various institutions and work groups via its magazine and its training of army and clergy professional. However, it needs to tighten its focus and make the programme more academically demanding for its students.

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	
Partially compliant	X
Non-compliant	

Panel Recommendations

Focus on fewer subject areas.

Increase work load by adding an extra session each month.

Increase in person meetings to 2 per semester. Some of this can be via onsite visits to useful places dealing with occupational health.

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) “Hygiene and safety at work” (Υγιεινή και Ασφάλεια της Εργασίας) is delivered by the Department of Medicine of the Democritus University of Thrace within the School of Health Sciences. The programme was re-established in 2018 and its duration has been extended until the academic year 2033–2034, demonstrating institutional commitment to its continued delivery and long-term development.

The Programme aims to provide postgraduate-level education in occupational health and safety, focusing on the relationship between work, health, and the working environment. It is designed to equip graduates with the knowledge and competencies required to identify occupational risks, promote workplace health, and contribute to the development and implementation of occupational safety policies. Specific objectives include developing competencies in workplace risk assessment, occupational health promotion, and prevention of occupational hazards, while supporting professional development for individuals involved in occupational health and safety roles, including occupational physicians, safety officers, and related professionals.

The Programme admits graduates from a broad range of disciplines, including medicine, health sciences, engineering, environmental sciences, and other related scientific and professional fields. This multidisciplinary intake supports the Programme’s relevance to a wide spectrum of professional roles and reflects the inherently interdisciplinary nature of occupational health practice.

The curriculum includes modules addressing occupational hygiene, occupational risks and safety, occupational diseases, environmental health, epidemiology, research methodology, ergonomics, psychology of workers, occupational legislation, and applied occupational safety practices across different workplace settings. The structure also includes training in epidemiology, statistics, and research methodology delivered across multiple semesters, supporting the progressive development of research competencies. The Programme culminates in the completion of a Master's dissertation, typically involving primary research, enabling students to develop independent analytical and investigative skills expected at postgraduate Level 7.

The Panel noted several strengths within the Programme. In particular, the longitudinal integration of research training represents an important academic strength, allowing students to progressively develop methodological competencies and engage in independent research activities. The relevance of the Programme to a wide range of professional groups working in occupational health and safety also represents a significant strength, supporting workforce development across multiple sectors.

However, the Panel identified structural concerns related to the balance between curriculum breadth and depth. The Programme includes content from a wide range of disciplines, including legal, social, and contextual subjects, which, while relevant to occupational health, may limit the depth of coverage in core occupational health competencies.

In particular:

- The curriculum appears to cover a wide range of disciplines but relatively shallow, with numerous subject areas distributed across multiple disciplines.
- The inclusion of multiple peripheral or contextual disciplines may dilute the depth of learning in core occupational health areas.
- The allocation of ECTS credits across several modules appears relatively generous in relation to the expected academic workload and learning complexity.
- The level of face-to-face teaching interaction appears limited, with significant reliance on flexible or compressed delivery formats.

While flexible delivery methods support accessibility for working professionals, the reduced level of direct academic interaction may limit opportunities for in-depth discussion, collaborative learning, and formative academic feedback.

Overall, while the Programme demonstrates strong professional relevance and structured research development, aspects of curriculum design and delivery require refinement to strengthen depth of learning and academic coherence.

II. Analysis

The PSP demonstrates strong alignment with professional training needs in occupational health and safety and provides a comprehensive interdisciplinary framework addressing workplace health risks. The broad professional relevance of the Programme supports its applicability to a wide range of occupational sectors and represents an important contribution to workforce development.

The longitudinal integration of research training and the requirement for primary research dissertations represent key academic strengths. These features support the development of analytical skills and promote independent investigation, which are essential competencies at postgraduate Level 7.

However, the overall structure of the curriculum reflects a significant breadth of subject areas, which may limit the opportunity for students to develop deeper expertise in core occupational health disciplines. While interdisciplinary teaching is appropriate in occupational health education, excessive diversification across multiple disciplines may reduce curriculum coherence and depth.

The EEAP also identified concerns regarding the alignment between ECTS allocation and academic workload. In certain modules, the credit allocation appears relatively high in relation to the depth and complexity of content, suggesting the need for recalibration to ensure consistency with postgraduate workload expectations.

Furthermore, the limited level of face-to-face teaching interaction may affect opportunities for critical discussion, practical learning, and research supervision. While flexible learning formats are beneficial for working professionals, an appropriate balance between flexible delivery and direct academic engagement is necessary to support high-quality learning outcomes.

A more focused curriculum structure, combined with improved alignment between workload, delivery format, and learning outcomes, would strengthen academic progression and support deeper learning.

III. Conclusions

The PSP demonstrates strong professional relevance, interdisciplinary engagement, and a well-structured longitudinal research training framework culminating in primary research dissertations. These elements represent important academic strengths consistent with postgraduate Level 7 expectations. However, concerns regarding the breadth of the curriculum, the depth of coverage in core occupational health competencies, the alignment of ECTS allocation with academic workload, and the limited level of face-to-face teaching interaction indicate that aspects of programme design require refinement.

Strengthening curriculum focus, improving depth in core subject areas, and ensuring alignment between credit allocation and learning workload will enhance academic coherence and support sustained programme quality.

Panel Judgement

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

Panel Recommendations

Review and rationalise the curriculum structure to ensure an appropriate balance between interdisciplinary breadth and depth in core occupational health competencies.

Reassess the distribution of ECTS credits across modules, ensuring that credit allocation accurately reflects academic workload, complexity, and expected learning outcomes consistent with postgraduate Level 7 standards.

Strengthen the depth of core occupational health content, ensuring that essential areas such as occupational risk assessment, exposure science, and occupational epidemiology receive adequate academic emphasis and where possible introduce elements of pharmacology and toxicology.

Increase opportunities for structured face-to-face teaching, particularly in modules requiring critical discussion, applied learning, and research supervision.

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 objective of the Postgraduate Science Program (PSP) is to train competent graduates capable of actively participating in occupational health and safety across different professional fields and specializations. In particular, the program aims to provide graduate students with a comprehensive understanding of health in relation to work, the workplace, and its interaction with the natural environment. At the same time, it seeks to educate and train new professionals who will be able to implement and develop effective Occupational Health and

Safety policies. Specifically the subjects which are covered in this PSP in the 1st semester are that of the Occupational health, Occupational Hazards – Workplace Safety, Occupational Diseases, Management – Health Systems, Legislation in Occupational Health and Safety, Environmental Pollution and Occupational Health, and more general research culture; in the second semester they include Epidemiology, Statistics, Research Methodology I, Workplace Counseling, Intercultural Aspects in the Workplace, Employee Psychology – Ergonomics.

This PSP requires students to complete 120 ECTS credits over the course of four semesters (90 ECTS the first three semesters on theoretical subjects and 30 ECTS on the fourth semester with the thesis work). The fourth semester is dedicated to the thesis work which takes place remotely. The program includes compulsory courses, which are delivered online up to seventy percent (70%). 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 occupational health and safety. The students are coming from a large spectrum of backgrounds both in terms of studies but also in terms of working environments (Nursing – Medical Sciences – Agricultural Economics – Public Health – Production and Management Engineering – Mechanical Engineering – Medical Laboratories – Mechanical Engineering – Military Schools – Religion). It is true to say that the student population is extremely heterogeneous in terms of background knowledge and professional activity. It is not clear whether the students are meeting all together in DUTH once every semester. 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 PSP at DUTH is a comprehensive program covering different aspects of occupational health and safety. It spans four semesters, requiring 120 ECTS credits, with a combination of compulsory courses and thesis work in the fourth semester. The PSP is targeting different categories of students in terms of both knowledge and professional background with a huge heterogeneity in both categories which pose challenges in terms of the PSP curriculum. 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 this clearly reduces 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 completion is variable depending on the years with rates from 50% to 90%. This variability should be monitored and better understood in order to put in place corrective actions and ensure that the majority of the students are graduating.

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. Most of the teaching staff need to assume the role of the academic advisor for a few students. Only one in three of the faculty members have supervised students' thesis works. The students are encouraged to submit their thesis work in journals and attend predominantly nationally organised conferences and workshops. 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 reduce the number of literature review (including meta-analysis) subjects and increase their research component.

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)

Although the evaluation shows a high level of student satisfaction (>4 in all of the questions) the rates of response should be also provided to allow assessing whether the student sample is statistically significant to draw conclusions. A clear procedure for students complaints is 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 provides the students with the necessary skills to allow them to work in that field in a wide range of professions. This seems to be a challenge in terms of the curriculum contents. There is an adequate assessment of the students through projects and examinations. More effort needs to be given to the practical training of the students and the research component of the PSP. Such actions will improve also the research component of the students' theses. 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 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 that the student's response rates to the corresponding questionnaires are representative of the different yearly promotions. 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.

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 is needed. Encourage most teaching staff to assume this role

Improve counselling in the thesis choice with the objective to enhance the research component. More faculty members should be involved in the thesis work supervision of the students

Ensure that the rates of students' response to the curriculum and teaching staff evaluation questionnaires are higher than at present.

Put in place a system to assess and analyse the variable rate of graduation observed in order to understand the source of this variability and address it.

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 was reestablished in 2018 and has a 4-semester duration (30 ECTS per semester), with tuition fees of 1000€ per semester. Admission to this program is conducted transparently and objectively after the Department announces available places. All announcements are available on the well-updated website of the Program in Greek but less so in English.

The selection of the applicants is based on the grade on the bachelor's degree, detailed grades in undergraduate courses relevant to the master's Program, performance on the Thesis, knowledge of foreign languages, relevant research or professional activity, contributions to publications, letters of recommendation, and the interview by the master's Committee.

From 9 to 45 students are admitted each year. Graduates of the following departments are eligible to apply for the master's program: Medicine, Dentistry, Pharmacy, Veterinary Medicine, Nursing, Chemistry, Physics, Agriculture, Biology, Molecular Biology and Genetics, Geology, Nutrition, Education, Psychology, Statistics, Mathematics, Physical Education and Sports Science, Law, Economics and Environmental Engineering, Chemical Engineering, Civil Engineering, Architectural Engineering, Mechanical Engineering, Electrical Engineering, Public Health, Nursing, Nutrition, Physical Therapy, Radiology-Radiography, Public Health Nursing and Engineering. Something that made a very positive impression on the panel is the opportunity offered to graduates of military academies to attend this specific PSP, thereby enhancing their academic skills and promoting lifelong learning.

The PSP offers an almost fully online teaching procedure. Online lectures take place 3 days once per month. Once per semester, lectures are held in person in Alexandroupoli.

Students are evaluated in multiple-choice tests at the end of the 3 first semesters, as well as assignments during the semester. During the fourth semester, students must conduct a research thesis. Usually, the students require some additional time to finish their thesis.

Even though the terms and conditions for students' Erasmus+ mobility and traineeships are outlined in the official documents, the PSP has not yet made use of these mobility platforms.

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 (4 semesters) is appropriate. The panel believes that the website is well-informed in Greek, but not in English.

Lectures are almost exclusively held online, which is an issue to be considered. The Committee suggests a more intense curriculum, as well as more in-person lectures.

The courses are delivered in Greek; however, it would be beneficial to offer courses or seminars in English.

Student mobility via Erasmus+ and Erasmus+ Traineeships is an issue to be considered.

III. Conclusions

The Programme "Hygiene and safety at work" is offered to a very wide range of graduates. A particularly positive aspect is the program's collaboration with the armed forces and the Church, thereby promoting research in fields where it may not initially seem to be present.

Students and graduates expressed satisfaction regarding the Programme. The panel believes that distance learning is an issue to be considered.

The panel suggests providing more in-person lectures, seminars, 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 a decrease in online courses.

The panel advocates for enhancing Erasmus mobility opportunities.

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 is 30. 15 to 40 (in 2026) invited speakers from abroad and at the national level are also mentioned in the submitted paperwork and presentation. For comparison purposes the total number of students in the current year is 13. So 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 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. 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. There seems to be a sufficient number of invited members from international institutions mentioned although there are no details on the number of lectures given and the frequency. The institution provides multiple opportunities in terms of funding for the development of teaching staff research activities. Looking at the publication record of some of the faculty members, it seems that they do not use sufficiently these opportunities and they should clearly increase their research activities both in terms of applications but 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 and thesis direction.

III. Conclusions

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 of this PSP is appropriate with respect to the subjects covered by this PSP. There are multiple opportunities provided by the DUTH for the continuous evolution of career and acquisition of extra research experience by the faculty

members. The faculty members should use these opportunities to increase their research expertise. They should also engage more with the students within the role of academic advisor.

Panel Judgement

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

Panel Recommendations

Increase the number of the faculty members supervising the students' thesis work
The faculty members should use the opportunities provided by the DUTH for the acquisition of further research experience

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, consumables and other supplies, publicity and promotion, conference expenses and travel, infrastructure support, equipment, software, and educational material. 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.

Student support is limited, given that the entire educational process is conducted remotely. Resources accessible to PSP students who live in Alexandroupoli include the Department's library, secretariat, and computer terminals.

The teaching staff at the Medical School supports the program's research through the research theses. The administrative faculty manages everything from student registration to offering academic counselling and administrative assistance to both teachers and students. All the students have an Academic Advisor.

II. Analysis

The infrastructure of this PSP is satisfactory. Although teaching procedure is mainly online, students have access to Academic Identity, Digital Services, Counseling Services, the Student Ombudsman, the Foreign Language Teaching Center, the Cultural Student Club, and Support for Students with Disabilities. Communication between students and faculty, both during their studies and after graduation, is satisfactory. However, the PSP currently lacks an alumni association as well as a formal system for maintaining contact with its graduates.

It is evident from the documentation that the panel reviewed that the students enrolled in the PSP are aware of both the academic requirements during their studies and their post-graduation job prospects.

III. Conclusions

Overall, the Program “Hygiene and safety at work” provides a good environment for the online training of its students. However, the panel has some doubts about the almost fully online teaching procedure.

Panel Judgement

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

Panel Recommendations

The panel advises reassessing the fully remote learning model.

The panel recommends exploring the establishment of an alumni association.

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 “Hygiene and Safety at Work” at the medical department of DUTH. The Department of Medicine implements procedures for collecting information.

Student evaluations of teaching are collected through electronic surveys and teaching reports via the MODIP DUTH system and integrated into the Integrated Information System (OIS) of MODIP DUTH. Data on the MSc program, including student grades and the number of active students, are obtained from the Electronic Registry System (Universis). Information regarding departmental infrastructure, such as equipment and buildings, is gathered from records maintained by Department Heads and Technical Services. Research project details and funding information are extracted from resCom, the Research Project Management System operated by ELKE-DUTH. Student welfare data are provided by the Academic Affairs Directorate (D.A.STA.). Service delivery metrics are compiled from various units, including the Student Ombudsman, D.A.STA., the Library, the Information Center, and the Counselling & Psychological Support Unit.

Additionally, data related to institutional quality are sourced from the 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 is used to assess teaching quality, and the data analyzed are 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 part of English. E-Learning materials, such as course materials, are stored in 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 Hygiene and Safety at Work at the medical department of DUTH based on the programme's official website: on the content and structure of its official website: <https://phsw.med.duth.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. All key information of the programme's internal quality assurance framework is available. 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, and alignment with European standards, including Level 7 Criteria (EQF Level 7) and best practices for European MSc programs in Medicine and Public Health within the European Higher Education Area (EHEA) and under the Bologna Process. The program information for the public is primarily presented in the Greek language, and while the website includes some English content, it is minimal and basic. Even in Greek, key information is poorly organized, often available only as PDFs, making it difficult and time-consuming to extract and understand essential details.

Despite offering a clear program title in English, critical academic details such as module descriptions, learning outcomes, assessment methods, and reading lists are either missing or not available in English, making it difficult for applicants to evaluate the program's content and workload. The absence of structured, Level 7-aligned learning outcomes, faculty profiles, and supervisor information undermines transparency and trust in teaching quality. Additionally, there is no public data on graduate employment, career paths, research methodology, or quality assurance reports, limiting accountability and the ability to assess the program's real-world value. 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 provides no 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. 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.

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 results, remains significant.

III. Conclusions

The website provides a functional overview of the program. Key information is poorly organized, often available only as PDFs, making it difficult and time-consuming to extract and understand essential details. However, the PSP's 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 Postgraduate Study Programme (PSP) "Occupational Health and Safety" operates within the Internal Quality Assurance System (IQAS) of the Democritus University of Thrace and follows established institutional procedures for monitoring and periodic internal evaluation. These processes are implemented in collaboration with the Institutional Quality Assurance Unit (MODIP) and include the systematic collection of student feedback, review of course delivery, and submission of programme-level evaluation documentation.

Student feedback is collected through formal evaluation procedures, and programme-level discussions are conducted within the Programme Committee structure. Documentation demonstrates that internal monitoring mechanisms are formally established and aligned with institutional quality assurance policies.

The Panel observed that the Programme includes several academic strengths that are positively supported through its evaluation framework. In particular, the Programme incorporates a structured longitudinal research training pathway, including modules in epidemiology, statistics, and research methodology

delivered across successive semesters. The requirement for primary research-based dissertations represents an important component of academic development and supports the acquisition of independent research skills.

The Programme also demonstrates strong professional relevance, addressing the educational needs of a wide range of occupational health and safety professionals. This breadth of professional applicability represents an important feature of the Programme and supports workforce development in multiple occupational sectors.

However, the Panel identified areas where internal monitoring processes could further support academic refinement.

In particular, the broad multidisciplinary structure of the curriculum suggests the need for more systematic and targeted review mechanisms to ensure that interdisciplinary breadth does not compromise depth of learning in core occupational health domains. While multidisciplinary content is appropriate in occupational health education, the extent of disciplinary diversity — including contributions from multiple non-core subject areas — requires careful ongoing evaluation to ensure academic coherence.

The Panel also noted that ECTS allocation across certain modules appears relatively generous, suggesting that periodic recalibration of workload and credit alignment would be beneficial. Although formal monitoring mechanisms exist, documentation demonstrating systematic reassessment of ECTS calibration was limited.

Additionally, the Panel observed that face-to-face teaching interaction appears relatively limited, with substantial reliance on flexible delivery approaches. While such approaches support accessibility for working professionals, ongoing monitoring should ensure that reduced direct academic interaction does not adversely affect learning depth, academic engagement, or research supervision quality.

Overall, internal evaluation processes are formally established and operational; however, opportunities exist to strengthen their role in supporting targeted curriculum refinement and delivery optimisation.

II. Analysis

The Programme demonstrates clear compliance with institutional monitoring requirements and maintains a structured framework for periodic internal evaluation. The presence of systematic feedback collection and institutional oversight provides a solid foundation for maintaining academic quality.

The longitudinal integration of research training and the requirement for primary research dissertations represent important academic strengths that align well with postgraduate Level 7 expectations. These elements contribute to the development of analytical thinking and support evidence-based professional practice.

However, the effectiveness of internal monitoring processes ultimately depends on their ability to support targeted academic improvements. In this programme, the breadth of disciplinary content, the relatively generous ECTS allocation in certain areas, and the limited level of face-to-face interaction indicate areas where systematic recalibration would be beneficial.

Strengthening the analytical use of monitoring data — particularly in relation to curriculum balance, credit allocation, and delivery formats — would support improved coherence and ensure sustained alignment with postgraduate academic standards.

Maintaining the strengths of the programme, particularly its strong professional relevance and longitudinal research framework, while refining curriculum focus and delivery balance, will be essential for sustaining long-term programme quality.

III. Conclusions

The PSP operates within an established institutional quality assurance framework and demonstrates consistent implementation of internal monitoring and evaluation procedures.

The EEAP identified areas where monitoring processes should be further strengthened to support curriculum refinement, ensure alignment between ECTS allocation and academic workload, and evaluate the balance between flexible and face-to-face delivery methods.

Continued systematic use of monitoring outcomes to refine curriculum structure and delivery practices will be important to maintain academic coherence and ensure sustained programme quality.

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

Implement structured periodic curriculum review cycles, using evaluation data to ensure that interdisciplinary breadth remains aligned with depth in core occupational health competencies.

Introduce systematic monitoring of ECTS workload alignment, including periodic review of student workload data to ensure consistency between credit allocation and learning demands.

Monitor and evaluate delivery formats, ensuring that the balance between flexible and face-to-face teaching supports effective learning, engagement, and research supervision.

Ensure that outcomes of internal evaluation are translated into documented corrective actions, with clear evidence of curriculum refinement and programme improvement over time.

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 administering 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 HAHE evaluates the PSP Hygiene and Safety at Work at the 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. The resulting reports were automatically published on DUTH's official and MODIP websites. MODIP recorded all recommendations and implemented corrective actions, documenting them in the progress report. The action plan, approved in February 2021, was monitored through decisions, reminders, and best practice dissemination. The final Internal Quality Assurance System Monitoring Report was endorsed by MODIP and validated by the National Authority for Higher Education (HAHE) in late 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 MODIP has responded to key recommendations from external evaluation and the 2018 Internal Quality Assurance System certification by developing an English-language program website and materials, awarding scholarships, supporting faculty international engagement, acquiring research equipment, implementing student evaluation questionnaires, and establishing a joint program with Athens University of Applied Sciences to foster interdepartmental collaboration. These actions have strengthened internationalization through English-language instruction and thesis options, improved quality assurance, and enhanced student involvement. The program Biomedical informatics demonstrates partial alignment with European MSc standards, particularly in quality assurance, internationalization, and responsiveness to institutional evaluations, with notable strengths in English-language delivery, student feedback mechanisms and inter-institutional cooperation. However, full compliance remains unmet due to critical gaps as discussed here.

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.

Apply for EUR-ACE or similar international accreditation.

Establish a student representative body in the Program Committee.

Introduce career development workshops and industry partnerships.
Implement an alumni tracking system and publish graduate outcomes.
Publish a detailed ECTS handbook with workload, assessment, and credit distribution.

PART C: CONCLUSIONS

I. Features of Good Practice

A magazine in Greek termed *hugela@ergasia* is published as part of the activities of this PSP.

The longitudinal integration of research training represents an important academic strength, allowing students to progressively develop methodological competencies and engage in independent research activities.

The relevance of the Programme to a wide range of professional groups working in occupational health and safety represents a significant strength, supporting workforce development across multiple sectors.

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 EEAP formed the impression from meeting of the students and graduates that they are aware of both the academic requirements during their studies and their post-graduation job prospects.

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

II. Areas of Weakness

The PSP is expensive for Greek standards and there was no clear indication if the budget is spent on teacher salary, secretarial support etc. A line budget would be useful.

The PSP has a very broad but shallow focus: the EEAP counted more than 10 research fields being discussed.

The Programme includes content from a wide range of disciplines, including legal, social, and contextual subjects, which, while relevant to occupational health, may limit the depth of coverage in core occupational health competencies.

The allocation of ECTS credits across several modules appears relatively generous in relation to the expected academic workload and learning complexity.

The limited level of face-to-face teaching interaction may affect opportunities for critical discussion, practical learning, and research supervision.

There is a clear need to reduce the number of literature review (including meta-analysis) subjects and increase their research component.

More effort needs to be given to the practical training of the students and the research component of the PSP.

Even though the terms and conditions for students' Erasmus+ mobility and traineeships are outlined in the official documents, the PSP has not yet made use of these mobility platforms.

Lectures are almost exclusively held online, which is an issue to be considered. The EEAP suggests a more intense curriculum, as well as more in-person lectures.

Looking at the publication record of some of the faculty members, it seems that they do not use sufficiently these opportunities and they should clearly increase their research activities both in terms of applications but also in terms of funded projects.

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

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.

Despite offering a clear program title in English, critical academic details on the website such as module descriptions, learning outcomes, assessment methods, and reading lists are either missing or not available in English, making it difficult for applicants to evaluate the program's content and workload.

The website provides no details about potential international partnerships with universities or institutions, nor does it mention participation in exchange programmes such as Erasmus+.

III. Recommendations for Follow-up Actions

Focus on fewer subject areas.

Increase work load by adding an extra session each month.

Increase in person meetings to 2 per semester. Some of this can be via onsite visits to useful places dealing with occupational health.

Review and rationalise the curriculum structure to ensure an appropriate balance between interdisciplinary breadth and depth in core occupational health competencies.

Reassess the distribution of ECTS credits across modules, ensuring that credit allocation accurately reflects academic workload, complexity, and expected learning outcomes consistent with postgraduate Level 7 standards.

Strengthen the depth of core occupational health content, ensuring that essential areas such as occupational risk assessment, exposure science, and occupational epidemiology receive adequate academic emphasis and where possible introduce elements of pharmacology and toxicology.

Increase opportunities for structured face-to-face teaching, particularly in modules requiring critical discussion, applied learning, and research supervision.

A clear definition of the academic advisor and its role is needed. Encourage most

teaching staff to assume this role

Improve counselling in the thesis choice with the objective to enhance the research component. More faculty members should be involved in the thesis work supervision of the students

Ensure that the rates of students' response to the curriculum and teaching staff evaluation questionnaires are higher than at present.

Put in place a system to assess and analyse the variable rate of graduation in order to understand the source of this variability and address it.

Decrease online courses.

Enhance Erasmus mobility opportunities.

Increase the number of the faculty members supervising the students' thesis work.

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

Reassess the fully remote learning model.

The panel recommends exploring the establishment of an alumni association.

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.

On the website make visible public data on graduate employment, career paths, and industry partnerships.

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

Strengthening the analytical use of monitoring data — particularly in relation to curriculum balance, credit allocation, and delivery formats — would support improved coherence and ensure sustained alignment with postgraduate academic standards.

Implement structured periodic curriculum review cycles, using evaluation data to ensure that interdisciplinary breadth remains aligned with depth in core occupational health competencies.

Introduce systematic monitoring of ECTS workload alignment, including periodic review of student workload data to ensure consistency between credit allocation and learning demands.

Monitor and evaluate delivery formats, ensuring that the balance between flexible and face-to-face teaching supports effective learning, engagement, and research supervision.

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

Apply for EUR-ACE or similar international accreditation.

Establish a student representative body in the Program Committee.

Introduce career development workshops and industry partnerships.

Implement an alumni tracking system and publish graduate outcomes.

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

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

5

The Principles where substantial compliance has been achieved are:

3, 4, 6, 7, 9, 10

The Principles where partial compliance has been achieved are:

1, 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