



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης  
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for Higher Education

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# Accreditation Report for the Postgraduate Study Programme of:

**Cosmetology - Dermatopharmacology**

**Department: Pharmacy**  
**Institution: National and Kapodistrian University of Athens**  
**Date: 22 September 2023**



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Cosmetology - Dermatopharmacology** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review .....</b>	<b>5</b>
I. The External Evaluation & Accreditation Panel.....	5
II. Review Procedure and Documentation .....	6
III. Postgraduate Study Programme Profile.....	9
<b>Part B: Compliance with the Principles.....</b>	<b>10</b>
<b>PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT .....</b>	<b>10</b>
<b>PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES.....</b>	<b>14</b>
<b>PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT.....</b>	<b>18</b>
<b>PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION .....</b>	<b>21</b>
<b>PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES .....</b>	<b>24</b>
<b>PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT.....</b>	<b>26</b>
<b>PRINCIPLE 7: INFORMATION MANAGEMENT .....</b>	<b>29</b>
<b>PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES.....</b>	<b>32</b>
<b>PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES .....</b>	<b>34</b>
<b>PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES .....</b>	<b>36</b>
<b>Part C: Conclusions.....</b>	<b>37</b>
I. Features of Good Practice.....	37
II. Areas of Weakness.....	37
III. Recommendations for Follow-up Actions.....	38
IV. Summary & Overall Assessment .....	39

## **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 **Cosmetology - Dermatopharmacology** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Dr Nicholas Ktistakis (Chair)**  
Babraham Institute, Cambridge UK
  
- 2. Professor Nikolaos Dimakis**  
University of Texas-Rio Grande Valley, USA
  
- 3. Professor Tassos Papageorgiou**  
University of Turku and Åbo Akademi University, Finland
  
- 4. Mr. Georgios Mystridis, student**  
Aristotle University of Thessaloniki, Greece

## II. Review Procedure and Documentation

Prior to the online visit, the assessment panel (AP) received from the Post Graduate Study Programme (PSP) a long list of documents that contain the proposal for accreditation, information on student and faculty characteristics, aims of the PSP and examples of course assignments etc. Overall, the AP notes that these documents were sufficient in number and quality to proceed with the accreditation.

Meetings and discussions were held online from 12/09 to 14/09 2023

12/09

16:00-17:00 On the first day, the AP met with the director of the PSP (Professor Michail Rallis), the Head of department (Professor Christos Reppas), members of the steering committee of the PSP (Professor Heleni Skaltsa and Assist Professor Paraskeuas Dallas) as well as MODIP staff (Mr Konstantinos Bourletidis and Mr Theodoros Chajitheodorou) and OMEA members (Professor Georgia Valsami and Professor Ioanna Andreadou). During the first meeting, the AP was given general information about the PSP (history, academic profile, aims) as well as the progress and performance of the student body and the overall efforts to address each of the requests of the compliance document. The PowerPoint presentation was subsequently provided to the AP.

17:00-17:30 The next meeting on the first day was an online tour (via video) of the classrooms, lecture halls and laboratories used by the students of the PSP, as well as short discussion with the secretariat of the Department (Mrs Maria Xesfingi, Mrs Aikaterini Nikolaidou and Mrs Rahil Karpozilou) which also serves the needs of the students of the PSP. During the online tour of the facilities the AP was also shown a very impressive collection of instruments which are available for the education and thesis work of the students of the PSP. 14/09

15:00-15:45 On the second day of the visit, the AP first met with several faculty of the PSP: Professor Helen Skaltsa, Professor Nikolaos Drakoulis, Professor Angeliki Kourounaki, Assoc Professor Michail Rallis, Assist Professor Paraskevas Dallas, Dr. Anna Tagka, Director 1st NKUA Dept. Dermatology, Andreas Syggros Hospital, Dr. Dimitrios Mastellos, Researcher A, Demokritos, Dr. Heleni Alexandratou, Teaching and Research Associate, NTUA, Mr. Manousos Chadzidakis, Responsible R&D, Georgantas Company, Dr. Georgios Lambrinidis, EDIP. During this meeting, the AP discussed with the faculty their impressions of the PSP, how the syllabus is decided, what is the motivating factor for them to teach in the programme and how this affects their professional development.

16:00-16:45 Next, the AP met with representatives from the students of the PSP. The objective of the discussion was to hear how the students feel about the PSP, what are potentially strong and weak points, their relationship with the faculty and the time it normally takes to finish the PSP.

17:30-18:15 The AP then met with recent graduates of the PSP: Heleni Kikidou, Physician, Cytologist, Nikaias General Hospital «Saint Panteleimon», Christina Karamani, Pharmacist, Research and Development Formulation Scientist, Juliette Armand Cosmetic Company, Andreas Grigoropoulos, Pharmacist, Research and Development Formulation Scientist, Famar

SA Pharmaceutical Company, Elpida Skintzi, Pharmacist, Research and Development Formulation Scientist, Famar SA Pharmaceutical Company, Konstantina Ionescu, Biologist, PhD Student, University of Gothenburg – Sweden, Maria Kostaki, Pharmacist, Toxicologist & Regulatory Compliance Specialist, SustChem Chemicals Company, Despoina Nikopoulou, Chemist, Research and Development Formulation Scientist, Mega Disposables S.A., Dimitra Bokari, Pharmacist, Pharmacy Employer, Sotirios Mentonis, Pharmacist, Toxicity and Efficacy Evaluator of Drugs and Cosmetics, Kapodistriaki Dermatopharm IKE, Georgios Ladopoulos, Pharmacist, Research and Development Formulation Scientist, Verisfield Pharmaceutical Company LTD. Discussions centred around the experience of the graduates from the PSP, how the PSP helped them in their next professional steps, and what things they may want to see changed now that they see the PSP in hindsight.

18:30-19:15 The final meeting before a concluding discussion with the PSP was with employers and social partners of the PSP: Ligia Panaitescu, R&D, Lavipharm Pharmaceutical Company, Anastasia Nikopoulou, R&D - Analysis, Lavipharm Pharmaceutical Company, Stavroula Theodorakopoulou, General Manager, Veral Cosmetic Company, Stratis Papaefstratiou, R&D, Juliette Armand, Georgios Motsios, General Manager, Verisfield Pharmaceutical Company, Christos Koutsodimos, General Manager, Verisfield Pharmaceutical Company, Heleni Alexandropoulou, R&D, Labbok Cosmetic Company, Despoina Meimari, R&D, Frezyderm Cosmetic Company, Stamatina Papafragha, R&D, FAMAR SA Pharmaceutical Company, Christina Sakellariou, General Manager, Cosmetia SA Cosmetic Company. The AP discussed with the stakeholders their impressions of the academic background of the graduates of the PSP and their employability, ways that the PSP can have continuous interactions with the industry and finally what the industry can do to make the PSP even stronger.

20:00-20:30 The day was concluded with a short discussion with the director of the PSP (Professor Michail Rallis), the Head of department (Professor Christos Reppas), members of the steering committee of the PSP (Professor Heleni Skaltsa and Assist Professor Paraskeuas Dallas) as well as MODIP staff (Mr Konstantinos Bourletidis and Mr Theodoros Chajitheodorou) and OMEA members (Professor Georgia Valsami and Professor Ioanna Andreadou). The AP thanked the PSP for a very good programme, presented some preliminary findings from the visit and clarified a few items that were unclear from the discussions and the submitted documents.

### III. Postgraduate Study Programme Profile

The PSP “Cosmetology – Dermatopharmacology” of the Pharmacy Department of the University of Athens was established in 2018 but it is a continuation of a synonymous PSP first offered in 2015. The new PSP was approved by the faculty senate of the Pharmacy Department on 19/4/2018 and by the full Senate of the University of Athens on 2/7/2018. Length of studies in the PSP is 1.5 years (3 six-month terms) and tuition and fees are 2400 Euros. It should be noted that this PSP is one of six on offer by the Pharmacy Department of the University of Athens.

The aim of the PSP is to train students so they can be employed in the pharmaceutical sector, more specifically in the manufacturing of drugs and cosmetics primarily but not exclusively related to skin care. At the same time, the PSP prepares students for future academic careers as PhD candidates in research areas related to skin function, toxicology and care. To accomplish those aims, the PSP teaches students clinical lessons in skin care, quality control of skin pharmaceuticals, recent progress in the sector based on international best practices, and how to design, execute and report on an original research project.

The PSP accepts approximately 9 students each year from a pool of over 30 applicants-there has not been a significant change in those numbers since the inception of the programme. In addition to course and laboratory work, the students must finish a work placement and a thesis. Although the length of studies is nominally 1.5 years, most students require an extra semester to finish, and it is likely that the PSP will be extended to cover two whole years.

Most of the faculty is from the Department of Pharmacy of the University of Athens; there is also faculty from other Departments, Institutes and commercial enterprises.

The cosmetic industry in Greece, and especially the sector dealing with skin care, shows remarkable strength and contributes significantly to the Greek economy. In this sense, the AP believes that this PSP fulfils an important role, and it is likely that it will continue to attract very good students.

## **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 a continuation of a previous programme, and in this sense some basic parameters of its aims and operation have been preserved.



Graduates of the PSP are very quickly employed by the industry or go on to PhD studies, showing that the subject matter of the programme fulfils an important role in Greek higher education.

Several mechanisms are in place for the continuous evaluation of this new PSP, and for deciding on and implementing up to date goals and aims. Such mechanisms include (a) specific policies that guarantee the quality of the PSP, (b) guidelines for the handling of the income of the PSP from tuition and fees, (c) yearly review of the aims of the PSP, (d) internal evaluation of the performance of the PSP, (e) gathering of data pertaining to the PSP including student progress, satisfaction with the teaching etc., (f) disclosure of the performance indicators of the PSP to external stakeholders and, starting from this year, and (g) evaluation and accreditation by an outside committee.

The AP was given a document listing specific actions that the PSP is planning to take until 31/8/2024 in order to improve its overall performance in various metrics such as course satisfaction, time to graduation, student to teacher ratio etc. This document (ΣΤΟΧΟΘΕΣΙΑ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΚΑΔΗΜΑΪΚΗΣ ΜΟΝΑΔΑΣ ΓΙΑ ΤΟ ΠΜΣ «ΚΟΣΜΗΤΟΛΟΓΙΑ-ΔΕΡΜΑΤΟΦΑΡΜΑΚΟΛΟΓΙΑ) also discusses the fact that although the length of studies is 1.5 years, in reality the majority of students finish in 2 years. Because of this, a decision has been taken to extend the course to 2 years officially.

The faculty of the PSP are of high quality and expertise. The AP was not made aware of specific mechanisms in use to recruit new members to the programme; it seems that this is done primarily through word of mouth and personal connections. Similarly, the day-to-day business of the PSP is run by the 5-member steering committee, and without organised input from a whole faculty forum of the PSP.

Internal evaluations of the PSP by OMEA and MODIP are exemplary but less successful are efforts to induce the students to evaluate their courses in large numbers. This is a general phenomenon with many University departments and PSPs in Greece.

The total income of the PSP in the last 4 years was approximately 71000 euros, with the amount left unspent at approximately 25000 euros.

## **II. Analysis**

In the opinion of the AP, this PSP is well organized, well run and it satisfies an important requirement for graduating well-educated scientists for the dermatology industry and for further PhD studies.

One thing needing improvement is the website of the PSP, including the faculty accomplishments and – most importantly – the version in English. The AP was informed that this will be done once the University of Athens redesigns its web sites centrally.

The AP discussed with the PSP the necessity to put in place succession plans

for the leadership of the USP and its continued success. This is particularly important because both founders of the PSP are close to retirement. Based on the discussions, the AP is sure that this will be done carefully with the participation of the two founders as well as the chairman of the department. The AP was shown the facilities of the PSP during the video presentation, and they appear to be of very high quality for the needs of the students. Equally positive were the discussions with the secretariat of the department during which no problems affecting student progress were identified.

### **III. Conclusions**

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## Panel Judgement

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

## Panel Recommendations

- Institute one- or two-yearly meetings of all faculty of the PSP in which to discuss matters related to the progress of the programme
- Improve the website of the PSP by (i) adding information on the academic characteristics of the faculty and (ii) providing a more English version of the presentation of the PSP (see also 9.3)
- Begin discussions on succession planning for the leadership of the PSP, and consider an added dimension for the future of the programme in a more business-oriented direction

## **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 programme was established in 2015 and re-established in 2018, followed by a modification of its operations in 2023. The programme is structured into semesters and follows the European Credit Transfer System (ECTS). It consists of three semesters, each amounting to 30 ECTS (90 ECTS in total). One month (20 working days) in July after the second semester is spent on practical training in an industry (4 ECTS). The last semester is reserved for the thesis work. The programme accepts approximately 9 students per year.

The individual course workload, in general, does not seem to be heavy for either students or teaching staff. Teaching hours are 21 and 26 per week for the first and the second semester, respectively.

The graduates of the programme are very well trained as mentioned by the stakeholders of the labour market as well as the academic partners. The number of stakeholders that the AP met was adequate and a good picture was obtained about potential opportunities for graduates in the job market. AP believes that the postgraduate programme has great potential in exploring opportunities with industrial and social partners at both the local and national levels.

Programme graduates were satisfied with the practical training provided, expressing a satisfaction level of 3.9/5 according to a survey conducted by the Department. However, the participation was low (only 11 graduates).

The structure of the study programme is rational, coherent, and clearly articulated. The printed Student Guide is complete, concise, and appropriate, offering basic information about the Department and, in particular, the postgraduate programme. A full and detailed description of the courses is provided on the website. The printed and online information is updated every year, and the study programme is revised regularly.

The curriculum revision procedures expect active consultation with students; however, so far, it appears that there is limited student participation.

## **II. Analysis**

The programme has a long history and has been continuously developed over the years. The teaching staff clearly has experience running the programme.

Workload can be high when courses and various assignments occur at the same time. No time is then available for students to get prepared for exams.

There are strong interactions with industrial partners; however, these interactions mostly appear to be on a personal level.

No official procedures appear in place to implement changes and approve them in the General Assembly, with the participation of all interested parties, including external stakeholders.

Although the practical training has been met with good satisfaction from current students and graduates, its duration may not be adequate. Possibilities for extension were raised by both stakeholders and graduates.

## **III. Conclusions**

The AP panel believes that the programme is substantially compliant as there are issues that need further attention.

## Panel Judgement

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

## Panel Recommendations

- Procedures for introducing new courses should be clearly formulated, and the need for new courses should be explained. Some overlap with undergraduate studies should be taken into consideration in the formulation of new courses.
- Make efforts to avoid work overload during certain periods of time. Better communication between teaching staff and students would help in this regard.
- The AP found unclear to what extent the stakeholders can take part in discussions and preparation of the curriculum; this needs to be improved.
- New market requirements should be considered through formal procedures with external stakeholders and industry representatives. Subjects related to regulatory affairs could be prioritized in curriculum revision.
- The AP strongly recommends the establishment of an Advisory Board by stakeholders and industrial representatives that could meet regularly (e.g., annually) with the Program Committee and student representatives.
- The Program Committee should initiate formal discussions with all interested parties to decide the duration of practical training and find an optimal solution for all parties involved.

### **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 PSP offers a combination of regular classroom education and laboratory training with a practice placement (duration of 20 days) in the pharmaceutical industry. Teaching is delivered via traditional lecture-based formats. Class attendance is mandatory with efforts taken to accommodate working students.

Student evaluation is performed based on written examinations at the end of the semester. Some classes utilize essays during the semester that contribute to the final class grade. The PSP has written regulations regarding both student appeals and the academic advisor. There is a mechanism to care for students that fail classes

before termination from the PSP.

All classrooms and laboratories are accessible to students with impaired mobility. This is based on the previous external evaluation of the department as this review was conducted remotely. The e-Class software effectively supports the teaching activities of the Department. All students after admission are promptly provided with the necessary tools (e.g., Office Suit, Academic Email, Access to online libraries).

Student satisfaction surveys are performed at the end of every semester using the electronic system established by the Quality Assurance Unit of the University. During the interviews both graduate and current students were enthusiastic about the education they received.

## **II. Analysis**

Overall, the PSP has adopted a student-centered approach to teaching that promotes mutual respect. The obligatory practice placement in the industry and the research nature of the master thesis strongly contribute to the development of individual skills. The programme requirements and other information are available in the “Study Guide” offered both in Greek and English. There is plenty of evidence to support that students are seen as active partners in the teaching/learning process.

Evaluation of each class is performed at the end of every semester both by teachers, under the guidance of the class coordinator, and the Steering Committee, as well as students via student satisfaction surveys. The results for each course are communicated to the instructor and to the Chair and the  $\square\square\square\square$  members of the Department who take steps to correct any issues pointed out in these surveys. Each class coordinator is responsible for applying changes. However, besides the optional participation in the evaluation, students have not a structured way (e.g., a periodic forum) to discuss proposed changes. However, it was evident during the student and alumni interviews that teachers are accessible and willing to help and attend to students’ needs. While student satisfaction surveys are conducted regularly, there is relatively low participation among the students.

The assessment criteria and methods are published in advance. However, the PSP utilizes mainly the traditional way of assessment via written exams at the end of the semester. Out of eleven (11) classes only five (5) utilize essays as part of the examination with contribution to the final grade ranging from 0% to 25%. Also, some students noted during the interview some delays in the grading of essays. Furthermore, some concerns were raised regarding the timing of the essays in each semester that creates some overlaps in deadlines.

Several optional seminars are offered by the department during the duration of the PSP covering a variety of areas. Furthermore, the panel did not find options for remote learning for certain students with specific problems/needs. These needs must be addressed with more flexible learning paths.

Student mobility by means of the Erasmus+ is encouraged to some extent but is rather limited. Up to this date there have been no incoming or outgoing students. There is a formal procedure for student appeals. The function of the academic advisor, though instituted and inaugurated, remains underutilized and not adequately communicated to the students. Additional safeguards exist for students offered at institutional (NKUA) level (i.e., the “Student Counsellor”).



### III. Conclusions

The PSP has a strong focus on student-based learning. However, adjustments need to be made on student assessment process and progression monitoring, as described in the recommendations below.

#### Panel Judgement

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

#### Panel Recommendations

- The PSP should consider the creation of a list of “elective courses” for the programme leading to more flexible learning paths.
- The PSP should implement new pedagogical and assessment methods that go beyond the traditional lecture-based and final written examination format. Midterm examinations and essay-based examinations could be more utilized. An additional benefit of such a change would be incentivizing more active student participation in the class.
- The student mobility programmes should be more actively promoted.
- The PSP should fully utilize the role and function of the academic advisor. All students must be assigned to a member of academic staff (personal tutor) who will act as a mentor and provide guidance throughout the course of study.
- The PSP should examine ways to prolong the duration of mandatory practice in the industry, in close collaboration with industry stakeholders. Establishing an External Advisory Board can help in this direction by facilitating the coordination with more stakeholders from both the private and public sectors.

## **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 usually admits nine (9) students per year. Admission criteria are transparent and publicly available in the Student Guide. The Student Guide is concise and publicly available on the PSPs website both in English and Greek. Accepted to the programme are Pharmacists (71%), Chemists (13%), Biologists (7%), Doctors (4%) and Chemical engineers (4%).

Student mobility is available through Erasmus+. The PSP utilizes the ECTS system across the curriculum and the function of the Academic Advisor for the monitoring of the student progression.

A Thesis Handbook is in place and the Thesis is obligatory for the programme. Several peer-reviewed articles have been published based on the research done in the programme. Several graduates of the programme have proceeded to Doctoral Studies.

During the interviews with graduate and current students as well as with the Industry Stakeholders a general appreciation for the programme was found.

A written Code of Research Ethics is in Place for the Institution (NKUA) applying also to the PSP.

#### **II. Analysis**

All regulations and procedures, as well as the structure of the PSP are described in the Study Guide. Student progression is monitored by the institution of the academic advisor. The PSP applies the ECTS system to its curriculum. While student mobility is available through Erasmus+, it is not actively promoted.

For the implementation of the master thesis a set of guidelines is available in the

Thesis Handbook. However, it includes only technical details regarding the document formatting. Furthermore, the Thesis Handbook is only available in Greek. The PSP has established a strong network to support the component of practical training. A strong effort to connect students with the industry is evident as demonstrated in interviews with students, alumni, and stakeholders. However, communication between the PSP and both stakeholders and alumni are on a personal and ad hoc basis.

The Diploma Supplement is issued both in Greek and English upon request.

### III. Conclusions

The PSP is well designed, but the length of studies should be reconsidered.

#### Panel Judgement

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

#### Panel Recommendations

- The length of study is advised to increase to two years.
- More information should be provided to the students regarding the function of the student advisor as well as for the opportunities for mobility.
- The Diploma Supplement should be provided to the graduates both in Greek and English without request upon the completion of the programme.

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The AP was provided with a list of the faculty of the PSP as well as their academic characteristics. 29 faculty are involved in the PSP: 13 from the Pharmacy Department of the University of Athens, 4 from other Departments of the University of Athens and the rest as outside collaborators from Institutes, Hospital Departments or Industry. The focus of the majority of faculty is in Dermatology. Hours of teaching of the faculty at the PSP vary from 2 to 84, and all faculty have additional heavy obligations in teaching outside of the PSP.

The academic accomplishments of those faculty that are affiliated with Universities and Institutes are good to very good, and some excellent. The AP was not provided with evidence that recruitment to the PSP follows a specific open procedure-rather, it appears that recruitment is based on the need of the curriculum and on the personal contacts of the people involved. The AP was also not made aware of any formal gathering of all the faculty to discuss the progress of the PSP and potential areas of concern. Those discussions and decisions appear to be the function of the five-member steering committee.

## II. Analysis

The faculty of the PSP show high academic accomplishment and their subject areas are very appropriate for providing the students of the PSP excellent theoretical and practical education. During the meetings of the AP with the faculty, it was clear that they look at the PSP and their students with pride at what is being accomplished. The fact that no formal gatherings of the faculty take place, and no mechanism is in place to invite new faculty to the PSP is a weakness but can easily be rectified. As we discussed during our meeting, with the coming retirement of the two founders of the PSP, it would be good to discuss its future directions and its basis of operation.

## III. Conclusions

The faculty are well chosen to accomplish the educational aims of the PSP, and the group contains a good mixture of pure academic teachers as well as those with experience in the business side. The AP thinks that a formal mechanism for recruiting new faculty and discussing PSP business would ensure the great continuation of the programme in the future.

### Panel Judgement

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

### Panel Recommendations

The PSP is advised to consider a more formal way to recruit faculty to the PSP

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

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The e-Class software effectively supports the teaching activities of the PSP. After admission, all students are promptly provided with the necessary tools (e.g., Office Suite, Academic Email, Access to online libraries). All class and lab material (notes, reports, exercises, PowerPoint presentations) are uploaded onto the web and are readily available to all enrolled students. The e-class and related software are available to all students and provides comprehensive syllabi and updates for all classes.

There are four (4) classrooms available for the program, two (2) with 130 people capacity and one (1) with thirty (30) people capacity in the School of Pharmacy and one (1) with 100 people capacity in the School of Chemistry. The classrooms are well equipped. Furthermore, there are three (3) computer labs available. Students of the PSP have access to the Institution Library which is in close proximity and provides a significant number of books/journals to the students, as well as a place to study. However, the hours of operation of the library are short.

There is a medical office on Campus, as well as a University gym and a swimming pool. Also, the institution has in place several options for the welfare of students (e.g., learning of foreign languages, a day-care unit)

The PSP is supported by two people serving as administrative staff, one from the Secretariat of the School of Pharmacy and one from the Secretariat of the Department of Pharmaceutical Technology. A tuition utilization plan is in effect.

## II. Analysis

The PSP has a dedicated infrastructure for the education/training of more than the 9 postgraduate students per year that it usually admits. That includes state-of-the-art classrooms and lab rooms. Despite the lack of public funding and the high overheads, the PSP makes significant efforts to update all relevant equipment and provide needed consumables for all postgraduate students. During their practical training, students have the opportunity to perform research in local companies and research laboratories, thus strengthening their technical skills. During the interview with current students, some issues arose regarding the working hours of the library. Finally, the function of the academic advisor is an important support mechanism. There was no information on students' boarding and social activities related to student life.

## III. Conclusions

Overall, the panel finds that there are sufficient learning resources and student support available to the PSP.

### Panel Judgement

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

### Panel Recommendations

The PSP could examine ways to improve its finances. This could be achieved by the sponsoring of studentships and equipment purchases through external stakeholders.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The programme has developed a satisfactory information management system for current students. Suitable key performance indicators have been established and there is a clear availability of learning resources as well as student support, both formally and informally. Student progression, success, and dropout rates are monitored carefully.

#### **II. Analysis**

Some actions/follow-ups are taken, sometimes in an ad hoc and not very systematic manner. Student evaluations of courses take place in a clear way using questionnaires with well-formulated questions, but the percentage of students evaluating their courses is not very satisfactory.

Some courses have been rated with low satisfaction for several years, but no action has been taken.

The career paths of graduates have not been monitored systematically, although the panel does understand the complicated nature of such a task. Nonetheless,



initiatives towards improvement should be considered.

### III. Conclusions

The PSP has a good Information Management System.

#### Panel Judgement

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

#### Panel Recommendations

- The Department should make efforts towards increasing participation in student evaluation of courses. Examples include reminding students to return questionnaires, providing examples of positive changes through the process, ask for proof of participation during the exam periods, etc.
- A clear strategy related to the flow of information must be developed and implemented in order for this analysis to be communicated and utilized by all faculty to the benefit of the PSP.
- A dedicated alumni portal could be developed to promote post-graduation interactions that can facilitate important networking activities among graduates and further collaborations within the department and the PSP. The establishment of an External Advisory Board would help in this direction.

## **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 Department of Pharmacy and the PSP website are both available in Greek and English. The PSP website of Greek and English versions show an overview of the programme, the admissions requirements, a list of courses offered, the tuition fees, links to the study guide, and information on potential supervisors. The Greek version of the PSP website also contains links to various programme and department regulations, the courses outlines, as well as links related to the quality assurance policy and the programme's internal evaluation. However, this information is not found in the English version of the PSP website.

The course outlines are easily accessible to its students via the Greek version of the PSP website and show information on the courses' examinations. However, not all courses list the individual assignment weights when more than one examination is used.

No information is found on the PSP websites about the course instructors, with the exception of the programme director.

### **II. Analysis**

The PSP posts extensive information to its website, mostly in its Greek version. However, the PSP does not fully satisfy principle 8 due to the significant differences between the Greek and the English version of the website. Although several of the links in the Greek version of the website point to documents originally written in the Greek language, the omission of the programme guide in English could cause a hurdle for potential Erasmus+ students.

There is no information on course instructors and their CVs on the PSP websites. It is important that all listed course instructors have their CVs posted and kept up to date. This will show that the PSP has qualified instructors to teach its courses and facilitate students in the dissertation supervisor selection.

### III. Conclusions

There are significant differences between the Greek and the English version of the PSP websites. The course instructor's information and their CVs are missing from the PSP websites. This could potentially hinder student's supervisor selection for dissertation purposes.

#### Panel Judgement

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

#### Panel Recommendations

- The PSP should increase its efforts to align the context in the Greek and English version of its websites.
- The up-to-date instructors' CVs must be posted on the PSP websites.
- The study guide must be updated including details on the weights of individual examinations used towards the student final course grade for all listed courses.

## **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 program is in line with the current research in the field. This is verified by the program course descriptions, the faculty publications, as well as the current employer's satisfaction for the program graduates. However, copies of student dissertations and project information during the practical training were not available.

The program is evaluated using student evaluations for its courses, satisfaction surveys from its graduates, and social partners' feedback. However, there is no information that the above feedback has been implemented in the curriculum changes and the overall program improvement.

#### **II. Analysis**

The programme collects sufficient data, which could be used for its improvements. However, the panel did not find a well-defined mechanism on how these data are analysed and used towards the program improvements. Students, graduates, and

other stakeholders do not appear to have been involved in the decision-making processes towards curriculum improvement.

The number of students participating in the evaluations significantly varies per academic year. For the academic years 2018-21, only 20% participated in these evaluations, which is considered low. Similarly, the graduate's participation in the program feedback for 2021-22 is 35%.

### III. Conclusions

The programme collects data from students, graduates, and stakeholders related to its course and overall program satisfaction. However, the panel did not find a well-defined mechanism of using these data for the program improvement. Moreover, the number of students' and graduates' surveys collected is low.

#### Panel Judgement

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

#### Panel Recommendations

- The PSP should increase its efforts to align the context in the Greek and English version of its websites.
- The up-to-date instructors' CVs must be posted on the PSP websites.
- The study guide must be updated including details on the weights of individual examinations used towards the student final course grade for all listed courses.

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP has not been previously subjected to an external evaluation for accreditation purposes. However, the Department of Pharmacy undergraduate programme has been externally evaluated on December 11, 2019.

#### **II. Analysis**

The current evaluation is the PSP's first external accreditation review. Some recommendations from the 2019 review are also applicable to the department's postgraduate programmes. Since then, several changes were implemented to the programme towards its improvement following the undergraduate program's review. The panel found that the PSP faculty and supporting staff were very helpful in answering the panel's questions during the current review. Moreover, they showed that they understand the importance of the accreditations process and the panel's recommendations.

#### **III. Conclusions**

The PSP has not been evaluated before by an external committee for accreditation purposes. However, several recommendations from the 2019 Department of Pharmacy undergraduate program external review have been implemented to the postgraduate program. All involved with the postgraduate program were very helpful in responding to the panel inquiries.

## Panel Judgement

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

## Panel Recommendations

- The PSP should increase its efforts to align the context in the Greek and English version of its websites.
- The up-to-date instructors' CVs must be posted on the PSP websites.
- The study guide must be updated including details on the weights of individual examinations used towards the student final course grade for all listed courses.

## **PART C: CONCLUSIONS**

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

- It is a well-established programme with a relevant focus.
- The teaching staff is experienced and up to date with their respective fields.
- There is a strong connection with the Industry providing a lot of employment opportunities for the graduates.
- There is strong satisfaction with the PSP by current students and graduates as well as Industry Stakeholders.
- There are varied teaching methods, including seminars by external faculty.

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

- There are issues with formal procedures and the flow of information.
- The website of the PSP needs improvement.
- There is no alignment in information posted in Greek and English Languages.
- Student, graduate, and stakeholder feedback exist only on an ad-hoc basis.

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

- Institute one- or two-yearly meetings of all faculty of the PSP in which to discuss matters related to the progress of the programme.
- Begin discussions on succession planning for the leadership of the PSP and consider an added dimension for the future of the programme in a more business- oriented direction.
- Procedures for introducing new courses should be clearly formulated, and the need for new courses should be explained.
- Some overlap with undergraduate studies should be taken into consideration in the formulation of new courses.
- Make efforts to avoid work overload during certain periods of time. Better communication between teaching staff and students would help in this regard.
- The AP found unclear to what extent the stakeholders can take part in discussions and preparation of the curriculum; this needs to be improved.
- The AP strongly recommends the establishment of an External Advisory Board by stakeholders and industrial representatives.
- The Program Committee should initiate formal discussions with all interested parties to decide the duration of practical training and find an optimal solution for all parties involved.
- The PSP should consider the creation of a list of “elective courses” for the programme leading to more flexible learning paths.
- The PSP should implement new pedagogical and assessment methods that go beyond the traditional lecture-based and final written examination format.
- The length of study is advised to increase to two years.



- More information should be provided to the students regarding the function of the student advisor.
- More information should be provided to the students regarding the opportunities for mobility.
- The Diploma Supplement should be provided to the graduates both in Greek and English without request upon the completion of the programme.
- The PSP is advised to consider a more formal way to recruit faculty to the PSP.
- The PSP could examine ways to improve its finances. This could be achieved by the sponsoring of studentships and equipment purchases through external stakeholders.
- The Department should make efforts towards increasing participation in student evaluation of courses.
- A clear strategy related to the flow of information must be developed and implemented.
- A dedicated alumni portal could be developed to promote post-graduation interactions.
- The up-to-date instructors' CVs must be posted on the PSP websites.
- The study guide must be updated including details on the weights of individual examinations used towards the student final course grade for all listed courses.
- The programme needs to develop a mechanism which will demonstrate that the student, graduates, and social partners feedback is used towards its improvements and especially changes in the curriculum.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

**1, 4, 5, 6, 7, and 10.**

The Principles where substantial compliance has been achieved are:

**2, 3, 8, and 9.**

The Principles where partial compliance has been achieved are:

**None.**

The Principles where failure of compliance was identified are:

**None.**

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

1. **Dr Nicholas Ktistakis (Chair)**  
Babraham Institute, Cambridge UK
  
2. **Professor Nikolaos Dimakis**  
University of Texas-Rio Grande Valley, USA
  
3. **Professor Tassos Papageorgiou**  
University of Turku and Åbo Akademi University, Finland
  
4. **Mr. Georgios Mystridis, student**  
Aristotle University of Thessaloniki, Greece