



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report for the Foreign Language Programme of:

Medicine

Institution: University of Crete

Date: April 29, 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 Foreign Language Programme of **Medicine** of the **University of Crete** 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 Foreign Language Programme of **Medicine** of the **University of Crete** is comprised of the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Aristidis Veves (Chair)

Harvard Medical School, Boston, Massachusetts, USA

2. Dr. Georgios Aislaitner

Federal Institute for Drugs and Medical Devices (Bundesinstitut für Arzneimittel und Medizinprodukte, BfArM), Germany

3. Prof. Thimios Mitsiadis

University of Zurich, Zurich, Switzerland

4. Mr. Charis Vavouranakis

Panhellenic Medical Association, Heraklion, Greece

5. Ms. Aikaterini Pappa

Student of Medicine, University of Ioannina, Ioannina, Greece

II. Review Procedure and Documentation

The members of the External Evaluation and Accreditation Panel (EEAP) for the **Foreign Language Programme (FLP) of Medicine of the University of Crete** were selected from the Hellenic Authority for Higher Education (HAHE) Register on March 2023, in accordance with Laws 4009/2011 & 4653/2020. Official invitation letters were sent to EEAP members on April 19, 2023.

Due to the current pandemic situation of Coronavirus (COVID-19) and in line of the procedures for the limitation of further spread of the virus worldwide, the HAHE modified the standards of the accreditation process, and all external evaluation and accreditation reviews of the study programme of Medicine in Foreign Language of the School of Medicine (SM) at the University of Crete were implemented by using electronic means, i.e., teleconference via on-line Zoom platform. Accordingly, the accreditation procedure was scheduled to take place from 24 to 29 of April 2023.

The EEAP members, after formal acceptance of the invitation, received all relevant documentation from HAHE, including the guidelines regarding the purpose and standards for quality accreditation of the undergraduate programme of Medicine in Foreign Language. HAHE forwarded also a comprehensive set of documents provided by the School of Medicine, related to the structure and organization of the University of Crete and the School of Medicine. The provided documents included a detailed description of the proposal of academic certification for a Foreign Language Programme (FLP), which has been designed to be delivered in the English language and is addressed to foreign students. The documents included strategic planning of the School, facilities and services offered from University of Crete and the SM, a study guide in English courses that are offered in each semester, departmental rules, and regulations of internal quality assurance policies of internal evaluation reports in Foreign Language.

April 23, 2023 17:00 - 19:00, Athens time: The EEAP initiated the accreditation mission by a teleconference with HAHE. The General Director of HAHE, Dr Christina Besta, briefed the EEAP members about the mission of HAHE, the standards and guidelines of quality assurance (QA), the accreditation process, national framework of HEIs, the mission procedures as well as the principles of undergraduate programme of Medicine in Foreign Language.

April 24, 2023, 16:00 - 18:00, Athens time: The EEAP members initiated the accreditation mission by a private teleconference meeting to schedule and discuss the content and structure of the report, allocation of tasks, and list of issues for to be prepared ahead of the online Zoom teleconference with the University of Crete.

April 25, 2023, 16:00 - 16:30, Athens time: The EEAP started the on-line evaluations by a teleconference with the Rector, Professor George Kontakis, and the Vice-Rector for Academic Affairs, Lifelong Learning, International Relations & Outlook and President of MODIP. The Vice-Rector and President of MODIP, Professor George Kossioris initiated the meeting by welcoming the EEAP, and enthusiastically presented a short overview of the strategic plan and objectives related to Foreign Language Programme (FLP): the strategy of the Medical School, academic profile, status, strengths, and possible areas of concern. Present at the teleconference was the Dean and Head of the School of Medicine and OMEA and MODIP representatives. Professor George Kochiadakis, Dean and Head of the Medical School of the University of Crete, welcomed and kindly expressed his gratitude to the EEAP members for accepting the mission.

The FLP Coordinator, Professor Christos Tsatsanis spoke next and presented an overview around the proposal for Academic Certification of Undergraduate Programme of Medicine in English Language at the University of Crete, in particular he focused on the following 11 principles:

1. Strategic planning
2. Quality Policy
3. Design, approval and monitoring of the quality
4. Student-centered learning in the teaching and evaluation
5. The Admission, Study and Graduation
6. Securing the quality of teaching staff
7. Teaching resources and student support
8. Collection, analysis and valorization of information
9. Publicity of the International Program
10. Periodic internal evaluation of the program
11. Periodic external evaluation and accreditation of the program

Members of OMEA and MODIP in attendance were: Associate Professor Ioannis Tsiaousis of MODIP and Professor Sofia Koukouraki, Head of OMEA. Ms. Evi Kortsidaki of the International Relations and exchange programs, Professor Zannis Vasileios, Ms. Karkanaki Eleni, Professor Mitsias Panagiotis and Professor Maurothalassitis George were also in attendance.

The EEAP expressed their gratitude to the Rector, Professor George Kontakis, who enthusiastically initiated the meeting and welcomed the EEAP, Professor George Kochiadakis, Head of School of Medicine, the Vice-Rector/President of MODIP, and all other members of OMEA and MODIP for data presentations and for organising a highly efficient digital meeting for the External Evaluation & Accreditation review process of the undergraduate programme of Medicine in Foreign Language.

The EEAP would like to emphasize the warm kindness, collaborative spirit and responses that were offered from the faculty and administrative staff as well as the professionalism, honesty, receptiveness, and an open-mindedness of the faculty members of the School of Medicine.

During the period 24th to 29th of April 2023, the EEAP members were working to put together and to compile the Accreditation Report of the Foreign Language programme of Medicine.

III. Foreign Language Programme Profile

The Medical School of the University of Crete was established in 1977 and started accepting students in 1984. In 1989, the School moved in a brand-new campus that also includes the University Hospital. The School is also in close proximity with the Institute of Molecular Biology and Biotechnology of the Foundation for Research and Technology Hellas (IMBB-FORTH). There is close collaboration between the two Institutions, which has greatly benefited the School and allowed it to be a leading basic research institution in Greece.

The study duration is 12 semesters, each of which consists of 30-34 ECTS and the graduates are awarded a Diploma in Medicine (Ptychion Iatrikis). The School, although originally designed to admit 65 students per year, admits more than 130 per year during the last five years. The vast majority is admitted based on the Panhellenic exams but a smaller number from additional groups is also included. There are currently 1005 undergraduate students (excluding Erasmus students), 668 postgraduate students and 119 faculty members (ΔΕΠ). The School also accepts around 40 students per year from foreign universities, mostly from Europe, who complete part of their studies according to the Erasmus programme.

The vast majority of the students completes its studies well within the appropriate study time and the average duration of study is around 6.5 years. The graduates do not have any serious problem in being admitted in residency programmes of their choice. Upon completion of residency, there are no problems of employment, and the graduates can work either in the Greek National Health System or in private practice without facing any serious unemployment problems. In addition, a considerable portion of the graduates, especially the last ten years, have migrated to other countries, either in EU or USA where they work as medical doctors. The success of the graduates is a strong testament to the high quality of training provided by that Medical School.

The School belongs to the University of Crete, a relatively new but dynamic University with two main campuses, one at Herakleion and one at Rethymnon.

The University of Crete aims to enhance its international outlook and visibility. In the academic year 2023-2024 more than 15 MSc programs will be offered in English, 7 of which concern the School of Medicine, in fields such as Neuroscience, Molecular Basis of Human Diseases, Bioinformatics, Biomedical Engineering, Forensic Medicine, Anthropology and Medical Imaging, Biomedical and Clinical Research and Exercise and Exercise Based Cardiac Rehabilitation in Patients with Cardiac Diseases.

The FLP of Medicine at the University of Crete is expected to enrol 30 students per year. This program is the third Foreign Language Undergraduate Program in Medicine in Greece, following the examples of Athens and Thessaloniki, and the goal is to attract the best students from foreign countries, including the surrounding Mediterranean countries.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).

By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.

Foreign Language Programme Compliance

The representatives of the University of Crete (UOC) made a very detailed presentation to the Committee regarding the strategic and operational plans for the proposed new FLP. Overall, the Committee felt that the proposed plan was very well thought and covered all required fields, including potential strengths and weaknesses. As a result, it was felt that the proposed plan was feasible, competitive, when considered with the other two Greek FLP on Medicine, and it is expected to be highly successful.

One major strength of the plan is the strategy to attract high quality foreign students. The UOC has already extensive experience with a large number of foreign language Master Degrees and accepting foreign undergraduate medical students through the Erasmus program and this experience will be very helpful in student recruiting. In addition, the UOC representatives have been in contact with representatives of the Medical Schools of Universities of Thessaloniki and Athens who run the other two Greek FLP on Medicine that have been successfully launched recently and had the opportunity to discuss their experience in detail.

The proposed plan to advertise the program, mainly through the internet, was deemed to be very strong and includes the utilization of the UOC website and additional websites, like the website *Study in Greece* that is supported by the Greek state. It is also very encouraging that the required funds are available through an ESPA grant. Additional strategies, such as advertising through the Greek Diaspora were also presented. Finally, an International Office is already operation at the University and helps foreign students to move to Crete and adjust to UOC life.

Another very strong point was the plan to manage the resources that will become available as a result of the program. It was very encouraging for the Committee to see that a considerable amount of the resources will be allocated to recruit local or international faculty that will provide high quality teaching while another considerable portion will be used to improve the facilities of the Medical School. In addition, provisions have been for scholarships and financial aid for the International Curriculum students.

The Committee also thought that another major strength of the proposed plan was its effect on the existing program of the Medical School. More specifically, in addition to the resources that will be allocated for facility improvement and faculty recruitment, a provision has been made for scholarships for the Greek Curriculum students. As a result, there will be tangible benefits for both faculty and students, something that is expected to strengthen the acceptance of the FLP by the University Community. Furthermore, there will be considerable interaction between the students of both Greek and FLP program, something that will expose the Greek students the mentality of the international community.

Finally, the successful establishment of the FLP can further increase the visibility and stance of the Medical School, in particular, and the UOC, in general, in the international community. UOC has already achieved very strong position in world university rankings, making it one of the most successful Greek universities. A successful establishment of a FLP on Medicine will only increase the already existing extroversion at UOC, further expand its horizons and allow it to outreach to the international scientific community. It will also be helpful in strengthening the UOC ties with the scientific Greek Diaspora.

Of importance, the discussion was held in a collegial and friendly environment, was very productive and the UOC representatives considered very carefully and with great enthusiasm the comments and recommendations of the Committee.

Panel Judgement

Principle 1: Strategic Planning	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

EAPP recommends the following actions:

- Efforts should be made to collaborate with other two Greek FLPs regarding the recruitment of FLP students. This will expand the pool of candidates and reduce recruitment costs.
- A small fee should be charged to each applicant for the consideration of the application.
- Integration of the two programs as much as possible, so the Greek students benefit from the teaching that will be provided by the international faculty.
- The resources of the program are also used for the implementation of recommendations that were made in the accreditation report for the Greek program of the Medical School regarding the need to increase the faculty. More specifically, resources can be used for employing Adjunct or Visiting Professors, retention of retiring faculty or increasing the collaboration with medical staff from the National Health System (ESY).

Principle 2: Quality Assurance Policy

ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.

The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

Foreign Language Programme Compliance

Quality assurance policies will be similar to the ones that have already been established for the Greek curriculum and were found to be very satisfactory in the recent Accreditation Report. More specifically, the plan includes continuous monitoring of teaching quality and student progress and continuous improvement of the curriculum content and structure based on international practices.

In addition, as teaching will be provided in English language, additional assurances are required that the teaching faculty has an adequate command of the English language. The presented plan provided satisfactory evidence that the faculty, as a group, has the required command of the English language. The fact that the presentation and discussion was done in very fluent English language was a practical demonstration of such ability. Additional strong indications include the teaching that takes place in the English language Master courses and Erasmus students. Finally, the proposed policies to select the appropriate faculty were also found by the Committee to be appropriate and satisfactory.

Evaluation of teachers is a major cornerstone and will be even more needed in a new program like this. So far experience with Greek students in various programs has indicated a rather low participation in competing course evaluations, resulting in not very reliable data. The Committee discussed it with the program representatives and emphasized the need for broad student participation that can provide reliable data. The possibility that students are obliged to complete the evaluation to get the course completion certificate was discussed and will be seriously considered.

Panel Judgement

Principle 2: Quality Assurance Policy	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

EAPP recommends the following actions:

- Same principles that are applied to the Greek Curriculum program should be applied for the FLP.
- Emphasis should be given in achieving a large participation of students in the evaluation of the program.
- Professional assistance by trained personnel should be provided to the teaching faculty to adopt their teaching in English language.
- Foreign students should receive intensive tutoring in Greek language, so they are fluent in it before they reach the clinical part of their training.
- Comparisons should be made in quality indicators between the Greek- and Foreign Language Programs and ensure that there are no significant differences.

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES, AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS, AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, the experience of external stakeholders from the labour market, the smooth progression of students throughout the stages of the Programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution.

The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Foreign Language Programme Compliance

The Foreign Language Program of the School of Medicine of University of Crete is, in general, a well-thought, well-structured and well-prepared program.

It appears that, since there are already two other FL programs for a Medical Degree under the project “study in Greece” (<https://studyingreece.edu.gr/>), the Faculty of the School of Medicine and specifically the School of Medicine's English-Language Undergraduate Curriculum Committee (Παράρτημα β1. Κανονισμός λειτουργίας (EN).pdf) did their homework and prepared a respectable, viable and HAHE compliant International Program in Medicine (UOC-IMed program). The recent accreditation of the Greek Medical Curriculum contributed significantly for the preparation of this International Medical Program.

In addition, the School of Medicine offers seven MSc Programs taught in English.

The submitted documentation of the International Program is considered complete and bilingual, as needed:

The program is based on the undergraduate program for Greek students, which is considered of the highest level. There are three cycles of studies: Basic, Preclinical, Clinical with

prerequisites to advance to the Clinical cycle. Basic and Pre-clinical cycles will be taught in a Modular Approach to facilitate recruitment of international faculty and provide continuity in knowledge. The use of Moodle can facilitate this modular approach.

There are several points of control in place for the monitoring the quality of the program including the student progress i.e., evaluation of teachers and students and the program in general will be performed even by Visiting Faculty and Clinical Directors for clinical clerkships outside the University Hospital (in addition to the International Program and the Committee for Undergraduate Studies).

One hundred eighteen faculty members will be assisted by ten members of Laboratory Teaching Personnel (ΕΔΙΠ), two members of the Special Technical Laboratory Personnel (ΕΤΕΠ), one person with unlimited contract and PhD holders. The credentials of the Medical School Faculty are excellent and the number of publications during a 5-year period (2018-2022) are quite high. The international rankings of the Medical School of University of Crete are high. There will be at least two international visiting faculty per course and a permanent collaboration with Boston University has already been established (Παράρτημα η. Ειδικά Πρωτοκόλλα - Μνημόνια Συνεργασίας.pdf).

In addition, Visiting Faculty (so far over 50 international faculty, many of them University of Crete Alumni currently Medical School faculty abroad) have provided letters of intent to contribute to the program.

A feasibility study has been submitted as Appendix ΙΓ (“Μελέτη σκοπιμότητας”) and fulfils the respective requirement. For the first year 30 students are expected to study with tuition fees of 12,000 Euro per person per year. A budget has been prepared and the expected income of the international program have been allocated to various expenses sectors:

The work burden and the effort required of the current teaching staff at the Greek-language programme has been evaluated by the by the Committee of the International Program and it is considered that these are manageable.

Panel Judgement

Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 4: Student-Centred Learning, Teaching and Assessment

ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

In the implementation of student-centered learning and teaching, the academic unit:

- *Respects and attends to the diversity of students and their needs, enabling 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*
- *Reinforces 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 students' complaints*

Foreign Language Programme Compliance

The Greek curriculum has already established a student-centered teaching and evaluation plan that was deemed very satisfactory in the recent Accreditation Report and the same plan will be established for the FLP. This embraces all required teaching methods, including courses, small group workshops and participation in research protocols.

An Academic Advisor is appointed for every student and the e-learn platform is available for course registration and for communication between students and teachers as well as between students. The proposed procedures for managing student complaints are also similar to the successful ones that have been implemented for the Greek curriculum.

Questionnaires similar to the Greek curriculum will be employed for the FLP program. Given the fact that this is a new program, emphasis will be given that a large percentage of the students participated in the evaluation.

Panel Judgement

Principle 4: Student-Centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

First-year students should have regular and adequate communication with their Academic Advisor who will provide them appropriate feedback regarding their progress and ability to successfully follow and complete their studies. This interaction should be probably more intense than the one that takes place with Greek students as foreign students will have additional problems in adjusting to their new environment and study requirements.

Make plans to achieve satisfactory participation in student evaluation and set a target of 75% participation as the acceptable lower level.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).

The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

All the above must be made public within the context of the Study Guide.

Foreign Language Programme Compliance

The Application process, the instructions and the required documentation is well defined and appropriately described.

The Online Application system requests the following documentation: Identification documents, Study certificates, CV, Motivation letter, English language certification. The application portal screenshots were shown during the presentation by the Quality Assurance Team, and it is a straightforward and intuitive approach.

The admission criteria are clear and well described. The factors influencing the selection process are clearly outlined, via a combination of secondary education (secondary degree, BMAT, MCAT, A levels or IB) playing a 60% role and the overall CV, achievements and motivation for the remaining 40%:

The first stage of the selection of students will limit the number of the applicants to 120. The introduction of an interview at the second stage of the evaluation with a weight of 30% for the final ranking is valued by External Evaluation & Accreditation Panel (EEAP) of considerable importance.

The study structure was presented to EEAP, and it is well-thought and well-prepared.

It is acknowledged that the time-schedule of the first year of studies was already prepared.

Since during the clinical clerkships a communication of the students with the patients will be needed, a Greek language course from the first of the studies is offered as part of the study program with no additional fees and will be intensive to allow students reach the B2 level by the end of the pre-clinical cycle. The UOC offers such lessons in the last 15 years, highlighting the experience of the teachers to teach Greek as foreign language.

The School of Medicine actively achieves the mobility of its students within Crete, within and outside Greece. Statutory financial support can be provided for students participating in the programme ERASUS+ of the University of Crete as well as the exchange programme in selected Universities in the Boston area for laboratory or clinical training.

Having completed the 6 years of studies and having obtained 360 ECTS the students can graduate. It is impressive that upon graduation, the following are foreseen to be automatically issued for all the graduates of the School of Medicine: 1) degree certificate in the form of a Papyrus, 2) four (4) copies of the degree certificate, 3) Diploma Supplement in Greek and English, 4) certificate of graduation/ certificate of completion of studies, 5) official transcript, as well as 6) Certificate of Military Recruitment for male students.

Panel Judgement

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is proposed that a reasonable application fee (e.g., 100-200 Euro) is implemented as a compensation for the work during the selection process of the students and to also be a demonstration of the student's commitment to follow this International Program with 12,000 Euro fees per year.
- It is also recommended that the experience of UOC in teaching Greek and the option of a Greek summer school before the initiation of the international program is actively promoted to the future medical students.

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes

ACADEMIC UNITS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the law).

More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.

Foreign Language Programme Compliance

Teaching and Learning Quality will be ensured by qualified academic staff of the Medical School, whose official language credentials have been ascertained prior to their appointment. Academic staff has honed necessary communication skills in International Medicine programmes as they have teaching experience in overseas (i.e., US) institutions and have established their calibre in International Conferences and journal in Medical Journals. Teacher Evaluation by students attending the course will be constantly performed and encouraged by the Academic Staff and Administration on a regular basis. Promotion of Academic staff will include:

i. Evaluation of clinical and research work. ii. Evaluation of publication record. iii. Adherence and maintenance to academic and scientific ethical standards. iv. Evaluation of administrative duties. v. Evaluation of teaching: undergraduate, postgraduate, continued medical education, PhD supervision, visiting professorship. vi. Evaluation according to established institutional academic criteria.

UOC Teaching and Learning Centre “Training of the Trainers” provides state-of-the-art training for the Academic Staff for the Pedagogical scaffolding of Academic Staff for International Courses. Allocated Administration personnel will overlook the effectiveness of the implementation of the programme so as to monitor the high-quality assurance internally as soon as a relevant issue arises. Specialised and highly qualified personnel will monitor all interactions and collaborations. Internal monitoring of quality assurance will be enhanced by systematic collaboration among students Greek and International Programme. International

collaborations and networking with other Research institutions, Universities and other stakeholders (i.e., our Alumni) will be encouraged and enhanced among Academic staff through Erasmus programmes or other Training sessions provided on Campus and abroad. At least two international visiting Faculty has already been arranged per course. International Students will be provided with Greek Language Support Programmes, which will scaffold students and empower them to attend and succeed the Clinical sessions and requirements which will be conducted in Greek. State-of-the art university infrastructure has been ensured so as to tally with pedagogically appropriate architecture or online platforms and adequate funds already secured. Small groups of students will be actively engaged to hands-on research and knowledge, following appropriate processes to ensure high standards of teaching and excellence will be maintained. Existing mechanisms include:

- Teaching: Annual Awards of Excellence, Quality Assurance Unit (students evaluating the staff in relation to the lectures and overall teaching attributes).
- Research: Quality Assurance Unit, Annual Awards of Excellence.
- Clinical and laboratory work: Annual Awards of Excellence.
- Administrative work: Quality Assurance Unit.

The “Academic Advisor/Mentor” programme, which has been successfully running for some years will be also implemented for this programme. This service will support and guide students so as to ensure their academic success.

Panel Judgement

Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 7: Learning Resources and Student Support of Foreign Language Programmes

ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES, ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support, and counselling services. When allocating the available resources, the needs of all students -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), in addition to the shift towards student-centered 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. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.

Foreign Language Programme Compliance

Online systems have been implemented for admissions, applications as well as teaching and learning (Moodle or e-class) running so that students can complete some of the course requirements on this platform. These online systems allow flexibility and accommodate the needs of a diverse student population needs. Online platforms such as Moodle allow both student-centred and blended modes of learning.

A one-desk one-stop “welcome office” has been implemented to support all students with all paperwork or potential bureaucratic issues.

Student health insurance is guaranteed with admission to the course. Student Counselling Centres provide psychologists and career consultants, and academic support personnel that ensures student mental health and academic success. Student Advisor systems have been already in order and “Student Buddy” schemes are already running in order to ensure quality of life and academic progress.

International Students will be provided with Greek Language Support Programmes, which will scaffold students and empower them to attend and succeed the Clinical sessions and requirements, which will be conducted in Greek.

Students’ tuition fees adequately provide all the funds required for the course. The feasibility of the financial plan should be re-assessed every year so as to ensure that the courses have a

competitive edge. Emergency financial aid funds are already implemented and support especially senior students in case of need.

Excellent medical facilities, IT infrastructure, library facilities, sports and academic facilities and infrastructure are more than adequate for the successful teaching of all courses.

Fully qualified allocated administration personnel will overlook the effectiveness of the implementation of the programme so as to monitor the high-quality assurance internally as soon as a relevant issue arises. Specialised and highly qualified personnel will monitor all interactions and collaborations.

All the above systems seem very promising and ensure institutional quality assurance with regards to student support and learning resources.

Panel Judgement

Principle 7: Learning Resources and Student Support of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The University needs to implement a recovery-scheme for potential drop out students.

Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes

ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.

Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).

The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.

During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).

Foreign Language Programme Compliance

All aspects have been considered by ΜΟΔΙΠ and ΟΜΕΑ for this international program. These teams will collect all necessary information that is utilized for improvement of the study program.

Students of the international program will be registered in the online system (student's record, "φοιτητολόγιο") that allows monitoring progress and analysis of data.

The International program secretariat will collect information on teaching quality based on questionnaires that will be analysed to apply corrective actions.

It is noted that from the UOC a Welcome Office is in place: A central hub servicing all incoming foreign students and researchers.

It is interesting that an Alumni office has been recently organized and expanded, that will also monitor the progress of graduates.

Panel Judgement

Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is noted that the analysis and reporting of the data collected are and will be compliant with the General Data Protection Regulation (GDPR) and the Quality Assurance System of the University of Crete. It is proposed that the future students are informed of this compliance and the strict policy on personal data of the UOC.

Principle 9: Public Information concerning the Foreign Language Programmes

ACADEMIC UNITS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE, AND READILY ACCESSIBLE.

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 Foreign Language Programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning, and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Foreign Language Programme Compliance

Information on the foreign language (international) programme of the Medical School is already provided in the UOC website (<https://imed.med.uoc.gr/>). The content of the course descriptions and learning outcomes during the twelve semesters of the medical studies and the ECTS attributed are very clearly presented in this website. The quality of the teaching material available on the web is of high quality.

UOC and the Medical School disseminate information about academic events and seminars linked to the medical field. Information about various other activities within UOC and Medical School (e.g., Masters) is also available on this website. Information includes the objectives, the organization of the three study cycles (basic – 1-4 semesters, preclinical – 5-8 semesters and clinical – 9-12 semesters), the mandatory requirements for clinical clerkships, the elective courses, and the intensive courses in Greek language to all students before entering the clinical training. The website also includes the teaching methods (lectures, seminars and tutorials, laboratory work and clinical clerkships), the student coursework evaluation, a guide for international undergraduate medical studies and the description of the Medical School, information about the personnel, areas of focus, Erasmus+ mobility, study advisors, mental health support, hours and resources of the library, and publications. The website encourages the direct communication between the foreign students and the Academic and administration staff.

The website it is very clear, well-constructed and presented in English, ensuring the higher visibility of this international medical programme. The UOC website dedicates a page on the Erasmus+ students and staff mobility. The information is easily accessible, and the web pages are user-friendly. The website is regularly maintained and updated by the UOC. The goal of FLP is the exposure of students to an excellent theoretical and practical medical training environment and to their initiation in high quality research practices. The fact that the Medical School has already created strong links with the nearby situated ITE provides all the tools and opportunities for fruitful collaborations and outcomes.

In addition to this website page, the Medical School of UOC provides information concerning the international programme through the two widely used media platforms of Facebook and

LinkedIn. The Academic staff envisages the use of additional social media platforms (e.g., Twitter) in the near future. Further, the Academic staff will attempt to promote the foreign language programme abroad by advertising it in their close collaborators working in prestigious international Institutions.

The Medical School organises summer courses for students (national and international – the English language is used for the courses) and holds one-week public event for the promotion of the medical programme. These initiatives are appreciated and strongly encouraged by the accreditation panel.

Panel Judgement

Principle 9: Public Information concerning the Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel has been informed by the vice rector of the UOC that an alumni network exists, but at present this site is not well used. An alumni platform created and running by UOC Medical School, especially for the foreign students, is a commendable and highly effective way for students to connect with their colleagues all in any place of the globe. This is helpful for any sort of information and, most importantly, for networking. It is highly recommended by the panel to promote and activate this excellent tool.

The Medical School of UOC obtained and obtains important distinctions. Although this information is communicated, it should be also promoted internationally. It is important for the visibility of UOC to advertise effectively these distinctions.

Principle 10: Periodic Internal Review of Foreign Language Programmes

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

Regular monitoring, review, and revision of the FLP aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of: the content of the FLP in light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression, and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs, and satisfaction in relation to the FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP is adapted to ensure that it is up to date.

Foreign Language Programme Compliance

The study programme assessment is performed according to the quality principles as delivered required by HAHE. There is regular monitoring and revision of the study programme that is done by the Undergraduate Programme Committee, the General Assembly and OMEA, which collect, analyse and evaluate research indicators, course satisfaction questionnaires and internal evaluation report. Input from additional groups such as undergraduate and graduate students, and alumni could help to identify points of change in the curriculum.

Monitoring of student workload and progression is satisfactory. The Greek students at the Medical School of UOC are very appreciative of the teaching and mentoring capabilities and work of the Staff. This reveals the teaching excellence of the Medical School Staff. The procedures for evaluating student performance are in line with those established in other Greek Institutions. Student expectations, needs, and satisfaction are assessed via the electronic evaluation of each course. Mechanisms identifying individual student interests (research, clinic) are in place. Laboratories are spacious, clean, and reasonably well equipped. Similarly, the clinics are well equipped. Delivery of the curriculum by research active staff ensures lectures enriched with the latest discoveries and advances in the respective fields.

Monitoring the workload and progression of the foreign students will be pursued via the Faculty advisor programme (Division of the undergraduate study committee). The effectiveness of the procedures for evaluation of the performance of the students will be regularly discussed. The expectations of the students, their needs and satisfaction will be addressed via the electronic evaluations for each course. It is worth noting that the interaction and communication between the Greek students and Staff members is excellent, and hopefully this will happen with the foreign students.

The Medical School FLP is engaged to invite academics from abroad to participate to the courses and deliver specific seminars (sometimes via Zoom). This is an excellent initiative. A feedback mechanism is already in place, based on the information collected by foreign students and invited lecturers. This will help to evaluate the FLP and take corrective actions.

Panel Judgement

Principle 10: Periodic Internal Review of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Specific or particular attention should be given to the linguistic skills of both lecturers and students. Poor knowledge of the English language (for the Staff and students) and the Greek language (for the foreign students) could compromise the educational process. Rapid corrective actions should be envisaged is necessary by offering additional tutorials on linguistic skills improvement.

It is recommended to involve students and alumni during the programme content review and discuss what additional areas of knowledge / expertise they should implement. This could be realised through an informal advisory team.

Convene meetings with recent and older graduates of the Medical School working abroad to get their opinion on additional courses that need to supplement the curriculum based on their experience.

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes

FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required.

The accreditation of the quality of the FLP acts as a means of verification of the compliance of the programme with 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 recommendations submitted by the committee of experts for the continuous improvement of the FLP.

Foreign Language Programme Compliance

This is the first external accreditation of the FLP of the Medical School of UOC. The whole procedure was conducted in an exemplary fashion, from the ready availability of the relevant material to the interview processes with Staff and high academic authorities of UOC. The panel was given the opportunity to discuss in depth with the Staff and was provided with the requested assistance. Staff members requested additional ideas and help from the panel members for implementing the FLP. This is indicative of a spirit that guarantees the continuous adaptation of the programme towards high-quality standards. FLP has implemented suggestions of the previously realised external evaluation/accreditation of the Greek undergraduate programme, administered by the Hellenic Quality Assurance and Accreditation Agency. The last external review of the Medical School of UOC realized several years ago (2021). Some members of the current accreditation Committee were also members of the evaluation committee of the Greek program, and therefore it was easy to realize the implementation of the FPL to the previously established quality standards. The panel was pleased to observe a positive attitude towards the accreditation procedure. This positive approach continued in the evaluation of the FLP and assessment of compliance of the programme with the HAHE standards. Staff members involved in the FLP are enthusiastic and looking for implementation and improvement of the already elaborated programme. Tools for regular evaluation and update of the FLP curriculum are already functional. The commitment and support of the UOC academic authorities towards excellence in FLP education and training is well appreciated by the panel.

The FLP accreditation proposal of the Medical School of UOC has been elaborated after consulting the other two running FLP in Thessaloniki and Athens, thus providing evidence that suggestions for further programme improvements, such as revisions of the curriculum, international competitiveness, students mobility, quality improvements, students feedback

etc, will be taken seriously into account. A regular external evaluation of the FLP is also planned.

Panel Judgement

Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The panel recommended the establishment of a formal yearly meeting with the Staff of the other two FLP Medical Schools (Universities of Athens and Thessaloniki) for discussing issues that are problematic and how these could be tackled. It is worth noting that several informal meetings have been already initiated between Staff members from UCO and AUT for getting information and advice for the FLP. This initiative is excellent but has to obtain a formal administrative status.

PART C: CONCLUSIONS

I. Features of Good Practice

The School of Medicine of UOC has established a high level of teaching, research and clinical practice that places them among the top schools in Greece. The School of Medicine participates in numerous international educational activities organized by various Institutions, like the Erasmus Program. In addition, it has established a number of Master Courses that are taught in English. Finally, it has an excellent working relationship with scientists from the Greek Diaspora. All the above result in a very dynamic and extrovert school that graduates very competent doctors, a considerable number of whom establish very successful careers abroad.

The proposed FLP will have considerable benefits. The most immediate will be a considerable financial income that will allow the School of Medicine to maintain and expand its faculty, upgrade existing facilities and provide financial help to students from the Greek curriculum. There are also additional benefits, both at the near and far future. The most important is that it will further promote the extroversion of the School of Medicine and will allow it to increase the number of visiting professors from established academic units abroad. It will also help the School of Medicine to increase its standing in the various world rankings.

The FLP program includes all courses that are taught in the Greek curriculum, guaranteeing that there will be no problems in the validity and recognition of the provided Medical Degrees to the graduates. The current faculty and administration of the School are also available to fully support all required functions of the program.

The proposed plans for supporting and supervising the FLP students, including the establishment of an Academic Advisor/Mentor, the existence of a University International Office and the provision of appropriate health care benefits are very satisfactory.

The School of Medicine has in place a very satisfactory e-learning program, adequate information system facilities and social media resources that can help the FLP students in a way similar to the services provided to the Greek curriculum. There is also a satisfactory system to deal with student complaints or problems.

II. Areas of Weakness

Major

A common problem in all Greek Medical Schools is that the number of students that are being admitted in the Greek program is higher than the one the School's request and feel that can train adequately. The addition of 30 FLP students carries the risk to further aggravate this problem. It is very important that the School of Medicine makes a follow-up plan that allows the use of the income of the FLP to not only sustain the current teaching level of the Greek curriculum but also improves it. This should be a major criterion for evaluating the success of the FLP program in the next accreditation report.

Minor

The School of Medicine should make every effort to increase the pool of candidates and select persons who not only have the financial ability to attend the program but also excel in their professional life. This can lead to the establishment of a strong alumni.

The cost of the FLP should be reassessed after the first or second year and the fees should be adjusted accordingly so there is a reasonable profit that will assist the School to fulfil its role as a major international institution.

III. Recommendations for Follow-up Actions

The panel noticed many strengths that created enthusiasm and support for the program. However, there are also some points that will need attention upon initiation of the program. As a result, the panel recommends:

- a) Inform the academic community of the progress of the program and the benefits it provides to local academic community, local society and to the whole country.
- b) The students' fee should be revisited periodically. In particular there should be an annual estimation of the cost to run the program every year for the first six years. This will give the School a clear picture of the cost of the program per school year. As a result of this evaluation, the School may opt to have the same fee for all three cycles, basic, pre-clinical or clinical, or opt to have different, probably escalating, fees for the three cycles.
- c) The resources of the program are also used for the implementation of recommendations that were made in the accreditation report for the Greek program of the Medical School regarding the need to increase the faculty. More specifically, resources can be used for employing Adjunct or Visiting Professors, retention of retiring faculty or increasing the collaboration with medical staff from the National Health System (ESY).
- d) First-year students should have regular and adequate communication with their Academic Advisor who will provide them appropriate feedback regarding their progress and ability to successfully follow and complete their studies. This interaction should be probably more intense than the one that takes place with Greek students as foreign students will have additional problems in adjusting to their new environment and study requirements. It is also recommended that the experience of UOC in teaching Greek and the option of a Greek summer school before the initiation of the international program is actively promoted to the future medical students.
- e) Specific or particular attention should be given to the linguistic skills of both lecturers and students. Poor knowledge of the English language (for the Staff and students) and the Greek language (for the foreign students) could compromise the educational process. Rapid corrective actions should be envisaged is necessary by offering additional tutorials on linguistic skills improvement.
- f) Convene meetings with recent and older graduates of the Medical School working abroad to get their opinion on additional courses that need to supplement the curriculum based on their experience.

- g) The establishment of a formal or informal collaboration with other two FLP Medical Schools (Universities of Athens and Thessaloniki) to strengthen the criteria of acceptance, achieve high quality of students and address unpredicted issues become problematic.
- h) Collection of appropriate and adequate data that will allow a proper evaluation of the program during the next accreditation cycle.

IV. Summary & Overall Assessment

The principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.**

The principles where substantial compliance has been achieved are: **None.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Prof. Aristidis Veves (Chair)

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2. Dr. Georgios Aislaitner

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