



University of West Attica  
School of Public Health  
Department of Public and Community Health

**Quality Policy Statement of Postgraduate Studies  
Programmes of  
Department of Public and Community Health**

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## 1. Quality Policy

The Quality Policy adopted by the University of West Attica for all courses of study aims to develop a culture of quality, which motivates all members of the University to take responsibility for the implementation of quality actions and procedures and to actively participate in ensuring it. This policy shall have a binding legal character and shall be fully integrated into the institutional arrangements governing the operation of the Institution and shall be made public.

In order to achieve the vision and objectives of each Postgraduate Programme, an overall Quality System and a holistic Quality Management Policy framework has been implemented, which follows a framework of specific principles that identify procedures for achieving objectives, implementing planned processes and improvement interventions.

The M.Sc. « Environmental Health and Communication in General and Special Education » since its establishment has set the following as a visionary strategic educational goal that encapsulates the following objectives:

- The promotion of social, professional and ethical responsibility and sensitivity to issues of diversity and interculturalism.
- The promotion of academic knowledge, attitudes and skills both in the field of Environmental Communication and in the field of Special Education with direct codependence of the field of Health Promotion.
- The development of research in the field of new technologies related to Special Education and Health Promotion.
- The promotion of a multifaceted professional career of postgraduate graduates and utilization of the knowledge and skills they will acquire during their studies for the better performance of their professional work, especially in the sensitive field of Special Education.
- The evaluation of advanced and complex concepts, approaches and methods from the point of view of education with emphasis on Special Education as well as environmental communication, with particular reference to interdisciplinary problems and approaches identified in scientific literature.
- The implementation of appropriate design for quantitative and qualitative empirical research, selecting the appropriate research methods for data collection and analysis and highlighting the need to identify needs for new theoretical, methodological and practical approaches.
- The evaluation regarding the qualification of educational and psychopedagogical principles that can improve the effectiveness of teaching in Special Education as well as the critical comparison of the appropriateness of different teaching methods in different learning contexts (e.g. individual, group, formal, informal).
- The promotion of constructive interdisciplinary and interdisciplinary discussions and collaborations within and between various social and scientific organizations and professions.
- The critical analysis of how different knowledge, communications and health, wellness and healthcare practices are used to shape and organize the lives of General and Special Education students as well as the wider population.
- The evaluation of the means used in scientific and social approaches to understand, mediate, defend health and well-being as well as to design innovative actions to bridge

these approaches in the context of inclusive education and ensuring equal opportunities, with a focus on students with special educational needs.

- The creation of scientists with the necessary skills for successful careers in the private, public and academic sector in the field of Special Education as well as in the field of prevention and promotion of public health.
- The preparation of postgraduate students for postgraduate studies at doctoral level, given that during their studies the student is encouraged to conduct research and is encouraged to participate in national and international conferences as well as to publish studies in reputable international scientific journals.

## **2. Commitment of the Management Bodies of the Postgraduate Programme**

A prerequisite for the functional and effective implementation of the Quality Policy is the clear commitment of the Management Bodies of each Postgraduate Programme to the implementation and realization of its basic guidelines. The Quality processes of the Postgraduate Programmes are coordinated and carried out under the responsibility of the Steering Committee of each Postgraduate Programme. The Postgraduate Programme Steering Committee cooperates with the Postgraduate Programme's Management Bodies and faculty members, the Postgraduate Programme's Secretariat and the MODIP for the performance of its work.

## **3. Quality Policy Disclosure**

The Quality Policy of each Postgraduate Programme is made public, disseminated and applied to the involved members of the Postgraduate Programme, faculty members (of any rank), external partners and postgraduate students, so that they all take responsibility for quality assurance. Students are informed about the Quality Policy of the Postgraduate Programme they attend, of the departments involved and of the University in general, from the beginning of their studies, in the context of the special welcome event for new students. Each Postgraduate Programme communicates its Quality Policy at national and international events that it organizes or participates in, as well as at meetings with professional, research, social, environmental and cultural institutions.

The Quality Policy Statement shall be posted both on the websites of the Department and of its Postgraduate Programmes and on all forms used for the promotion of the Postgraduate Programmes.