



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the New Undergraduate Study Programme in operation of:

Midwifery Science

Institution: International Hellenic University

Date: 15 May 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 New Undergraduate Study Programme in operation of **Midwifery Science** of the **International Hellenic University** 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 new undergraduate study programme in operation of **Midwifery Science** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Dr Amalia Tsiami (Chair)

University of West London, UK

2. Prof. Agapios Sachinidis

University of Cologne, Germany

3. Professor Andreas Pavlakis

Philips University, Nicosia, Cyprus

4. Eirini Platsa

Hellenic Midwives Association, Volos, Greece

5. Aikaterini Pappa

Student Representative, Medicine, University of Ioannina, Ioannina, Greece

II. Review Procedure and Documentation

Meetings days 15th and 16th May 2023

The External Evaluation and Accreditation Panel (EEAP) met on the 15th and 16th May 2023 and reviewed all documents supplied (which we, as panel's member, already pre-read) and agreed on key questions and issues to focus on during our evaluation. We were supplied with adequate, in number and content, information to support in our duties as evaluators and after reviewing all the content provided as well as all sectors of the Undergraduate Program in Midwifery of the International Hellenic University (IHU) we are concluding in the following results. The below list shows all the documents we received.

LIST OF DOCUMENTS	
B0	Table of content of the documents
B1	Proposal for the Academic Certification of the Undergraduate Programme Studies of the Midwifery, International Hellenic University
B2	MODIP report
B3	Strategic planning of the Institute
B4	Feasibility & viability study of an academic unit
B5	Four-year operational plan of the academic unit
B6	Institute's Quality Policy
B7	Quality Policy of the Midwifery unit
B8	Quality Targeting of the Institute DIPAE
B9	Quality Targeting of the academic unit for the undergraduate Programme of Studies
B10	Decision of the Senate for the establishment of the undergraduate Programme of Studies
B11	Study Guide of the current academic year
B12	Course Outlines
B13	List of courses related to the acquisition of digital skills
B14	List of names of teaching staff
B15	Results of internal evaluation of the undergraduate Programme of Studies by MODIP
B16	Sample questionnaire for course and teacher evaluation by the students
B17	Regulations for the operation of the students' complaints and objections management mechanism
B18	Regulations for the operation of the institution of academic counsellor
B19	Internal regulation of the new Programme of Studies
B20	Regulation regarding studies, practical training, mobility, assignment writing.
B21	Diploma Supplement Template in Greek and English language
B22	Certification of the President of the academic unit that the diploma supplement is awarded without exception to all graduates along with the degree or certificate of completion of studies

B23	Summary report of faculty performance in scientific-research and teaching work, based on internationally recognized scientist rating systems (e.g., Google Scholar, Scopus, etc.)
B24	Report of Integrated Information National Quality System (ΟΠΕΣΠ) at Institution, Department, and new Curriculum level, for all previous academic years
B25	Progress report on the results of the implementation of the recommendations of the Foundation's external assessment and certification report of the Internal Quality Assurance System (ΕΣΔΠ)
B26.1	Internal validation of the department
B26.2	Study guide for the clinical practice
B28	Student Study guide PA-TEI
B29	Diploma Certificate
B30	Diploma supplement
B31	Academic names and teaching responsibilities
B32	Information from HAHE to the EACP

We also had online meetings on Monday 15th May 2023 with the:

- Vice Rector/President of MODIP Prof Kalliopi Makridou and the Acting Head of the Department (Prof Menelaos Zafrakas)-
 - giving an introduction for the department and processes, history and current status
- OMEA and MODIP members
 - Asc Prof A. Antonakou
 - Lecturer E. Taousani
 - Lecturer A. Theodoridou
 - Lecturer T. Kallia
 - Lecturer M. Mpouroutzoglou
 - MODIP Prof V. Grammatikopoulos
 - MODIP K. Kazaki
 - Presented the degree compliance to the quality standards for accreditation, Reviewing the student assignments, assessments, and thesis.

We also had online meetings on Tuesday 16 May 2023 with:

- Teaching staff of the department
 - Asc Prof P. Papasozomerou
 - Lecturer E Dimitropoulou
 - Lecturer Z. Koukou
 - Asc. Prof A. Antonakou
 - External Teaching staff V. Harizopoulou
 - External Teaching staff K Papadopoulou
 - Faculty and other teaching staff, regarding their-

- Professional development opportunities,
 - Mobility
 - Workload
 - Link between teaching and research
 - Teaching staff's involvement in applied research, projects and research activities directly related to the programme
 - Possible areas of weakness
- Undergraduate students from all years
 - Names were provided, however the External Teaching staff decided to keep it anonymous
 - Students discussed about
 - satisfaction from their study experience and Department/Institution facilities
 - input in quality assurance
 - priority issues concerning student life and welfare
- Administrative staff and academic staff
 - P. Tsoleridou (Head of Secretariat)
 - A. Tatsou (Secretariat administrative staff)
 - Asc Prof A. Antonakou
 - Lecturer E. Taousani
 - Lecturer A. Theodoridou
 - Lecturer T. Kallia
 - Lecturer M. Mpouroutzoglou
 - Lecturer E Dimitropoulou
 - Lecturer Z. Koukou
 - Asc. Prof. P. Papasozomenou
 - Prof. Menelaos Zafrakas
- Discussing the facilities and learning resources
 - The online tour was offered as it appears at the website of the University
 - The EEAP requested the use of mobile camera to view the classes, however that was not possible claiming that the internet was not available
 - The panel watched a video presenting, classroom, lecture halls, libraries, laboratories, and other facilities. We also had a further discussion about the facilities presented in the video produced for this purpose
- Representatives of employers and social partners, as follows –
 - L. Theocaridou, President of Midwifery, Association of Thessaloniki
 - Victoria Moschaki, President Emeritus of Midwifery Association of Thessaloniki, Head of Labour Ward Hippokratio General Hospital
 - Evangelia Saranti, Deputy Coordinator of 3rd health district, Midwife, Head of Labour Ward Papageorgiou General Hospital
 - Zeni Koutsis, Midwife, Lecturer, UK, President of Hellenic British Midwives Association
 - Garyfallia Tzevelikou, Midwife, Coordinator of Breast milk bank, Hippokratio General Hospital

- Antonia Artemaki, Midwife, Head of Labour Ward Interbalkan Private Hospital, Thessaloniki
- Apostolos Mamopoulos, Professor of Obstetrics- Gynecology, Aristotle University, 3rd Obstetric- Gynecology Clinic, Hippokratio General Hospital, Thessaloniki
- Kalliope Malfa, Free-Lance Midwife, Vice President of Hellenic Pshychoprofylaxis Scientific Society
- Chrysa Ekizoglou, Midwife, Psychologist, Responsible for ALKYONI programme for promotion of breastfeeding
- The employers and social partners described the activities that involve the Department and their organisations as well as the important elements of clinical practice

The entire process was conducted in a great spirit of collaboration, staff have been helpful and honest of the issues of the programme, and they were very much willing to supplement information with whatever we had requested to access. We thank everybody for the open and helpful discussions and arrangements.

Finally, we would like to thank everyone for the productive and helpful discussions and arrangements that made our work easier.

III. New Undergraduate Study Programme in operation Profile

The International Hellenic University (IHU) was founded in May 2019 by the National Law 4610/2019 (ΦΕΚ 70/τΑ/7.5.2019). The newly established University came from the merging process of the former Alexander Technological Educational Institute (ATEI) Thessaloniki, the Technological Institute of Central Macedonia, the Technological Institute of East Macedonia and Thrace. The Department is based at the Sindos, 17 km away from the Thessaloniki's centre. The Department shares the buildings with the Department of Early Childhood Education and Care as well as with the Erasmus programme office.

The IHU operates with high educational and research standards and strives to respond to the ever-increasing demands of a modern society for the creation of executives that have attained a solid scientific and technological background. The IHU has nine Schools across Northern Greece which are: School of Geosciences; School of Design Sciences; School of Health Sciences; School of Sciences; School of Social Sciences; School of Engineering; School of Economics and Business Administration; School of Humanities Social Sciences and Economics and last the School of Science and Technology.

Currently, the Department of Midwifery (DoM) has been part of the School of Health Sciences since May 2019 with the establishment of the IHU. There are five departments, and it is based at Thessaloniki.

The DoM was one of six Departments in the School of Health and Social Care Professions of Alexandreio TEI of Thessaloniki. The Department was founded by provisions of Ministerial Decision no. E5/652 on 9th February 1984. It offered a bachelor programme in Midwifery. On completion of the undergraduate degree, a graduate can apply to the Hellenic Midwives Association to become a licensed midwife in order to be eligible to practise midwifery in clinical and community settings in Greece.

The mission of the MoD is the development and transmission of knowledge in science and technology through teaching and research. Furthermore, its mission includes the provision of excellent training, to allow students to follow scientific and professional careers in Greece and other countries of the European Union and around the world. It also plans studies and applied research programs in fields concerning Midwifery Science.

The programme at the DoM lasts 4 years (8 semesters) and there are about 579 students IHU plus 75 transferred from TEI (currently) with a total of 654 students across all years of study.

The aims of the Department include the theoretical and clinical training of students according to current scientific knowledge in the fields of Midwifery, Obstetrical, Gynaecological and Neonatal Health Care. Furthermore, the DoM aims to include development of multiple skills regarding communication, counselling, health education, as well as administration and organisation of Healthcare Units.

The professional rights of Midwifery Science graduates in Greece have been established since 1989 and are thoroughly presented in the corresponding legislative acts (Π.Δ.351/1989, Φ.Ε.Κ. 159/14-6-89/τ.Α' and Π.Δ. 38/2010, ΦΕΚ 78/25-5-2010/τ.Α'). The department stipulates that it follows those principles.

The DoM to achieve its missions, states that:

- Co-operates with Healthcare Units and organisations related to its discipline
- Uses modern technology in education of students and graduates; organises seminars and other educational activities
- Conducts basic and clinical research
- Promotes development of students' skills, enabling competence on a national and international level
- Is prepared to adopt changes according to educational and economical changes on regional, national and international level
- Is prepared to ensure and promote quality
- Plans postgraduate studies in cooperation with other university departments
- Conducts studies regarding prevention and treatment of nosocomial infections, health education, emergency outpatient care, nursing at home and mobile unit care
- Uses modern technology in fields associated with the scientific status and professional duties of midwives
- Plans studies and applied research programs in fields concerning Midwifery Science
- Is interested in healthcare administration and organisation

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

The academic orientation of the department focuses on students providing the necessary training both theoretically and practically so that they become professional midwives. This is achieved by providing adequate knowledge of sciences on which midwifery activities are based

on the Greek legislation which harmonized the European Directives 80/154 and 80/155/EEC. More specifically the students develop knowledge and skills in the fields of midwifery, obstetrics, neonatal care, and promoting women's health and gynaecological care.

The Student Study Guide details the programme objectives, inputs, and expected learning outcomes.

The relatively recent transformation into a university department gave the opportunity to pursue academic excellence and the development of cooperation and relationship within the health professionals community to build a sustainable future. Moreover, the transformation increased the demand for the new contract positions offered and the number of prospective students who wish to study in the DoM, which at the same time, seeks international recognition and cooperation.

- Within the broader strategy of the IHU the Department's strategy aims to create the necessary conditions and the appropriate university environment to achieve:
 - The comprehensive education of Midwifery students
 - The necessary research activities
 - The connection with society
 - The internationalisation, creation
 - The required quality assurance

For the above reasons, courses such as "Obstetric (midwifery is a better term to use) Care in Special Populations" "Advanced Obstetric Care of Pregnancy-Childbirth", "Obstetric Care of Maternal Breastfeeding" interface with the needs of society and the requirements of the recipients of obstetric services. Moreover, the Department established a "Maternal Breastfeeding" laboratory - content enrichment and equipment for the "New-born Care" workshop.

The strategy of the department is based on following approaches analysis studies –

- of the environment Political, Economic, Social, Technological, Legal, Environmental (PESTLE) regarding the specific field i.e., the existing and implemented relevant policy, the general economic situation and the labour market, the social recognition of obtaining a degree as well as other related consequences and the evolution of technology that inevitably affects and should be considered, in such cases as the operation of a DoM,
- in terms of the strengths and weaknesses of the Internal Environment and in terms the opportunities and threats/challenges (SWOT) of the External Environment.

The students participate in the Department's decision-making and participate in the evaluation of the education provided in general (in each semester and annually) by providing feedback for further development of the programme and the adoption of any corrective revisions. This is achieved by systematic and detailed evaluation of the quality of the Department's educational work at all stages, using both the internal evaluation process by completing questionnaires and through other procedures such as: the continuous monitoring of the academic progress of the students through the institution of the academic advisor. The institutionalisation of teaching evaluation by fellow teachers, especially in cases where there is a poor score in student evaluations, direct communication and open discussion with

students and strengthening their participation in improving the quality of the educational process, etc.

At the same time, even though the Department currently has no graduates, the whole design of the education provided, leads to such scientific training for its graduates so that they can apply at many levels, both at midwifery care provision regarding obstetrics, neonatal care, and promoting women's health and gynaecological care.

The staff of the Department has submitted all the required documents/proposals/studies in accordance with the relevant instructions of the competent authority (ΕΘΑΕΕ) and based on these, the necessary academic bodies were created in the Department, to supervise the study programme, with the participation of students.

The programme was implemented taking into account other programmes (within and outside Greece) and is focused on the student and the local needs. The number of staff who meet the formal and substantive qualifications of a university staff, are experienced but there few compare of the number of students even they are distinguished by their aptitude for contribution and readiness to offer.

It provides theoretical and practical training in the laboratories and in the clinical area. The Clinical Practice is the first connection of midwives' students with the labour market agencies, and it is a kind of feedback regarding the knowledge, the related skills that the students develop in the future provision of their services.

The Department has only 9 full-time Faculty Members who are supported by Faculty Members from other Departments of the IHU and in the long run, the recruitment of two more professors is expected. The number of students to be admitted each year is determined by a recommendation of the department to the Ministry of Education and a final decision taken by the Ministry of Education which, usually, greatly increases the proposed number of students.

Only five staff members are active in publishing scientific articles, and this may be due to many factors, not excluding the differences between the staff noted below.

The total number of students is 579 and at the same time a huge proportion (87,4 %) of admitted students are active. It is evident that there is a disproportion of students and faculty members, which works to the detriment of quality education, in a field such as midwifery which is, without a doubt, extremely important.

At the same time, the five academic staff that hold PhD degrees, support four doctoral students. This is considered a high number of PhD students, given the start date of the programme in question, the number of faculty members and the short university career of the academic staff. Also, some of the teaching staff participate in research programmes.

Clinical practice is carried out mainly in two General Hospitals, (Ippokratio GH and Papageorgiou GH) and other clinical settings, under the supervision of a member of the

teaching staff in small groups of five people, adhering to the relevant standards for clinical practice and thus achieving a high-quality education. Efforts were made by all to cover the lost hours of clinical practice which resulted from the prevailing COVID 19 pandemic.

Clinical practice is carried out with a focus on holistic and safe care, the continuity of care, Evidence Based Care, the promotion of the normal, early warning signs, the support and availability of the woman's options.

Student support is provided in the application - practice of the prescribed clinical Midwifery Competencies according to the ICM GLOBAL STANDARDS FOR MIDWIFERY EDUCATION (REVISED 2021, Essential Competencies for Midwifery Practice UPDATE 2019), the European Directives and the professional rights of Midwives in Greece.

A record book is kept of clinical skills that the student is required to attend and practice as well as of the procedures - skills that the students themselves achieve.

At the same time, it must be emphasized that the total hours of clinical practice (1688hrs) are slightly more than the relevant suggestion in the European Directive.

A website exists for the public which provides information to visitors and at the same time, social media are also used for more general information. <https://www.ihu.gr/tmima-maieftikis/>

For teaching purposes, the triptych "Theory - Laboratory - Clinical Exercise" is applied and on this basis, the teaching of the theoretical courses is carried out mainly through activities such as lectures, participatory learning, tutorials and seminar courses, while the clinical exercise is experiential. In the Laboratories, teaching takes place through live demonstration, exercise and an interactive approach.

Teaching and learning are further supported using online and digital material, through the Tele-Education platform (<https://www.ihu.gr/tmima-maieftikis/ilektronikes-ypiresies>)

The evaluation is done mainly through written exams, (final and intermediate) applying appropriate methods.

The DoM functions well and its programme is high quality despite the problems of numerical inadequacy. However, in addition to the insufficient number of staff, it has been observed that there is tension, confrontation and diametrically opposed views on many issues among the staff members. It is clear, that the above problems do not allow the smooth operation of the Department, thus reducing the efficiency and effectiveness of both the Department and each individual member.

This is probably the reason for the cancellation of the provision of a related postgraduate program within the Department's operations, even though it has been approved with the necessary legal procedures.

Panel Judgement

As members of the EEAP, we wish to point out that the current friction/challenges amongst staff is unacceptable and staff members owe, primarily, to the students and secondarily to themselves to put aside any barriers and carry out their duties with the students in mind and nothing else.

We believe that if this is achieved, the development of the Department in every aspect is assured. Let's put an end to a problem which by its very nature afflicts, apart from the Department, the faculty and the University as a whole (according to the Hippocratic Saying).

We believe that the launch of the Master's programme is sine qua non (vital) and can undoubtedly act as a catalyst, among the staff, by normalising the departmental operation.

Finally, we invite the members of the Department to continue, as a team, with the same work intensity rates, even if they are few, while inviting the authorities to take the necessary measures to increase the number of faculty members.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

- The EEAP recognises that the postgraduate (MSc) programme has been validated however the programme has never been offered. This is the reason that the committee evaluated the postgraduate studies as partially compliant. It is important though to mention that the department engages with one PhD programme which is a great achievement.
The EEAP recommends that the department should engage with the MSc provision as well.
- The EEAP strongly recommends that the academics should act as a professional team throughout the spectrum of their academic commitments.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

On May 7, 2019, the new International Hellenic University (IHU) was established, and the DoM Science joined the School of Health Sciences of IHU. The IHU/DMS are still in the transition process from a Technological Educational Institutes (TEI) started in 1984 to a University department. The DoM in Thessaloniki started to implement the new curriculum in the academic year 2019-20 including also scientific research activities which are essential for the sustainment of the department as a university body. The EEAP is aware that the department is in a transition process that may require some time for a successful transition.

The IHU established an Internal Quality Assurance Committee (IQA) at the university level (MODIP) and at department level (OMEA) according to the IHU guidelines. Members of the MODIP and OMEA are professors of the IHU and DoM. Student representatives are consulted by the OMEA, but it remains unclear if they are official members of the OMEA and if they actively participate in the IQA of the OMEA committee. The guidelines of the IHU agree with

the European Union (EU) standards. The members of the MODIP and OMEA are responsible for transparency and best practices in order to eliminate weaknesses and make the transition outcome successful. Usually, OMEA conducts an internal assessment of the undergraduate program (UGP), every year.

Summary of the internal Quality Assurance committee (IQA) on the University level (MODIP) and on the department level (OMEA)

In the meeting on 16 February 2022, MODIP and OMEA identified strengths as well as weaknesses of the department and made suggestions to take action steps to improve the critical points of the curriculum that are required to ensure the sustainability of the department as a university body. In summary, MODIP committee identifies several weaknesses and strengths of the department that are listed below.

According to the MODIP report, a positive element of the department is that the ESPA programme successfully supports the practical training of students in the last semester (in total 8) and provides clinical courses in different local hospitals including the university hospitals in Thessaloniki. Another positive point of the programme was the increase of the mobility rate of students and faculty members of the department through the Erasmus+ programme. Another positive point identified by the quality assurance committee was the total time of 8 or 9 semesters to obtain the degree for the majority of students with an average degree grade of 7.87. The report pointed out that the department got the approval for the preparation of the doctoral thesis (ΦΕΚ: Government Gazette 5780/10-12-2021).

In summary, the main weaknesses of the department identified by the MODIP were as follows:

1. There is an insufficient permanent academic staff and laboratory assistant/instructors (Εργαστηριακό Διδακτικό Προσωπικό of the department, Ε.ΔΙ.Π) as well as a shortage of specialised staff (Ειδικό Τεχνικό Εργαστηριακό Προσωπικό (Ε.Τ.Ε.Π.)). Also, the administrative staff is not adequately qualified to manage the different administrative issues in an efficient mode.
2. The building infrastructure for the theoretical and laboratory courses (practical exercises) is insufficient related to the high number of students. Basic science and clinical laboratories are not existing as part of research activities or shared with other departments within IHU.
3. The DoM has an approved Master's degree programme entitled "Master in Reproductive Health Care" (ΦΕΚ: Government Gazette 2901 vol. B, 19-07-2018) since 2018, which is not activated yet. The rationale of this decision making has not been presented to the EEAP despite its numerous attempts to gain an answer.

The MODIP/OMEA also has pointed out potential risks of the department. Based on the risks, MODIP/OMEA proposed short-term, medium-term (by the IHU) and long-term (by the Greek State) preventive/corrective actions.

EEAP recognises the thorough identification of the weakness and the potential risks by MODIP/OMEA and fully agrees with the different critical points raised.

EAAP highlights that the curriculum for the UGP is well designed with theoretical and practical courses offered by the department, however, for the state-of-the-art education of the students, some critical points were not fully taken into consideration. The EEAP suggest some possible changes in the curriculum of the UGP:

1. Physiology and Biochemistry are key disciplines for the medicinal education of Midwifery students, also in the context of clinical and basic research. Therefore, Biochemistry is important to be a core module and must be taught with physiology by increasing the teaching hours (ECTs). The EEAP got the impression that students are indeed very interested in research. However, the students were not sensitised that Physiology and Biochemistry are essential disciplines for basic and/or research activity.
2. Information Technology (IT) must be considered as a core discipline. In this context, students should systematically learn to use scientific literature search programs and methods that are essential for their scientific research development. Students can learn systematically in early semesters how to find scientific information from PubMed (and other scientific e-libraries), and how to present the information for research and critical thinking. This will help the students to exercise and apply deep e-learning methods that are underdeveloped in the department. Also, students can learn to apply bioinformatics tools as well as to get basics in Biostatistics. Moreover, a strong IT in the department could also contribute to solve many existing problems between the students and the administration of the department.
3. The EEAP noticed that the Bachelor's dissertation (Διπλωματική Εργασία) is an optional choice with 3 ECTs which does not reflect the working hours needed to be dedicated to the module. The work that represents 3 ECTs will not reflect the quality required at this academic level. The EEAP suggests increasing the load of the ECTs to 15 ECTs.
4. Teaching practical courses using simulators to prepare students for clinical practice would be of great benefit to the students and prepare them for realistic scenarios in the hospital environment.
5. Until now, lectures in different disciplines are deposited in the e-learning server. Students would be happy if the lectures could be in the present (lecture hall) but in parallel also via Zoom or other platforms enabling recording and depositing the lectures/seminars (hybrid teaching mode) (see also principle 3).

The teaching staff and the assistant personnel are qualified mainly in the theoretical and practical aspects of midwifery teaching. However, as pointed out by the MODIP, there is not enough qualified personnel to link teaching with research. (see also principle 3). Moreover, because of the not-existing basic and clinical laboratories, a link between teaching and basic/clinical research is not possible at this stage. For the EEAP it is not clear why the MSc

degree is not activated as the DoM has approved the Master's degree programme (see principle 1).

According to the Acting Head of the Department Dr Zafrakas, the department has no possibilities for systematic basic and /or clinical research at all since there is no clinical/research material available. Due to the limited research activity and lack of infrastructure, the department cannot currently act independently, and, in the actual situation, there is a high risk for the sustainability of the DoM as a university body. He also stated that apart from the limited qualification of the staff (as PhD holders) to integrate the research into the education of the students as well as the limited infrastructure essential for a university body, the relations between the different/some members of the staff are destructive.

The EEAP followed very carefully the presentation of the Acting Head of Department Dr Zafrakas and of all the other faculty members and found that their claims were contradictory. The EEAP was shocked about the status quo of the department and the fact that The Acting Head of Department, did not approve the actual evaluation of the department, nor the content of the homepage of the department which was online. He also raised several problematic issues that speak against the DoM regarding the need to function as an academic/university body with the actual faculty members. The main points were that the department is not functioning at all, and he also noted that the department has no functioning Mastology laboratory that could enhance student experience. More problematic was the fact that neither the Acting Head of Department, nor the IHU has approved the registration of the Cognitive Objects of the Department (required for a university body). The department employs 9 academic staff members including: 1 Professor, 2 Associated Professors and 6 Lecturers (as noted by the Acting Head of Department, the term Lecturer has not existed since 2011). Out of the 6 lectures, 4 have no PhD degree. Overall, according to the Acting Head of Department, the current faculty staff qualifications fulfil the qualifications required for IEK (Ινστιτούτο Επαγγελματικής Κατάρτισης) rather than the University Academic staff.

The EEAP got the impression that many other non-transparent and obscure issues (e.g., probably the sexual mistreatment of a former member of the teaching staff) between some members of the department are existing, preventing the running of the department as a university body and coherent team.

In the closure meeting with the vice-rector who acts as the president of MODIP, the Acting Head of the Department and all the OMEA & MODIP members, the EEAP expressed several worries about high risks for the department's sustainability with the actual faculty members. Overall, according to the presentation of the Acting Head of Department, and in presence of the President of MODIP (who did not dispute the claim), the EEAP got the impression that the department does not fulfil several academic/university criteria in the present form, however the EEAP overall feels that once the friction has been resolved, the department could move forward.

In conclusion, the EEAP got the impression that significant efforts must be done to develop the department as a functioning university department. Although it was evident that the majority of the staff members follow midwifery focused educational tools as well as applying evidence-based practice in their educational approaches to maximise students experience, however, the research skills and doctoral education required for a university department was rather compromised (principle 6).

According to the Acting Head of Department, chronic challenges have led to the loss of the spirit of interdisciplinary cooperation, to the personalisation of problems, to personal conflicts and a loss of the essence of academia. The actual working atmosphere seems to be destructive. Synergies between all the faculty members are not optimal.

The fact that the EEAP did not get a chance to have at least an online tour of the actual Classrooms, laboratories, libraries etc. was a disappointing experience and it was rather surprising that the University does not have a Wi-Fi to enable the academic staff to provide a life tour which is the rational provided when asked for a life tour to facilities.

To sum up, the EEAP believes that some internal information about the desolate working atmosphere of the department should be communicated by the IHU to the EEAP members, before starting the evaluation procedure as we were utterly surprised by the opening statement from MODIP and Acting Head of Department. The President of the MODIP (vice-rector) completely agreed with the EEAPs opinion and pointed out that significant efforts must be made by the faculty members to improve their relationships and to create an academic and constructive atmosphere.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

- A formal grievance/mistreatment authorised non-faculty member with high ethical standards should be designated (ombudsman). This person can be approached by any student or faculty who feels mistreated. Any inappropriate behaviour should be explicitly explained in both the handbook and the website.
- Physiology and Biochemistry are disciplines linking the teaching with basic and/or clinical research. More emphasis should be given to the disciplines.
- The EEAP noticed that the Bachelor's Dissertation (Διπλωματική Εργασία) is an optional choice. Only a limited number of students write dissertations. The EEAP recommends that bachelor's thesis must be included into the curriculum of the department for all students and increase the ECTs to at least 15 ECTs.
- The EEAP recommends laboratory courses using dummies with advanced technical devices as well as a hybrid-teaching model. Records should be easily accessible to the students.
- EEAP believes that the OMEA /MODIP should “identify the unique selling point” of the department not only in comparison to other health schools of the IHU but also to the medical institutes at the University of Thessaloniki.
- The EEAP recommends at least the construction of one clinical and/or one basic research laboratory probably shared with other departments for the scale of economy (Central Health Sciences).
- Information Technology (IT) must be improved. Students should systematically learn to use scientific literature search programs and methods that are essential for their scientific research development and critical thinking. Basics in Biostatistics, Bioinformatics should be included in the curriculum. A strong department IT will contribute to the efficient administration.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate 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 programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity 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 European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, 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 of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

The programme was designed to follow the (EQAEE) using the principles of the Midwifery science as part of the Higher Education in Health & Welfare – 2013/55/EE according to the EU

as well as the previous recommendation EU/2005/EE6 article 40. The department also follows a similar programme of the national curriculum of the University of West Attika, where the degree was first established. The difference between the two institutions is that the current (IHU) offers clinical practice during the last year of study rather than at an earlier point.

The programme is also compatible with midwifery programmes of European universities and Greek institutions regarding learning objectives, number of credits, and allocation of credits to theoretical and practical teaching of midwives with undergraduate degrees.

The department presents the strategic approach (document B4) that they develop further the field of the undergraduate programme (UG) in relation to:

- To improve the theoretical and clinical background with the emphasis on research-based (evidence base), student-centred teaching model, enhancing reflection
- To encourage active student participation in recent midwifery science
- To follow modern social developments (in global developments, multicultural approach)
- To follow professional bodies of the international market, work in society and seek an up-to-date knowledge to perform at the demanding environment of healthcare.

The above elements were achieved due to the participation in national conferences, reading the literature and having an extensive research academic activity. The latter is not strong in faculty as the research activity is only part of few staff members (3) and not to all faculty (see B23). The activity of publications is rather limited as well as getting research grants (see principle 6).

Does the feasibility study for the new undergraduate programme sufficiently address the related objectives, input and expected output?

The data that EEAP have collected and discussed during the meetings with the academic staff, the service representatives (local community and hospital) and the students clearly indicated that the new undergraduate programme addresses the related objectives inputs and expected outputs.

The academic staff, however, as numbers are rather limited as there are only 9 members, of which only 5 have a PhD and the rest hold a master's degree. This might not be considered detrimental from the student education view as all members of staff (non-holders of PhD) are practitioners' midwives with extensive experience in the field, however those have limited research activity. The staff though are well informed and practice evidence-based practices.

The feasibility report of the programme was presented. One of the threats of the programme was considered the disagreement between members of the faculty, as it was presented from the first meeting where the Acting Head of Department Mr Zafrakas did not endorse the validation process, presenting his strong opposition against the rest of the faculty that voted to go through the validation (discussed also at the principle 1, 2 and 6).

The facilities and laboratories have been presented as a video which is also located at the website of the department, demonstrating the provision. The equipment used could be considered as adequate, fit for purpose, however the department could invest in state-of-the-art equipment introducing simulators that could introduce cases to the students that might be challenging in the 'real' environment. (Discussed at principle 2 and 7)

How does the curriculum compare with appropriate, universally accepted standards for the specific area of study? Does it encourage students to also develop digital skills?

The curriculum is comparable to universally accepted standards for undergraduate midwifery education. There are 43 core modules and 11 electives. Students should choose 4 elective modules to achieve the total 240ECTs.

The modules have been categorised according to the subject as follows (see document B23):

A: Background subjects (seven modules)

B: General knowledge subjects related to healthcare (eight modules)

C: Subjects Scientific area A: like gynaecology, anatomy, neonatal... (nine modules)

D: Subjects Scientific area B like psychology of reproductive age, family planning... (15 modules)

E: Subject development of specialisation: Psychosomatic care of parents, community care, surgery care... (Four modules)

F: Subject development of skill General anatomy, specialised anatomy, clinical skills, gynaecology care... (15 modules)

The programme includes modules related to clinical practice.

During the first and second year of study students are required to study 22 modules that include 4 subjects of background knowledge (anatomy and physiology, research methods and Nosology. And 19 subjects that are related to midwifery specialization. The total teaching hours are 96. The ratio of theory and practice (laboratory) is 2 to 1. The data demonstrates that 66% of the curriculum includes theoretical elements, whereas the subjects of the clinical practice cover 34% of teaching time.

During the third and fourth year of study the theory is 30% of the curriculum and the clinical practice is 70%, to further develop the clinical skills. The clinical practice is compulsory for a duration of six months.

Is the structure of the programme rational and clearly articulated?

The panel confirms that the structure of the program is appropriate and presented in the Student Guide. The number of credits for each course and the credits allocated to theoretical versus practical training, both in the simulation lab and in the clinic are stated. It would be

clearer if there was a paragraph that also demonstrates the core and elective subjects as two categories.

The aim and objectives of the modules are clear and are focused to the following professional skills and competences to name a few.

- Midwifery care during the stages of pregnancy, postpartum care, neonatal care and gynaecology care
- Health care education
- Knowledge on fertility and family planning
- Diagnostic and clinical care during pregnancy
- Clinical care during time of delivery
- The right to prescribe medication
- Reflective practice is also an important competency among others as highlighted by the EE 351/14-6/1986.

Is there a procedure/ regulation in place for periodic revisions of the programme curriculum?

The Quality Assurance document specifies that the midwifery curriculum is continuously evaluated and adapted to a modern, flexible curriculum that reflects current scientific knowledge and sociocultural trends.

Does the curriculum revision procedure involve consultation of stakeholders, external experts, students, and graduates?

The Department has developed and implements a specific official policy of Quality Assurance, which is part of its strategy and is consistent with the general strategy of the University. In the development and implementation of this policy, with the appropriate structures and procedures, participate in all the internal factors of the Department (administrative bodies and personnel, academic and clinical personnel, undergraduate and graduate students, and other academic and scientific collaborators). The Quality Assurance policy and implementation strategy are implemented through the central Quality Assurance Unit.

Do you consider the Student Guide complete, concise and appropriate?

The student study guide is complete, concise, and appropriate. The students can find all the information about the different services of the University and department, the subjects that would be taught during their study. The guide presents in detail each course, clinical and laboratory classes, the opportunities to experience studies abroad (Erasmus) as well as the opportunities for lifelong learning and the importance of dissemination of research by attending seminars and conferences.

The students will not be able to progress their studies as the approved master's degree is not in force. However, the department delivers PhD studies. It appears that the IHU lacks the delivery of post graduate studies in many schools, as there are only two schools (School of Humanities, Social Sciences & Economics and the School of Science and Technology) that deliver master's degree courses (<https://www.ihu.gr/ucips/postgraduate-programmes>).

The Student Guide further includes supporting services for the students to ensure physical and mental health during their studies as well as other relevant departments/support services, such as library resources, IT and Admin.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Several good practices have been identified, as the curriculum fits for purpose.
- The delivery of practical classes by using dummies to improve the skills of students were in place, however simulations could be used to improve scenarios and enhance practice and student experience before visiting the clinics.
- The number of academic staff with PhD studies with strong research experience (published several articles and successful grant applications) should increase as a small number has those qualifications to enhance the research element of the programme.
- The ratio of staff to students is 56 (506:9) which seems to be high.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate 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 application of 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*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

Findings

Members of the EEAP have read the material provided as well as having discussed extensively with the faculty and students about the methods of teaching and assessment of the modules. It was confirmed by the students that the academic unit's curriculum plays a dominant role in student-centred learning (SCL).

Almost all participating academic teachers—embraced SCL were reported benefits. They acknowledged building better relationships with students, feeling more attuned to classroom dynamics, and tailored learning to individual needs. The academic staff use an electronic platform to provide lectures and other supporting material in their effort to communicate with the students. It became apparent that the lectures/practicals are not recorded, and some students are not able to revisit the presentations for clarifications. Some students might not be able to attend the lectures as the building is located far from the centre of the city (17km) where the clinical practice takes place, which disadvantages the students to combine both experiences (theory and practice).

The assessment methods vary, including assignments, reports and exams. The exams are the main way of student assessment for the theoretical elements of each subject. The practical and clinical elements are assessed as competencies in each subject, where the clinical midwifery, the clinical director and the faculty monitor the outcomes and students can pass their clinical practice. The clinical competencies are quite clear, and the way of recording is excellent.

EEAP discussed extensively with students about their teaching and learning experience. The students highlighted the dedication and highly committed academic staff and their satisfaction regarding their learning experiences. The students also presented their experiences with ERASMUS + programmes and MiMo (principle 8). The university demonstrated also that there are clear processes for students' complaints and ways to deal with discretion as per historic cases.

The EEAP also saw evidence of student awards and the faculty engages the students in various important activities, which build upon professionalism, which is a significant basic competence of the students, which ultimately reflects on women's and new-borns' safety.

The students can provide anonymous evaluations in relation to their learning experience at the end of the semester. The EEAP suggests that a mid-term evaluation (presentation from Dr Antonakou slide 53) is also introduced, to enable students and faculty to implement changes to the teaching during the study period (semester) rather than the end of the semester, so the students can experience the change and benefit from their immediate feedback. The Acting Head of Department, however presented the case under a different light as very few students participate at the module evaluation online and some of which may never attended the course, giving an obscure view of the feedback. He suggested that the e-copy, in class evaluation gives a better picture of the student's feedback. In either case, the EEAP was informed that the data are not discussed with the faculty, at personal or departmental level. MODIP does not communicate the findings with the members of staff. It was reported that only 10 to 25% students attend the classes.

The students also verified the presence of such a procedure, but they never felt the need to utilise them, as all of their requests are heard with empathy by the faculty members. The study program promotes the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff and promotes mutual respect in the student-teacher relationship. The faculty knows the students personally, the students communicate with the faculty members openly and they are treated with respect.

In addition, the teaching methods, tools, and material used in teaching are up-to-date and support the use of modern educational technologies. The students are facilitated to develop their digital skill competencies via tutorials and workshops offered by the Librarian and by offering IT support. In addition, the academic unit is well equipped with clinical necessities

such as birth model sets, breastfeeding equipment, incubator, resuscitation to provide essential midwifery clinical skills to all students. Also, female pelvises, foetuses, placentas of all sizes, as the pregnancy develops, were also observed to be available to use.

The students verified all the principles which were presented by the faculty members. The EEAP also saw and heard the presence of flexible learning paths at the level of optional and compulsory courses. The EEAP also verified the presence of various pedagogical methods which were abundantly confirmed by the students. The course "The Bachelor's dissertation" is optional for students in the 8th semester, who choose to do a research project and write a scientific article for publication if appropriate. The EEAP suggested increasing the ECTS credits (see principle 3). This was pinpointed by the EEAP as something to be considered in the next review of the study curriculum and all faculty members agreed to this suggestion.

The faculty uses digital platforms to assist in effective teaching and communication with their students (E-Class, Moodle and MS Teams).

It has been noted that students are encouraged to take an active role in creating the learning process by incorporating the procedure of having internal feedback and facilitating an internal evaluation procedure at the end of every module.

Assessments correspond to the European Qualifications Framework (EQF) and are incorporated by a variety of methods: a) written exams (open questions, multiple-choice questions), b) quizzes, c) essays and projects, d) laboratory work, and e) oral presentations.

Therefore, the process of teaching offered in the DoM is considered suitable specifically for health and maternity care professionals as it encourages a sense of student autonomy while ensuring adequate guidance and support from the academic teacher. This process enables flexible learning paths by respecting students' needs and using critical clinical incidents as part of their teaching methods.

Analysis of Judgement

The department's faculty members are well-versed in the student-centred approach in terms of teaching. They know the current terminology and recognize the needs of the different learning styles of the students. They have set a combination of theory, practical and clinical training to address all aspects. They have developed flexible learning paths (evidenced by the optional courses), and they offer different and flexible modes of delivery following different pedagogical modes. The underpinning philosophy of these approaches shows the in-depth expertise within the department.

All assessment criteria are predicted in the course outlines, and they are published in advance in the E-class platform of each of the faculty members.

MODIP organises centrally anonymous questionnaires addressing the effectiveness of teaching and the adequacy of the teaching personnel. These are communicated every

semester to the faculty and to the Chair of the Department and OMEA, who hold formative meetings with teaching staff. It was reported though from the Acting Head of Department (via a request on email as well as the introductory presentation) that the department does not receive the student evaluation feedback and does not have the opportunity to discuss. This is not in line with the picture that another academic staff (Dr Antonakou) presented to the EEAP. There is an academic tutor assigned to students at the start of each academic year. The student communicates regularly with the tutor, and we have seen examples of these interactions with the meeting with OMEA.

The formal procedure for complaints is clearly communicated and published on the webpage of the department. It escalated actions to address student complaints, which are taken very seriously.

The Philosophy and the environment we have experienced leave the EEAP with no doubt that the program is delivered in a student-centred approach.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Study program on paper is managed and comprehensive to the people that should take interest and to the students.
- Students are informed and included which should be emphasized that is important and should continued.
- The student feedback for their teaching experience and module evaluation seems to be lost in processes and the feedback is not discussed at Departmental and faculty (personal) level. Processes should be applied as stipulated by the IHU regulations and the internal quality management system.
- Faculty staff should demand from MODIP and other departments to receive the student feedback in order to improve their teaching.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. 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 Student Guide.

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

Students get accepted into the program after they successfully pass the National University Entry Exams, the Ranking Exams or get transferred from a corresponding department. The number of freshmen of the academic year 2022-2023 in the Department was 130. All the necessary paperwork needed for the students that get enrolled and registered into the new

undergraduate program can be done online. All the information and forms required can be easily found and filled online, allowing easy access to all students.

After the registration, the students are sent their codes to have unlimited access to several web pages of organizations, such as Eudoxus, Moodle, webmail, academic ID, library ID etc.

Newly admitted students are welcomed with a ceremony held at the beginning of each academic year and are introduced to the curriculum, along with information regarding their rights and obligations, campus facilities and services and the clinical practice they will go through in the next semesters.

Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

The new study program is based on ECTS and fully complies with all national and European regulations as defined by the Greek legislation and the European Directives 36/2005 and 55/2017 for the recognition of professional qualifications (in Greek: εναρμονίζεται πλήρως με τις Ευρωπαϊκές οδηγίες 1980/154/ΕΟΚ, 1980/155/ΕΟΚ, 36/2005/ΕΚ (εθνικό δίκαιο ΠΔ 38/2010) και 55/2017/ΕΚ (εθνικό δίκαιο ΠΔ 51/2017)). At the same time, in collaboration with other institutions and stakeholders, emphasis is placed on the acquisition of graded and certified specialised knowledge and skills that accompany graduates in their professional careers. (NLS course, waterbirth course). The curriculum requires 4600 hours of attendance and consists of 1688 (as required by the international professional body 1500 hrs) hours of practical training and the rest is theory.

Students are also encouraged by the academic staff to take part in mobility programs (Erasmus+, MiMo programme), to participate in research projects and in the process of writing scientific articles including their publication, to attend and present papers at conferences to broaden their knowledge, skills and experiences. Some great examples of those presented to the committee on day two.

The hard work of the faculty members at DoM to achieve the aims and objectives of the curriculum, under difficult circumstances, is evident.

II. Analysis

The students obtain all the necessary information regarding the available services and the infrastructure of the university at the welcoming ceremony at the beginning of the academic year.

The subject and content of the courses meet the required competencies and professional qualifications of midwives as stated in the European Directives.

The validity of each course is declared in European Credits (ECTS). A student's workload corresponds to a maximum number of 30 ECTS per semester. Students must complete at least 240 for obtaining the Diploma Supplement. All midwifery students are evaluated for clinical

practice in Health settings by continuous assessment and scores are recorded in the individual booklet of clinical practice, which accompanies the student from 2nd to 7th semester of studies. The clinical assessment handbook of midwifery students covers all the competences that are stated in the course descriptions.

The progress of the students is monitored with regular oral and/or written examinations of the theoretical and practical classes respectively. The grading scale is from zero (0) to ten (10) and the passing grade is five out of ten (5/10). In addition, the student progression is monitored by the teaching staff through the evaluation of the class that is performed twice in each semester, the student projects and papers and their overall performance, especially in the laboratories and the clinical practice.

III. Conclusions

The welcoming ceremony fulfils its mission to prepare the students for their academic life in the university.

The study program is based on ECTS and fully complies with all National and European regulations.

The student progression is monitored closely by their reports and by statistical means. The mean value and other statistics of the student body are also monitored, as well as the number of their published papers and awards.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Enhance opportunities for student mobility through the ERASMUS, ERASMUS KA+2 and MiMo programmes. Consider similar opportunities for the staff members of IHU. Staff exchange actions (SE) funds short-term international and inter-sectoral exchanges of staff members involved in research and innovation activities of participating organisations. (Please click the relative link here: <https://marie-sklodowska-curie-actions.ec.europa.eu/actions/staff-exchanges>)
- To meet current and future not only professional but also market needs, it is strongly advised to incorporate into the study programme at least one module on “Leadership and Management in Midwifery”. It is highly important to ensure that skills such as leadership, commitment, resilience, curiosity, emotional intelligence, problem-solving, and decision making are introduced at the earliest possible stage for the benefit of the Future Professional. Also, the development of courses such as digital skills in Midwifery/ AI and the future of birth/ Quality Improvement in Midwifery /Equality and Diversity will also assist you in achieving excellence and globally competence into your department.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

According to the information of the deputy chair of the department Mr Zafrakas, the department is running with two Obstetrician-Gynaecologists (professor and assoc. professor level) and seven midwives (one is assoc. professor) and 6 “lecturers”. The degree “lecturers” was abolished already in 2011 (by Law 4009/2011). Most of the permanent members of the department (six out of nine members) are “lecturers”. Out of the 9 total number of the teaching staff, 4 of the lecturers do not have a doctoral thesis. As pointed out by the MODIP and in agreement with the impression of the EEAP, much more specialized scientists must be recruited for establishing the department as a university independent department. The majority of the actual staff is not optimally qualified for basic and/or clinical research. The EEAP recognises that the actual faculty is highly engaged for the improvement of public health via traditional practical skills.

According to the new Greek Law on Universities (Law 4957/2022), each department draws up a list of subjects from which new professorships will be advertised for the next three years. However, according to the IHU assembly meeting of the steering committee on 23 February

2023 and the minutes of meetings numbers 11/23-02-2023 of the steering committee of the IHU, the steering committee did not approve some (scientific) subjects of the department and recommended some modifications that were not taken in consideration of the department. Therefore, there is a risk that posts for qualified personnel will be advertised but no candidates will apply for the position. Moreover, there is a high risk of not getting strong candidates because of the destructive and challenging working atmosphere of the department.

The EEAP evaluated the research activities of the teaching staff in the last 5 years of three members of the department on the professor level. The EEAP identified (2019 till now) 16 PubMed-cited publications out of them, 6 were commentary or Letters to the Editor and only in a few publications staff members were in a prominent position (first or last or corresponding author). The citation rate and the h-index factor (defining the scientific output of an individual) of the three members were (829/15; 205/7; 57/4), respectively. The number of publications of the lectures was in total 9 publications (mostly as co. authors) with the individual citations/h-factors of 5/2; 1/1 and 81/5, respectively.

The department attracted money from the Interrec-IPA CBC European National program (85% EU/15% Greek state). The EEAP recognised that the HEALTH-INFO program started in 2018 as the university department was ATEITH. However, the HEALTH-INFO program is not competitive and is not a purely scientific research program. As the EEAP understood, the aim of the programme was the Improvement of the preventive health care and social services for children and the elderly population in cooperation with two hospitals in Greece and a hospital in North Macedonia. A competitive programme would be a project within the scope of e.g., the Horizon programme of the EU. The other two research projects of the department are not competitive and do not count as competitive grants.

Until now, the department did not establish clear, transparent, and fair procedures for hiring appropriately qualified staff. The teaching conditions are not advanced as well as the laboratory infrastructure for clinical and /or basic research does not exist or is underdeveloped.

In conclusion, the research activities of the faculty members of the department are considered low. The average number of publications on PubMed registered journals over the last 5 years is low. The overall citations as well as the h-factors of the faculty members are low. The department did not attract pure competitive scientific grants. Much more important, several obstacles/weaknesses of the department as well as the destructive non-transparent atmosphere are discouraging for recruiting strong faculty members in the department. The EEAP does not recognise a strategy of the department for the attraction of highly qualified academic staff.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

- The EEAP recommends an urgent improvement of the obscure and non-transparent working atmosphere of the department.
- The EEAP recommends an urgent improvement of the infrastructure of the department that is essential for recruiting high qualified personnel with board experience from abroad.
- The EEAP recommends regular educational courses for the actual teaching staff and students essential for linking teaching and research in the department.
- The EEAP recommends an advice office in (IEU) for advising and writing competitive scientific grants.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

I. Findings

The EEAP was shown a video that it already exists and is uploaded in the webpage of the Midwifery Science department of the International Hellenic University. An on-site visit was not feasible due to the remote nature of the evaluation of the specific department (see also principle 3).

In the video, there were several classrooms and laboratories adequate to accommodate a varying number of students. The laboratories of maternal breastfeeding, of infant care, of psychosomatic preparation and of midwifery care, are all taught in specific and adequately equipped classrooms, capable of supporting the reduced number of students in each group. The laboratories were equipped with practice models and mannequins, such as female pelvises and dummies of new-borns, aimed to educate and prepare the students for realistic scenarios in a lifelike, controlled, and stress-free environment. In the lectures and laboratories, the teaching staff uses laptops and projectors in order to make the lesson more interactive and to accommodate the students' needs to the fullest. Unfortunately, the laboratory of mastology has never functioned, although it is reported to exist in the curriculum.

The department is accessible to students with motor disabilities and has set up ramps to accommodate students in wheelchairs. The webpage of the department is extremely helpful and user friendly to students with special difficulties and offers tools to assist them in their searches and studying.

In the IHU there is the main library that contains material for all the different departments that reside within the university. Apart from that, the health sciences, including the Midwifery Science department, also have access to a different library with more specific and appropriate material, which contains reading rooms equipped with a few computers. However, this library only opens from 10am to 2pm on specific days of the week.

The secretary's office can be contacted via email that is posted on the website, however a face-to-face meeting is preferred and encouraged during the office hours that range from 10am – 12pm.

The students are offered boarding and dormitories, and there is an adequate number of sport facilities provided, such as football and basketball fields. In addition, the great hall "Alexander" functions both as a lecture hall and as an event room for cultural happenings.

In each semester each class is in constant communication with the appointed academic advisor, whose role is deemed extremely valuable. The students can also turn to the student advocate for any issues.

In the IHU, the program "OMPRELA" (ΟΜΠΡΕΛΑ) was functional and being funded until last year. In this program, student volunteers took seminars to become mentors and offer their assistance in any way possible to their fellow students. This program ended in 2022, however it is still continuing to function properly due to the great appeal that it had amongst students and teaching staff alike.

The students are informed about all the available services of the university and the infrastructure during the welcoming ceremony that is held for all first-year students at the beginning of the first semester.

The teaching and administrative staff is very determined and willing to ensure the smooth operation of the available university services, however they are short staffed and in need of extra personnel.

II. Analysis

The existing facilities, such as the classrooms, amphitheatres, halls, and laboratories, seem to be sufficient and to cover the needs of the students. However, there is need for better maintenance of the infrastructure, due to the reported problems, such as leaking ceilings, very limited hours of heating and air-conditioning, lawn that remains uncut for extended periods of time etc.

The laboratories are equipped adequately with manikins and practice models that are very useful for the students, fulfil their needs and make the lesson much more interactive and practical. Other equipment to enhance the student experience such as simulations, basic research laboratory (see also principle 2) could also be useful. On the other hand, there is a need for other resources, such as hardware and relevant consumables.

The department has taken measures to incorporate students with special needs and difficulties, offering access to students with motor disabilities as well as online tools and assistance through their webpage.

The existence of two libraries and especially of one that is specifically for students of health sciences appears to be extremely helpful for the students of the Midwife Sciences department. In particular, the reading room equipped with computers that have unlimited and free access to a number of webpages is a great tool that the students cherish. For that reason, the libraries need to extend their open hours, so that the students could use these tools and opportunities to their fullest.

The secretary's office is open for the students for only two hours daily. This time is extremely limited and ill-set considering that the secretary's office opens from 10 am to 12 pm; hours that the students have classes.

The role of the academic advisor seems to be greatly appreciated and utilized by the students. Academic advisors also keep students informed and are in constant communication with them. However, the workload of a sole advisor responsible for the entire body of students appears to be excessive and there is a need for more advisors to be appointed.

The program "OMPRELA" aims to support the students of the department who may be facing personal problems and therefore challenges in their incorporation to the rest of the student body. It allows the students to be guided by their peers and not to be excluded and overwhelmed. It is a great initiative that has helped more than 30 students and that continues to exist, even without funding, by the students and administrative and teaching staff. However, the mentors cannot replace or serve as a substitute to a professional psychologist that is a crucial part of every university and lacks this department.

The students appear to be adequately informed, especially among first-year students during the welcome ceremony.

The administrative and teaching staff goes to great lengths to ensure the quality of the services offered by the university; however, the reality is that they are in need of more personnel that would assist them in their efforts.

III. Conclusions

The EEAP was only shown an already existing and posted video of the facilities of the university instead of a live tour, due to reported technical issues. This problem did not offer the possibility to the committee to form a first-hand opinion of the current situation of the infrastructure.

The existing facilities and equipment seem to mostly cover the needs of the department, although there is great need of additional funding in order to accomplish a better maintenance of the infrastructure and to procure necessary resources, such as projectors, printers and other consumables etc.

The new undergraduate program is inclusive and has taken steps to assure the inclusion of students with special needs and disabilities.

The department is willing to support the students in their lives as a whole and not only in their academic careers and that is obvious through the "OMPRELA" project; however, the mentors cannot offer the assistance and guidance of a professional psychologist that should exist in every university.

The administrative and teaching staff is very committed to helping their students, however there is great need for additional personnel.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The laboratory equipment could be extended and updated, in order to include microscopes and manikins that simulate more lifelike and realistic scenarios.
- The laboratory of mastology has been approved as mentioned in the curriculum and needs to begin functioning properly.
- There is a need for better maintenance of the infrastructure, including repairs, more hours of heating during the winter and regular mowing of the lawn.
- The office hours of both libraries should be extended during the week as well as during the weekend.
- The secretary's office needs to update their methods and allow the students to conduct their business with them electronically, so as not to interrupt their morning lessons. They could also keep a record of how many students they serve per day (log. book).
- There should be appointed more than one academic advisor for each class.
- There is a need for a professional, adequately trained psychologist to offer his services on campus.
- There is a need for additional personnel – of midwives if possible- to assist with the existing workload.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

The Department uses an electronic information management system to access questionnaires, evaluation forms, class material, statistical data on (*quality performance indicators (QIs), student population profiles, student progression, staff population profiles, success and drop-out rates and student support*), among other electronic resources and data.

The QAU is responsible for evaluating the Department annually. A variety of outcome data are collected, analysed by MODIP's internal evaluation process and shared with all the relative parties prior to make the necessary adjustments where needed. Based on MODIP's feedback, the Department can monitor and revise its mission, goals, and strategic plans to ensure continuous quality improvement strategy throughout the year. MODIP plays an active role in that, too.

During the interview process, it was clearly stated that OMEA tries to maximise student participation in the evaluation process by asking them to fill in the relative forms anonymously. The completed forms are handed to MODIP for analysis. At a secondary time MODIP, includes those findings in their internal evaluation report for the midwifery department.

Also, it is stated at B.9 (Στοχοθεσία Ποιότητας του ΠΠΣ του ΤΜΗΜΑΤΟΣ ΜΑΙΕΥΤΙΚΗΣ, ΔΙΠΑΕ) that they intend to form a periodical discussion, once every semester, among the educational staff of the department, with a focused agenda on discussions and

reflections upon the current results of the students' evaluation on every course. That will give them the opportunity to enhance good practices among the educational staff and improve elements that will possibly be criticised negatively by the students.

EEAP was provided with a set of Quality Indicators (QIs) for the undergraduate programme that lists the composition of the student profiles among other variables for the three academic years (2018-2019, 2019-2020, 2020-2021). Given that the accreditation takes place in May 2023, it would have been beneficial to have access in the QIs of the academic year 2021/2022 too, as it is the most recent one. It is noted that, occasionally, on the provided chart a few QIs were not filled in properly (please see page 6, doc. QIs Report 19/20). For example, (D4.25/ percentage % of foreign students per year) is blank. Likely, it was a piece of information that the committee was able to get an answer to, from the interview process and compare it with the given percentage in 2020/2021.

II. Analysis

The University and the Midwifery Department have a few processes and procedures in place aiming to safeguard the strategic goals on quality per se. It was not clear how extensive and applicable to their everyday work that was. However, EEAP asked to be informed about the “students’ complaining policy” of the department which is currently in force and OMEA directed the EEAP on how to find it electronically. The implementation of the policy was sought and found to be followed during the interview with the students’ panel, in the highest degree possible.

It was also evident that other tools and processes were designed to assist with the operational and administrative data collection of the academic unit and the study programme. For example, there was a tool for evaluating not only the students’ performance during their clinical midwifery practices but also the degree of their understanding on the subject. The tool was referring to the post-partum assessment period; this period starts as soon as a labouring woman gives birth to her child. Also, the academic personnel of the department, quite confidently stated the use of the OSCE tool in evaluating practical and communicative skills among midwifery students.

III. Conclusions

Detailed student and staff satisfaction surveys for all subjects are evaluated at the end of the six-month semester, as well as at the end of each laboratory course. This is more than adequate.

From the discussion with the external stakeholders and the students, it was evident, an obvious close communication between faculty and students regarding

employability and career mentoring highlighted by students and graduates alike during our remote visit.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The internal quality system will be of a great benefit to the DoM and to the University subsequently, if it is blindly applied (24/7), gets constantly reviewing by all the relative parties, gets strengthened by the participation of all the academics, senior management, administrative team and the students cohorts too, in order to achieve and maintain robustness throughout the years.
- It is strongly recommended that MODIP continues to play an active role in the internal and external quality management system of the DoM.
- Graphical data on QIs will allow both clear interpretation of findings and comparisons at multiple levels and trends in the future. (Please avoid state them on simple excel files per year).

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate 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. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

In general, the website of the department is well designed with all the proper information of the curriculum and other academic activities of the department as well as learning supportive links and socioeconomic issues required for thorough information of the students and the public. There is also an advertising video that provides information about the educational activities of the department including teaching activities and the appropriate infrastructure such as the practical laboratories, libraries etc.

Information on the studies: Information about the undergraduate program and a study guide for the postgraduate programs, candidate applications for PhD, and ERASMUS educational programs are easily accessible and well described. The events and activities of the Department are well described. Student services including the ELECTRONIC SERVICE FOR THE INTEGRATED MANAGEMENT OF DOCUMENTS (EVDXOS), useful emergency links, student benefits, and information on other services for a comfortable education of the students are well described.

However, some issues should be improved:

1. Description and mission of the department, Faculty members (internal and external, Lab instructors (no content in English; detailed information in Greek).
2. Studies, undergraduate studies (no content in English); detailed information in Greek.
3. Announcements (detailed information only in the Greek language).
4. Web Services (detailed information only in the Greek language).

The EEAP understands that some information is more relevant if they are in the Greek language; however at least the curriculum/academic parts should be also described in detail in English language. Also, Information on the research activities of the department (scientific

publications, statistical data, distinctions - awards - grants) are not easily accessible (or missing).

Overall, the home page of the department is easily accessible. However, some information on the website is contradictory and not transparent (based on the information of the Acting Head of the Department).

- 1) The DoM has an approved Master's degree programme (ΦΕΚ: Government Gazette 2901 vol. B, 19-07-2018) since 2018. The students and the public should know that the program is not active till now (for some reason).
- 2) According to the IHU assembly meeting of the steering committee on 23 February and the minutes of meetings, numbers 11/23-02-2023 of the steering committee (headed by the rector of the IHU) did not approve some (scientific) subjects of the department and recommended some modifications in the curriculum that were not taken in consideration by the department.
- 3) The EEAP had no chance to visit the infrastructure of the department. Only an advertising video from the home page of the department was presented that was also not approved by the deputy chair of the department. Therefore, the EEAP is not in the position to check whether all parts of the information available in the homepage correspond to the actual situation of the department.
- 4) According to the Acting Head of Department, no basic and clinical research laboratories and a functional Mammology Laboratory are available.
- 5) The home page gives information about the important role of the evaluation of the faculty staff-teaching subjects and courses by the students. Some examples of the evaluation should be present on the homepage.
- 6) The MODIP report (from IHU) is not easily accessible from the homepage (or it is missing); Only the OMEA report is available.
- 7) The report of the evaluation of the department as a department of midwifery Alexandreio Technological Educational Institute of Thessaloniki should also be easily accessible on the website and consistent within the university (across schools).
- 8) The research programmes and the scientific achievements of the faculty members should be included in the home page; (probably they are present but not easily accessible).

The overall impression of the EEAP is that the department established an informative website of the department covering several aspects of the student's education and public information. However, the description of some issues is not clear and transparent.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Reorganise your website so that some information should be easily accessible (Examples above) and under the appropriate section. Not simply entering it under the general term ANNOUNCEMENTS.
- Corrections should be made if issues are not clear (e.g., the Master thesis is not active).
- All detailed information that is available in the Greek language should be also available in the English language too.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new 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 new 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: the content of the programme in the 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 programme; the learning environment, support services, and their fitness for purpose for the programme. 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.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

At the IHU, as in all the universities of the country, a committee (MODIP) has been created and operates whose mandate is to ensure the quality of the educational services provided by all Departments and consequently the DoM.

Additionally, the Department operates a departmental quality assurance committee, which acts to ensure that the learning environment, learning support services and corresponding student expectations are met, at a high-quality level.

As mentioned before, this Programme of Study meets the criteria of the relative European Directive for nursing education. The Programme is flexible, as it implements the ECTS providing the guarantees for international academic and professional recognition of the qualifications awarded by the Department.

The relevant procedures for approving and revising the Study Programme, which has been offered since the opening of the DoM, have already been approved by the competent bodies.

The implementation of the above procedure, so far, has proven the value of the programme and the following current, internal, and external evaluations confirms the most positive relative findings to date.

We, as panel, have been provided with numerous documents as evidence of strategy, achievements, weaknesses and plans for improvements. The department of Midwifery Sciences provided a realistic and honest account of the lack of resources which if they addressed properly would further increase their level of quality and meet the needs of students. The documents include their planned changes seeking for better achievements.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

As members of the EEAP we strongly recommend the presence of a special committee which will be formed, to explore in depth, the findings from the student evaluations. At the same time, the committee could proceed with qualitative research tools amongst the students. The findings may even be a prototype model for measuring and monitoring the operation of all the similar departments in the country.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes 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 the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

- I. Findings**
- II. Analysis**
- III. Conclusions**

All members of the limited personnel (academic and administrative) in the DoM recognize the importance of external evaluation and its corresponding contribution to the improvement of the programme. Besides, a similar view was expressed during our online meeting with the members of the MODIP and OMEA committees as well as with the Vice Chancellor of the Academic Affairs. They all agree, and multiple times stated that they will carefully read this report and implement our proposed actions with a great sense of responsibility towards EEAP.

All the members of the personnel actively participated in the external review and appeared eager to be involved in the entailed follow-up actions.

As presented to the panel by members of personnel, issues identified during the first external evaluation back in 2011 and the relevant recommendations provided by the panel for continuous improvement of the department at that time have been taken seriously into account and the faculty have followed-up and implemented these recommendations.

We, as members of EEAP, based on what we positively saw, heard, read, and experienced during the online two-day evaluation, are convinced that they will implement their above promise, once they have the report in their hands.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

Due to the decision on transforming all the T.E.I. to A.E.I. (N.4610/2019) the time to complete all the necessary transformation processes regarding their degrees is the academic year 2026-2027. It is expected that all the students that have been registered in 2018 should complete their studies by then.

EEAP noticed that there is a planned strategy for the transition of the students that would like to obtain the undergraduate Midwifery degree at a university level. The processes were clear to the students and members of the EEAP. There are three modules that the students must attend on the top if they wish to obtain the academic qualification. There are 75 students left to complete the programme.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

There are robust regulations related to the transition of the students to get the new programme, however it became apparent that the students find rather challenging the contact with the administration team. It is important to prioritise the phone calls and introduce electronic communication (via emails) to avoid students missing modules' deadlines.

PART C: CONCLUSIONS

I. Features of Good Practice

- The design of the curriculum is fit for practice as appropriate to National, European and International standards.
- The department practises updates of the programme and uses simulations and dummies to prepare students for their hands on clinical practice.
- The department supports student-centred learning and focused on Midwifery following evidence-based practice.
- Faculty members were professional to external stakeholders and social partners.
- Students are encouraged and actively participate to mobility programmes such as ERASMOUS+ and MiMo.
- The equipment of the laboratories seems to mostly fulfil the current needs of the students and the department.
- The faculty staff is very committed to student education and seamless communication when required.

II. Areas of Weakness

- Faculty members appear to be fragmented; they are not distinguished by an openness, professionalism and they do not present a dynamic posture, as well as they appear to fight each other and are not a coherent team.
- The chronic challenges have led to the loss of the spirit of interdisciplinary cooperation, to the personalisation of problems, to personal conflicts and a loss of the essence of academia. Synergies between all the faculty members are not optimal.
- There are many students per faculty member this should also be taken in account in the size of teaching rooms.
- It should be compulsory to conduct a dissertation in order to get a BSc-degree and increase the ECTS to 15. This should help the students to work independently and provide a good foundation and prepared all students for the post graduate studies.
- The Physiology and Biochemistry are disciplines linking the teaching with basic and/or clinical research, greater emphasis should be given to enhance the theoretical foundation of the students.
- The validated Postgraduate (MSc) programme is not offered to the students nor run for unclear reasons.
- The research skills and doctoral education required for a university department is rather compromised.
- The laboratory infrastructure for clinical and /or basic research is underdeveloped.
- The overall infrastructure of the university needs better maintenance.

- The research activities of the faculty members of the department are considered low.
- Information Technology is underdeveloped and inefficient and must be considered as a core discipline for education, research, and services for the students.
- Obstacles/weaknesses of the department as well as the destructive non-transparent atmosphere represent high risks for recruiting strong faculty members in the department. A clear strategy of the department for the attraction of highly qualified academic staff is missing.

III. Recommendations for Follow-up Actions

- The number of faculty and administrative staff could be enhanced to provide student quality in teaching as well as a more seamless service to staff and students.
- The quality management system must be applicable on a constant basis (24/7).
- The student feedback should be extensively discussed within the faculty (personal level), departmental as well as University wide level, following the procedures.
- The faculty needs to be strengthened with permanent positions of research-oriented professionals in order to keep its sovereignty, sustain and improve its quality.
- The faculty needs to strengthen the research culture and commitment to research, opportunities to engage with the community, interdisciplinary research within the University and with other research active academic national and international Institutions.
- Ensure a high quality of teaching, by using AI, E-class and collaboration with other midwifery departments.
- To meet current and future not only professional but also market needs, it is strongly advised to incorporate into the study programme at least one module on “Leadership and Management in Midwifery”. Also, the development of courses such as digital skills in Midwifery/ AI and the future of birth/ Quality Improvement in Midwifery /Equality and Diversity will also assist you in achieving excellence and globally competence into your department.
- Interdisciplinary collaborations need to be developed with the rest of the midwifery departments of the country, departments of health professions and beyond.
- The EEAP recommends continuous quality control and constant striving, which is, however, necessary to improve quality, as it is well known that improving quality is a continuous process.
- Enhance opportunities for student and staff mobility through the ERASMUS+ and other exchange programmes.
- To enhance the public information through the web page. It is recommended that when a part is changed / updated then the date should be placed at the end of the page/ part. The IHU should work on the web page as a university prior to modernise, homogenise and follow the same pattern across the disciplines.

- A formal grievance/mistreatment authorised non-faculty member with high ethical standards should be designated (ombudsman) as a mediator for conflicts between the faculty members or between the students and the faculty members.
- External evaluation and accreditation are followed up by MODIP and all the relative parties.
- The OMEA /MODIP should “identify the unique selling point” of the department as compared to other health schools of the IHU.
- To construct a clinical and/or one basic research laboratory shared with other departments of the scale of economy (Central Health Sciences) which would give opportunities for collaborations within the IHU health disciplines to conduct research; the project could be funded through research bids and EU funded programmes.
- To introduce Physiology and Biochemistry to the curriculum as well as Information Technology scientific research development and critical thinking.
- The Bachelor's Dissertation (Διπλωματική Εργασία) bachelor's thesis should be included into the curriculum for all students and increase the ECTs to at least 15 ECTs.
- To enhance student learning introducing state-of-the-art equipment such a simulations.
- To improve the infrastructure of the department that is essential for recruiting high qualified personnel.
- To provide services such as administration as part of the IT and allow the students to conduct their business with them electronically, academic advisor and trained psychologist to offer services on campus.
- The MSc provision should be offered for professional development to graduates.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **3, 5, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **4, 7, 8, and 9.**

The Principles where partial compliance has been achieved are: **1, 2, and 6.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Dr Amalia Tsiami (Chair)

University of West London, UK

2. Prof. Agapios Sachinidis

University of Cologne, Germany

3. Professor Andreas Pavlakis

Philips University, Nicosia, Cyprus

4. Eirini Platsa

Hellenic Midwives Association, Volos, Greece

5. Aikaterini Pappa

Student Representative, Medicine, University of Ioannina, Ioannina, Greece