



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



**Εθνική Αρχή  
Ανώτατης Εκπαίδευσης**  
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# Accreditation Report for the New Undergraduate Study Programme in operation of:

**Midwifery**

**Institution: University of West Attica**

**Date: 8 April 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** of the **University of West Attica** 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** of the **University of West Attica (UNIWA)** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Nikolaos Venizelos (Chair)**  
Örebro University, Sweden
- 2. Prof. Karen Angeliki Krogfelt**  
Roskilde Universitet, Roskilde, Denmark
- 3. Assoc. Prof. Amalia Tsiami**  
University of West London, London, Great Britain
- 4. Dr. Elissavet Maniatelli**  
Member of the Hellenic Association of Midwives, Athens, Greece
- 5. Mrs. Ilektra Tsoulfidi**  
Student, Department of Nursing, Hellenic Mediterranean University, Crete, Greece

## II. Review Procedure and Documentation

The members of the External Evaluation and Accreditation Panel (EEAP) for the review of the new undergraduate study programme of Midwifery of the University of West Attica (MUNIWA) were selected from the Hellenic Authority for Higher Education (HAHE) of the Register of Independent Experts on February 2, 2023, in accordance with Laws 4009/2011 & 4653/2020. Official invitation letters were sent to EEAP members on March 8, 2023.

The external evaluation and accreditation reviews of the new undergraduate study programme of Midwifery of the University of West Attica (MUNIWA) were implemented on-site visit by the two of Panel members (Prof. Venizelos and Dr. Elissavet Maniatelli), who evaluated the facilities on-site and met the students and faculty members face-to-face.

The other three members of the Accreditation Panel (Prof. Krogfelt, Assoc. Prof. Tsiami and Mrs. Tsoulfidi) participated in this and in all others evaluated sessions and discussions via teleconference.

The evaluation and accreditation procedure were scheduled for the period between April 2-8, 2023, with a site visit between April 3-4.

The EEAP members, after formal acceptance of the invitation, received all relevant documentation from HAHE, including the guidelines regarding the purpose and standards for evaluation and quality accreditation of the new undergraduate study programme of Midwifery of the University of West Attica (MUNIWA). The HAHE also forwarded a comprehensive set of documents provided by the Department of Midwifery, related to the structure and organization of the University of West Attica and the Department of Midwifery. The documents included a detailed description of the proposal of academic certification for the new undergraduate study programme of Midwifery, strategic planning, facilities, and services offered from UNIWA, and the School of Health and Care Sciences (SHCS). The documents also included a detailed description of the courses offered in each semester, departmental rules, examples of questionnaires assessing quality of teaching and regulations of internal quality assurance policies of internal evaluation reports in new undergraduate study programme of Midwifery.

April 3, 2023, 11:00-13:00, Athens' time: Two of the Accreditation Panel members (Prof. Venizelos and Dr. Maniatelli) initiated the accreditation mission by a private meeting at Stratos Vassilikos Hotel, for to schedule and discuss the content and structure of the report, allocation of tasks, and list of issues for to be prepared ahead of the on-site visit. The other three members of the Accreditation Panel (Prof. Krogfelt, Assoc. Prof. Tsiami and Mrs. Tsoulfidi) participated in this and all other evaluation sessions and discussions via teleconference, link provided by HAHE.

At 13.00 o'clock, the Accreditation Panel members, Prof. Venizelos, and Dr. Maniatelli were transported to the University of West Attica at the Department of Midwifery.

April 3, 2023, 13:30 - 14:00, Athens' time: The site-visit started by a meeting at the conference room of the Department of Midwifery. The Rector of the University of West Attica Prof. Panagiotis E. Kaldis, vice-Rector and President of MODIP, and the Head of the Department were welcome the members of the Accreditation Panel. The Vice-Rector and President of the internal Quality Assurance Unit (MODIP), Prof. Efstathia Papageorou, was briefed "The University of West Attica in numbers". The presentation includes faculties – departments, programs of study, students, alumni, teaching staff, material, and technical infrastructures. The Head of the Department, Prof. Aikaterini Lykeridou gave first a short overview of Department of Midwifery (including history, vision, philosophy, organization and staffing of the department, employment prospects, place on the academic map), and then a short overview of the undergraduate program of studies, academic profile, current status, SWOT analysis (**S**trength **W**eakness **O**pportunity **T**hreat) and possible areas of concern. Postgraduate studies, research activities, extroversion actions and contribution to the Community, was also mentioned. Present at the meeting was also the Administrative Head of MODIP, Dr Marisa Sigala.

April 3, 2023, 14:15 - 16:15, Athens' time: The EEAP continued the on-site evaluation by meeting with Vice Rector/President of MODIP, Prof. Papageorgiou, Prof. Theodoros Xanthos (President of OMEA), the Head of the Department Prof. Aikaterini Lykeridou, and OMEA & MODIP representatives. The aim of this session was to discuss the degree of compliance of the Undergraduate Programme with the Standards for Quality Accreditation. Review of student's assignments, thesis, exam papers and examination material.

The President of OMEA Prof. Xanthos was briefly presented:

- **The Quality Policy of the Department**, including Mission – Vision – Values, Axes – Quality Policy Guidelines, Publication of Quality Policy, Planning, Approval and Quality Monitoring of the Undergraduate Program, Promotion of Continuous Improvement.
- **The Design, Approval and Quality Monitoring of New Undergraduate Studies**, including, Curriculum Structure, Course Categories, Learning Outcomes, ECTS Award Procedure, Traineeships, Mobility, Relevance to the Labour Market – Employment of Graduates in the Labour Market, Curriculum Guide – Outlines, Amendments to the Programme by the Commission, GA and MODIP.

The Assoc. Prof Antigoni Sarantaki briefly presented the "**Student-Centred Learning in Teaching and Student Assessment**". Including, Basic Principles of Student-Centred Learning, teaching methods and learning strategies/tools, Evaluation of Student Performance, Evaluation process of the Undergraduate Program – Department by students, Rules of Procedure of the Academic Advisor, Regulation of Operation and Management of Complaints and Objections of Students, Thesis, and Internship and also Respect for Diversity.

Assoc. Prof. Evangelia Antoniou briefly presented the **Admission, Attendance, Recognition of Academics Qualifications and Award of Degree Title and Certificate of Skills of The New Undergraduate Programs**, including support for newcomers, students, student information, student progress monitoring, mobility: classical – international – internal Erasmus+, attendance, implementation of credit transfer system, quality standards of dissertation, internship, Faculty Advisor Regulation for Students with Disabilities, Diploma Supplement Form.

Assoc. Prof. Kleanthi Gourounti briefly presented, **Ensuring the adequacy and high quality of teaching staff**. Includes, Procedures and criteria for the selection of teaching staff, Categories of teaching staff, Regulations or employment contracts, Obligations of teaching staff, Mobility – Extroversion, Policy of prevention, Support and staff development, Performance of teaching scientific and teaching work, Evaluation of scientists (e.g. Google Scholar, Scopus etc.)

Members of OMEA and MODIP in attendance: Dr. Marisa Sigala (MODIP staff), Prof. Anna Deltsidou, Assoc. Prof. Maria Dagla, Assoc. Prof. Victoria Vivilaki.

April 3, 2023, 17:15 - 18:00, Athens' time: Subsequently, the EEAP met the teaching staff members. The EEAP discussed professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; 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.

Teaching staff members in attendance: Assist. Prof. Stavroula Barbounaki, Assist. Prof. Athina Diamanti, Assist. Prof. Maria Iliadou, Assist. Prof. Gianoula Kyrkou, Assist. Prof. Dimitra Metallinou, Assist. Prof. Christina Nanou, Assist. Prof. Aggeliki Sarela, Evgenia Dimitropoulou, non-permanent teaching staff.

Day after, April 4, 2023, 11:30 - 12:15, Athens' time: The EEAP met on-site 10 Midwifery students (2 from 2<sup>nd</sup> year of studies, 3 from 8<sup>th</sup> semester of studies, 3 from 6<sup>th</sup>, 3 from 4<sup>th</sup> and 1 from 1<sup>st</sup> semester of studies). The EEAP members evaluated and discussed among other topics, the students' study experience, and facilities of the Department /Institution etc. Furthermore, discussed the satisfaction of the students concerning their studies, the students' input in quality assurance, and priority issues concerning student life and welfare.

April 4, 2023, 12:30 - 13:30, Athens' time: The EEAP continued the meeting with external stakeholders/social partners from the private and the public sector, discussing their relations with the Department of Midwifery.

External stakeholders /social partners in attendance were, Kalliopi Dritsakou from the Department of Quality Control, Research and Continuing Education at ELENA VENIZELOU Hospital. Sofia Biti, Director of Midwifery at IASO Hospital. Magdalini Spanou, Midwifery Deputy Director at MITERA Hospital. Panagiota Iliadou, CEO of Midwifery Care Centre for Parenthood Preparation, Counselling, and perinatal support. Zoi Vardakaki, Midwifery Lecturer, Dept. Allied Health Professionals, Midwifery & Social Work, University of Hertfordshire, UK.

April 4, 2023,13:30 - 14:15, Athens' time: The EEAP was continued the evaluation by visiting classrooms, lecture halls, libraries, other facilities (computer rooms, libraries, etc.), and learning resources to ascertain that the learning materials, equipment, and facilities are adequate to ensure a successful provision of the programme.

Administrative staff members and teaching staff members in attendance were, Prof. Aikaterini Lykeridou, Assoc. Prof. Antigoni Sarantaki, Sofia Moriati Special Teaching Personnel, Eirini Mermigki, Head of the Secretariat, Sofia Bezante and Maria Klissiari, Members of the Secretariat.

April 4, 2023,16:00 - 16:30, Athens' time: The EEAP met the OMEA & MODIP representatives and staff, discussed points/findings, which need further clarification.

OMEA & MODIP representatives and staff members in attendance: Prof. Efstathia Papageorgiou (Vice Rector/President of MODIP), Dr. Marisa Sigala (MODIP staff), Prof. Theodoros Xanthos (President of OMEA), Prof. Anna Deltsidou, Assoc. Prof. Evangelia Antoniou, Assoc. Prof. Kleanthi Gourounti, Assoc. Prof. Maria Dagla, Assoc. Prof. Victoria Vivilaki, Assoc. Prof Antigoni Sarantaki, Prof. Aikaterini Lykeridou.

April 4, 2023,16:30 - 16:45, Athens' time: The EEAP finalised the scheduled External Evaluation and Accreditation Panel reviews by an informal presentation of the initial impressions/key findings, in a short closing meeting with the Rector, the Vice-Rector/President of MODIP, the Head of the Department of Midwifery, and the OMEA & MODIP representatives.

The EEAP expressed their gratitude to the Rector, Professor Panagiotis E. Kaldis, and Professor Efstathia Papageorgiou, Vice Rector and President of MODIP, Professor Aikaterini Lykeridou, Head of the Department of Midwifery, all other members of OMEA and MODIP, and the administrative personnel of the faculty, for organizing a highly successful on-site and digital site visit for the External Evaluation & Accreditation review process of the new undergraduate programme of Midwifery.

During the period 5<sup>th</sup> to 7<sup>th</sup> of April 2023, the EEAP members were getting familiar to the material send by the MODIP and worked on the draft of the Accreditation Report (AR) of the new programme of Midwifery of the University of West Attica.

The EEAP wish to express their gratitude to the Rector, Professor Panagiotis E. Kaldis, and Professor Efstathia Papageorgiou, Vice Rector and President of MODIP, Professor Aikaterini Lykeridou, Head of the Department of Midwifery, all other members of OMEA and MODIP, and the administrative personnel of the faculty, for organizing a highly successful on-site visit for the External Evaluation & Accreditation review process of the new undergraduate programme of Midwifery.

The Panel had the opportunity to meet and engage in a dialogue and questioning a number of faculty members, students, administrative staff, stakeholders/social partners, and the



opportunity to on-site visit the facilities. However, the Panel did not have the opportunity to visit the different hospitals on-site, where the students performed the clinical training (Κλινική Πρακτική), this is of course a limitation but not considerable for the whole process.

However, the EEAP wishes to emphasise the warm welcome, the kindness, the will to respond to the questions, as well as the professionalism. The EEAP found an open-mindedness and a dynamic posture of the faculty members, students, and external stakeholders/social partners. All were actively engaged in the accreditation process. The faculty and administrative staff were well prepared for the accreditation process and facilitated the on-site, and digital via on-line visit work for the EEAP members.

The undergraduate program of studies of the Department of Midwifery shows to have dynamic and meets all the formal specifications and conditions to run a high-quality undergraduate program on Midwifery studies.

### III. New Undergraduate Study Programme in operation Profile

University of West Attica (UNIWA) was founded in March 2018 by the National Law 4521. The newly established University came from the merging process of the former Technological Educational Institute (TEI) of Athens and Piraeus University of Applied Sciences. In 2019, the National School of Public Health joined the newly established university. UNIWA 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.

Today, UNIWA includes 27 departments, organized into 6 Schools. The School of Public Health, the School of Management, Economics and Social Sciences, the School of Food Sciences, the School of Health and Welfare Sciences, the School of Applied Arts and Culture and the School of Engineering. The newly established university is the third largest in the country in terms of student numbers. It has approximately 57800 undergraduate, 5500 postgraduate and 780 doctoral students. UNIWA has expanded to three Campuses within the metropolitan region of Athens. The Egaleo Park Campus & the Ancient Olive Grove Campus, both located in the Municipality of Egaleo, and the Athens Campus that is in the Municipality of Athens.

Postgraduate programs are a high priority at UNIWA as it offers a wide range of programmes (departmental, interdepartmental, inter-institutional and interstate ones), covering a variety of scientific fields, thus enabling graduates to promote science and claim their place in the labour market.

The School of Midwifery operated for the first time in Greece in 1838 at the State Maternity Hospital of Athens. From 1904, Midwives were trained in the Public and Municipal Maternity Hospitals. The Department of Midwifery of the TEI of Athens operated in 1983, with law 1404/83. In 1984, with the PD. 162/24-10-84, the Schools of Midwives are integrated into the Department of Midwifery of the TEI of Athens.

The Department of Midwifery of the University of West Attica was founded by the Department of Midwifery of the TEI of Athens in March 2018 by the National Law (4521/2018). The average number of students admitted to the Midwifery programme ranges from 100 to 120 students per year. The Ministry of Education informed the Midwifery Department that under academic year (2023-24), will accept 118 new students. The department stated that: 800-960 students are trained annually for the spring and winter semesters.

The scientific field (subject area) of the Department as well as its Undergraduate Program of Studies are part of the internationally established scientific field of Higher Education (Health & Welfare field -0913)

The aim of the Department is to provide comprehensive training, which will shape scientifically competent professionals with structured knowledge, in the main disciplines of the Department, in the field of obstetrics, gynaecology and neonatology.

The new Undergraduate Program of Studies of the Department of Midwifery spans 4 years, divided into 8 semesters and it has a structure of α) General Course b) Special Course c) Specialization Course d) Optional Elective Course that provides to students the following:

1. *adequate knowledge of the sciences on which the activities of Midwifery are based,*
2. *adequate knowledge of professional ethics and legislation,*
3. *detailed knowledge of biological function, anatomy, and physiology in the field of obstetrics and neonates, as well as knowledge of the relationships between human health and its physical and social environment,*
4. *clinical skills in recognized institutions under the supervision of specialized personnel in midwifery and*
5. *adequate knowledge of the training of related specialties in health sciences.*

The Midwifery program also offers innovative courses in Technology applications and Intelligent technology applications in Midwifery.

Upon successful completion of the studies, the students receive the Diploma in Midwifery (Δίπλωμα Μαιευτικής).

The Department of Midwifery provides 18 teaching research staff members (4 Professors, 5 Assoc. Professors, 8 Ass. Professors, 1 Lecturer to be appointed). One special technical laboratory staff member, 2 academic scholars of indefinite duration, 5 faculty members of other departments, 17 places of fixed-term academic scholars, 6 scientific associates members and 4 administrative Staff members.

The last evaluation of the curriculum as well as the Department of Midwifery took place in June 2011. This evaluation was made by Professors from the International Academic Community, during which the department was evaluated with positive observations [http://www.teiath.gr/userfiles/vvivilaki/aksiologisi\\_maieytikhs\\_greek.pdf](http://www.teiath.gr/userfiles/vvivilaki/aksiologisi_maieytikhs_greek.pdf)

The Department operates the Interinstitutional Postgraduate Program "Research in Female Reproduction" since the academic year 2007-2008, initially in partnership and then from the academic year 2014-2015 in collaboration with the Medical School of the National and Kapodistrian University of Athens. In addition operates the autonomous Postgraduate Program "Advanced and Evidence-Based Obstetric Care" as well as the Interdepartmental Postgraduate Program "Applications of Biomedical Technology in Infertility – Male and Female Factor"; A collaboration of the Department of Biomedical Sciences and Department of Midwifery.

## 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

There is a clear strategy in the Department that focuses on four areas:

1. To provide high-quality education in a student-centred learning approach, using simulations, specifically to the Midwifery subject, seeking the improvement of the curriculum on an ongoing basis, following international trends and national needs, through the development of critical thinkers with a strong professional identity.
2. To effectively utilise human resources and the 'know-how'/experience of staff, alongside improvements in the infrastructure. This will be done through attracting high quality academics, improvement in teaching and learning facilities, and further improvement and enhancement of support services.
3. To invest in innovation and digital transformation
4. To expand knowledge and experience by reaching out to research communities at an international level to generate knowledge investing high quality research, connection of research with the student learning and publication/dissemination of the research outputs of the Department.
5. Ongoing approach, internationalisation, and quality assurance of the programme. This will entail more collaboration with external partners, enhancement of clinical practicum, organisation of conferences, staff, and student exchange through the Erasmus+ programme and offer of some subjects in English language.

The students take active part in the decision-making of the Department (through 'sinelefsi'), they evaluate the educational provision annually, and they provide feedback for further development of the programme.

The Department has several appropriate committees to oversee the programme of studies, including student engagement. For the programme planning national and international programmes have been reviewed as well as European professional standards and competences required. Staff are all meeting the qualifications of university staff. An appropriate viability report exists for the programme and was submitted with the documents provided to the EEAP.

Besides the theoretical part, there is a strong element of training in clinical practice, which is well-developed and is cohesive. Clinical practice takes place for five months equipping the students with competences and skills of high calibre.

A website exists for the Department and provides detailed information across areas of interest (<https://midw.uniwa.gr/en/home-page/>)

Teaching is done mainly through face-to-face activities (except during the COVID-19 period). Assessment is mainly through written exams, alongside essays, literature reviews, case study discussions, tutorials, and others. Teaching and learning are further supported with the use of online and digital material, such as the e-class system of the university. Teaching is supplemented with the use of research laboratories.

The Department has 18 full-time academic staff (4 Professors, 5 Assoc. Professors, 8 Ass. Professors and 1 Lecturer), further members are going to be elected. The department has also 17 academic scholars, 24 PhD students, 4 post-doctoral students, 2 Commissioned Scientists and 4 administrative personnel. The number of students to be admitted each year is determined through a departmental recommendation to the Ministry of Education, and a final decision reached by the Ministry of Education. Currently, about 120 students are admitted each year from the national exam system. At least 30 more will be added through special categories of students or transfers. The department stated that: 800-960 students are trained annually for both the spring and winter semesters.

### **Postgraduate programme**

The Department of Midwifery has developed 3 postgraduate programmes managed and led by the department itself, including:

- a) MSc Research in Female Reproduction
- b) MSc Advanced and Evidence Based Midwifery Care
- c) MSc Applications of Biomedical Technology in Infertility – Male and Female Factor

The programmes meet current market needs, and they led by expert and knowledgeable teams. The output from these programmes is high quality and the students receive a range of learning experiences to allow them to develop their careers further and attend to niche care needs in the hospital and community setting.

The PhD programme is vibrant and attracts a significant number of students. The staff are well-placed to supervise and support the students to complete their studies.

There is limited information about the postgraduate programmes on the website, not all links work, it is not in English. This will need significant updating to be fit for purpose.

## Panel Judgement

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



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

### **Panel Recommendations**

- There is a need to plan strategic direction for teaching and learning and research to set clear priorities
- The number of faculty and administrative staff could be enhanced to provide student quality in teaching as well as a more seamless services to staff and students.

## 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

The West Attica University has presented and used all the essential tools / committees for a substantial, pragmatic, and implementable quality assurance process.

More specifically, the whole effort is based on the current legislation and the relevant European Directives. All the competent bodies (MODIP, OMEA) are established and are in full operation. Consequently, the General Assembly of the Department are dutifully involved in the control process, thus ensuring, among others, transparency and consequently, a more general consensus process for the best implementation of the objectives.

The way these bodies operate and the control of the whole process with regular consensus meetings ensuring that the expected result of quality education inevitably becomes possible. At the same time, the vision, mission, and values of the Department, which by themselves are the basis and guarantee that the students have, among other things, a high-quality education.

Both student-centeredness and quality education were implicitly but clearly assured through the conversations the EEAP had with students of various years and semesters.

All Faculty members are working towards the same goal of providing high quality and state-of-the-art teaching. The Faculty members presented enthusiasm and pride in their work, and seek continuous improvement, which is a constant requirement, especially in Midwifery, a specialization with high requirements.

It is also pointed out that the axes described by Department seek to implement the quality policy, which is fully consistent with international guidelines. In the recent COVID period the Faculty was remarkable in developing e-class material, use of Moodle platform and special videos in order to sustain the quality of teaching.

Due to the unduly high number of students enrolled in the Department (~20% over their capacity) increasing the workload of the corresponding Faculty members and the related costs, it can be challenging to ensure the high quality required.

Students evaluate the quality of lectures electronically. Statistical analyses of the evaluation data are available.

Faculty members and administrators of the Department appeared committed to ensure high quality of student support services.

Administrative services of the University are available and provide to the students all necessary documents (e.g., provision of hard copy of diplomas, certificates and transcripts) in Greek and in English. The University has established procedures to address student welfare issues, such as specialized staff for students' consultation in case of extenuating or troubling circumstances.

The Department fulfils the requirements of annual review procedures and internal audit of the quality assurance system being managed collaboratively with the OMEA and MODIP.

## Panel Judgement

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

## Panel Recommendations

- EEAP is certain that all the staff - academic and administrative - of the Department will continue doing their utmost to ensure the continuation of the quality education provided. However, a description an assurance of quality control and constant striving is necessary for the improvement of quality, as it is well known that the improvement of quality is a continuous process.
- The high number of students could result in challenges in order to keep the high quality of teaching.
- The Departments now high quality is vulnerable since it depends on many external and non-permanent faculty.

### **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 – field 0913, according to the principles of UNESCO and the directives and is compliant with international guidance for

midwifery education of the International Standard Classification of Education (ICED 2013) as well as the International Confederation of Midwives for the education (ICM Global Standards for Midwifery Education as revised 2021 (WHO)).

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 nurses with undergraduate degrees.

It is the programme is accredited and professional body protected according to the European directive EU36/2005/EE (Annex 5.5.1) and according to N.351, 14-6-1989 FEK 159 in line with the European guidelines 80/154/EEC (specifically 80/155/EEC, 4, 36/2005 EE 42 & 38/2010, 42).

The Department has been established in 1973 (KATEE), then it was validated as TEI 1983, and 2017 it became to be a part of the University of West Attica. The profession of midwifery in Attica has a long tradition, as the first professionals graduated from the 'then' school in 1834, progressing through the ages and becoming part of the higher education in 1973.

**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 (research and hospital) and the students clearly indicated that the new undergraduate programme sufficiently addresses the related objectives inputs and expected outputs.

The feasibility report of the programme was well-thought of and appropriate. The programme has been re-established following the latest developments of the profession in 2018 considering national, European, and International standards.

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

The curriculum is comparable to universally accepted standards for undergraduate midwifery education. There are 38 core modules that are core addressing general healthcare and 28 modules that are elective, and each student should choose 8 to complete the ECTS required (240 ECTS). 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 develop further the clinical skills. The clinical practice is compulsory for a duration of five months.

### **Is the structure of the programme rational and clearly articulated?**

The panel confirms that the structure of the program is appropriate and clearly articulated 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.

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, post-partum 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 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 Department and the curriculum undergo regular reform following external evaluations or changes in the regulatory legal framework that governs the Department and the University. 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 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 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 as well as the opportunities for lifelong learning and the importance of dissemination of research by attending seminars and conferences. The students will be able also to progress their studies by following postgraduate studies as well as to complete their doctoral degree. The department has an

impressive number of PhD students (currently = 24) that will enable academic staff and researchers to include evidence base practice and cutting-edge information. The Student Guide further includes supporting services for the students to ensure the physical and mental health during their studies as well as other relevant departments/support services, such as library resources, IT and Admin.

### Panel Judgement

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

### Panel Recommendations

- A number of good/excellent practices have been identified. The academic staff could share good practice with other Universities to enhance professional practice in Greece.
- The number of faculty should increase as the staff to student ration is very low (1 to 53,3)



## **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**

Teaching and learning are underpinned by student-centered learning (SCL).

It was confirmed by the students that the academic unit's curriculum plays a dominant role in student-centered learning (SCL). Almost all participating academic teachers—embraced SCL and reported benefits. They acknowledged building better relationships with students, feeling more attuned to classroom dynamics, and tailored learning to individual needs. The students declared that instead of the traditional model, where students and teachers follow the same script, the faculty use their study program as a resource to spark student interest and guide rigorous inquiry through flexible learning paths and pedagogical methods such as brainstorming, simulation, role play, think-pair-share etc. Through a student-centered approach faculty members teach academic content alongside crucial life skills and moral values, like critical thinking, synthesis of multiple kinds of resources, empathy, and creativity. The students come up with creative projects to synthesize their knowledge and relate to the community.

Teaching and learning are flexible, considerate of different modes of delivery, and uses a variety of pedagogies for facilitating the achievement of planned learning outcomes. For

example, the academic staff of the Unit uses independent study, projects, assignments, laboratory and practical learning, e-learning, Face to face lectures, critical analysis of research data, and learning through research. The methods of teaching and learning are innovative and diverse and collectively facilitate a student-friendly learning environment.

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 Department regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys, and uses these in a formative manner to improve teaching. The EEAP was impressed to see the eagerness of the academic unit to flexibly use several methods for the various courses. EEAP saw evidence of student reflective diaries enhancing their meta-cognition. The department also hosts the "distinguished lectures" action, which brings allied areas of expertise. The faculty is fully committed to their academic roles, and they show appropriate professionalism and integrity. Assessment is done with clearly defined criteria and follows a specific regulation which is clearly outlined on the MUNIWA webpage.

The EEAP saw evidence of the plurality of methods of assessment, and they have an internal regulation for dealing with students, who fail the course three times. EEAP saw evidence of these in the hyperlinks, presented in the ppt presentations. The department respects the diversity of the students and applies a fair approach to all. Teaching has a clear procedure to ensure quality. MODIP utilizes anonymous questionnaires so each student can evaluate the quality of teaching. These questionnaires are analysed and are taken into serious consideration for formative actions for the faculty and the course itself. This finding was also verified by the students. The University of West Attica has created a Centre for Teaching and Learning (CTL/KEDIMA) so as to ensure the quality of teaching. The academic tutor is in place and provides a valuable guide to every student. There is also a formal way of dealing with student complaints, swiftly and efficiently. The students also verified the presence of such a procedure, but they never felt the need to utilize 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.

The EEAP also reviewed documentation of Questionnaires for assessment by the students, Regulation for dealing with students' complaints and appeals, Regulation for the function of the academic advisor and Reference to the planned teaching modes and assessment methods in the supporting material that the Unit presented. EEAP was fully satisfied with the multiplicity of assessment methods applied.

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 equipped with state-of-the-art technology

(Victoria<sup>1</sup> birth simulator, Anatomage Table<sup>2</sup>, birth model sets), to provide essential midwifery clinical skills to all students (female pelvises, fetuses, placentas, perineal suturing equipment).

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 “Thesis Writing” is compulsory for students in the 8th semester, but the actual writing of a dissertation is optional for those who choose to do a research project and write a scientific article for publication. 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 Midwifery Department of Uni. W.A. (PADA) 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 teaching methods.

The EEAP fully applauds the Team-learning approaches, which the Academic Unit uses.

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<sup>1</sup> From early pregnancy complications, high-risk deliveries, and postpartum emergencies to non-gravid scenarios for general midwifery care, VICTORIA childbirth simulator, simulates a full range of obstetrical events to facilitate teamwork and deepen critical thinking skills in midwifery students of all levels. Its high physical fidelity has accurate anatomical proportions that facilitate learning outcomes without compromising clinical technique.

<sup>2</sup> Anatomage Table is an innovative technology that visualizes anatomy at the highest level of accuracy. It’s an interactive 3D Anatomy & Physiology Learning approach through virtual dissection. The Table allows students to interact with young and well-preserved digital cadavers instead of aged and degenerated bodies. The accurate details and rich content draw students’ interest and attention leading to more effective educational outcomes. Anatomy is presented as a fully interactive, life-sized touchscreen experience in operatory bed form. Anatomage products are used in tens of thousands of clinics and hospitals both in the US and internationally and the Committee is extremely satisfied with the use of such highly innovative products by the department.

## Analysis of Judgement

- The department's faculty members is well-versed in the student-centered 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.
- The students are active partners in the process of learning as evidenced by several of the presented material in presentation 4 of the on-site visit. The faculty recognizes that students are co-constructors of knowledge, and they embrace teaching and research synergies. The department has also made provisions for the certification of their undergraduate students by Professional European Certifications such as the certification by the European Resuscitation Council. The students are encouraged to develop individual skills by choosing a thesis and elective courses, but they are also taught the holistic approach of the delicate duo "mother-baby".
- 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 organizes 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 holds formative meetings with teaching staff.
- 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 milieu we have experienced leave the EEAP with no doubt that the program is delivered in a student-centered approach.

## Conclusions

The EEAP is fully satisfied with principle 4 and as a result, has no recommendations to make. MUNIWA has achieved the stated purposes through an appropriate study programme, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. The content of the department's study program offers integrated theoretical and practical training that supports the planned learning outcomes to meet the standards of the EE Directive 2013/55, ICM guidelines for midwifery education and WHO academic standards. The EEAP also applauds the initiative of certifying students by European Professional Bodies.

## Panel Judgement

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

## Panel Recommendations

- Study program is excellent 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

## **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**

#### **Student Admissions and Progression**

To be enrolled in the Department of Midwifery students must take part in the Hellenic National Examinations. The entire admission process is organised and supervised by the Hellenic Ministry of Education. Moreover, a smaller number of students is transferred from other cities or other special categories. For students already holding a Bachelor's degree, there is also an option to take part in a special examination organised by the Department of Midwifery

(Κατατακτήριοις Εξετάσεις). These students – according to Greek Law – are a certain percentage of all the admitted students for that academic year. All new incoming students are welcomed by the Department's President and staff in the beginning of the academic year. The registration of first-year students in the Department of Midwifery is done through an application ( <https://eregister.it.minedu.gov.gr/> ) of the Hellenic Ministry of Education, Research and Religious Affairs.

As mentioned, the number of enrolled students to the Department is decided by Ministerial Order. The number of freshmen of the academic year 2022-2023 in the Department was 112.

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). The final grade of a class is derived from the weighted sum of the grades of the theoretical, practical, and/or clinical exam. Monitoring of student progression is done through a digital platform where their performance per course is recorded.

### **Findings**

The EEAP was presented by a faculty member the support of new coming students, the way students were informed for the learning outcomes, assessment methods and the smooth transition, of the high school to the academic life, student progression, Erasmus mobility, student welfare, ECTS accumulation and calculation, the thesis requirements, the academic advisor for students with special needs and the diploma supplement. The EEAP reviewed all necessary documentation provided by the department and considered that it corresponded to what was on-site presented. The EEAP met with students to triangulate the findings from the initial discussion with the OMEA; and was pleasantly surprised over the way students were selected to discuss with the EEAP, as an open call was made on the department's webpage and the students were randomly selected via a lottery. The students verified that transition to academic life was gradual, and they were highly motivated to follow their learning roads to become independent health care professionals. The EEAP also met with Erasmus students who verified the existence of an Erasmus program, they were aware of the ECTS accumulation and the thesis requirements. They also confirmed the presence of a student advisor and expressed their enthusiasm for this principle.

### **Analysis and judgement**

After discussion with the OMEA and the students and reviewing all necessary documentation, the w EEAP as fully satisfied over the following:

- The Department holds an orientation program, which is announced by the Department webpage. The Orientation program sets the mood of the University life and addresses the overarching learning outcomes of the program. The students are encouraged to reflect

and ask questions. At the start of the year the academic tutor is made known to the students.

- The student progression is fully monitored, as there is an established procedure initiated by the OMEA and the Department Secretariat leading to progress reports which are communicated to the Departmental Assembly.
- The mobility is encouraged, as there is an ERASMUS - program running. The Department faced challenges with the COVID pandemic, but this situation is normalizing now.
- The Department is fully aligned in terms of ECTS, and we have seen evidence of ECTS calculation and allocation in semesters in the undergraduate program study guide.
- The Diploma supplement is issued to all students and portrays the student transcript, including learning outcomes, context, level, content, and status of the studies that were pursued and successfully completed.
- The Department has set the rules of quality requirements for the implementation of thesis, which is an elective. These rules are published in the departmental webpage, along with the thesis handbook. We have also seen evidence of graduate theses being published in peer-reviewed journals. The EEAP discussed the total burden of the ECTS which were 6 (3 ECTS for the way of writing of paper and 3 for the writing and completion of the thesis). The regulations of writing a thesis were in place and published on the webpage and we saw a rubric of grading of the Thesis. The EEAP discussed the total ECTS allocated to the Thesis, the OMEA and the faculty unanimously said that in the upcoming revision of the program, they will increase the total number of ECTS to 15. The EEAP's proposal regarding the increase of the ECTS was faced with enthusiasm to implement by the faculty.
- The Department trains its students only in public hospitals and clinics and primary care settings. The Department shows a strong network with Public and University hospitals. It also noted that the department has increased the training from 3 to 5 months in duration and has a clear and transparent policy. The Department sees the benefits of the practical training and to this effect, the EEAP was fully satisfied. The stakeholders also support the practical training, and they were extremely supportive of the quality of the practical training.

## **Conclusions**

The EEAP agrees that the specific principle is fully satisfied. The only recommendation is to increase the number of ECTS for the BSc thesis, something that the department is eager to implement following accreditation of the program.



## Panel Judgement

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

## Panel Recommendations

- Enhance opportunities for student mobility through the ERASMUS+ programme.
- To meet current and future market needs to strengthen students' anti-discrimination awareness, courses could be developed independently or in collaboration with other departments related to:
  - the continuous development of soft and digital skills

## **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**

The Department of Midwifery is 4 years, is an autonomous Department, and its curriculum follows the International Confederation of Midwives' (ICM) Global Standards for Midwifery Education and the European Union Standards for Nursing and Midwifery, graduates are certified to work in all EU countries.

The teaching and Research Staff consist of 4 Professors; 5 Associate Professors; 8 Assistant Professors; 1 Lecturer. As well as 5 Teaching and Research Staff from other departments; 6 Scientific Collaborators; 24 PhD candidates; 17 places of fixed-term academic scholars; 4 Administrative Staff.

While all the undergraduate students currently are 800-960 annually for the spring and winter semesters.

The current faculty to student ratio is 1 to 53,3. (taking to account only the permanent staff presented in B9). While this is high ratio, we recognize the realities of university ratios in

Greece. This is a wider issue for the Greek government to consider in the future when finances allow.

At the same time, the academic staff supports 3 postgraduate study programs, master's level and one doctoral program. This is considered an extremely high number, given the start date of the program in question and the university career of the academic staff.

Also, the academic staff steadily continues their research activity and the subsequent publication of related publications in international peer reviewed journals and conference presentations which indicates the quality of their research outputs.

The students with whom EEAP had a one-hour meeting confirmed the interest and willingness of the academic staff for the educational process.

The academic input and the consequent effectiveness as well as the interest of the professors in the function they serve is evidently apparent. The Faculty members and the academic staff goes well above and beyond the call of duty to accomplish what they have undertaken in terms of education, collaborations with other departments and the management of research programmes.

### Panel Judgement

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

### Panel Recommendations

- The faculty needs to be strength with permanent positions in order to keep its sovereignty and sustain its quality.
- The faculty has developed an excellent culture of unity and contribution of knowledge to the university community.
- Collaborations need to be developed with the rest of the midwifery departments of the country as well as with other departments of health professions and beyond.

## **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**

The Department of Midwifery of the University of West Attica presents state-of-the-art infrastructure for learning resources, as well as facilities for enabling students to access learning, and laboratory-based work. Information for the available facilities and student support services are presented in files B1, B17, B18, B18.1, B20\_2\_2 and these were also presented to the EEAP during the meetings with student representatives, academic staff and stakeholders.

### **Facilities**

The Department of Midwifery has two lecture halls with a capacity of 80 students. However, the number of lecture halls is not equivalent to the number of students and consequently the students participate in theoretical courses in small groups and professors are burdened with

extra teaching hours. Furthermore, the Department has three fully stocked and modern labs for clinical simulations. In the Department also housed the offices of the academic staff.

All buildings are accessible to limited mobility students, staff and visitors. Also, in every building, there is a fast LAN and Wi-Fi network installed.

Both the central libraries of the Alsous Egaleo Campus and the Ancient Eleonas Campus as well as the Athens Campus libraries are available to students.

The libraries have the necessary specialized staff as well as the appropriate infrastructure to serve the students. All the services offered are listed in detail on the libraries' web site and it is possible to access the computerized catalogues, electronic sources, electronic journals, etc.

### **Student support services**

The students of the Department are entitled to choose and receive free textbooks through the EVDOXOS program of the Hellenic Ministry of Education and Religious Affairs.

Each student has been assigned to be a Student Advocate [SA] (Συμβουλος Καθηγητης). The SA is a member of the teaching staff who can give advice and help the student resolve any problems related to the student's studies. The Assembly of the Department has approved a formal complaint management protocol and has also formed a Social Care Committee.

On the Department's current website (<https://midw.uniwa.gr/>), there are links to various sources relevant to both the students and staff in the department. Moreover, there is an adequate range of support services available to the students such as boarding, dormitories, career counselling, student welfare office, sport/cultural facilities. Students mentioned to the Panel that are fully informed about the available services even from the first day of their registration and all the services are functional and easily accessed by all students. In addition, the Department of Midwifery has made provision and all its facilities are built in such a way that they are accessible to disabled students even the department's website has been modified so that it can be used by this category of students.

### **Analysis of Judgement and Conclusion**

The available facilities are highly equipped modern, and easily accessible to everyone. The EEAP is pleased with the continuous improvement of the infrastructure and digital services to students. Students are widely informed about the services available to them and are strongly supported by academic and administrative staff. The EEAP appreciates the efforts of the Department to put policies in place for the well-being of students.

## Panel Judgement

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

## Panel Recommendations

The EEAP members at the meeting with the students were informed that the lecture halls are few and small in capacity, compared to the number of students in each academic year. The EEAP was also informed that the University of West Attica is at present building new auditoriums and lecture halls next to the main campus, which are designed to meet the needs of, among others, also of the midwifery departments.

## **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**

In terms of the collection, analysis and use of information for the organization and operation of the new undergraduate programs, the EEAP finds that the institution is fully compliant.

The documents provided to the EEAP were excellent and relevant for presenting the efforts of the Department.

There is operation of an information system for the collection of administrative data on the application of the study program (student log). Specifically, a system with various e-Government service delivery subsystems with much importance of the Electronic Secretariat has been created.

Other tools and processes designed to collect the data of the academic and administrative operation of the academic unit and the study program were created. For example, there is a tool for evaluating the performance of students in clinical practices.

The Department appears to have developed all the necessary systems and algorithms for the collection, analysis and use of information for the organization and operation of the new undergraduate program.

## Panel Judgement

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

## Panel Recommendations

Maintain the current system and when new IT systems will emerge, then update.



## **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**

The University of West Attica provides adequate and useful information for future and current students at all levels and disseminates relevant information to a great audience on its home page.

The Department of Midwifery uses electronic information to a great extent. This information is provided both in Greek and English, with the former, of course, taking precedence over the latter. The Department's website is well-structured, updated, and student/user-friendly.

It is pointed out that there is a very good participation of students in the evaluation of courses and lectures, perhaps due to the ease they have to evaluate them electronically, through a specific application on their mobile phones.

The policy followed by the Quality Assurance Unit (MODIP) is also available online and easily accessible both in Greek and English.

Information of students and visitors in general, is excellent providing all the information potentially required in such cases.

The publications as well as the CVs of the academic staff are presented on the website of the Department.

It was established that there is a lot of important information uploaded, with a very good structure and up to date information, in particular, the existing and potential students as well as the relevant stakeholders on matters of their interest.

The postgraduate programs are also presented well on the website and the chain of courses is easily followed.

### Panel Judgement

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

### Panel Recommendations

Excellent public information through the web page. It is recommended that when a part is changes / updated then the date should be seen at the end of the page/ part

## 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**

The University of West Attica has a MODIP committee which oversees the quality assurance of all departments including the Department of Midwifery. In addition, the Department has its own quality assurance team which conducts annual monitoring to ensure that the learning environment, support services and student expectations are met. The Department of Midwifery also has a Curriculum Committee which ensures that the curriculum content is up-to-date and responds as much as possible to the changing needs of society, the students' developing competencies and the fair and accurate assessment.

The EEAP has been provided with numerous documents as evidence of strategy, achievements, weaknesses and plans for improvements. The documents include their plans for the future changes and developments.

## Panel Judgement

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

## Panel Recommendations

EEAP is fully satisfied

## **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**

Faculty members in the Department of Midwifery are aware of the importance of the external review and its contributions to the programme's continuous improvement according to input provided to the EEAP during the evaluation.

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

As presented to the EEAP by members of MODIP during the current evaluation, issues identified during the first external evaluation some years ago and the recommendations provided by the EEAP for continuous improvement of the department at that time have been considered and the faculty have followed-up and implemented these recommendations to a great extent.

## Panel Judgement

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

## Panel Recommendations

- External evaluations and accreditation are followed by MODIP as instructed and goals are set.
- A sustainability plan is recommended for the continuous update of the study programmes

## 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**

#### **Findings**

The EEAP reviewed the necessary documentation provided by the Institution. With the change of the legal frame (N. 4521/2018), the TEI of Athens was merged with the TEI of Piraeus to create the University of West Attica. The Department of Midwifery incorporated the students and the existing personnel of the pre-existing Department of TEI of Athens. All students after 2018 and these students who fulfilled the required legal criteria to be included in the New Undergraduate program, follow the 4-year curriculum, and are awarded a university degree. The existing students of the TEI of Athens were given the choice to decide whether they would like to graduate with a diploma from the pre-existing TEI or from the University of West Attica. For these students who chose to make the transition to the new University program, an extra workload was added. The students who decided to complete the studies of the TEI-Midwifery followed the previous curriculum without any extra workload. The new program was revised

and at the same time the courses of the former TEI were matched to the courses of UNIWA. The students who are enrolled in the department and will finish their studies with the title awarded by TEI are 188 and will need to complete their studies by 2024-2025. The institution and the academic have provided evidence of 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. The EEAP is fully satisfied with the arrangements made and sufficient documentation provided.

### **Analysis of Judgement**

- The MODIP drafted a detailed report on the transition period of the pre-existing undergraduate programme, until its completion, which is Annex B32\_1 “Report of the MODIP description of transition and the degree of completion of the pre-existing program of the Department of Midwifery. The EEAP is fully satisfied with the arrangement.
- The pre-existing study programme was delivered by a Technological Education Institution TEI, and special provision has been made for the conduct of the practical training in Annex B32\_1: Internships continued to be implemented in the new curricula for both TEI and UNIWA students.
- Provision has been made both for students who continued in the new curriculum and for students who remained in the existing TEI. Annexes B32\_2 & B32\_4 show how the transition is made. In the Founding Law of UNIWA, there is a provision for course pairings rather than the parallel implementation of the TEI and the University program. These were provided in the President’s document and submitted to ETHAE. The transition from the TEI program to the UNIWA program has taken place smoothly and seamlessly (Internal Procedure in B32\_1 and B32\_4).
- The EEAP indicates the academic staff’s commitment to ongoing improvement in teaching and learning quality, and full compliance with the recommendations of the previous external evaluation report in 2011 for the TEI undergraduate program. The development of the University curriculum, the undergraduate program delivery and teaching and learning approaches demonstrated cohesion, consistency, and quality. The EEAP acknowledges the quick and successful transition to electronic learning and the adaptation of e- learning support platforms like Moodle, Eclass and MS Teams during the pandemic. This new era provided students with greater flexibility in their learning and improved student participation in theory learning and evaluation processes.
- The Transition from the previous undergraduate midwifery program to the new one with innovative educational strategies, demonstrates not only the Unit’s readiness and capability to change/improve but also the academic staff’s resilience and veracity. The MODIP has been an informative and detailed exposé of their functioning, quality improvement and aspirations. The midwifery staff is working extremely hard to



progress the discipline of midwifery and influence maternity care provision for the promotion of normal birth and doing so with admirable tenacity under duress.

### **Conclusions**

The EEAP has been very impressed with the excellent calibre and motivation of the academic midwives' performance and commitment across teaching and learning, research conduct and output and professional development, and equally with the passionate and dedicated midwifery students they are educating. To this date the Unit has performed extremely well indicating a level of scholarly endeavour characteristic of university level conduct and well above global standards (see ICM educational standards for midwives, and EU standards for midwives). The Unit has a clear and determined focus on achieving excellent direct-entry midwifery graduates for the benefit of women and their families in Greece. The EEAP is fully satisfied that principle 12 is fully covered and compliant.

### **Panel Judgement**

<b>Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones</b>	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

- Transition was success and therefore the EEAP has no recommendation here.
- This could be given as a paradigm to other institution in future changes.

## **PART C: CONCLUSIONS**

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

- The department shall keep and continue the good educational program!
- The department should hold continue updates and state of the art practices!
- The department shall ensure that IT is updated and used in teaching and communication.
- The department will continue to promote and encourage student participation in research.
- The faculty has developed an excellent culture of unity and contribution of knowledge to the university community.
- Several good/excellent practices have been identified. The academic staff could share good practice with other Universities to enhance professional practice in Greece.
- Faculty members were distinguished by an openness, professionalism and by a dynamic posture, which seems to enthuse students and external stakeholders and social partners.

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

- Many students per faculty member this should also be taken in account in the size of teaching rooms. Although the education can benefit from young temporary personnel the vast number of temporary positions lacks continuity in the educational system.
- It should be compulsory to conduct a thesis in order to get a BSc-degree. This should help the students to work independently and provide a good foundation and prepared all students for the post graduate studies.
- According to the student's opinion the department disposes smaller lecture halls, thus many times the students sit on the floor
- The number of students enrolled yearly varies from year to year and it is outside of the control of the Department/University Administration.
- All students must equally have hands-on experience, this can be a problem, taking to account that the Department cannot control the number enrolled students per year
- The high number of students could result in challenges in order to keep the high quality of teaching.
- The Departments now high quality is vulnerable since it depends on many external and non-permanent faculty teachers.

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

- There is a need to plan strategic direction for teaching and learning and research and to set clear priorities

- The number of faculty and administrative staff could be enhanced to provide student quality in teaching as well as a more seamless services to staff and students.
- 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.
- Ensure a high quality of teaching, by using AI, E-class and collaboration with other midwifery departments.
- Ensure the continuity in quality of teaching by long term contracts to external and non-permanent faculty teachers.
- Enhance opportunities for student mobility through the ERASMUS+ programme.
- To meet current and future market needs to strengthen students' anti-discrimination awareness, courses could be developed independently or in collaboration with other departments related to the continuous development of soft and digital skill.
- The faculty needs to be strength with permanent positions in order to keep its sovereignty and sustain its quality.
- Collaborations need to be developed with the rest of the midwifery departments of the country as well as with other departments of health professions and beyond.
- Maintain the current system and when new IT systems emerge, then update.
- Excellent public information through the web page. It is recommended that when a part is changes / updated then the date should be seen at the end of the page/ part
- The qualifications of the external partners are missing Why were they chosen?
- External evaluations and accreditation are followed by MODIP as instructed and goals are set
- A sustainability plan for the high quality of study programme is recommended.
- Tips could be given to other institution in future changes

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.**

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

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

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

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

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Prof. Nikolaos Venizelos (Chair)**  
Örebro University, Sweden
- 2. Prof. Karen Angeliki Krogfelt**  
Roskilde Universitet, Roskilde, Denmark
- 3. Assoc. Prof. Amalia Tsiami**  
University of West London, London, Great Britain
- 4. Dr. Elissavet Maniatelli**  
Member of the Hellenic Association of Midwives, Athens, Greece
- 5. Mrs. Ilektra Tsoulfidi**  
Student, Department of Nursing, Hellenic Mediterranean University, Crete, Greece