



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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

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# **Accreditation Report**

## **for the Postgraduate Study Programme of:**

**Fetal and Maternal Medicine**

**Department: Medicine**

**Institution: National and Kapodistrian University of Athens**

**Date: 25 September 2023**



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



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Fetal and Maternal Medicine** of the **National and Kapodistrian University of Athens** 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 postgraduate study programme of **Fetal and Maternal Medicine** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Assoc. Prof. Stefanos Volianitis (Chair)**  
Qatar University
  
- 2. Prof. Konstantinos Pantopoulos**  
McGill University and Lady Davis Institute for Medical Research, Canada
  
- 3. Dr Georgios Aislaitner**  
Federal Institute for Drugs and Medical Devices, Bonn, Germany  
(Bundesinstitut für Arzneimittel und Medizinprodukte, BfArM)
  
- 4. PhD Candidate, Academic Fellow, Eirini Ilia**  
University of Western Macedonia-Department of Midwifery

## II. Review Procedure and Documentation

The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to assess the compliance of the postgraduate study programme of **Fetal and Maternal Medicine** of the National and Kapodistrian University of Athens in accordance with the HAHE Quality Assurance requirements (v. 4957/2022). The assessment was conducted through document reviews and online interviews. The method used was an evidence-based process centred on a sampling of the Department's activities and it was aimed at evaluating the fulfilment of the HAHE requirements of the relevant Quality Standard of the Postgraduate Study Programme (PSP) and commenting on its compliance, effectiveness, and applicability for the scope of the requirements. The entire evaluation and accreditation exercise did not include a site visit of the Department and University campus in Athens but was carried out remotely using the Zoom platform.

AP members had the first virtual meeting on Monday September 25 at 15:00 (Athens time) to introduce each other and establish a modus operandi regarding the exercise of accreditation. The AP Review of the PSP started formally on Monday, 25 September 2023 at 16:00 (Athens time) via Zoom. In the first part of this virtual meeting, the Director of the PSP Prof. Panoulis Konstantinos and the secretary of MODIP Mr. Konstantinos Bourletidis familiarised the panel with the department (facts and figures). An overview of the department's origins, history, evolution, and current status was presented in a video that was available to the AP members in advance. A virtual tour of the laboratories, teaching, facilities, and instrumentation was presented in a video, which was also available to the AP members in advance. Member of the PSP Steering Committee, Prof. Lambrinouadaki Eirini and Assoc. Prof. Makarios Eleftheriadis and MODIP member, Mr. Theodoros Chajitheodorou were also present in this meeting.

The second day included interviews with the teaching staff, students, graduates, employers, and social partners. Interviews and discussion with teaching staff members Prof. Panouli Konstantino, Prof Lambrinouadaki Eirini, Assoc. Prof. Makario Eleftheriadi, Ass. Prof. Theodora Marianna, Ass. Prof. Sergedani Theodoro, Ass. Prof. Kalamboka Theodoro and Assoc. Prof. Mara Simopoulou took place in the first meeting.

The meeting with current students included 6 students from all years. After the meeting with the current students, a meeting with 5 graduates of the PSP was held. The following graduates were present: Mrs Kordopati Kalliopi, Obstetrics and Gynaecology resident at Aretaieio University Hospital; Mr Badagionis Miltiadis, M.D., MSc., Surgery Resident, 251 Air Force General Hospital, Athens; Mr Papageorgiou Giorgios, Private practice obstetrician gynaecologist. Senior Registered IASO THESSALY Private Hospital; Mr Tzioras Spiridon, Private practice obstetrician gynaecologist; Mr Megoulas Sokratis, Ob\Gyn Consultant Venizeleio Hospital - Heraklion Crete.

The meeting with industry representatives and social partners was held with Tzanakaki Despoina, Clinical Embryologist of IVF lab and Cryopreservation bank, IVF Unit Quality Manager in Aretaieio Hospital and Karampa Grigorio MD, MSc, PhD, MIGS Consultant/Academic Fellow Obstetrician and Gynaecologist, 2nd Department of Obstetrics & Gynaecology in Aretaieio Hospital.

Upon completion of the two days of online meetings, the AP recognized a positive atmosphere and a willingness of the Department to cooperate and support the University's QA policy at all levels with a commitment to maintaining and further upgrading the quality standards of the postgraduate study program in compliance with HAHE. The AP would like to thank the Department and University Administration as well as all faculty members for their cooperation and fruitful discussions. The AP members had remote online meetings for the completion of the draft Accreditation Report (AR) during 28-30 September, 2023. The online form at HAHE's website was used for compilation and submission of the report.

### **III. Postgraduate Study Programme Profile**

The PSP "Fetal and Maternal Medicine" was established the Senate of the Medical School of the NKUA (26/02-10-2019). The PSP aims to provide the basis for monitoring the naturally developing pregnancy, including prenatal screening – population screening for high-risk conditions that threaten pregnancy.

The PSP's duration is 4 semesters and the qualification awarded is "MSc in Fetal and Maternal Medicine".

Graduates completing the PSP can be employed as clinicians (obstetricians, staff in gynaecology clinics, laboratories and other private and public health structures).

## PART B: COMPLIANCE WITH THE PRINCIPLES

### PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

*In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:*

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

##### **I. Findings**

The quality assurance policy of the PSP "Fetal and Maternal Medicine" is harmonized with the quality policy of NKUA and is presented in the submitted A2 document is defined as follows:



- Continuous upgrading of the general academic work of the PSP
- Improving the educational project and its learning results
- Continuous modernization of the curriculum
- Support and further development of its research activity
- Efficient organizational administrative operation of its services
- Increasing the degree of realization of its visionary goals, through an educational and administrative scientific methodological framework of standardized procedures and actions

The *Quality goal setting* of the PSP is presented in the A3 document submitted are:

- Improving the Graduation Rate of Graduate Students
- Active Participation of Students and Graduates in Internal Evaluation procedures
- Participation of PSP Students in research processes
- Connection of PSP with Doctoral Level Studies
- Implementation of PMS interconnection actions with the labour market and the Local Society
- Utilization, Collaboration and Networking with the Graduates of the Department and of the PSP
- Participation of postgraduate students of the program in ERASMUS

## II. Analysis

The Quality assurance policy of the PSP is in alignment with the Policy of NKUA and meets the Standards of criterion 1.

## III. Conclusions

The PSP is fully compliant with criterion 1

## Panel Judgement

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

## Panel Recommendations

None.

## **PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*

- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## **Study Programme Compliance**

### **I. Findings**

The curriculum of the PSP has been designed according to universally accepted standards for the area of modern Obstetrics. The aims of the PSP are to create graduates with high level of knowledge and skills of the subject that can be employed as Obstetricians in Gynaecology clinics, laboratories and other health structures in the Public and Private sector, or as teachers and educators of the subject. Through high-level theoretical and practical education in the recent developments in the field, the students of the PSP "Fetal and Maternal Medicine" are offered a strong scientific background, know-how and experience in a particularly dynamic area of modern obstetrics.

There is a procedure/regulation in place for periodic revisions of the PSP's curriculum that involves consultation from stakeholders and students.

The structure and Learning Outcomes of the PSP are presented in depth in a Study Guide.

### **II. Analysis**

Excellent quality of the teaching material and high quality of the educational prospect of the PSP

### **III. Conclusions**

The PSP is fully compliant with criterion 2

## **Panel Judgement**

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

## **Panel Recommendations**

None.

### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.*

*The student-centred learning and teaching process*

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*In addition*

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

## **Study Programme Compliance**

### **I. Findings**

Teaching in the PSP in Fetal-Maternal Medicine involves student-centered learning approaches. The main method of delivery is in form of lectures by faculty, teaching staff and invited specialists in amphitheatres and classrooms. In addition, there is clinical teaching with patients and small groups of students at the 2<sup>nd</sup> Obstetrics-Gynaecology Clinic of the Aretaieio Hospital, a teaching hospital of the National and Kapodistrian University of Athens. Finally, there are laboratory courses and exercises that take place in research facilities of the Aretaieio Hospital. The students have access to PowerPoint presentations, audio-visual material, databases, and other resources.

The PSP is exclusively offered to medical graduates. Thus, all students have similar educational background. The policies of the PSP respect cultural diversity of the students and gender issues. Students are encouraged to actively participate in the learning process. For the core courses, this mainly involves traditional lectures with the use of audio-visual equipment. The proposed teaching material mostly includes textbooks, some of them in Greek, but no specialized literature (such as review and key primary articles). The syllabus and proposed teaching material are not included in the PSP web site.

### **II. Analysis**

Evaluation of the students is based on their performance in a final examination, which mostly consists of multiple-choice questions. Privacy issues are fully respected, while a well-structured appeal mechanism is in place. Each student has an academic advisor, who acts as mediator in cases of disputes. Complaints can be filed electronically via the PSP web site. The students are offered the opportunity to evaluate the quality of the courses and the performance of the teaching staff in anonymous surveys. Data from these surveys are included in the accreditation file and show a very positive evaluation of the PSP by the students. The accreditation panel also had the opportunity to interview current students and alumni of the PSP. All of them were extremely satisfied with the educational outcome and stressed that the PSP offers very important professional qualifications. Thus, the PSP is very well received by the students.

### **III. Conclusions**

In conclusion, the Accreditation Panel concurs with the students and alumni that the PSP very successfully fills an educational gap and offers up-to-date knowledge in the field of Fetal-Maternal Medicine. The Accreditation Panel was impressed by the enthusiasm and commitment of teaching staff. It also identified areas where student-centered teaching approaches could be enriched and improved.

## Panel Judgement

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

## Panel Recommendations

All members of the Accreditation Panel agree that student-centered learning, teaching and assessment are substantially compliant with the guidelines. For further improvement, the Accreditation Panel encourages the PSP to diversify the teaching approaches beyond the classical lecture, and the evaluation approaches beyond a single final examination. Stronger involvement of students to the learning process could be considered. This can be done with student assignments, contributing to the final grade. Students can be asked to critically present key review articles or primary papers in discussion groups. This will stimulate them to identify strengths and weaknesses of the papers, understand the important open questions in the field, and propose follow-up studies. The syllabus, as well as the assessment criteria and methods should be published in advance on the PSP web site, which needs a general revamp. Based on the interviews with students and alumni, the Accreditation Panel recommends the PSP to increase the time devoted to laboratory exercises and offer more “hands-on” experience in laboratories. The possibility for certification in certain techniques (for instance sampling of fetal blood) according to international guidelines should also be considered. Finally, the Accreditation Panel recommends more active participation of students in research projects aiming to acquire experience in research methodologies and techniques, and possibly lead to publications.

## **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

**INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).**

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

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

*All the above must be made public in the context of the Student Guide.*

### **Documentation**

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

### **Study Programme Compliance**

#### **I. Findings**

All regulations and procedures concerning the structure and design of the PSP are included in the Study Guide and in the supplementary documentation. More specifically, the following regulations and procedures are included: (a) The student selection procedures and the required supporting documents, (b) duration of the study (4 semesters), (c) the study program together with a description of the courses (d) the monitoring of students' progress, (e) the rights and obligations of students, (f) scholarships, (g) procedures and requirements regarding the writing of the thesis, (h) information on student mobility programmes, (i) some information for the employment of course instructors (j) the procedure of award and recognition of the Diploma, and (k) related public information for the PSP.

The PSP offers some practical training on ultrasounds and other techniques of the sub-specialisation of fetal and maternal medicine, mainly in the form of demonstrations. The students and the graduates were satisfied from the knowledge gained from the PSP, since it offers a sub-specialisation in the saturated field of obstetrics and gynaecology.

The PSP does not currently include an internship.

The ECTS is applied across the curriculum and procedures and requirements regarding student mobility programmes are established.

## II. Analysis

There is evidence that the PSP has developed and applied all rules and regulations relevant with Principle 4. This information is presented in the Study Guide and in additional relevant documentation. Prospective and current Greek speaking students have a clear picture of the selection procedure, the monitoring of their progress, and regulations governing the drafting of the thesis, mobility programmes, and scholarship opportunities.

The PSP organizes practical trainings in some units of the B Obstetrics and Gynaecological clinic of Aretaieion Hospital. However, all were in favour of practical training expansion to gain more hands-on experience in this area.

The majority of the PSP students did not participate in exchange programs due to the specificities of the course, such as Department or School of Medicine graduates with limited available time in addition to their professional obligations. However, increased communication of the availability of mobility programmes would bring students in contact with career possibilities and pathways that may be inaccessible domestically.

## III. Conclusions

The PSP has successfully laid out in its documentation all regulations and relevant issues for student admission, progression, thesis drafting and recognition of studies and certification, in alignment with Principle 4, as stated by HAHE.

### Panel Judgement

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

### Panel Recommendations

- The PSP should encourage students' participation in mobility programmes.
- The PSP should consider expanding the practical training allowing more hands-on experience in addition to demonstrations.



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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

The PSP includes highly qualified faculty and specialized teaching staff from the Department of Medicine, but also external collaborators. Faculty members have an excellent academic record with publications in specialized scientific journals. The same applies to some members of the teaching staff. Moreover, faculty members are established and reputable clinicians in Fetal and Maternal Medicine, while teaching staff members have leading roles in peripheral areas. Overall, these data indicate that the criteria for recruitment of the faculty and teaching staff are merit-based. The remote interviews revealed an enthusiasm and commitment of the faculty and teaching staff for their duties within the PSP. This view was also reinforced during the interviews with current students and alumni, who appreciated the exceptional work of their mentors. A similar picture emerges from anonymous surveys.

## II. Analysis

Professional development opportunities for the teaching staff are primarily based on personal initiatives. There are mobility opportunities, but not regularly used, mostly due to clinical and professional commitments. There are, however, faculty members who regularly visit foreign universities and hospitals, and thereby contribute to transfer and development of new skills and expertise. The workload of faculty and teaching staff is appropriate, allowing for engagement in research activities, but also clinical duties. The faculty to student ratio is good.

## III. Conclusions

There is linking of teaching with research and there is evidence for student participation in research projects from publications. The main focus is on reviews and meta-analyses.

### Panel Judgement

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

### Panel Recommendations

The Accreditation Panel recommends a further development of research programs and linking them with teaching within the PSP. It also encourages a diversification of research programs to different cutting-edge directions within the field of Fetal and Maternal Medicine, and beyond monothematic systematic reviews and meta-analyses. A stronger involvement of students in research activities is also recommended. For instance, the students could be assigned a research project to be completed throughout the studies and not just in a 1-semester diploma work. This would also necessitate the association of a research supervisor with each student. Overall, the Accreditation Panel strongly recommends the development of the PSP towards a research-oriented direction. This would complement the excellent specialized and up-to-date training that it currently provides to recent medical graduates and experienced health care providers on Fetal Maternal Medicine.

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

This PSP is aimed only for Greek speaking graduates of a Department or School of Medicine.

The PSP uses one lecture hall, the large amphitheatre Maggineion of Aretaieio Hospital (based on the submitted documentation or the Papadimitriou small amphitheatre of Aretaieio Hospital based on the video presentation of the PSP) for all its courses. Courses

are taught with physical presence or on-line. The availability of web-conferencing services allows some lectures to be taught remotely. The laboratory of ultrasounds of the Unit of Fetal and Maternal Medicine, the Outpatient ward and the unit of high-risk pregnancies of the B Obstetrics and Gynaecology Clinic of NKUA Department of Medicine (of the School of Health Sciences) are used for the demonstrations and some practical training. The lecture halls have modern audio-visual and computing equipment, as well as a high-speed connection to the network.

It is stated that NKUA provides to people with special needs (AMEA) access to buildings and lecture halls. There are also appropriate working stations in the library of the School of Health Sciences of NKUA or University of West Attica for students with special needs.

In the submitted documentation it is stated that this PSP's courses are associated with eClass, which is an online platform, where learning and other useful material and timetables are uploaded. The AP was not given access to eClass. Students have access to the NKUA general facilities and support services (e.g., student restaurant, sports centre, etc.).

The following NKUA services are available to students: eClass, e-Secretariat services (my-uni), Webmail, "Multimedia Content Hosting and Search Service" Library and Information Centre, Student ID, Wireless network connection (Wi-Fi), Counselling services (academic advisor - NKUA Liaison Office for Career Guidance), NKUA Student Advocate, Foreign Language Teaching Centre, Students' Cultural Club, Support for Students with Disabilities, University Gym-Swimming Pool. Some other digital services for students are listed in: [https://www.uoa.gr/el/foitites/ilektronikes\\_ypiresies/psifiakes\\_paroches/](https://www.uoa.gr/el/foitites/ilektronikes_ypiresies/psifiakes_paroches/)

The NKUA Department of Medicine also allocates administrative support staff to the PSP.

## **II. Analysis**

The infrastructure used for the PSP lectures appears to adequately serve its purpose. It was not stated whether the lecture hall is accessible by people with special needs. There is adequate web-conferencing technology in place which allowed the program to function throughout COVID-19 pandemic and which permits flexibility in the way of the teaching of the courses. However, it appears that the majority of the lectures are performed on line with a few performed in person with physical presence of the students and course instructors in the lecture hall. The practical training, mainly via demonstrations, requires physical presence of the Department of Medicine graduates and course instructors.

The Greek website of the NKUA Department of Medicine contains the announcements of this year's PSP (2023-2024) and the extension of the deadline for the application and the application form in xls format. The application form contains what this PSP offers to students, some of the obligations of students and which is the required supporting documents for the application. The Greek website of the specific PSP <https://www.mscomaternalfetalmedicine.med.uoa.gr/> includes some useful regulations for students together with the regulation of operation. Some of the relevant documentation such as criteria for the selection, Study Guide, description of courses, methods of students'

evaluation, or CVs of the teaching staff were not available, except from that of the Director of the PSP, Associate Professor Panoulis. The English website contains since July 2018 only placeholders for future announcements “This is an announcement from the future English site here”.

The general facilities and services offered by the NKUA effectively support the students in their learning experience (e.g., libraries, access to scientific journals, etc.) as well as extracurricular activities (e.g., students’ restaurant and sports centre).

Both students and graduates expressed their satisfaction with the availability, operation and accessibility of the aforementioned facilities. No complaints were recorded during the interviews.

### III. Conclusions

The Accreditation Panel finds that the PSP’s available learning resources and student support are sufficient and fulfil the requirements.

#### Panel Judgement

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

#### Panel Recommendations

- It is recommended that the lectures are performed both as on-line and in person with physical presence in the lecture hall.
- In case the small amphitheatre Papadimitriou is used for teaching instead of the large amphitheatre Maggineion of the Aretaieio Hospital, then the documentation needs to be updated.
- The laboratories and the specific units for the practical training should be listed to be made clearly known to the students

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

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

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

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

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

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

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

### **Documentation**

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

### **Study Programme Compliance**

#### **I. Findings**

During the evaluation of the MSc "Fetal Maternal Medicine", it was found that the curriculum partially corresponds to key performance indicators, such as the quality of teaching, the success rate and the overall satisfaction of students, which was confirmed by interviews with students (graduates and existing students).

Undoubtedly, this PSP has created and operates an information system for the management and monitoring of data concerning students, teaching staff, structure and organization of courses, teaching and provision of services to students. However, it seems to be deficient both in updating data and in accessibility for website visitors.

However, there are key performance indicators and a detailed profile of the student population with general rates of progress, success and dropout of students. Regarding the satisfaction of students from the MSc, it was found through the interviews that they express the need for further strengthening of the laboratory part with greater participation of doctors themselves.

Finally, it was noted that so far there has been no Erasmus+ scholarship (financial or excellence) or mobility for which they have been informed, but it has not yet been possible for various reasons. There is, however, student support from a personal Academic advisor and support from lecturers for international publications.

## **II. Analysis**

The Postgraduate Program "Fetal and Maternal Medicine" seems to respond to a key performance indicator, which is the quality of teaching. This suggests that students receive quality education in the field of fetal medicine. Subsequently, the MSc seems to have a satisfactory success rate of students. This suggests that students can complete the program successfully.

However, students express the need to further strengthen the laboratory part of the program, with greater involvement of doctors themselves. This indicates the need to improve practical training and cooperation with professionals in the field.

Also, the MSc has created and operates an information system for the management and monitoring of data concerning students, teaching staff and course structure. This is a good thing, but improvements may be needed in terms of information and accessibility for website visitors. In addition, there are key performance indicators and a detailed profile of the student population, including progress, success, and dropout rates. This data is useful for monitoring student performance.

There are currently no reports of Erasmus+ scholarships or mobility for the MSc. This may be an area that can be improved for students' international experience. Overall, the findings suggest that the MSc has positive elements, but there are also areas for improvement, such as enhancing practical training, improving information management and promoting transnational mobility.

## **III. Conclusions**

The MSc "Fetal and Maternal Medicine" seems to provide high quality teaching and to have a satisfactory success rate among students, emphasizing the effectiveness of the educational program.

Students need to enhance practical training and work in laboratories with the participation of doctors and their own students. This can be improved to provide a richer educational experience. Data management and accessibility of the project website may need improvement to provide more information to stakeholders and visitors.

The PSP should examine the possibility of providing Erasmus+ scholarships and mobility programmes for students to promote international experience and cooperation with other educational entities.

Overall, the PSP has positive elements but there is room for improvements in practical training, data management, promotion of transnational mobility, and website accessibility. These improvements can enhance students' comprehensive educational experience and make the program even more attractive.

#### Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

#### Panel Recommendations

Overall, the PSP "Fetal and Maternal Medicine" has significant positive elements; however, it can be further strengthened through the improvement of the educational process, practical training and data management. These improvements will contribute to an even better educational experience for students and attract new students to the program.



## **PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

*Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.*

*Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

### **Documentation**

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

### **Study Programme Compliance**

#### **I. Findings**

During the evaluation of the Postgraduate Program of Studies "Fetal Maternal Medicine" the following were found:

The PSP has a bilingual version of its website and publishes some information about the teaching or academic activities related to the program, which is accessible and partially updated.

However, the project website where they are listed could be further enriched in terms of its content and could possibly be even more functional for any new interested party who will seek all the necessary information about the PSP.

For example, the section "Announcements and events" does not seem to be enriched with new information for existing students or future stakeholders. The last announcement is on 26/01/2023 and concerns the announcement of the program. Since then, and 10 months later, there has been no other announcement concerning the PSP, the courses or the students of the program. It seems that the page is maintained, but not updated.

Any information related to the activities of the PSP is useful for future and existing students, graduates, other interested parties, or the public. Therefore, the PSP should provide information about its activities, the intended learning outcomes, the success rates and learning opportunities available to their students or information about the employment prospects of graduates.

The website of the program seems to be almost empty, as there are only the necessary fields in it and only the basic ones (regulation of operation, professors' CVs, etc.).

## **II. Analysis**

The existence of a bilingual version of the website is a positive element, as it allows access to information to interested parties with different cultural backgrounds, which promotes transparency and accessibility.

It is also essential to focus on updating the website. The fact that the page is maintained but not adequately informed about the teaching and academic activities of the program can lead to a loss of interest from future students, alumni, and other stakeholders.

Subsequently, the section "Announcements and events" should be actively used to publish updates regarding students, courses, events, and other important information. Frequent information maintains students' interest and helps in effective communication with the student population.

The website could easily be enriched with more information about the PSP, courses, learning opportunities and employment prospects for graduates. A wealth of content can be engaging for future students and help to better understand the program.

In summary, it is of great importance to update and constantly update the content on the website of the PSP "Fetal Maternal Medicine". The website is an important tool for attracting and retaining students and graduates and should meet the needs of the public and stakeholders.

## **III. Conclusions**

The analysis of the findings regarding the PSP "Fetal and Maternal Medicine" shows that the program has significant positive elements, such as the bilingual version of the website and the existence of some information about teaching and academic activities. However, there is a need for improvements in the updating process, actually updating the content of the website and providing information concerning students and educational activities.

## Panel Judgement

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

## Panel Recommendations

The Committee recommends that the website be updated frequently with information regarding the PSP, courses, events and announcements concerning students and candidates. Invest in enriching the content of the website with information about learning opportunities, graduates' careers, research activities and other important issues related to the MSc.

Encourage activity on the website of the PSP and the interaction of students, graduates, and teaching staff. Ensure that the website is easily accessible and offers all the necessary information for interested parties. By implementing these recommendations, the PSP in Fetal Maternal Medicine can enhance student attraction and retention, improve communication with the public and promote the evolution of the program.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

*Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

### **Documentation**

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

### **Study Programme Compliance**

#### **I. Findings**

During its investigation, the committee found that the PSP "Fetal Maternal Medicine" has continuous monitoring and periodic internal evaluation of its program, as it has an internal quality assurance and control system.

In the interview with the students, it was noted that they would like to have an even more developed laboratory part with special emphasis on hands-on, especially from the doctor's

point of view, to create a supportive and effective learning environment for the students of the program.

The content of the programme in the light of the latest research in this field is considered satisfactory. The workload, according to the students, is tolerable.

Regarding the effectiveness of student evaluation procedures, it is something that is mentioned in writing and orally to them, but it could be even more targeted and more analytical. Finally, positive expectations were found for the needs and satisfaction of students in relation to the program, the learning environment, support services, etc.

## **II. Analysis**

The PSP "Fetal Maternal Medicine" has an active monitoring system and periodic internal evaluation. This is positive as it allows for continuous improvement of the program through the reaction to changes and needs.

Students express a desire for even more development of the laboratory part of the program, especially regarding hands-on learning. This indicates the importance of practical experience in their education and is a good sign for improving the educational process.

The content of the program is considered satisfactory by students. This suggests that the PSP provides the required knowledge and skills for their professional development.

Students consider the workload to be tolerable, which indicates that the PSP maintains a balance between required work and professional and personal life of students.

It appears that student assessment has been communicated in written and oral forms, but there is still potential for further improvement in the way of assessment with more targeted and analytical criteria.

Students express positive expectations regarding their needs and satisfaction with the PSP. This indicates that students feel that the program meets their expectations and provides them with the required support and educational environment.

Overall, this analysis paints a positive picture of the PSP in "Fetal Maternal Medicine," but also indicates areas of improvement, such as enhancing practical experience and upgrading the student evaluation process. It is important to consider these observations to improve the program and increase student satisfaction.

## **III. Conclusions**

The PSP "Fetal Maternal Medicine" is the basis for a remarkable educational proposal with elements of success and positive satisfaction of students.

However, there is a need to further develop the laboratory part of the program, with an emphasis on hands-on training, to create an even more supportive and effective learning environment for students.

Finally, the website of the program needs reinforcement and information, especially in the field of announcements and updates for students and future stakeholders.

### Panel Judgement

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

### Panel Recommendations

The PSP should invest in the development of the laboratory part with an emphasis on hands-on training, enhancing the participation of doctors and teaching staff. The program website should be updated regularly with new announcements and information about the PSP, courses, and opportunities for students.

With these steps, the PSP can improve the educational experience of students and enhance the accessibility of information for future stakeholders, thus enhancing the quality of the program and student satisfaction.

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

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

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

### **Documentation**

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

## **Study Programme Compliance**

### **I. Findings**

The PSP has not been previously subjected to an external evaluation for accreditation purposes. There are two Final reports: one for the Institution of the National and Kapodistrian University of Athens and one for the Postgraduate Studies Programs of the Department of Medicine. The PSP on Fetal and Maternal Medicine included a progress report from the institution's past external review in 2015 ([https://modip.uoa.gr/fileadmin/depts/uoag/modip/uploads/Ektheseis/FINAL\\_REPORT\\_EK\\_PA.pdf](https://modip.uoa.gr/fileadmin/depts/uoag/modip/uploads/Ektheseis/FINAL_REPORT_EK_PA.pdf)).

### **II. Analysis**

The current evaluation is the PSP's first external accreditation review. Some recommendations from the past NKUA institution's external review have been implemented to this PSP as well, towards improvement.

The Accreditation Panel found that members of the PSP faculty were very helpful in answering all questions during the current review and engaged in constructive discussions. Moreover, they showed that they understand the importance of the accreditation process and the Accreditation Panel's recommendations. They also showed willingness to perform any necessary modifications after the evaluation.

### III. Conclusions

Several recommendations from the NKUA institution's external review in 2015 are also applicable to this PSP. All academics involved with the PSP were very helpful to facilitate all inquiries from the EEA panel.

#### Panel Judgement

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

#### Panel Recommendations

- The program should increase its efforts to populate the Greek website with more material helpful for potential students (see also Principle 8).
- The up-to-date instructors' detailed CVs must be posted on the PSP website to facilitate the students' selection of a supervisor for the dissertation topic (see also Principle 8).



## **PART C: CONCLUSIONS**

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

- The quality assurance policy of the PSP "Fetal and Maternal Medicine" is harmonized with the quality policy of NKUA.
- The curriculum of the PSP has been designed according to universally accepted standards for the area of modern Obstetrics.
- Teaching in the PSP in Fetal Maternal Medicine involves student-centered learning approaches.
- All regulations and procedures concerning the structure and design of the PSP are included in the Study Guide.
- The PSP includes highly qualified faculty and specialized teaching staff from the Department of Medicine, but also external collaborators. Faculty members have an excellent academic record with publications in specialized scientific journals.
- There is linking of teaching with research and there is evidence for student participation in research projects from publications. The main focus is on reviews and meta-analyses.
- Both students and graduates expressed their satisfaction with the availability, operation, and accessibility of the aforementioned facilities. No complaints were recorded during the interviews.
- The existence of a bilingual version of the website is a positive element, as it allows access to information to interested parties with different cultural backgrounds, which promotes transparency and accessibility.

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

- The syllabus and proposed teaching material are not included in the PSP web site. Evaluation of the students is based on their performance in a final examination, which mostly consists of multiple-choice questions.
- The PSP does not currently include an internship.
- The majority of the PSP students did not participate in exchange programs due to the specificities of the course, such as Department or School of Medicine graduates with limited available time in addition to their professional obligations.

- Professional development opportunities for the teaching staff are primarily based on personal initiatives. There are mobility opportunities, but not regularly used, mostly due to clinical and professional commitments.
- There is a need for improvements in the updating process for the website. The website should provide up-to-date information concerning students and educational activities.
- There is a need to further develop the laboratory part of the program, with an emphasis on hands-on experience, in order to create an even more supportive and effective learning environment for students.

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

All members of the Accreditation Panel agree that student-centered learning, teaching and assessment are substantially compliant with the guidelines. For further improvement, the Accreditation Panel encourages the PSP to diversify the teaching approaches beyond the classical lecture, and the evaluation approaches beyond a single final examination. Stronger involvement of students to the learning process could be considered. This can be done with student assignments, contributing to the final grade. Students can be asked to critically present key review articles or primary papers in discussion groups. This will stimulate them to identify strengths and weaknesses of the papers, understand the important open questions in the field, and propose follow-up studies. The syllabus, as well as the assessment criteria and methods should be published in advance on the PSP web site, which needs a general revamp. Based on the interviews with students and alumni, the Accreditation Panel recommends the PSP to increase the time devoted to laboratory exercises and offer more “hands-on” experience in laboratories. The possibility for certification in certain techniques (for instance sampling of fetal blood) according to international guidelines should also be considered. Finally, the Accreditation Panel recommends more active participation of students in research projects aiming to acquire experience in research methodologies and techniques, and possibly lead to publications.

- The PSP should encourage students’ participation in mobility programs.
- The PSP should consider expanding the practical training allowing more hands-on experience in addition to demonstrations.
- The Accreditation Panel recommends a further development of research programs and linking them with teaching within the PSP. It also encourages a diversification of research programs to different cutting-edge directions within the field of Fetal-Maternal Medicine, and beyond monothematic systematic reviews and meta-analyses. A stronger involvement of students in research activities is also recommended. For instance, the students could be assigned a research project to be completed throughout the studies and not just in a 1-semester diploma work.

This would also necessitate the association of a research supervisor with each student. Overall, the Accreditation Panel strongly recommends the development of the PSP towards a research-oriented direction. This would complement the excellent specialized and up-to-date training that it currently provides to recent medical graduates and experienced health care providers on Fetal Maternal Medicine.

- It is recommended that the lectures are performed both as on-line and in person with physical presence in the lecture hall.
- The laboratories and the specific units for the practical training should be listed to be made clearly known to the students
- Overall, the PSP "Fetal Maternal Medicine" has significant positive elements, but can be further strengthened through the improvement of the educational process, practical training and data management. These improvements will contribute to an even better educational experience for students and attract new students to the program.
- The Committee recommends that the website be updated frequently with information regarding the PSP, courses, events and announcements concerning students and candidates. Invest in enriching the content of the website with information about learning opportunities, graduates' careers, research activities and other important issues related to the PSP.
- Encourage activity on the website of the PSP and the interaction of students, graduates and teaching staff. Ensure that the website is easily accessible and offers all the necessary information for interested parties. By implementing these recommendations, the PSP in Fetal Maternal Medicine can enhance student attraction and retention, improve communication with the public and promote the evolution of the program.
- The PSP should invest in the development of the laboratory part with an emphasis on hands-on training, enhancing the participation of doctors and teaching staff. The program website should be updated regularly with new announcements and information about the PSP, courses, and opportunities for students.
- The program should increase its efforts to populate the Greek website with more material helpful for potential students.
- The up-to-date instructors' detailed CVs must be posted on the PSP website to facilitate the students' selection of a supervisor for the dissertation topic.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 6, and 10.**

The Principles where substantial compliance has been achieved are: **3, 5, 7, 8, and 9.**

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

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

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Assoc. Prof. Stefanos Volianitis (Chair)**  
Qatar University
- 2. Prof. Konstantinos Pantopoulos**  
McGill University and Lady Davis Institute for Medical Research, Canada
- 3. Dr Georgios Aislaitner**  
Federal Institute for Drugs and Medical Devices, Bonn, Germany  
(Bundesinstitut für Arzneimittel und Medizinprodukte, BfArM)
- 4. PhD Candidate, Academic Fellow, Eirini Ilia**  
University of Western Macedonia-Department of Midwifery