



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report for the Postgraduate Study Programme of:

Thrombosis-Bleeding-Transfusion Medicine

Department: School of Medicine

Institution: National and Kapodistrian University of Athens

Date: 23 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 **Thrombosis-Bleeding-Transfusion 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 **Thrombosis-Bleeding-Transfusion 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. Prof. Nikolaos Venizelos (Chair)**
Örebro University, Örebro, Sweden.
- 2. Prof. Agapios Sachinidis**
University of Cologne, Cologne, Germany.
- 3. Asoc. Prof. Stefanos Volianitis**
Qatar University, Qatar.
- 4. PhD Cand. Ioannis Kyriakides**
Aristotle University of Thessaloniki, Thessaloniki, Greece.

II. Review Procedure and Documentation

In accordance with the requirements of Quality Assurance in Higher Education (laws 4009/2011 & 4653/2020), the Authority of Higher Education (**HAHE**), by individual invitation and after formal acceptance dated 15/08/2023, establishes an independent External Evaluation & Accreditation Panel (**EEAP**), with the mission of assessing the compliance of the Postgraduate Studies Program (**PSP**) in **Thrombosis-Bleeding-Transfusion Medicine (TBTM)** of the School of Medicine (**Department**) of the National and Kapodistrian University of Athens (**NKUA**), scheduled 18-23/09/2023. The established EEAP consists of four experts (3 from universities abroad).

The evaluation was carried out through reviews of documents, as well as online interviews with Directors of PSP, the Head of the Department, MODIP members, Steering Committees, OMEA members, teaching staff, students, graduates, and external stakeholders. The method used was focusing on the sampling of the activities of the Department and aimed at assessing the fulfilment of the requirements according to the protocol of HAHE, regarding the Quality of the PSP and compliance, its effectiveness, and implementation within the scope of the requirements. All information and documents provided by the Department was considered by the EEAP to be factually correct.

On September 15, 2023, the EEAP received all supporting documents via a web-based HAHE Panel-Accreditations System. The content of the materials provided is as follows:

1. Department Material

A0. Contents

A1. Proposal of Academic Accreditation

A2. Quality Policy of Postgraduate Study Programme

A3. Quality Objectives of the Academic Unit for the Postgraduate programmes

A4. Senate Decision on the Establishment of PSP

A5. Study Guide

A6. Course Outline

A7. List of names of teaching staff

A8. Report of the internal evaluation

A9. Evaluation from students

A10. Regulation on complaints handling

A11. Operating rules of the academic adviser institution

A12. Internal rules of procedure of PSP

A13. Research ethics regulations

A14. Study Regulations

A15. Diploma Annex

A16. Summary report on teaching staff allowances

A17. Data reports from the Integrated System National Quality Information System (NQIS) for all the previous academic years

A18. External evaluation of the postgraduate programme

A19. Other documentation material

1. HAHE Material

PSP-Guidelines for the EEAP, Acronyms, European Qualifications Framework, Standards PSP En., M12 PSP Mapping Grid, M13 PSP Accreditation Report Template, Guidelines of Accreditation-En., Accreditation Management System - expert manual.

On Thursday 31/08/2023 at 16:00 hrs., an orientation meeting was organized via Zoom by the Director General of HAHE, Dr. Christina Besta on the procedures to be followed during the virtual site visit and the subsequent drafting of the report. Also, during the meeting, the mission of Quality Assurance (QA) was presented, and guidelines of the accreditation process were given.

The whole evaluation and accreditation process was carried out solely remotely using the Zoom platform. All the evaluation and accreditation reviews were scheduled and performed at Athen's time zone.

Monday, 18/09/2023, 15:00 - 16:00 hrs.

The EEAP members met remotely via zoom platform in view of getting know each other and to establishing a modus operandi regarding the accreditation mission, to schedule and discuss the content and structure of the Report Template, allocation of tasks, for to be prepared ahead of the site visit that would be performed via online using Zoom platform.

At 16:00 - 17:00 hrs., the EEAP started formally the evaluation reviews of the Postgraduate Studies Program in Thrombosis-Bleeding-Transfusion Medicine (TBTM). The EEAP met the Head of the Department Prof. Gerasimos Fillipatos, who welcomed the EEAP and briefly presented the department and the mission. The Director of the PSP-TBTM programme Prof. Marianna Politou, briefly presented the PSP programme's origins, evolution, current status, different aspects of compliance with the accreditation principles. Present during this meeting were staff and members of MODIP, Mr. Konstantinos Bourletidis, Secretary and Mr. Theodoros Chajitheodorou, member. Steering Committee members, Prof. Argyri Gialeraki, Prof. Christos Klonaris and Prof. Paraskevi Matsota, and OMEA member Prof. Marianna Politou.

The same day, at 17:00 to 17:30 hrs., was scheduled an on-line tour of facilities by a video produced to access the classrooms, lecture halls, libraries, research laboratories, clinics, and other facilities related to the PSP.

Next the EEAP members, finished the first day sessions by a debrief meeting, to reflect on impressions of the first day and to prepare the next on-line reviews.

Wednesday, 20/09/2023, 15:00 - 16:00 hrs., the EEAP met with the teaching staff of the PSP, Evangelos Terpos, Prof. of Hematology, Efrosyni Merkouri, Biochemist, Haemostasis laboratory, Argyri Gialeraki, Ass. Prof. Biochemistry, Serena Valsami Assoc. Prof. Hematologist, Theodoros Vassilakopoulos. MD, PhD, Ioannis Vasiliadeis, Hematologist, Ass. Prof. of Medicine, Panagiotis Panagiotidis, Prof. of Hematology, Avraam Pouliakis, Dept. of Pathology, Styliani Kokori, Ass. Prof. in Hematology, and discussed the opportunities of professional development, mobility, teaching methods, evaluation by students, and possible areas of weakness.

At 16:00 hrs., the EEAP met with 6 students of the PSP-TBTM, where the students' satisfaction of their study experience, the Department and Institution facilities, the students input in quality assurance of PSP and students' life and welfare was discussed.

At 17:30 hrs., the EEAP met with PSP-TBTM graduates, Nikolaos Simos, Emmanouli Papadakis, Theodora Koutsouri, Veroniki Komninaka, Dimitra Salagianni, Enkeleida Trajce, Ioanna Flessiopoulou, Mavra Vassilopoulou, and discussed their experience and the importance of PSP concerning their career path.

At 18:30 hrs., the EEAP met with employers and external stakeholders from the private and the public sector to discuss external relations of the PSP. Present at the meeting were, Eleni Chandrinou, MSc, Hematologist, Resident at Athens Medical Centre, Theodora Kostelidou, Ass. Director, Dept. of Haematology, Blood Transfusion at Onassis Cardiac Surgery Centre, Konstantinos Stamoulis, Hematologist, Scientific Director E.K.E.A. Hellenic National Blood, Elissavet Grouzi, Greece Consultant Haematologist, MD, Head of Transfusion Service, Sain Savvas Oncology Hospital, Athens, Konstantinos Konstantopoulos, Professor, Director of Hematology at the Clinic MITERA.

Next the EEAP members had a debriefing in private, to discuss the outcomes of the daily meetings and prepare a preliminary oral report to the closure meeting.

At 20:00 -20:30 hrs., the EEAP in a short closure meeting was finalised the scheduled PSP-reviews by a short informal oral report of the initial impressions/key findings, to the Director of the PSP "Thrombosis-Bleeding-Transfusion Medicine", Prof. Marianna Politou, Mr. Konstantinos Bourletidis, Secretary of MODIP, Mr. Theodoros Chajitheodorou, MODIP member, and Steering Committee members, Professors; Argyri Gialeraki, Christos Klonaris and Paraskevi Matsota.

During the period 21 to 23 of September 2023, the EEAP members were getting familiar to all material send by HAHE and MODIP and worked on the completion of a draft of Accreditation Report (AR) of PSP-TBTM.

III. Postgraduate Study Programme Profile

The University of Athens, inaugurated in 1837, as the first university not only in Greece but also in the Balkan and the Eastern Mediterranean, and in 1932 it was officially named National and Kapodistrian University of Athens (NKUA), in honour of Ioannis Kapodistrias, the first governor of Greece. Until the early part of the 20th century, it was the only university in Greece that provided the Greek state with qualified professionals in medicine and other disciplines. Today, the NKUA offers 8 large Schools, 41 undergraduate programs as well as 205 postgraduate programs leading to a Master or Doctoral degrees and enrolled 44.215 undergraduates and 25.944 postgraduate students and Ph.D. candidates, 2.105 academic staff and 1.026 administrative and secretarial staff.

The School of Medicine of NKUA, inaugurated in 1837, and in 1984 the School of Health Sciences was formed that includes four Departments/Schools: Medicine, Dentistry, Pharmacy and Nursing. The School of Medicine is organized in six divisions: Basic Medical Sciences, Clinical laboratory, Internal Medicine, Surgery, Mother-Child Health, Social Medicine-Psychiatry and Neurology.

The facilities of School of Medicine and the basic education of the students takes place in the buildings of the School in Goudi (5 lecture halls) and the clinical education in the majority at the Attikon University Hospital Campus, Chaidari (AKISA) (2 lecture halls), and at several other clinical sites. For the practical teaching and training of students, 61 University clinics, 28 laboratories and 4 museums in various hospitals are used.

The School of Medicine of NKUA currently employs 515 teaching staff (DEP), (Professors, Assoc. Professors, Ass. Professor and Lectures), 3.294 undergraduates, 5.048 graduate students. 71 postgraduate programmes leading to a Master or Doctoral degrees, enrolled 4.393 postgraduates' students. The administrative staff sums to a total of 129. The School of Medicine of NKUA is one of the most important and well-established Medical Schools of Greece, both quantitatively and qualitatively.

During the academic year 2009, the School of Medicine of NKUA, established the Postgraduate Studies Programme (PSP), entitled "*Thrombosis-Bleeding-Transfusion Medicine*", according to the Gazette no (ΦΕΚ 1908/ 07.09.2009). In 2018, after recommendation of the Assembly of the Medical School, was reestablished as MSc in «*Thrombosis-Bleeding-Transfusion Medicine*» (Gazette of reestablishment, ΦΕΚ 3285/ 8-8-2018, no. dec. 810/29-6-2018).

The PSP is structured based on the European Credit Transfer System (ECTS). The duration of the program is 4 semesters of study equivalent to a total of 120 ECTS. (Compulsory, theoretical

and exercises courses 90 ECTS, and Diploma thesis 30 ECTS). The courses are conducted in Greek and/or English language. The tuition fees are set at 4.000,0€. The PSP Thrombosis-Bleeding-Transfusion Medicine of at NKUA enrolls 30 students per year. The overall total number that has graduated are 278 students (53% Medical doctors, 21% Medical laboratory technicians, 19% Nurses, 4% Biologists, 3% other).

(See even Principle 1)

Study curriculum and guide for the current academic year (2022-2023) of the postgraduate program M.Sc. in Thrombosis-Bleeding-Transfusion Medicine is described in detail in Appendix A5 and A6.

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

At the School of Medicine of NKUA, in year 2009 was established a Postgraduate Study Programme (PSP), entitled "Thrombosis-Bleeding-Transfusion Medicine", according to the Gazette no (ΦΕΚ 1908/ 07.09.2009). In 2018, after considering of the recommendation of the Assembly of the Medical School of NKUA, was reestablished the PSP as MSc in «Thrombosis-

Bleeding-Transfusion Medicine» (Gazette of reestablishment, ΦΕΚ 3285/ 8-8-2018, no. dec. 810/29-6-2018).

The purpose of the Postgraduate Program Thrombosis-Bleeding-Transfusion Medicine (PSP-TBTM) is to provide high-level postgraduate education in the scientific field of understanding and studying the mechanism of Hemostasis and its disorders. In addition, it aims at training in the principles of transfusion therapy and applications at clinical and laboratory level.

The fundamental purpose of the PSP is the specialized training of students, so that upon completion of the program the students should have:

- Acquiring the requiring knowledge regarding the mechanism of Hemostasis and its disorders as well as the principles of transfusion therapy.
- Understanding the applications of early intervention in the fields of clinical and research.
- Understanding research methodology issues in health sciences.
- Should be able to utilize the acquired knowledge and skills in timely services intervention.

The PSP strive of learning outcomes and qualifications in accordance with European and National Qualifications Framework for Higher Education:

- 1) The purpose, and learning outcomes
- 2) The objects and specialization
- 3) The duration and conditions for obtaining a Master's degree
- 4) The categories of candidates in the PSP
- 5) The tuition and free tuition of PSP

The PSP is structured based on the European Credit Transfer System (ECTS). The duration of the program is 4 semesters of study equivalent to a total of 120 ECTS. The program includes total 13 courses and a dissertation. In addition, the postgraduate students are also invited to participate and attend seminars of research groups, bibliographic information discussions, laboratory visits, lectures and other scientific events as conferences, workshops on a subject related to that of the PSP-TBTM.

The total number of credits (ECTS) required for the obtained of the Master of Science (MSc) degree is 120 ECTS (Compulsory, theoretical and exercises courses 90 ECTS, and Master's thesis of 30 ECTS). The language of the dissertation is Greek or English.

The MSc degree certificate follows the template developed by the European Commission, the Council of Europe and UNESCO/CEPES. The aim of the annex is to provide sufficient data to improve international "transparency" and fair academic and professional recognition of qualifications degrees, etc. (Detailed information can be founds I Appendix A15).

The PSP Thrombosis-Bleeding-Transfusion Medicine of at NKUA enrolls 30 students per year. Currently the PSP-TBTM housing total 89 students (72 females and 17 males). The courses are conducted in Greek and/or English language. The tuition fees are set at 4.000,00€.

The overall total number that has graduated are 278 students (Medical doctors 53%, Medical laboratory technicians 21%, Nurses 19%, Biologist 4%, other 3%).

Study guide for the current academic year (2022-2023) of the postgraduate program M.Sc. In Thrombosis-Bleeding-Transfusion Medicine is described in detail in Appendix A5 and A6 and <https://tbtm-msc.gr/>

Teaching facilities

Under academic year 2022-2023 were selected 30 students for the PSP. The School of Medicine of NKUA presents to have a capacity of a total 518 University teachers. 53 teachers from different categories are involved in teaching of the PSP (47% from teaching staff, 51% others). 51% are women, and 49% men (Ref. Appendix A7). According to law 4957/Government Gazette 141/21 07 2022 article 83 § 1, the teachers of the PSP comes from members of Teaching Research Staff (Educational Staff, and Special Technical Laboratory Staff), Professors Emeritus, Collaborating Teachers, Adjunct Lecturers, Visiting Professors/Researchers, Research Fellows (PhD holders), Scientists of recognized prestige with specialized knowledge/experience in the subject of the MSc programme, PhD candidates of the faculty, and Postdoctoral Researchers.

The School of Medicine and the PSP "Thrombosis Bleeding Transfusion Medicine" shown to have a satisfactory of facilities, logistical infrastructure, and administrative support to run the PSP. The Institution and the Department provides also support or counselling services to students.

The School of Medicine and the PSP-TBTM offers a study guide for the current academic year (2022-2023) of the PSP (M.Sc.) in "Thrombosis Bleeding Transfusion Medicine". Course syllabus, educational material, useful links, announcements, legislative documents, and contact information are available also in website <https://tbtm-msc.gr/>.

Quality Policy (QP) of the School of Medicine concerning PSP

The Medical School of NKUA In order to ensure and continuously improve the quality of its educational and research work, as well as for the effective operation and performance of its services, complies with the criteria set out in article 72.2 of Law 4009/2011.

The Quality Assurance Policy of the Department of Medicine is fully in line with the QP of the NKUA, making the Department of Medicine fully committed, and committed to providing a high-quality in Greek and in foreign language higher education to students who choose it, and to organizing and implementing Undergraduate, Postgraduate and Doctoral Programs of high academic standards. <https://tbtm-msc.gr/en/quality-policy/>

The Department of Medicine is committed to the implementation of this QP in the Postgraduate Program "Thrombosis Bleeding Transfusion Medicine" that it offers and will offer in the future. is committed to fulfilling its educational and research purpose with codes of ethics that serve the needs of society and contribute to the formation of a free academic environment, to conduct high-level research, to guarantee that teachers are qualified at the highest possible level for teaching and research, and to seek to promote an academic culture through cooperation with educational and research institutions nationally and abroad.

For the implementation of this policy, the Department of Medicine is committed to implement in its postgraduate programs the quality processes / procedures provided for and analysed in the Quality Manual of the EQMS of the Institution and applied at the level of the Curricula of the Department of Medicine with the required specialization / individualization in its Postgraduate Programs and in close cooperation with its Quality Assurance Unit of University (MODIP). All quality assurance procedures of the Postgraduate Programs of the Department of Medicine are subject to inspection and review, which are carried out on an annual basis by the OMEA, in collaboration with the MODIP of the Institution.

The processes/procedures applied for the monitoring and continuous improvement of the quality of the Postgraduate Programs are the following:

- 1) The Implementation of a Quality Assurance Policy of the PSP
- 2) The allocation and management of the resources of the PSP
- 3) The Establishment of Quality Assurance Objectives on an annual basis of the PSP
- 4) The Periodic Internal Evaluation and Monitoring on an annual basis of all the Postgraduate Program "TBTM".
- 5) The collection of quality data: measurement, analysis, and improvement of the PSP-TBTM of the Department of Medicine.
- 6) The Publication of Information on the Postgraduate Program "TBTM" of the Department of Medicine.
- 7) The External Evaluation of the PSP-TBTM of the Department of Medicine.

https://tbtm-msc.gr/wp-content/uploads/2023/06/politiki_poiotitas.pdf

The Quality Policy Statement of the Department of Medicine for PSP-Thrombosis Bleeding Transfusion Medicine, is communicated to all involved parties (faculty, administrative staff, and students), and is available on the following hyperlink: <https://tbtm-msc.gr/wp-content/uploads/2022/12/Statement>.

Research collaboration with external stakeholder

The Institution and the Department of Medicine, exhibit having established several external research collaborations linked to the PSP level as:

- IBEEA, EKEA
- Medical school of APT university
- Aretaieion Hospital
- Athens Medical Group
- Attica General Hospital KAT
- Attikon University Hospital
- General Children's Hospital "Aghia Sofia"
- General Hospital "Evangelismos"
- General Hospital of Irakleion "Venizeleio-Pananeio"
- General Hospital of Nikea
- General Oncological Hospital of Kifissia
- General University Hospital of Patras
- Geniko Periferiako Nosokomio Papageorgiou
- Ippokrateio General Hospital of Athens
- Ippokrateio General Hospital of Thessaloniki
- Konstantopoulou General Hospital

- Laiko General Hospital of Athens
- Onassis Cardiac Surgery Centre
- General Hospital Hellenic Institute Against Cancer “Agios Savvas”

II. Analysis

The PSP "Thrombosis Bleeding Transfusion Medicine" strive of learning outcomes and qualifications in accordance with European and National Qualifications Framework for Higher Education.

The Department of Medicine of NKUA demonstrates a good quality and capacity of actively involved teachers with adequate qualifications to run the PSP. The Department demonstrates also to have established several National and International research collaborations linked to the PSP.

The Quality Assurance Policy of the academic unit seems to be in line with the QAP of the Institution and is formulated in the form of a public statement, which give the impression to be implemented by all involved partners.

The QP statement of the Department of Medicine includes commitments that implement a Quality Policy in order to promote the academic profile, the orientation of the postgraduate study programme PSP-TBTM, and the purpose and field of study.

The pursuit of qualifications and learning outcomes, the QAP and QP-statement of the PSP-TBTM are stated also on the PSP-TBTM website in Greek. An English website shows to be under construction.

III. Conclusions

The EEAP considers that the School of Medicine of NKUA fulfil the requirements and commitments required for the implementation of the adequate education quality policy in accordance with HAHEs regulation and is fully in line with the department's Quality Assurance Policy and the quality goals and objectives for postgraduate study programme “Thrombosis Bleeding Transfusion Medicine”.

Panel Judgement

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

Panel Recommendations

- Enhancing the mobility of postgraduate students and their participation in international scientific conferences via ERASMUS
- An English website is needed, so all the information concerning the PSP-TBTM will be clearly and completely also displayed in English open for all foreign interested partners/companies etc.

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 staff of the PSP programme entitled "Thrombosis-Bleeding-Transfusion Medicine" (TBTM)-MSc submitted all the required documents/proposals/studies by the relevant instructions of the competent authority (EΘAEE) and based on these, the necessary academic bodies were created in the PSP to supervise the progress of the programme, with the participation of students. The programme was designed following the (EQAEE) principles according to the EU standards. The PSP was approved by the Senate and established in 2009 (ΦΕΚ1908_07/09/2009). The programme was externally evaluated in 2014 following an accreditation in 2018 (ΦΕΚ 3285_08/08/2018), by the senate of the University. In general, the programme is compatible with other European University Programmes regarding the objectives and the number of ECTSs (120). The EEAP received during the evaluation procedure all the relevant documents from the PSP and ETHAE. The EEAP was discussed during the meetings with the MODIP members, teaching staff, students, graduates and stakeholder representatives (local community and hospital).

II. Analysis

The main objectives of the TBTM MSc programme are:

- Improving the academic activities of the MSc students
- Strengthening and promotion of the research activities
- Improving the Interface with the labour market
- Adapting the programme to international standards

In particular, one of the main purposes of the MSc is to educate students so that they get deep insights into the mechanisms of haemostasis, haemostasis disorders and the principles of transfusion therapy. The second main objective is to introduce research approaches and technologies so that students can do research in the haematology field. Students should understand the intervention by haemostasis disorders and be in a position to understand and perform systematic research in health sciences disciplines. After completion of the program, students should be able to apply the clinical tools for the treatment of patients suffering from complex haematological diseases.

The academic strategy of the PSP focuses on providing the necessary theoretical and practical training so that students become specialised haematologists. According to the documents and the discussions with representatives of the PSP programme as well as with former participants of the programme including stakeholders, the EEAP agrees that the PSP provides more than sufficient knowledge of clinical education in this specialized field. According to the PSP, students are trained in and familiarized with the thrombosis and bleeding pathological mechanisms involved into haematological disorders. Apart from theoretical mechanistic aspects, the students should learn and understand practical clinical laboratory skills in the haematology field. These skills are also required for clinical and basic research in this field. Students should also learn critical thinking to promote research in this field. The Student Study Guide of the PSP gives several details of the objectives, inputs, and expected learning outcomes. Overall, the PSP is based on the Greek legislation, which harmonized the European Directives 80/154 and 80/155/EEC. The education takes place in the medical school lecture rooms and laboratories (Lab or of Biochemistry) as well as in the different laboratories of the

ARETAEIO University Hospital and Iatrikon Athens Hospital with different departments. The infrastructure of the programme is state of the art.

To achieve the scientific objectives of the PSP different courses are offered to the students. In the first two semesters, several specialized haematological/thrombosis are presented in the online mode. Additionally, students can also participate in practical animal experimental courses. The programme duration is 4 semesters (120 ECTS), divided into 3 semesters of lectures and practical courses and 1 semester for preparing the diploma thesis for the MSc degree. After the completion of each semester, there are exams in the form of team presentations of the semester material and written exams at the end of the semester. The final examination of the students occurs after submitting the thesis by three internal members of the teaching staff. In conclusion, the PSP is clinical orientated. The EEAP tried to understand the calculations of the ECTSs per semester as calculated by the PSP. According to European standards, one ECTS means 28 hours for the workload of the programme. The EEAP wishes for a more transparent and easy comprehensible calculation of the ECTSs.

The EEAP was happy to recognise that all essential courses of the TMTM programme were taken into consideration. Here it should be noted that the lectures of the 54 members of the teaching staff were recorded and uploaded on the website of the institute. Probably 2 to 3 hours are necessary for teaching basics in bioethics.

Unfortunately, students are not able to participate in research projects. The reasons for this are versatile. For instance, as stated by the teaching staff members, the programme does not have financial support from the Greek government. However, the EEAP believes that the teaching staff should make more efforts to attract grants. This will allow the integration of the students into basic research activities. Attracting research grants requires solid publications of the PSP teaching staff. The EEAP carefully evaluate the research activities of the staff (more the 54) based on the Category Haematology (ISI 2022). From 2015 until now, members of the PSP published 17 PubMed-cited papers. As noticed by the EEAP very few members are scientifically active. Indeed, there are a few papers in well-reputed journals such as in *Thrombosis Research* (IF: 7.5; 12/79 in the category haematology but as a letter to the editor), in *Clin Chem Lab Med* (IF 6.8; 3/32 in the category Medical Laboratory Technology but as a letter to the editors). The rest original and review publications were published in mediocre journals. Nevertheless, based on the number of teaching staff (54 members) the research activities which are reflected in the quality and number of publications, should be significantly increased. In addition, more intensive collaboration with other local research institutions at the national and international Institutions is urgently needed. There are some sporadic activities in attracting ERASMUS scholarships for students. More systematic efforts are necessary to increase the number of students allowing them to perform research work in other international laboratories.

The EEAP was wondering about the fact that most of the participants are medical doctors or medical technicians and nurses who are employed in hospitals. They executed the PSP at the weekends of each semester. However, since the students are employed during the week in hospitals or in other health bodies, it is extremely difficult to perform in parallel an experimental research project. Even the parallel preparation of a theoretical diploma thesis requires strong motivation on the part of the students. The majority of the diploma theses are reviews in a defined topic of haematology and some of them deal with metadata analyses of existing data. Unfortunately, the diploma theses are written in the Greek language and cannot receive attraction by the wide scientific community. The Law allows Current legislation also mandates that theses can be written in either Greek or English. The EEAP is wondering why

the three advisers/supervisors did not motivate the students to write the reviews in English so that the students get a chance to publish in international journals. Moreover, as stated in the programme, lectures are given in both Greek and English language; however, the EEAP ascertained that no one's lecture is given in English.

EEAP pointed out that the current PSP is nationally oriented. The EEAP is aware that students will get education for clinical understanding of the mechanistic aspects of haematology and related disciplines disorders. The EEAP is also aware that the programme meets the national needs of the country to cover the treatment and logistics of haematological disorders. To fully fulfil the expected learning outcomes as described by the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7, the present program should be modified accordingly to enable easier mobility of the students within the EU.

The MODIP and other participants of the meeting (in particular the stakeholders) agreed that the research part of the programme is limited, and more efforts are required to improve the research part of the programme, which justifies the degree of Master of Science. During the discussion with the PSP representatives, students, and stakeholders the EEAP got the impression that the course is suitable for the professional specialization of medical doctors and other health-related employees in haematology-associated diseases.

III. Conclusions

The EEAP conclude that the PSP in its present form is more suitable for the professional specialization of medical doctors, medical technicians, and nurses in haematology-related diseases. The EEAP got the impression that the PSP reflects a win-win situation for both parties. The scientific/research part of the programme needs improvement. The programme in its present form is nationally oriented and more efforts are needed to improve the mobility of the participants in the international market, the structure of the programme is rational but needs some improvements in the scientific research field.

Panel Judgement

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

Panel Recommendations

- The EEAP strongly recommend the participation of more students in research project via the ERASMUS students exchange programme, collaboration with other institutions, and acquiring third-party financing grants.
- The Diploma thesis of the students should be written in English to increase the chances of publishing a review in different journals.
- The EEAP recommend detailed calculation and justification of the ECTSs. The programme is running 4 semesters (120 ECTSs) and during 3 semesters the auditorium lectures take place two days per week.
- Former external evaluations and accreditations should be connected to the website.

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

In general, The PSP aims to apply a student-centred approach to teaching with flexible learning directions, different teaching, and assessment methods, as presented in the Study Guide. The

student satisfaction surveys are systematically conducted to measure teaching effectiveness and there is an official procedure for student appeals and the institution of the academic advisor is established.

After inspection, however, there are significant differences in some areas between the study guide and the teaching materials available on the ISP:s website and the syllabus.

Specifically, for the first semester there are only 33 lectures-hours (online recordings) in total found on the webpage instead of the 250 hours (equivalent to the 30 ECTS), as stated in the Study Guide and the Syllabi of the courses.

Furthermore, all the online videos are recorded privately and not in an auditorium suggesting a distance learning modality of the PSP. There is no evidence found on the website of any instruction performed on-site with physical presence of the instructors and the students.

Further areas deviating from the Standards of Student – Centred learning approach are found in the course syllabi. Specifically, there is no information on how the different learning outcomes are assessed within the exam. Also, there is no information for the specific criteria of the evaluation (marking criteria), or the grade contribution of the different parts of the final exam presentation.

II. Analysis

The lectures found on the website of the PSP can account only for a small fraction of the expected contact hours of a Full-Time MSc semester student load.

The limited contact hours raise concerns regarding the required academic load of 30 ECTS expected in a semester. This limitation encroaches also on the time available to the students to engage in group-based collaborative learning and critically limits the student-centred teaching approach.

Also, the lack of assessment criteria in the syllabus prevents transparency and limits the students' experience.

III. Conclusions

The PSP in its present form is only partially compliant with the criteria of principle 3.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	
Substantially compliant	
Partially compliant	X
Non-compliant	

Panel Recommendations

- The PSP should significantly increase the academic load in terms of contact hours required for the standard workload of 30 ECTS per Semester.
- With regards to the content of the Syllabus, more and different methods of assessment with smaller grading weight (e.g. 30% max), should be included in each course in order to provide more opportunities to the students to demonstrate their learning. Furthermore, a detailed link of the learning outcomes with each different assessment should be included to improve the grading transparency and provide justification for each assessment. Finally, a rubric with the assessment criteria should be included.

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

Through the internal operating regulations of the PSP "Thrombosis- Bleeding -Transfusion Medicine" all matters from the beginning to the end of the studies are regulated. More specifically, the following are regulated: the selection procedures of students and the required supporting documents, the rights and obligations of students, the monitoring of student progress, the procedures, and conditions for the preparation of assignments and dissertations, the awarding and recognition of degrees, the time duration of studies, the conditions for promotion and ensuring the progress of students in their studies.

There is a presentation of the program to the new students during a welcome event in the first week of the new academic year. At this first meeting/welcome event, new students are informed about all the administrative procedures, and they are given the Study Guide. Also, they are informed about the institution of the Academic Advisor and Students' Appeal.

The students' academic progress is followed by the Academic advisor allocated to each student.

Even though student mobility through the Erasmus+ is presented and made available to students, nevertheless, there is limited participation by the students.

The ECTS system is applied in the curriculum, presented in the Study Guide. However, there is a discrepancy between the number of contact hours (as dictated from the ECTS offered) and the actual lectures appearing on the website of the PSP.

There is a defined framework of quality standards for the preparation of the PSP theses described in detail in the Thesis Preparation Guide. Furthermore, there are Research Ethics Regulation applied in the PSP.

The Diploma Supplement is issued in Greek and English.

II. Analysis

The only area in this principle which is not developed is Student Mobility via the Erasmus program. However, this is not due to lack of information or encouragement by the PSP but due to the limited time availability of the students who, in the great majority, are already employed.

III. Conclusions

The PSP is fully compliant with Principle 4.

Panel Judgement

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

Panel Recommendations

None.

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

There are merit-based criteria and procedures applied for the selection of the teaching staff to ensure transparency and meritocracy.

In fact, highly prominent members of the Department of Medicine of EKPA, as well as other Universities and National Research Centers of the country, and specialized centres in Europe and US, are chosen to teach.

The lecturers are selected based on the following criteria: reputation, research experience and contribution, international recognition, and relevance to the academic subject they are asked to teach.

The Department of Medicine implements a strategy regarding the development of the members of the academic unit with an emphasis on training, scientific development, and promotion of the research work of its teaching staff members through ELKE. Also, the Department of Medicine encourages and finances through ELKE the participation of faculty members in international conferences at home or abroad. However, there is not structured

professional development, in terms of teaching competence and pedagogy, offered by the Department.

The evaluation of the teachers of the PSP is done through the completion of relevant questionnaires by the students. Subsequently, the Curriculum Committee dedicates one meeting per year exclusively for evaluations, both of courses and teachers.

II. Analysis

According to students' testimonies their participation to research projects could be improved. This relatively limited link between education and research is reflected also in the dissertation topics, which are primarily focused on literature reviews and rather rarely on experimental research.

Even though members of staff have significant research productivity, nevertheless, their research projects are not always related to the PSP. Consequently, the research activities within the PSP are not focused on specific scientific areas but rather each member of staff has their own research interests.

The members of staff are not using the opportunity provided by Erasmus+ for faculty exchange between participating institutions.

Furthermore, there are limited opportunities for professional development of staff in terms of teaching and pedagogy qualifications.

III. Conclusions

The PSP is substantially compliant with the criteria of Principle 5.

Panel Judgement

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

Panel Recommendations

- It is recommended that the Department establishes a formal Teaching Development procedure where members of staff improve and update the teaching and pedagogy skills.
- In that respect, staff mobility should also be facilitated via Erasmus+.
- An effort should be made to identify focal research areas that the PSP concentrates and, in this way, provide more opportunities for the students to engage in experimental dissertations and thus improve the link of teaching with research.

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

The online tour of the facilities was not conducted, but the EEAP had the chance to watch a video filmed in the teaching facilities. The video that was provided had no embedded narrative or sound. The EEAP had to clarify the accessibility options for people with disabilities, and the PSP Director was glad to solve further questions. According to Appendix A3, only 70% of the teaching facilities are accessible to people with disabilities. The EEAP found out that some lectures are held virtually by means of synchronous online classes, even though the corresponding documents indicated teaching in auditoriums as the sole course delivery method (Appendix A6). The PSP Director provided the respective curriculum modification and licensing to conduct online lectures.

According to the submitted A3 document on quality targets, the EEAP must stress that only half of the students graduated eventually, and the proposed action was to reinforce the institution of the academic tutor. Conversely, the most recent IQAS report (Appendix A8) notes a high rate of graduating PSP students (80%), indicating that delays and drop-outs were remarkably reduced during the last semesters. In the same context, the regulation of academic tutors is meticulous (Appendix A11), and there should be a regular feedback loop with students to achieve higher rates of engagement.

The host institution provides access to library and electronic services, including wireless network (Wi-Fi), virtual private network (VPN), e-mail provision, eClass services, depository, personal website, and major electronic databases. The PSP administration organizes each year a scientific event, namely “Meet the Hemostasis Experts”, and the related material is accessible to the students. However, PSP students do not have access to platforms with great contributions on the field, such as UpToDate. Administrative services are also easily accessible for other issues that involve meals and parking within the campus, housing, and gym. Psychosocial support and career development services are also available by the host institution. Nevertheless, there is no alumni network or meetings.

According to the Internal Quality Assurance System (Appendix A8), the administrative services have been deemed sufficient and readily available. The same report notes that the learning materials (both educational and scientific equipment) are of high quality. The PSP students are encouraged to participate and present their work in workshops and conventions on the field. However, the same report remarks on the decreased familiarization of students with laboratory techniques and hardly any mobility within the European Union or other student exchange programs. The feasibility and viability report confirms that the infrastructure is fit to conduct the PSP and that the administrative and other staff will support the implementation of the PSP Study Program.

The EAAP has found that the PSP “Thrombosis-Haemorrhage-Transfusion Medicine” is hosted by the Hematology Lab of “Aretaieion” University Hospital Athens and the Medical School of the National and Kapodistrian University of Athens (mainly by the Biological Chemistry Lab). The premises are equipped with all the required facilities, including auditoriums, classrooms, and laboratories. Teaching facilities are easily accessible with public transport. The postgraduate students can be informed about services and events through the School of Medicine and the NKUA websites. The PSP website is updated and contains the lectures’ program among other resources (<https://tbtm-msc.gr/>).

II. Analysis

Teaching spaces

The PSP operates mainly on the premises of the Medical School and in “Aretaieion” University Hospital, which facilitate the PSP with modern classrooms and auditoriums, equipped with

audiovisual devices, personal computers, and the internet. There are contracts between the PSP and clinics of the NKUA and the National Healthcare System to support the clinical and laboratory education of PSP students. A large number of laboratories and clinics from both the public and the private sector are collaborating with the PSP, especially on the grounds of the preparation of theses: 22 hospitals of the National Healthcare System, the Biomedical Research Foundation of the Academy of Athens (BRFAA), University of West Attica, the National Centre for Blood Donation, Athens Medical Group, and Hygeia Group.

Library

The Library of the School of Health Sciences is also located in Athens (<http://www-en.lib.uoa.gr/libraries/health-sciences.html>) on an area of 2,500 m², and includes a reading room of 76 seats (reduced due to COVID-19 pandemic prophylactic measures), 20 information search and retrieval stations via OPAC catalogues and the Hellenic Academic Libraries Link HEAL-LINK. The library staff offers the students guidance to locate reliable sources and borrow scientific books and aids in the inter-lending of books and articles from other institutions in Greece and abroad ("Ask a Librarian" policy). Students are eligible to order manuscripts from scientific journals in the library (through actions undertaken by the National Documentation Centre). The collection of the registered printed material is also digitalized. The library contributes to the enrichment of the "Pergamos" Digital Library System by repositing postgraduate theses and doctoral dissertations. Recent developments in the library's infrastructure are going to provide easy access to students with disabilities. There is also an amphitheatre with a capacity of 170 students. The suggested bibliographic resources are of good quality and easily accessible.

Electronic services

The PSP website is updated and available in both Greek and English. The students can access useful applications and documents, along with the lectures' program and the clinical and scientific work of the organizing host clinic.

The electronic library services are mentioned above.

E-learning is a learning environment that uses information and communication technologies as a platform for teaching and learning activities. PSP students can participate in live presentations (webcasts) and electronic classes (eClass), and search and watch recorded sessions found either as open academic lectures or in Open Delos platform (provided by GU eLearning & Multimedia Support Centre). PSP students can also have remote access to their grades.

Other digital services provided by the NKUA to PSP students are: electronic address, access to the University's network securely through a virtual connection (Virtual Private Network - VPN), wireless network and internet access within the NKUA premises, personal webpage space, secure file saving, transfer, and exchange via File Transfer Protocol (FTP), Web File Manager

(WFM), WebDrive app to store deposited files from users.uoa.gr to personal computers, and alumni networking through the Career Office of NKUA. Electronic administrative office services are also available (timetable, ECTS, teaching staff details, exam dates, documents referring to thesis, and exchange of documents, applications, and certificates). The students conduct their assessments for the PSP online using the aforementioned service.

Academic tutor

Appendix A11 describes in detail the institution and responsibilities of academic tutors. Unfortunately, the EEAP did not have the chance to ascertain the effectiveness of this function. It is useful to organize an interim meeting between students and academic tutors and to submit tutor-student interactions to the NKUA Quality Assurance Unit. However, according to Appendix A3, a relatively high proportion of PSP students are expected to continue to PhD.

Student welfare

Every PSP student is eligible for the issue of an academic identity card (Academic ID), which provides reduced-cost tickets and lower fares for public transport (including bus and train routes, and specific ship lines). Counselling and support Services include consultation services on career development, University Club (www.lesxi.uoa.gr), Student Meal Services, Health Service, University Gym and Athletics Centre, University of Athens Cultural Club, Accessibility Unit for Students with Disabilities, Student Ombudsman, Liaison Office, Centre of Continuing Education and Life Long Learning, Foreign Languages Teaching Centre, Psychological Intervention Unit, Counselling Centre for Students, psychological support hotline 10306, Mental Health Community Centre, and Student Support Fund. More specifically, PSP students are fully eligible for medical, pharmaceutical, and hospital healthcare, if they have not already chosen another Healthcare Insurance Plan. Healthcare Insurance includes healthcare services in Public Hospitals, University Hospitals, and Public Primary Healthcare Facilities which are part of the National Healthcare System (ESY/ΕΣΥ in Greek). In case of an emergency, students can also seek help from Municipal Medical Centers of the country, upon showing their Academic ID Card or AMKA number (Social Security Number). In addition, the University has its own services, which are located at the centre of Athens (15 Ippokratous Street), and at the University Campus in Zographou (12 Olof Palme Street, Panepistimioupoli, Ilisia), which provide Healthcare Services for specific medical specializations upon showing the Academic ID card.

Tuition fees

PSP students are expected to pay 1,000 euros each for each semester (2,000 euros annually). There are two scholarships each year (regarding one semester) and some cases of discount (e.g., first- or second-degree relatives). Students who continue to fulfil the financial and social criteria of free studies after the completion of their bachelor's degree are eligible to join the PSP for free. The PSP adheres to current legislation (4485/2017) and can offer fee discounts to up to 30% of students. However, the PSP Steering Committee should always consider the

viability and sustainability of the program under the current fiscal constraints. The tuition utilization plan appears effective. It will be encouraging to offer further sources of financing, along with a flexible payment plan (not right before the start of each semester). External stakeholders (including the Hellenic Society of Haematology among others) could contribute towards this target.

The incoming resources are being handled by the Special Account for Research Grants (SARG) of NKUA, which retains as high as 30% of the amount deposited by students. The EAAP strongly believes that both SARG and PSP contributors should be in search of further funding to invest in research (donations, sponsorships, legacy funds, and research grants).

III. Conclusions

Overall, the infrastructure and services offered by the PSP are considered adequate. The postgraduate students are mainly informed about the provided facilities via the PSP, School of Medicine, and NKUA websites. The teaching staff is considered proficient in conducting the educational process. The tuition utilization plan appears effective. It is particularly encouraging to seek alternative sources of financing.

Overall, an essential professional training in Thrombosis, Hemorrhage, and Transfusion Medicine. The exploitation of the institution of academic tutors could increase the rate of students who follow a Ph.D. career path beyond 10%, and further encounter drop-outs, and delays in graduating and delivering the PSP theses. The involved eminent academic teaching staff (jointly with the external shareholders) are expected to act and offer more opportunities for basic science.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Support the institution of academic tutors and communicate to the students the expected benefits.
- Build an alumni network and take advantage of any feedback.
- Offer more opportunities for basic research and access to research grants.
- Search for alternative funding sources and scholarships should be pursued. External stakeholders should engage for this purpose.

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

The EEAP was provided with a set of Quality Indicators for the TBTM-MSc programme that lists the composition of the student profiles among other variables for the PSP. The PSP uses an electronic information management system to access questionnaires, evaluation forms, class material, and statistical data on key performance indicators, student population profiles, student progression, staff population profiles, success and drop-out rates and student reports, among other electronic resources and data. MODIP is responsible for evaluating the programme for 6 months. A variety of outcome data are collected, analysed by MODIP's internal evaluation process, and deposited in the electronic information management system. The evaluation is distributed to the members of PSP to make the necessary adjustments where needed. The annual MODIP evaluation ensures the continuous quality improvement of the aims of PSP, the goals, and the strategy throughout the year. The external evaluation process was executed on 20-24/01/2014.

II. Analysis

The PSP was established in 2009 (ΦΕΚ 1908_07/09/2009) and externally evaluated in 2014 and accredited in 2018 (ΦΕΚ 3285_08/08/2018). The EEAP received key performance indicators for the PSP and statistics regarding the composition of the student profiles among other variables for the two academic years. According to the presentation, discussion with the PSP members during the meeting, and the documentation of the relevant documents, the EEPA was informed that out of the 278 students between 2010 and 2022, 231 students successfully finished the PSP. Key performance indicators, student population profile, student progression, success, drop-out rates, and student satisfaction with the programmes were documented. The drop-out rate between 2012-2018 was 24/141 students (17%) and between 2018-2023 was 10/152 students (6.5%).

As stated by the MODIP, most of the students were employed by state hospitals or other state institutions. It should be noted that half of the students are medical doctors, and the other half are nurses and medical technicians. The PSP represents a national qualification programme for medicinal/medicine occupations. The students can provide anonymous evaluations concerning their learning experience at the end of the semester. Detailed student surveys for all subjects of the PSPs are evaluated at the end of the six-month semester. The questionnaires for assessment by the students are adequately deposited in the electronic information management system of the PSP. Nevertheless, during the presentation of the MODIP, the EEAP noticed that the student's evaluation rate was very low. It is recommended to include one more question: I have learnt a lot. The EEAP noticed that the marks for all the teachers were excellent which is quite unusual. The EEAP discussed extensively with students about their teaching and learning experiences. The students highlighted the dedication and highly committed academic staff and their satisfaction regarding their learning experiences. The students stated that the program promotes the student's confidence. They get adequate guidance and support from the teaching staff and there is an intensive student-teacher interaction. Students communicate with the teaching members openly and they are treated with respect. Students are assured that their evaluation is taken into consideration to improve the quality of the PSP.

Based on a recording video, which even was not commended, the building infrastructure, teaching methods, teaching, and clinical laboratories as well as materials used in teaching, are up-to-date and support the use of modern educational technologies. The laboratories for the practical exercises are well-equipped with instruments required for the PSP. All the relevant courses are well described and are deposited in the electronic information management system as well as on the website of the programme. The courses are video-recorded, and records (and PDF files) are uploaded on the website of the PSP. Moreover, research and grant activities of the PSP members and students must be integrated into the website of the program.

III. Conclusions

The EEAP found detailed documentation of the PSP and documents that are easily accessible. The management of the PSP is efficient making available the relevant documents of the PSP. Detailed student and staff satisfaction surveys for all subjects are evaluated at the end of the six-month semester, as well as at the end of each laboratory course. The learning

infrastructure is more than satisfactory and well-documented. From the discussion with the external stakeholders and the students, the EEAP noticed close communication between faculty and students regarding the labour market.

Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Only books written by the staff are recommended. Other books (Greek and English) should be also recommended. Otherwise, there will be also a conflict of interest.
- The EEAP recommends the integration of grant activities of the PSP members and students into the website of the programme.
- Moreover, the recording video presented to EEAP should be commented, extended with more PSP information, and uploaded into website of the PSP.

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

The PSP website can be accessed at <https://tbtm-msc.gr/> and it provides information about the outline of the program, the PSP Study Guide, the PSP Steering Committee members and their CVs, a list with the teaching staff and PSP collaborators, calls to apply for the program along with the respective deadlines and application forms, useful links, announcements, sample letter of recommendation, registration form, detailed semester program -including the timetable of lectures and activities, the Quality Policies of the PSP and the NKUA, the latest IQAS report, a list with PSP theses which were conducted from 2009 and on, the PSP complaint form, scholarships awarded to PSP students, access to audiovisual content from the affiliated conferences namely "Meet the Hemostasis Experts", other useful links and announcements, relevant volumes of the Official Government Gazette, and contact details with the PSP secretary. The website is modern, available in Greek, and is regularly updated. The English version of the PSP website is under construction. The PSP has a contract with a technician for the website's maintenance and updates.

According to Appendices A1 and A11, academic tutors are expected to share office hours for PSP students, but the EAAP was unable to track the relevant data. The teaching staff should also disclose their e-mail addresses on the website. The Medical School of NKUA shares a link to the PSP with all relevant details.

II. Analysis

Most of the Lectures are available online either as PDF text or as recorded sessions, and PSP students can download the files to their computers. The assessment of each lecture is easily accessed by using personal passwords. Password owners can also access selected citations online, regarding significant research studies in the field of thrombosis, bleeding, and

transfusion medicine. Nevertheless, the contact details of academic tutors have not been identified. The information available online generally meets the requirements of Principle 8.

III. Conclusions

The PSP publishes online information in a direct and accessible way.

Panel Judgement

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

Panel Recommendations

- Adhere to the PSP Quality Policy and support the institution of academic tutors by posting contact details online.
- Create a bilingual version of the website.

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

The QAU hosted by the NKUA performs annually the IQAS. The results are also available online on the PSP website. EEAP was provided with Appendices A8 (IQAS), A9 (assessment performed by students), A10 (regulation for the management of complaints and objections), and A3 (goal setting). There is a clear timetable of the processes preceding the final IQAS report conduct. The participation of students in the assessment procedures was poor during the last years (60% of current students and 5% of graduate students for the period 2021-2022). This issue was recently resolved by turning it into a mandatory process. However, the teaching staff reports a low count of comments during the semester. The procedure of complaints is declared to be handled with respect to GDPR compliance, but the field of the student's identity data in the respective document is mandatory.

Specifically, the system consists of two parts: (i) Regular internal review with the participation of students and other interested parties, and (ii) Procedures for restructuring, updating, and adjusting the PSP, as/when required. The Periodic Review Process takes place at the end of each academic year when the PSP Coordinating Committee evaluates the teaching and educational activities implemented and plans accordingly the adjustment of the educational and teaching-related activities as required. The decisions of the Coordinating Committee are forwarded to the Assembly of the School of Medicine for approval. At the Institution level, QAU monitors and utilizes the collected PSP data to reshape and adjust the Institution's strategic planning for the PSP. As regards the Adjustment Process, it is activated if changes are required in the PSP (such as changes in course structure and content or in the number of admitted students, etc.) and then the PMS is reformed.

II. Analysis

The requirements of Principle 9 are satisfied.

III. Conclusions

Full compliance with Principle 9.

Panel Judgement

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

Panel Recommendations

None.

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 HAHE is responsible for administrating the PSP evaluation and accreditation process. The HAHE set several processes and procedures with the ultimate task of ensuring the goals of quality of the PSP. All members of the PSP are aware of the significance of external evaluation by the HAHE and its important contribution to the improvement of the programme. A similar view was expressed during our online meeting with the members of the MODIP and OMEA committees and other representatives of the institution.

II. Analysis

According to the HAHE, the PSP is responsible for evaluating the programme every 6 months. In this context, a variety of outcome data are collected, and analysed by MODIP's internal evaluation process. The evaluation is distributed to the members of PSP to make the necessary adjustments where needed. The MODIP played an active role and identified several strong and weak points of the programme.

The MODIP's evaluation on 28/12/2022 took the following relevant and essential parameters set by the HAHA.

1. The course outlines.
2. The available quality data from the quality information system (ΟΠΕΣΠ) of the ΕΘΑΑΕ (HAHA) from 2015-2016 onwards.
3. The student evaluation questionnaires.
4. The annual internal report of the MSc accreditation-working group.
5. The target setting of the academic year 2022-2023.
6. The ΕΣΔΠ/ΕΚΠΑ procedures manual.

During the meeting, MODIP and the teaching members agreed that they are very thankful for the EEAP recommendations for improvement of the PSP and will carefully follow and implement the EEAP suggestions and recommendations.

III. Conclusions

Members of the MODIP and OMEA committees were aware of their responsibilities regarding the EEAP. In addition, all the members of the teaching personnel and MODIP have adequately recognised the weakness of the PSP and actively participated in the external review process. During the discussion, they expressed their willingness to take follow-up actions. It should be noted that this is the first evaluation of the PSP. Based on the online two-day evaluation, the EEAP got the impression that the members of PSP will implement its suggestions/recommendations. The EEAP is expected to identify improvements in the next years.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- The duration of the PSP-TBTM program is 4 semesters of studies (120 ECTS), including a Diploma Thesis of 30 ECTS that is advanced and equivalent to the most of MSc in EU.
- The postgraduate program "Thrombosis-Bleeding, Transfusion Medicine" has an important role in the development of the subject and is still important throughout Greece. Both undergraduate and graduate students in the program as well as stakeholders consider the program to be very good and necessary.
- 28 % of the PSP graduates, continue with PhD studies within the subject.
- The School of Medicine and the PSP shown to have a satisfactory of facilities, learning, logistical infrastructure, and administrative support on the site to run the PSP.
- The Department of Medicine of NKUA demonstrates a good quality and capacity of actively involved teachers with adequate qualifications to run the PSP. The Department demonstrates also to have established several National and International research collaborations linked to the PSP.

II. Areas of Weakness

- The PSP in its current form is more adapted to the specialization of the health professionals in thrombosis bleeding and transfusion medicine to improve national health.
- The actual research activities are limited. In the present form, the programme is not competitive and may affect the mobility of the participants in the international market.
- More research opportunities should be offered to PSP students, since most of the teaching staff are prominent researchers and hold research grants.

III. Recommendations for Follow-up Actions

- Enhancing the mobility of postgraduate students and their participation in international scientific conferences via ERASMUS.
- An English website is needed so all the information concerning the PSP-TBTM will be clearly and completely displayed in English and open for all foreign interested partners/companies etc.
- The EEAP strongly recommend the participation of more students in research project via the ERASMUS students exchange programme, collaboration with other institutions, and acquiring third-party financing grants.
- An effort should be made to identify focal research areas that the PSP focuses thereby providing more opportunities for the students to engage in experimental dissertations and thus improve the link of teaching with research. Offer more opportunities for basic research and access to research grants.

- Offer more opportunities for basic research on materials, physiology, and biomarkers. Try to limit review theses and focus on clinical trials, quality of life, training assessment, and novel imaging techniques.
- Strengthening the research potential of the Postgraduate Program with emphasis on international research collaborations, enhancing the mobility of postgraduate students and their participation in international scientific conferences.
- The EEAP recommends the integration of grant activities of the PSP members and students into the website of the programme.
- Search for alternative funding sources and scholarships should be pursued. External stakeholders should engage for this purpose.
- The Diploma thesis of the students should be written in English to increase the chances of publishing a review in different journals.
- The EEAP recommend detailed calculation and justification of the ECTSs. The programme is running 4 semesters (120 ECTSs) and 3 semesters take place at the weekend. The PSP should significantly increase the academic load in terms of contact hours required for the standard workload of 30 ECTS per Semester.
- Former external evaluations and accreditations should be connected to the website.
- With regards to the content of the Syllabus, more and different methods of assessment with smaller grading weights (e.g. 30% max), should be included in each course to provide more opportunities for the students to demonstrate their learning. Furthermore, a detailed link of the learning outcomes with each different assessment should be included to improve the grading transparency and provide justification for each assessment. Finally, a rubric with the assessment criteria should be included.
- It is recommended that the Department establishes a formal Teaching Development procedure where members of staff improve and update their teaching and pedagogy skills.
- In that respect, staff mobility should also be facilitated via Erasmus+.
- Support the institution of academic tutors and communicate to the students the expected benefits.
- Build an alumni network and take advantage of any feedback.
- Only books written by the staff are recommended. Other books (Greek and English) should be also recommended. Otherwise, there will be also a conflict of interest.
- The EEAP recommends the integration of grant activities of the PSP members and students into the website of the programme.
- The recording video presented to EEAP should be commended, extended with more PSP information, and uploaded to the website of the PSP.
- Adhere to the PSP Quality Policy and support the institution of academic tutors by posting contact details online.
- Create a bilingual version of the website.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **2 and 5.**

The Principles where partial compliance has been achieved are: **3.**

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

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2. Prof. Agapios Sachinidis

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3. Asoc. Prof. Stefanos Volianitis

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