



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

Nursing

Institution: University of Patras
Date: 14 October 2022



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



Report of the Panel appointed by the HAHE to undertake the review of
the New Undergraduate Study Programme in operation of **Nursing** of the
University of Patras for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Nursing** of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Alex Molasiotis (Chair)**
University of Derby, Derby, UK

- 2. Associate Professor Amalia Tsiami**
University of West London, London, UK

- 3. Professor Zoe Roupa**
University of Nicosia, Nicosia, Cyprus

- 4. Ms Maria Kapritsou**
Member of the Hellenic Regulatory Body of Nurses, Greece

- 5. Mr Ioannis Moysis Skianis**
Student representative, School of Medicine, University of Crete, Greece

II. Review Procedure and Documentation

The panel has met on the 19th of September 2022 to review all documents supplied (which we all had pre-read) and agree on key questions and issues to focus on during our evaluation. We have been supplied with ample information to help with our deliberations. The meetings and discussions were conducted online over two days, including the 19th and 20th of September 2022. The below list shows all the documents we have received in Greek, with an English title not being the direct translation but rather an indication of the content of the files:

List of files provided:

- B1 Proposition for the academic evaluation
- B2 Introductory report from MODIP
- B3 University strategic plan
- B4 Feasibility report
- B5 4-year action plan for the Nursing department and its undergraduate programme
- B6 Updated policy for the quality assurance of the university
- B7 Policy for quality assurance – department of nursing
- B8 Goals for quality in the University
- B9 Goals for quality in the Department of Nursing
- B10 Governing Council decision for the development of the undergraduate programme
- B11 Study guide for the current academic year
- B12 Subject description in Greek and English language
- B13 Subject list that concerns learning related to digital skills (not used)
- B14 Name list of all academic staff
- B15 Results of the internal evaluation of the undergraduate programme from MODIP
- B16 Sample of questionnaire for the subject and staff evaluation from the students
- B17 Guidance on the management of complaints and appeals from students
- B18 Guidance on the role of academic consultant
- B19 Internal operation guide for the new undergraduate programme of studies
- B20 Study guide, and guidance on practicum, mobility, and dissertation
 - B20.1 University study guide
 - B20.2 Guidance on how to write essays
 - B20.3 Guidance on Erasmus+ mobility programmes
- B21 Sample of diploma certificate in Greek and English language
- B22 Certification letter from the head of the department related to diploma being issued to all students with the completion of their studies

B23 Summary of staff achievements in research and teaching, based on international systems of scientific evaluations

B24 Reference of 'ΟΠΕΣΠ' at the level of university as well as department and new study programme related to all past academic years

B25 Progress report about the results from the external evaluation previously done

B26 Supporting material

B26.1. External evaluation of the department of Nursing

B26.1α Report on the external evaluation conducted when the department was under TEI of Western Greece (October 2013)

B26.2 Memorandum of collaboration from the department

B26.3 Guide to clinical practice of the undergraduate programme

B26.4 Annual evaluation report (2019-20)

B26.5 Collaborative agreements with other institutions as part of the Erasmus programme

B26.6 Alignment of subjects from the TEI (2011 και 2017) and the University programme

B26.7 Research strategy for the department

B27 Additional regulations (not done)

B28 Study guide of the previous undergraduate programme

B29 Sample diploma of the previous programme

B29.1 Sample of diploma from the previous TEI of Western Greece

B29.2 Sample of current University diploma

B30.1 Sample of diploma in Greek language

B30.2 Sample of diploma in English language

B31 Name list of staff from the previous undergraduate programme

B32 MODIP's report for the transition of the undergraduate programme from TEI to University and its level of completion.

We also had (online):

- Meetings with the Vice Rector/President of MODIP and the Head of the department
- Meeting with OMEA and MODIP members
- Meeting with teaching staff of the department
- Meeting with Laboratory Teaching staff
- Meeting with undergraduate students from all years, and a graduate who was connected online
- Meeting with administrative staff
- Meeting with employers and social partners (including managers/assistant directors of hospitals or units from the University Hospital of Patras-Rio; General Hospital of Patras-

Agios Andreas; Paediatric Hospital of Patras “Karamandanio”; the Hellenic Red Cross; the Social Organization of Patras Municipality, and a Health Centre

With faculty and other teaching staff we discussed professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff’s involvement in applied research, projects and research activities directly related to the programme; and possible areas of weakness

With students we explored the students’ satisfaction from their study experience and Department/Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.

The on-line tour covered classrooms, lecture halls, libraries, laboratories, and other facilities. We also had a further discussion about the facilities presented in the video produced for this purpose.

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

III. New Undergraduate Study Programme in operation Profile

The Department of Nursing is part of the School of Health Rehabilitation Sciences and one of the School's three departments under the University of Patras. The undergraduate nursing programme provides theoretical, laboratory-based, and clinical training to students aiming to provide high quality teaching and research, internationalisation opportunities, student support, and contribute to the community.

The Department operates as part of the University of Patras since 2019, after the discontinuation of the TEI of Western Greece under Law 4610/2019 where the programme in Nursing was running before. The Department has no graduates yet under its university programme.

The objectives of the programme include:

- The introduction of students to the complex and dynamic nature of nursing as it is practiced in primary, secondary and tertiary care.
- Shaping holistic practitioners that have adequate knowledge and skills of a general nurse to offer safe and high-quality care across settings.
- Cultivation of the students' personal and professional development.
- The promotion of the nursing profession through skills, critical thinking, and evidence-based practice.
- Developing nurses who will be able to cope with teaching, research, and administrative duties.
- Encouragement of continuous scientific and professional development of nurses

The Department has established a Curriculum Committee which oversees the development and approval of the curriculum, to meet the standards of the European Union directives for nursing education and the legal framework of the Greek Ministry of Education. Their proposals are reviewed and approved by the Departmental Management Committee ('Sinelefsi').

Broadly, the curriculum meets the criteria of the European Directive for nursing education. The adoption of the European Credit Transfer System (ECTS) makes it a flexible programme, promoting the international academic and vocational recognition of the qualifications awarded by the Department.

- The level according to the Greek system of study is: Undergraduate
- Level according to the Bologna Process structure: 1st cycle
- Level according to the National Qualifications Framework: 6
- Level according to UNESCO's International Standard Classification of Education ISCED 2013: 5A.

The qualification award is 'Ptixio', equivalent to BSc (Hons) in Nursing.

The degree of the Nursing Department of the University of Patras leads to the practice of the profession of Nursing, a regulated profession, described in the European Directives 2005/36 / EC and 2013/55 / EC as "general care nurse".

Holders of the degree of the Nursing Department can be employed in various positions at the National Health System of Greece, education, the wider public sector (DEKO, Banks, etc.) and the private sector, for which the degree in Nursing is a legally defined obligation. The professional rights of holders of Nursing University Degrees are not described in the current Legislation.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

b. The strategy of the Institution for its academic development

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

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

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

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

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

d. The documentation of the sustainability of the new department

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

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

e. The structure of studies

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

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

f. The number of admitted students

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

g. Postgraduate studies and research

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

Relevant documentation

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

Study Programme Compliance

The academic profile of the department focuses on the theoretical and practical training of the students in their preparation to become nurses. Holistic and evidence-based nursing, clinical skills, teamwork, patient health education, research, nursing management, and evaluation of nursing services are all part of the curriculum. The objectives of the programme, the input and expected output are described in detail in the Student Guide.

The Departmental strategy, within the wider University strategy, is to educate a nursing workforce, conduct research, connect with society, internationalisation, create a university environment, and safeguard quality. The Department strives to promote interdisciplinary learning, carries out research, and takes part in international mobility programmes with both staff and students.

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

We have received information for some international collaborations, and strong support for the mobility of staff and students, particularly through the ERASMUS + programme (although during the COVID-19 period such programmes were not active).

The Department has several appropriate committees to oversee the programme of studies, including student engagement. In its planning, the programme has considered other national and international programmes and has focused also on the local needs. Staff are all meeting the qualifications of university staff, and all are highly experienced. An appropriate viability report exists for the programme.

Besides the theoretical part, there is a strong element of training in clinical practice, which is well-developed and is cohesive. Clinical practice takes place in a wide variety of settings, including hospitals, health centres and NGOs. Clinical practice is done very well and student supervision does not exceed 1 supervisor to 3-5 students, which is excellent and is congruent with high-quality clinical training standards. This is an excellent example of providing clinical training to undergraduate students, building on strong foundations. It is also labour-intensive. The evidence we have collected suggest that clinical practice meets with the EU mandate of a minimum of 2,300 hours of clinical training for registered nurses.

A website exists for the department (and the School), and provides sufficient information ([Department of Nursing - University of Patras \(upatras.gr\)](http://Department of Nursing - University of Patras (upatras.gr))).

Teaching is done mainly through face-to-face activities (except during the COVID-19 period). Assessment is mainly through written exams, alongside essays, literature reviews, case study discussions, tutorials, and others. Teaching and learning are further supported with the use of online and digital material, such as the e-class system. Teaching is supplemented with the use of research laboratories, including 2 paediatric ones. There is a PhD programme in the Department.

The Department has 9 full-time academic staff supported with appointments under Law 407. The number of students to be admitted each year is determined through a departmental

recommendation to the Ministry of Education, and a final decision reached by the Ministry of Education. Currently, 230 students are admitted each year, hence in a 5-year period the total number is 1150 students. Adding on the transfer students and other special categories, the total number is significantly higher. **The current intake number is not a viable number**, and not conducive to which high quality education and training, unless staff numbers are increased accordingly. We understand that the Department makes a recommendation each year for an intake of 120 students, which the panel feels is the right intake number too, but their recommendation is not upheld. Based on international standards, quality learning and the complexities of clinical training in the nursing programme, the intake must be decreased to a number much closer to the Department's recommendation.

Clinical training during COVID-19 was suspended or decreased. Students in the last couple of years may not be trained clinically up to standards. While the Department has put some effort to fill the gap with a clinical training programme of 2 weeks, this is not adequate, and a more concrete effort needs to be made to improve on the clinical time and skills training that students have missed out during this period.

Postgraduate programme: The department runs a cross-disciplinary postgraduate programme in Rehabilitation Sciences. While working on this alongside two other departments in the faculty manages some of the staffing and expertise issues, it is a generic programme, with 3 specialty pathways in speech therapy, nursing, and physiotherapy. The programme focuses on the prevention, improvement, and rehabilitation of health conditions. The output from this programme in terms of research and its impact on student employability and career development could be enhanced. On the other hand, the PhD programme is vibrant with significant numbers of students compared to the number of staff in the department, and quality over quantity should be discussed further within the department.

Overall comment

The Department runs well and has a high-quality degree programme, despite resource and staffing issues. We have not identified any major issues. However, the Department needs to develop a **university 'consciousness'** and identity, and subsequently translate it into actions that reflect university-like thinking. This is not something that will materialize overnight, we recognise that, but it needs to be developed over the years with specific strategic actions, some of which we will cover throughout this report.

Panel Judgement

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

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

Panel Recommendations

The issues we identified, consistent with ALL other departments that were transformed from TEI to University Departments, reflect a lack of consideration from the Ministry of Education regarding how these departments will operate as fully university-based discipline programmes. The name and level have changed on paper, but the Ministry has provided no resources to the institution to function with its new upgraded and more demanding academic role. A small number of academic staff is called to upgrade the level of education and training overnight, and indeed they do so with personal commitment while lacking significant amount of resources and with poor central government financing.

Overall, the programme is delivered very well, and the students are knowledgeable and confident. The below recommendations are for the Department to consider in due course to further develop the academic profile of an already good programme.

- Develop a set of more clear goals/objectives for the programme. This needs to consider what kind of a nurse graduate the programme will develop and articulate how this is done.
- The workload of staff is heavy as the number of academic staff is small. Curriculum efficiencies can be improved, for example with minimising overlapping content and/or merging subjects of similar content and/or delivering subjects across disciplines (i.e., biology, anatomy, physiology etc). In academic programmes, depth rather than breadth is required.
- Diversify student assessment to include a wider range of approaches, particularly those that enhance critical thinking
- Fill the gap of clinical training of students that derived from the COVID-19 restrictions imposed to clinical placements and access to hospitals. **This requires that affected students receive clinical training to replace the lost clinical hours.**
- Develop minimum clinical skills that should be achieved for all students to experience during their studies.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

With regards to the Quality Assurance Policy of the Institution and the Academic Unit principle the panel finds the Institution fully compliant.

The University of Patras has set up an internal evaluation committee (OMEA) and a Quality Assurance Unit (ΜΟΔΙΠ) to ensure the quality and ongoing improvement of the university and the undergraduate program under evaluation. As stated at their website, as well as in appendix B7, after the evaluation in 2013 those committees were elected regularly and have established specific responsibilities. Appendix B15 provides a sample of the most recent evaluation conducted by ΜΟΔΙΠ and well identifies the strengths of the program as well as areas for improvement. In addition, an excel file was shared with the panel showing the statistics of questionnaires submitted by the students per course of the program. Finally, in the meetings

the panel was presented analytically with all above evidence which matched with the documents studied by the panel.

In conclusion, the Department and University have developed appropriate methods for the establishment of the necessary committees for internal evaluation and continuous improvement. As an Institution it includes the opinion of students through the appropriate resolution methods.

Panel Judgement

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

Panel Recommendations

- A suggestion could be in the questionnaires given to students to evaluate the Institution in all parameters (administrative support, facilities provided etc), other than the courses because this offers a better usability and utility of the students. They should evaluate the administrative support, facilities provided to ensure the quality of service offered by the Institution and the student satisfaction on those services. Furthermore, the committees should be continuously updated on the latest global directives to maintain a high-quality level quality assurance and keep academic faculty and students informed.
- Enhance efficiency in research and training by utilizing infrastructures available in healthcare facilities that collaborate with the Department.
- Consider mechanisms to enhance development of junior faculty by fostering mentoring mechanisms within the Department and across the University.

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

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

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

Relevant documentation

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

Study Programme Compliance

The University of Patras accredited the new UG programme in Nursing in 2020, following the conversion of T.E.I. (Technological Educational Institutes) to the University status. The documentation included all the relevant information, highlighting that the curriculum has taken into account the latest developments of nursing across the relevant international community as well as the EU standards (77/453/EEC and 89/595/EEC) for the mutual Recognition of Professional Qualifications (EFN) as well as the relevant regulations of the profession within Greece.

The Programme of study has 39 core modules and 14 electives, that students could specialize on, depending on the chosen module(s). The programme has 240 ECTS which is in line with the European Credit Transfer System. The academic regulations suggest that in each semester students should attend modules that would add up to 15 ECTS, to avoid work overload, ensuring the student wellbeing as well as the opportunity to study in-depth each subject dedicating study-time.

Students would have a variety of learning activities such as theory, clinical tutorials (φροντιστήριο) and clinical laboratory work. It is stipulated that students should attend all the different methods of delivery, however the clinical tutorials and laboratory work (clinical lab practice as well as clinical time at the hospital) is compulsory, and each student should not miss more than 20% of the delivery time, to ensure that specific skills are delivered and tested.

The teaching time dedicated to tutorials, clinical practice, and laboratory (simulations) follow strict professional criteria.

It became clear that the clinical competencies are been evaluated using a qualitative scale, however measurable and explicit achievements in each clinical session (laboratory or tutorial) is not stipulated neither measured.

The evidence provided for the employment of the graduates is robust. The faculty studied in detail the evidence of nursing employment, which achieved 81% in 2008, whereas there was a reduced employment for graduates after the financial recession that levelled to 68% in 2016. It is believed that the data will change following the COVID-19 pandemic. The international demand for health care professionals is high and the projection is that the demand will increase with time. The employment prospect for health care professionals looks very promising, ensuring job safety for the newly trained students.

The student study guide is comprehensive, presenting all information needed regarding the new responsibilities and rights that students must follow in order to complete successfully their academic studies. The guide presents in detail each course, clinical and laboratory classes, the opportunities to experience studies abroad as well as the opportunities for lifelong learning and the importance of dissemination of research by attending seminar and conferences. The students will be able also to progress their studies by following postgraduate studies i.e., MSc in rehabilitation as well as an opportunity to follow PhD study. The Student Guide further includes supporting systems for the students to ensure the physical and mental health during their studies as well as other relevant departments/support services, such as library resources, IT and Admin.

The programme is nursing focused, relevant, and up to date, giving the students the opportunity to elective modules that would fit best their professional interest.

The academic staff meets the needs of the curriculum; however, many more academics are needed in order to teach specialised modules as currently hourly-based staff are employed to cover much of the programme needs. Extra staff is required to committees as well as to supervise the students as the staff to student ratio is very small.

Panel Judgement

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

Panel Recommendations

- Increase of members of staff to cover the high student numbers as well as the specialised subjects that are not currently covered by staff.
- Foster/enhance cross-fertilization of research activities between academic and clinical staff with joint research projects, joint publications, etc, as well as other disciplines including medicine.

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

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

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

Relevant documentation

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

Study Programme Compliance

The EEC have read the material supplied as well as having discussed extensively with the faculty about the methods of teaching and assessment of the modules delivered at the course. The findings were that the faculty uses subject-appropriate methods to introduce the theory as well as the practical elements of each subject. The faculty also introduced tutorials (φροντιστήρια) to support learning and give the opportunity to students to further clarify and resolve challenges related to the subjects taught during the theoretical and practical elements of each subject. The faculty uses a variety of learning methods and use extensively the electronic platform uploading supporting material and teaching slides. Simulation sessions were also recorded that enable students to re-watch the practical.

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

The clinical competencies are quite general, whereas the EEC suggested to be focused and practical, such as undertaking injections, placement of drips, dressing of wounds, etc. In the

case where the tasks are specific, it will ensure that students undertake a variety of tasks rather than repeating the same task throughout their clinical experience.

The students could give their feedback anonymously regarding their learning experience and evaluate the module at the end of the semester. The EEC suggests that a mid-term evaluation could be introduced, to enable students and faculty to implement changes to the teaching during the study period (semester) rather than the end of the semester, so the students can experience the change and benefit from their immediate feedback.

The EEC discussed extensively with the students their teaching and learning experience. They reported that they received strong (often informal) support and excellent quality of teaching, having the opportunity to interact with academics when using blended learning and the electronic platform included additional information.

Panel Judgement

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

Panel Recommendations

The panel recommends the establishment of services or improve in a more concrete way existing services for students with disabilities and special needs as well as diverse need of students from the LGBTQ community, gender diversity and different religions.

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

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

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

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

as well as

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

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

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

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

Study Programme Compliance

Student Admissions and Progression

To be enrolled in the Department of Nursing students must take part in Hellenic National Examinations. The entire admission process is organised and supervised by the Hellenic Ministry of Education. For students already holding a bachelor's degree (Graduates), there is also an option to take part in a special examination organised by the Department of Nursing ("Katataktiries Exetaseis"). These students – according to Greek Law – are a certain percentage

of all the admitted students for that academic year. All new incoming students are welcomed by the Department's President and Staff in the beginning of the academic year.

As mentioned, the number of enrolled students to the Department is decided by Ministerial Order. therefore, was informed that although the Department requested a lower number of students, the Ministry rejected their proposal and appointed 120 students to the school, therefore staff is overwork loaded (see paragraph 5.1 of document B1).

The progress of the students is monitored with regular oral and/or written examinations of the theoretical and practical classes respectively. The grading scale is from zero (0) to ten (10) and the pass mark is five (5/10). The final grade of a class is derived from the weighted sum of the grades of the theoretical, practical, and/or clinical exam. Monitoring of student progression is done through a digital platform. It was noted that the clinical practice does not have any grading system, it is pass or fail. Clinical competencies and skills are generally noted that are achieved; however, it is not clear if the students practiced that specific skill or observed the skill. It is quite important to introduce a detailed clinical skill marking sheet tailored to each module, that would enable the student to work towards achieving specific and pragmatic targets, take pride on the achievement as well as the academics would be able to monitor those clinical skills in detail. Reflective notes could be introduced at the clinical marking skills booklet.

Furthermore, in Supplements B20 and B21 included all the related documentation. An analytical internal regulation of the new study program was provided, which seems to be completed and provides all the necessary information to the students. Nursing students reported that their clinical knowledge and skills are sufficient and usually they succeeded in transferring their theoretical knowledge into clinical practice.

The Erasmus programmes are active (B26.5), while a regulation of assignments is provided. Memorandums of Cooperation (MOCs) with International Organizations have been established (B26.2). Also, the Diploma supplement form is provided in Greek and English language.

In conclusion, the department appears to have developed all the necessary academic qualifications and award of degrees, as well as the certificates of competence of the New Study Programmes.

Panel Judgement

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

Panel Recommendations

- Clinical rotations are graded on a Pass/Fail scale and a student requires a Passing grade to take the theoretical exam of the class. The EEA Panel recommends that the Department should implement a robust and objective number grading system for the Clinical rotations of the students. The grade of the clinical rotation should account for a certain percentage of the final grade of the class.
- Building up the student portfolio, there can be a process of accrediting certain clinical skills during their study time.
- Enhance opportunities for student mobility through the ERASMUS+ programme.
- Introduce a formal assessment of clinical skills (i.e., OSCE or similar) across the study programme, as well as develop minimum clinical skills that all students will have at graduation.

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

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

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

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

Relevant documentation

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

Study Programme Compliance

With regards to ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes principle, the panel finds the Institution substantially compliant.

The Institution and specifically the undergraduate program in Nursing has faculty in all ranks but these numbers seem to be insufficient for the number of students already enrolled in the program. The permanent academic personnel that constitute the undergraduate program in Nursing consists of 2 Professors, 2 Associate Professors, 3 Assistant Professors and 2 Lecturers for a total of about 735 students.

In addition, as shown in appendix B23 the academic faculty of the program seems to be highly involved in research, writing and teaching work as all of them having a high number of publications and conferences; even lower rank faculty seem to utilize resources for research projects, but it is not clear of the source, or the amount of funding received.

The academic personnel are insufficient for the students enrolled in the program and this may affect the teaching and research workload of the faculty in regard to the quality of their work, although the institution follows all regulations and procedures to recruit and promote faculty.

Panel Judgement

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

Panel Recommendations

- As mentioned earlier in this report, the Institution could lower the number of newly enrolled students or increase the number of permanent academic faculty. *This is the key aspect that led to the grading of ‘substantially compliant’, as the ratio of staff to students is low and this may affect the quality of learning.*
- The faculty could apply for more externally funded research projects. Furthermore, the focus should be more on international peer-reviewed journal publications output, particularly through collaborative work within Greece and internationally.
- Enhance opportunities for further academic development in research with developing a competitive mechanism for providing seed-money for pilot studies etc.

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

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

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

Study Programme Compliance

The Department of Nursing of the University of Patras presents adequate modern infrastructure for learning resources, as well as facilities for enabling students to access learning, classes, and laboratory-based work. Information for the available facilities and student support services are presented in files B1, B17, B18 and these were also presented to the Panel during the on-line visit of the Department.

Physical Facilities

The Department of Nursing operates in three buildings. The Main Building has five Classrooms equipped with overhead projectors, three fully stocked and modern labs for clinical simulations, and one research lab. Also, the main building houses the Department's secretary and the offices of the teaching faculty. In the second building, there are the labs which are used for teaching the subjects "Basic Nursing" and "Introduction to Nursing". One more building (the former Technical Service building) was under construction at the time of the

Panel’s visit. The Department also utilizes parts of two more buildings on the campus that house an IT lab and the offices of the administrative staff.

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

One of the two libraries of the University is in short proximity to the Department. The EEC would suggest developing study areas within the building for students to use for assignments, collaborative work, networking opportunities

Student support services

The students of the Department are entitled to choose and receive free textbooks through the EVDOXOS program of the Hellenic Ministry of Education and Religious Affairs. The Department provides free lab coats to the students and also allocates funds to the organization of educational programs and seminars (ex.: BLS seminar).

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

The EEC suggests enhancing university student support services by including services related to students’ well-being, with attention to diverse special needs and mental health, and also sports facilities.

Analysis of Judgement and Conclusions

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

Panel Judgement

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

Panel Recommendations

- Enhance university student support services, including services related to students' well-being, with attention to diverse special needs and mental health, and also sports facilities.
- Enhance the Department's infrastructure and facilities for teaching and learning. This may also include a study room for students to network, study or congregate.

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

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

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

Relevant documentation

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

Study Programme Compliance

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

In Supplement B24 the panel has identified all the necessary and relevant documents. There is operation of an information system for the collection of administrative data on the application of the study program (student log). Specifically, the Unified System of Academic Administration Services with various e-Government service delivery subsystems with much of the importance of the Electronic Secretariat has been created (Digital Leap). Other tools and processes designed to collect the data of the academic and administrative operation of the academic unit and the study program were created. For example, there is a tool for evaluating the performance of students in clinical practice.

In conclusion, the department appears to have developed all the necessary systems and algorithms for the collection, analysis, and use of information for the organization and operation of the new undergraduate programmes.

Panel Judgement

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

Panel Recommendations

None.

Principle 9: Public Information Concerning the New Undergraduate Programmes

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

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

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

Study Programme Compliance

With regards to the principle of Public Information Concerning the New Undergraduate Programmes, the panel finds the Institution fully compliant.

The website of the Institution appears to be up-to-date and has clear sections for all programmes offered. Regarding the undergraduate program in Nursing the website seems to be fully updated and well-structured with clear sections for the department overview, the faculty of the program and the contact details for students to communicate with them as well as program breakdown. Also, the website includes sections with information related to the ERASMUS Exchange programmes and program regulations. However, there was not a section referring to clinical practice.

In conclusion, the Institution and the undergraduate program in Nursing has a well-structured and updated website that informs well the prospective students and the relevant stakeholders. However, it would be good for the undergraduate program in Nursing to dedicate a section regarding clinical practice. Also, in the CVs of faculty members, the section referring to 'suggested publications' could change to 'recent publications.'

Panel Judgement

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

Panel Recommendations

The undergraduate program in Nursing of the University of Patras could dedicate a section informing prospective students for any clinical practice responsibilities required for their studies. Also, specifically in the CVs of faculty members the section referring to suggested publications could change to recent publications for faculty to upload recent publications rather than older ones.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

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

Study Programme Compliance

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

The panel has been provided with numerous documents as evidence of strategy, achievements, weaknesses, and plans for improvements. The department of Nursing provided a realistic and honest account of the lack of resources which, if addressed, would further increase the (already high) level of quality learning and student satisfaction. The documents include their plans changes and developments.

Panel Judgement

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

Panel Recommendations

None.

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

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

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

Relevant documentation

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

Study Programme Compliance

Faculty members in the Nursing Department are aware of the importance of the external review and its contributions to the programme's continuous improvement according to input provided to the panel during the site visit.

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

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

Panel Judgement

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

Panel Recommendations

None.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

The EEC identified that there is robust documentation and plan to transit the students that would like to obtain the undergraduate degree at a university level. The EEC met two students that were currently studying the related extra modules, they reported that the path was clear, and they were looking forward to completing their degree. The processes were clear to the students and EEC.

Panel Judgement

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

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

- The curriculum reflects undergraduate nursing education that is comparable to international and national standards regarding both theoretical knowledge and clinical competencies.
- The academic, clinical, and administrative personnel are strongly committed to implement quality indicators and to continuous improvement in the development of the curriculum, their pedagogic approaches, and their research productivity.
- Student needs are well-attended to.
- Engagement with clinical partners, community at large, and various stakeholders is strong, with a sense of pride and ownership.

II. Areas of Weakness

- The student: teacher ratio needs to be improved with newly appointed academic and clinical personnel.
- Efficiencies in the curriculum should be evaluated and possible areas of overlap between courses should be addressed.
- Inadequate funding to implement the changes needed and wanted.

III. Recommendations for Follow-up Actions

As per individual section (more detailed) recommendations to attend to:

- Reconsider the Greek name of the School (Σχολή Επιστημών Αποκατάστασης Υγείας), as nursing is not just about rehabilitation. The Department may wish to consider its presence within the School of Health instead.
- Articulate more effectively how the aims and objectives for the Department and the programme are achieved.
- More concrete departmental, teaching & learning and research strategies showing a stronger university academic identity.
- Staffing issues, workload and teaching efficiencies, and staff development.
- More diverse assessments that enhance critical thinking, also more focus on clinical assessments.
- Develop minimum clinical skills for all students to experience during their studies.
- Fill the clinical training gap of the COVID-19 period with replacement of the clinical hours lost during the pandemic restrictions.
- Enhance research quality.
- Research capacity-building as an ongoing staff learning.
- Enhance university student support services, including services related to students' well-being, with attention to diverse special needs and mental health, and also sports facilities.
- Enhance the Department's infrastructure and facilities for teaching and learning. This may also include a study room for students to network, study or congregate.
- Enhance and formalize already very good networks with local clinical partners.
- Interprofessional collaboration in teaching needs to be sought out more often and implemented when possible.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **5 and 6.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Professor Alex Molasiotis (Chair)**
University of Derby, Derby, UK
- 2. Associate Professor Amalia Tsiami**
University of West London, London, UK
- 3. Professor Zoe Roupa**
University of Nicosia, Nicosia, Cyprus
- 4. Ms Maria Kapritsou**
Member of the Hellenic Regulatory Body of Nurses, Greece
- 5. Mr Ioannis Moysis Skianis**
Student representative, School of Medicine, University of Crete, Greece