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

Nursing

Institution: University of Thessaly
Date: 1 November 2022

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 Thessaly** 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 Thessaly** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Andreas Pavlakis (Chair)**
   Philips University, Nicosia, Cyprus

2. **Professor Zoe Roupa**
   University of Nicosia, Cyprus

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

4. **Mr Konstantinos Nianiopoulos**
   Member of the Hellenic Regulatory Body of Nurses, Athens, Greece

5. **Elektra Tsoulfidi**
   Student Representative, Student Department, Hellenic Mediterranean University, Heraklion, Crete, Greece

II.   Review Procedure and Documentation

Meetings days 31st of October and 1st November 2022

The External Evaluation and Accreditation Panel met on the 31st of October & 1st of November 2022 and reviewed all documents supplied (which we, as panel' s member, already pre-read) and agreed on key questions and issues to focus on during our evaluation. We are supplied with adequate, in number and content, information to support in our duties as evaluators and after reviewing all the content provided as well as all sectors of the Undergraduate Program in Nursing of the University of Thessaly we are concluding in the following results. The meetings and discussions were conducted online over two days, including the 31st of October and 1st November 2022. The below list shows all the documents we received.

	LIST OF DOCUMENTS
1	Proposal for the Academic Certification of the Undergraduate Programme Studies of the Nursing Department, University of Thessaly
2	MODIP report
3	Strategic planning of the Institute
4	Feasibility & viability study of an academic unit
5	Four-year operational plan of the academic unit
6	Institute's revised Quality Policy
7	Quality Policy of the academic unit
8	Quality Targeting of the Institute
9	Quality Targeting of the academic unit for the undergraduate Programme of Studies
10	Decision of the Senate for the establishment of the undergraduate Programme of Studies
11	Study Guide of the current academic year
12	Course Outlines
13	List of courses related to the acquisition of digital skills
14	List of names of teaching staff
15	Results of internal evaluation of the undergraduate Programme of Studies by MODIP
16	Sample questionnaire for course and teacher evaluation by the students
17	Regulations for the operation of the students' complaints and objections management mechanism
18	Regulations for the operation of the institution of academic counsellor
19	Internal regulation of the new Programme of Studies
20	Regulation regarding studies, practical training, mobility, assignment writing.
21	Diploma Supplement Template in Greek and English language
22	Certification of the President of the academic unit that the diploma supplement is awarded without exception to all graduates along with the degree or certificate of completion of studies

23	Summary report of faculty performance in scientific-research and teaching work, based on internationally recognized scientist rating systems (e.g., Google Scholar, Scopus, etc.)
24	Report of Integrated Information National Quality System (ΟΠΕΣΠ) at Institution, Department, and new Curriculum level, for all previous academic years
25	Progress report on the results of the implementation of the recommendations of the Foundation's external assessment and certification report of the Internal Quality Assurance System (ΕΣΔΠ)
32	Report of MODIP for Former TEI Programmes of Studies

We also had online meetings with the:

- ➢ Vice Rector/President of MODIP and the Head of the department
- ➢ OMEA and MODIP members
- ➢ Teaching staff of the department
- ➢ Laboratory Teaching staff
- ➢ Undergraduate students from all years
- ➢ Administrative staff
- ➢ Representatives of employers and social partners, as follows -
    - Institute for Educational Technology, National Research Council, Italy
    - ANIMUS Recovery and Rehabilitation Centre Larissa, Greece
    - Association of Mental Health Care and Rehabilitation of Thessaly
    - Nursing Administration Office, University Hospital of Larissa
    - Nursing Administration Office, General Hospital of Larissa.

As External Evaluation and Accreditation Panel, we discussed with:

- ➢ Faculty and other teaching staff, regarding their-
    - 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.

- ➢ Students regarding their-
    - satisfaction from their study experience and Department/Institution facilities;
    - input in quality assurance;
    - priority issues concerning student life and welfare.

The panel watched a video presenting classroom, lecture halls, libraries, laboratories, and other facilities. We also had a further discussion about the facilities presented in the video produced for this purpose.

 As members of the EEAP we feel obliged to point out that the two-day evaluation process was carried out in a spirit of cordial cooperation with the staff members of the involved bodies (OMEA and MODIP) of the University of Thessaly as well as with all the staff of the Nursing Department. The staff members in question showed admirable readiness and willingness to provide additional information so that we are fully informed of the Department's activities in general.

At the same time, we would like to note that the staff members displayed an obvious enthusiasm and a strong capacity to contribute which is demonstrated, among other things, by additional contribution, beyond their usual duties, of the educational process

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

III. New Undergraduate Study Programme in operation Profile

The Nursing Department of the School of Health Sciences of the University of Thessaly, based in Larissa, was established[1] under the Law 4589 / 2019 and accepted students for the first time in the academic year 2019-2020. Therefore, the Department has no graduates yet under its university programme. The Department is one of the School's six departments under the University.

Under this law, the Nursing Departments of Technological Educational Institutes (T.E.I.) of Thessaly and Central Greece and the Department of Medical Laboratories of T.E.I. of Thessaly were abolished, and at the same time the staff of T.E.I.'s of Thessaly and Central Greece had the possibility of joining the University of Thessaly. According to the provisions of Law 4589 / 2019, the students of the said T.E.I.'s also had the possibility of joining the newly established Nursing Department of the University of Thessaly.

The Department already presents the first samples of its intention to become a dynamic Academic Unit of the University of Thessaly and of the academic nursing community in general. Already several of the members of the academic staff present excellent papers in scientific journals, thus contributing significantly to nursing education and research, involving both students in the research field, and in "learning by doing", prepared to provide quality nursing care.

In this context, the Department created six Research Laboratories which serve the educational needs in various academic subjects and some specific activities such as organizing seminars, lectures as well as conducting research activities.

The Department's Undergraduate Programme of Study, bearing in mind that Nursing is a science and an art aimed at -

- health care of individuals, families, and communities,
- prevention,
- preservation and

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[1] The Nursing Department of the University of Thessaly was created from scratch as a new Department of Nursing, in contrast to the rest of the Nursing Departments of the country which evolved from Departments of Technological Educational Institutions into University Departments.

- restoration of all normal biopsychosocial functions of health, and

provides students with the appropriate scientific knowledge, skills, and abilities to provide high quality nursing care.

Consequently, every graduate of the Department of Nursing -

- possesses knowledge of basic sciences and is familiar with the
  current core clinical skills of modern nursing science,
- diagnoses, treats, and prevents the most frequent ailments and diseases of the population, through critical thinking and synthesis of knowledge,
- communicates effectively with patients, relatives, colleagues, and other health personnel, with a view to the most effective treatment of incidents and the promotion of public health,
- possesses a high sense of responsibility, professionalism and ethics and is dedicated to the patients he cares for.

The Department has established the Curriculum Committee which applies a specific procedure for the development and approval of the curriculum, in order to meet the standards of the European Union directives for nursing education and the legal framework of the Greek Ministry of Education.

More specifically, teaching staff can submit proposals to the Study Committee in relation to developments in nursing science and technology in conjunction with the integration of new knowledge and practices. Subsequently, the Committee studies the whole matter and submits a specific documented proposal to the Departmental Management Assembly (Synelefsi) and the final proposal is submitted to the Senate for a final decision.

In general, this Programme of Study meets the criteria of the relative European Directive for nursing education. The Programme is flexible because it implements the European Credit Transfer System (ECTS) providing the guarantees for international academic and professional 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 «Ptichio», equivalent to BSc (Hons) in Nursing.

The degree of the Nursing Department of the University of Thessaly 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".

Graduates of the BSc (Hons) Nursing, are obtaining the license to practice the profession of Nurse, can provide nursing health care (prevention, treatment, rehabilitation) at all levels of health care provision (primary, secondary, and tertiary health care services), in the private and public sector, either as self-employed (freelancers), or as members of nursing units and nursing Services.

As members of the EEC, we feel obliged to point out that the two-day evaluation process was carried out in a spirit of cordial cooperation with the staff members of the involved bodies (ΟΜΕΑ and ΜΟΔΙΠ) of the University of Thessaly as well as with all the staff of the Nursing Department. The staff members in question showed admirable readiness and willingness to provide additional information so that we are fully informed of the Department's activities in general.

The EEC committee would like to note that the staff members were enthusiastic and proud for their role, willing to go beyond and above the call of duty to ensure academic quality and student experience.

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

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 place upon:

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

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

c. The documentation of the feasibility of the operation of the department and the study programme
The feasibility of the operation of the new department should be justified based on:
- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

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

d. The documentation of the sustainability of the new department
Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:
- educational and research facilities (buildings, rooms, laboratories, equipment, etc.)
- staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum
- funding (funding possibility from public or non-public sources)
- services (central, departmental / student support, digital, administrative, etc.)

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

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

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

Relevant documentation

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

Study Programme Compliance

The academic orientation of the department focuses on students providing the necessary training both theoretically and practically so that they become professional nurses. This is achieved by providing holistic and evidence-based nursing, clinical and laboratory skills, as well as coordinating multidisciplinary teams, educating patients and their caregivers on health issues, teamwork, research, and more. The Study Guide details the programme objectives, inputs, and expected learning outcomes.

The Department of Nursing pursues academic excellence and the development of constructive cooperation and relationship with the nursing community for the building a responsible future. While at the same time, it seeks international recognition.

Additionally, the vision of the Department is international recognition and cooperation aiming at continuous production, utilization, and dissemination of knowledge.

Within the broader strategy of the University of Thessaly, the Department's strategy aims to create the necessary conditions and the appropriate university environment to achieve:

- ✓ The comprehensive education of nursing students,
- ✓ The necessary research activities,
- ✓ The connection with society,
- ✓ The internationalization, creation and
- ✓ The required quality assurance.

The whole strategy of the department is based on analysis studies –

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

The students participate in the Department's decision-making and participate in the evaluation of the education provided in general (semesterly and per course) by providing feedback for further development of the programme and the adoption of any corrective revisions. Participation is considered satisfactory with a participation rate that exceeds the corresponding average of the University.

Currently, the Department has no graduates as it is newly formed, the whole design of the education provided, leads to such scientific training for its graduates so that they can apply, in a scientific way, nursing healthcare at many levels, both at inpatient and outpatient care provision, regarding the individual, the family and the community. Also, the training in question provides the necessary foundations for the graduates to be able to engage in the nursing specialties as defined in the relevant legislation.

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

The programme was implemented taking into account other programmes (national and international level) and is focused on the student and the local needs. The staff meet all the formal and substantive qualifications of a university staff, are experienced and their members are distinguished by their aptitude for contribution and readiness to offer.

In addition to the theoretical training provided, practical training in the laboratories and in the clinical area is also noteworthy. As pointed out by the members of the Department, the Clinical Practice is a way of connecting the nursing practice with the labour market agencies, it is a source of feedback regarding the knowledge, the related skills that the students develop in the future provision of their services.

The Department has 11 full-time Faculty Members who are supported by Faculty Members from other Departments of the University of Thessaly as well as a small number of ΕΔΙΠ, ΕΤΕΠ members as well as other lecturers. The number of students to be admitted each year is

determined by a recommendation of the department to the Ministry of Education and a final decision taken by the Ministry of Education.

For the current year, 177 were enrolled (100% coverage of places plus a large number of transfers, which shows a continuous upward trend). The total number of active students is 865 and at the same time 85% of admitted students are active. It is evident that there is a disproportion of students and faculty members, which works to the detriment of quality education, in a field such as nursing which is, without a doubt, extremely important.

The teaching staff participates in research programmes and the amount of total funding exceeds three million euros and the relative average funding per member of the Department of Nursing exceeds the corresponding average of the University.

It is important to note that the academic staff also supports the postgraduate study programmes, specifically two (2) at master's level and one doctoral program, with 17 students. This is considered a high number of programmes and responsibilities, given the start date of the programme in question, the number of faculty member and the short university career of the academic staff.

Clinical practice takes place in a variety of settings, including the university hospital, the Public Hospital, health centres and private healthcare providers. Clinical practice is carried out under the supervision of a member of the teaching staff (as permanent and seasonal academic members) in small groups of five people, adhering to the relevant standards for clinical practice and thus achieving a high-quality education. Efforts were made by all to cover the lost hours of clinical practice which resulted from the prevailing COVID-19 pandemic. The academics are using a record book to monitor clinical skills and competencies in which the student is required to attend and practice to, at least, 80% throughout his/her studies.

It must be emphasized that the total hours of clinical practice when are considered only for the hospital hours are fall short of the relevant European directive. This is due to many factors and the Department, (which bears the least responsibility for this), must find ways to resolve the whole issue.

A website exists for the public which provides information to visitors and at the same time, social media are also used for more general information.

https://www.uth.gr/spoydes/proptychiakes/schools-departments/sholi-epistimon-ygeias/tmima-nosileytikis

For teaching purposes, the triptych "Theory - Laboratory - Clinical Exercise" is applied and on this basis, the teaching of the theoretical courses is carried out mainly through activities such as lectures, participatory learning, tutorials, and seminar courses, while the clinical exercise is experiential. In the Laboratories, teaching takes place through live demonstration, exercise, and an interactive approach. Teaching and learning are further supported using online and digital material, through the Tele-Education platform (https://eclass.uth.gr).The evaluation is done mainly through written exams, (final and intermediate) applying appropriate methods.

The Department of Nursing, functions extremely well and its programme is of high quality despite the challenges related to the limited current academic staff. Nevertheless, all the members of the teaching staff work methodically and efficiently, while at the same time, in addition to their duties, they demonstrate excellent research activity. It is worth noting that in the last two years, faculty members have received relevant international honorary recognition.

The Department of Nursing, in collaboration with the Department of Medicine of the University of Thessaly, is running two self-funded Postgraduate Programmes:
   a) **Primary Health Care** which prepares the students to pursue a career in primary health care structures, having a high level of training, and
   b) **Ethics and Deontology in Biomedical Sciences** which is aimed at the delimitation and restoration of essential concepts and principles of Ethics and Deontology that govern the whole spectrum of Health Sciences, including all Life Sciences in general.

In addition to the above, the Department of Nursing must on the one hand expand such collaborations and on the other hand develop independent master's programmes that are more directly related to the nursing science. In this way, students become more specialized in their science and at the same time prepare more thoroughly for further doctoral level studies. Furthermore, it should be emphasised that the Department, offers a PhD level research and students can study further.

Panel Judgement

As members of the EEAP, we would like to point out that the lost clinical training time due to the Covid-pandemic should be covered and at the same time ways should be found, in cooperation with the other similar departments of the country, so that the clinical training is carried out in accordance with the relevant European directives.

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

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	**X**
Substantially compliant	
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 challenges that the committee identified, consistent with ALL other departments that were transformed from TEI to University Departments, which reflect limitation of consideration from the Ministry of Education regarding how these departments will operate as fully university-based discipline programmes.

The members of staff with limited resources were requested to upgrade the level of education and training in limited time, 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 to significant standards 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.

- 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
- Diversify student assessment to include a wider range of approaches, particularly those that enhance critical thinking
- Develop minimum clinical skills set 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

The undergraduate program of Nursing of University of Thessaly was found to be fully compliant in regard to principle 2 for Quality Assurance Policy of the Institution and the Academic Unit.

The University of Thessaly seems to have develop 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 shown at their website (https://www.uth.gr/en/university/assessment-quality/quality-assurance-unit) those committees were elected and have established responsibilities according to directives that

have to be followed in order to ensure the quality of the institution and the program under evaluation. Appendix B15 provides a sample of the most recent internal evaluation conducted by ΜΟΔΙΠ and well identifies the strengths of the program as well areas for improvement which is in agreement to what was presented during their accreditation process. In addition, in appendix B16 it provides a sample of the questionnaires given to students per course of the program and in appendix B23 there are some results from the questionnaires collected recently due to the COVID-19 pandemic.

In conclusion, the Institution seem to have developed the correct 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 correct 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. Periodic course evaluations and progression on curriculum cold be discussed in a six-month basis, where students' representatives are included to give immediate feedback in the mid of semester, as changes in teaching and learning could be implemented during the study of specific modules rather than the end of the module evaluation. Such an initiative would be welcomed from the students that their voice will be recognised, and an immediate action could be taken. Such a midterm evaluation would encourage students to participate at the end of module evaluation where the response has low numbers.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

The programme was designed to follow the EU nursing directives and is compliant with international guidance for nursing education such as the WHO and the ICT. The programme is

also compatible with nursing programmes of European universities and Greek institutions regarding learning objectives, number of credits, and allocation of credits to theoretical and practical teaching of nurses with undergraduate degrees.

It is the only Nursing department that has been established 2019 (N.4589/2019 FEK 13/29-01-2019), according to the governmental decision, which has been designed with the support of the medical school, already existed at the University. The two schools are closely linked, and the nursing department had been supported by then in the curriculum design.

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

The data that EEC have collected and discussed during the meetings with the academic staff, the service representatives (research and hospital) and the students clearly indicated that the new undergraduate programme sufficiently addresses the related objectives inputs and expective outputs. The feasibility report of the programme was well-thought of and appropriate.

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

The curriculum is comparable to universally accepted standards for undergraduate nursing education. There are 39 core modules that are core addressing general healthcare and 22 modules that are elective, and each student should choose 7 to complete the ECTs required. The programme includes modules related to clinical practice as well as laboratory time (φροντιστήριο). It is stipulated that student 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. Each student has a clinical book that is used to record the skill and competencies achieved during the UG programme. The booklet has been given at the first semester of the study.

The total hours of clinical practice are 936 face-to-face hours which will be equivalent to 2295 working hours as stipulated by the work that students have to put in order to complete their learning. Such an approach is not accepted by the clinical requirements, and it is advised that

the clinical hours should increase as face-to-face training. The challenge with the clinical hours has been observed across the nursing departments in Greece.

The EEAP must commend the department as students that wish to attend further clinical time, are able to work as volunteers at the clinic that the University provides.

Is the structure of the programme rational and clearly articulated?

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

The student study guide is comprehensive, presenting all information needed regarding the new responsibilities and rights that students could 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.

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

The Quality Assurance document specifies that the Department and the curriculum undergo regular reform following external evaluations or changes in the regulatory legal framework that governs the Department and the University. The nursing curriculum is continuously evaluated and adapted to a modern, flexible curriculum that reflects current scientific knowledge and sociocultural trends.

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

The Department has developed and implements a specific official policy of Quality Assurance, which is part of its strategy and is consistent with the general strategy of the University

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 modules are taught by professionals' specialist on the subject.

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.

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 EEAP have read the material supplied as well as 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 faculty did not provide specific information on the way that diversity of learning and needs are respected. The formal way for the student affected is to highlight the challenge via the complain process. The students though are being looked after and have good professional

relationship with the academic staff (permanent or Hourly based). Students are supported by the study tutor (sumboulo spoudvn).

There is a variety of assessing methods that are used, however the exam is the main methods for all the subjects including long answer questions, multiple choice ….
Oral exam (viva) is used to assess the laboratory classes, as well as the use of competencies to complete the skills of the clinical practice. The only way to test the clinical competencies is the clinical book that is completed during the clinical practice.

Teachers encourage students to engage with their learning using different pedagogical methods either as formal or informal evaluation. Volunteering is also encouraged, and the students have the opportunity to participate at the clinic managed by the department to enhance their clinical experience and practice.

The module evaluation is conducted on the 8-9th week of the semester. The evaluation is anonymous, and the set of questions are designed by the University. The data presented from the last year evaluation was very positive, and the average mark was 4.11, the participation to the questionnaire though was relatively low.

Students reported that the academic staff is supportive, they are also aware of the processes for complains.

The university has established the office of 'Synigoros' which aims to act as the mediators between the students and their teachers.

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 participate 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, 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 – should be of a certain percentage of all the enrolled students for that academic year. All new students are attending welcome induction day organised. The induction day includes talks by the Department's President, academic staff and administrators.

As mentioned, the number of enrolled students to the Department is decided by Ministerial Order. The number of freshers of the academic year 2022-2023 in the Department was 177.

The progress of the students is monitored with regular oral and/or written examinations of the theoretical and practical classes respectively. The grading scale is from zero (0) to ten (10) and the passing grade is five out of ten (5/10). The final grade of a class is derived from the weighted sum of the grades of the theoretical, practical, and/or clinical exam. Monitoring of student progression is done through a digital platform (http://sis-web.uth.gr) where their performance per course is recorded.

In Supplements B20, B21 and B22 the panel was provided with all the related documents. An analytical internal regulation of the new study program was provided, which seems to be completed and to provide all the necessary information to the students. Nursing students found their clinical knowledge and skills sufficient and usually they able in transferring their theoretical knowledge to clinical practice. The number of clinical and theoretical hours could be presented clearer and the effect on the curriculum, as well as the flexibility that the university has in order to implement further the theoretical and clinical hours.

The Diploma supplement form is provided in Greek and English language and a 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 is also provided in B22.

The staff engages extensively with the Erasmus programmes (B20c). Memorandums of Cooperation (MOCs) with local (e.g., University Hospital of Larisa) and International Organizations (Universities in Cyprus, Poland, Romania, Turkey, Bulgaria, Spain, Italy and other countries) have been established (B20c) and they were presented by the Head of the Department. Meetings take place with representatives of the respected organizations with the External Evaluation & Accreditation Panel.

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	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The services that the Open Lab Practice are important during and after the Covid pandemic, the service to the community and the student engagement is significant and should continue to offer the services.

Following the discussions with many stakeholders, it is recommended to:

- Introduce Clinical Anatomy II in the 2nd Semester

- Students who are enrolled in the University by taking part in the Hellenic National Examinations coming from different Directions of Lyceum (e.g., theoretical). An elementary Introduction in Clinical Chemistry and in Biostatistics as non-mandatory and non-gradable courses could be implemented in order to bring all students to the same level and support student progression

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

It was found that the undergraduate program in nursing of University of Thessaly was found to be substantially compliant in regard to principle 6 for Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes.

The undergraduate program in nursing seems to follow all regulations for recruitment and promoting academic faculty. As shown in appendix B23 all academic faculty have rich scientific work in terms of publications and two members of their faculty are ranked amongst the top 2% of research- scientists internationally. In appendix B23 that shows the academic performance of the academic faculty, it is not clearly shown that academic faculty utilized any funding programs either from internal or external funding for research nor that it utilized mobility programs for the faculty in order to expand their academic network and

collaborations. However, from their internal evaluation in appendix B15 it states that it has received funding from external sources other than what is provided by the University, but more information is not provided.

During the academic year 2021-2022 the undergraduate program in nursing has enrolled 100 new students which along with transfer students they reach up to 177 newly admitted students overcovering the student positions available for the academic year. This is an inadequate student-teacher ratio that 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	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Institution could lower the number of newly admitted students or increase the number of permanent academic faculty.

The program could provide a detailed table showing all research work done by the faculty including – publications, citations, chapters in books, research funded projects 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 University of Thessaly 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 meetings with student representatives, academics, and stakeholders.

Physical Facilities

The Department of Nursing has five Classrooms equipped with overhead projectors, six fully stocked and modern labs for clinical simulations. In the Department also housed an IT lab with 18 computers and the offices of the academic staff.

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

One of branches of the library is located on the campus, but the central library space is located in the city of Volos.

Student support services

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

Each student has been assigned to 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.

Analysis of Judgement and Conclusion

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

- To enhance university student support services, including services related to students' well-being, with attention to diverse special needs and mental health, and sports facilities.
- To 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.

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

It was found that the undergraduate program in Nursing, University of Thessaly was found to be substantially compliant in regard to Principle 9 for Public Information Concerning the New Undergraduate Programmes.

University of Thessaly has a well – structured and updated website in both languages (https://www.uth.gr/en, https://www.uth.gr/) and has a separate segment for each department including the department of nursing. The website for the department of Nursing (https://www.nurs.uth.gr/) can only be found in Greek there is only an introductory part in English (https://www.uth.gr/en/spoydes/proptychiakes/schools-departments/school-health-sciences/department-nursing) but the rest is in Greek. Although the website is well- structured several aspects of it can be improved. Firstly, all information on website should be available in both languages especially since it accepts students and faculty through ERASMUS or other programmes and if are not able or for any reason can't, it should be stated that it is unavailable in the English language. Similarly, for course syllabi uploaded on the website are not found in English although in some of them is stated that the course is offered in English, which is not appealing to prospective students especially from other countries that may come through ERASMUS. The link provided for the website of the course it wouldn't allow to be viewed unless you were a registered student

(https://eclass.uth.gr/main/login_form.php?next=%2Fcourses%2FNURS_U_101%2F) - unclear whether through that link it would redirect you to the website of the course with the material provided that's why was accessible to registered students only. In addition, the some documents were uploaded, they are not appealing to be publicly available, for example, for the academic advisor there was a list of a total of students listed with possibly a student ID the semester they were in and which was their academic advisor which is not appropriate to publicly upload a list of student IDs and the semester they are enrolled in so anyone can see (https://www.nurs.uth.gr/%CF%83%CF%8D%CE%BC%CE%B2%CE%BF%CF%85%CE%BB%CE%BF%CF%82-%CE%BA%CE%B1%CE%B8%CE%B7%CE%B3%CE%B7%CF%84%CE%AE%CF%82 , https://www.nurs.uth.gr/_files/ugd/93c66d_1622be98ad184b3286cfa7aa9b3fd79f.pdf. Also, while viewing the academic personnel on the website other than the short CV (paragraph format) it was uploaded their full CV (here is an example https://www.nurs.uth.gr/mavroforou), it would have been better to have a table format to upload on the website which will include general details, studies, recent publications, research projects, any associations that they are part of etc. Another example are the program's regulations that is uploaded the official document with just a cover page on top (https://www.nurs.uth.gr/_files/ugd/93c66d_3ecbe3bc8fe04cf49cc34623d43faa94.pdf). It could have been summarized and created in a simpler format and language to easier for the reader.

In conclusion, although the University of Thessaly and the undergraduate program in nursing have a well-structured and updated website but it requires improvements for the information provided publicly.

Panel Judgement

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

Panel Recommendations

- To display the website for the undergraduate program in nursing in both languages (Greek and English), including the course syllabi. It is important to clarify whether the material is not available to be clear for the web-visitors.

- Academic faculty could summarize their CV in table format to be uploaded on the website in order to be easier viewed and understood by any reader, updated CV should appear. The CV should be updated regularly demonstrating the work that is taking place at the University.

- The academic advisor names should be also uploaded with their contact details to be easily accessed by the students.

- Documents such as the regulations could be summarized in a document with better formatting rather than scan and upload the official document.

Principle 10: Periodic Internal Review of the New Study Programmes

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

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

Relevant documentation

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

Study Programme Compliance

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

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

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

The relevant procedures for approving and revising the Study Programme, which has been offered since the opening of the Department of Nursing, have already been approved by the

competent bodies. The implementation, of the above procedure, so far, has proven the value of the programme and the followed current, internal, and external evaluations will confirm the most positive related findings to date.

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

Employees in the Department of Nursing recognize the importance of external evaluation and its corresponding contribution to the improvement of the programme. Besides, a similar view was expressed during our online meeting with the members of the ΜΟΔΙΠ and ΟΜΕΑ committees as well as with the Vice Chancellor of Academic Affairs, who stated that they will carefully read this report and implement our relevant improvement proposals.

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

Panel Judgement

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

Panel Recommendations

None.

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

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

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

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

Relevant documentation

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

Study Programme Compliance

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 students that in 2019-20, should have completed their study at that point by n+4 semesters have the opportunity to apply for the top up. Such a decision will enable students that are quite focused in their studies to continue, rather than all.

Students admitted and enrolled in the old programme who have completed their course work, will be able to attend 11 modules in order to have a university degree, there are 60 ECTS that are offered for the top up programme.

The end date for students to complete their curricula from the previous programme under the TEI status is expected to be completed by 2023.

The department has provided a good description and comparison of the coursework and requirements of the old program (TEI) compared to the curriculum of the new programme. A clear plan to transition students previously enrolled in the old curriculum to the new is well-outlined and logical.

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 is nursing centred and reflects undergraduate education which is comparable to national and international standards regarding theoretical knowledge as well as the clinical competencies.

- All stakeholders that are part of the student engagement and education such as 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.

- Students need are supported fully by the members of staff, as mentioned above. Staff are working beyond the line of duty to meet students' educational requirements.

- The department engages well with clinical partners, community at large, and various stakeholders, which enhances the student experience and practice, bring a continuation to the strong relationship, with a sense of pride and ownership.

- The services that the Open Lab Practice are important during and after the Covid pandemic, the service to the community and the student engagement is significant and should continue to offer the services.

II.   Areas of Weakness

- More staff is needed to improve the student: teacher ratio needs, new academics are required as well as clinical personnel

- The curriculum be evaluated and possible areas of overlap between courses could be addressed.

- To enhance the clinical hours to be in line with the EU regulations

- Inadequate funding to implement the changes needed and wanted.

III.   Recommendations for Follow-up Actions

- 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 set for all students to experience during their studies.

- To display the website for the undergraduate program in nursing in both languages (Greek and English), including the course syllabi to enable clarity for the web-visitors.

- To display a short version of the academic faculty CV on the website, followed by regular up-dates.

- To enhance university student support services, including services related to students' well-being, with attention to diverse special needs and mental health, and sports facilities.

- To 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.

IV.   Summary & Overall Assessment

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

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

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Professor Andreas Pavlakis (Chair)**
   Philips University, Nicosia, Cyprus

2. **Professor Zoe Roupa**
   University of Nicosia, Cyprus

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

4. **Mr Konstantinos Nianiopoulos**
   Member of the Hellenic Regulatory Body of Nurses, Athens, Greece

5. **Elektra Tsoulfidi**
   Student Representative, Student Department, Hellenic Mediterranean University, Heraklion, Crete, Greece