



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Nursing

Institution: International Hellenic University

Date: 29 September 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
International Hellenic University 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 **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

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

- 2. Prof. Irena Papadopoulos**
Middlesex University, London, UK

- 3. Prof. Maria C. Katapodi**
University of Basel, Basel, Switzerland

- 4. Ms Pelagia Batika**
Member of the ENE

- 5. Ms Ilektra Tsoufidi**
Student Representative

II. Review Procedure and Documentation

The panel has met on the 26th of September 2022 to review all documents supplied (which we all had pre-read) and agree on key questions and issues to focus on. We have been supplied with ample information to help with our deliberations.

The below list shows all the documents we have received in Greek language (titles in English are indicative of the content of each file rather than exact translation):

Files included:

- B1. Proposition for academic certifications of the undergraduate programme
- B2. Introductory report from MODIP - Nursing
- B3. University strategic plan
- B4. Feasibility reports
- B5. 4-year action plan for the Department of Nursing
- B6. Policy for quality assurance - University
- B7. Policy for quality assurance of undergraduate programme in Nursing
- B8. University aims for quality
- B9. Department of Nursing aims for quality
- B10. Decision of governing Council
- B10.2 Decision of governing Council for extra subjects
- B11. Study guid for the Nursing programme
- B12. Subject description for the undergraduate programme in Nursing
- B13. List of subjects related to digital skills
- B14. Named list of all academic staff
- B15. Results of the internal evaluation of the undergraduate programme from MODIP
- B16. Sample questionnaire for subject and staff evaluations from the students
- B17. Guide to the management of complaints and appeals from students
- B18. Guideline for the role of academic consultant
- B19. Internal guidance for the University
- B20. Study guide, guide for practicum, mobility, and dissertations
- B21. Sample of diploma in Greek and English
- B22. Confirmation letter from the head of the department
- B 23.1 Summary of the achievements of academic staff
- B 23.2 Summary of the achievements of academic staff

We also had:

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 undergraduate students from all years, and a graduate who was connected online

Meeting with employers and social partners (including directors of hospitals)

Visit to classrooms, lecture halls, and other facilities.

The physical visit took place on the 26th and 27th September 2022, was contacted 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 at the International Hellenic University is one of the 5 departments within the School of Health Sciences. Its history dates to 1973 when it first admitted students in KATEE and with the law TEI-Θ, N. 1404/83, became part of the tertiary education system in Greece. Law 4485/2017 (A' 114), created the International Hellenic University which absorbed the TEI of Thessaloniki, TEI of Central Greece and TEI of Eastern Greece and Thrace, which were discontinued.

The Department has made major contribution to the society, having produced more than 6,500 nurses to date. Currently, there are about 1,200 students across all years of study in this new university nursing programme of 4 years, admitting approximately 127 students per year and having a total intake of about 180 students after accounting for transferred students.

The aims of the programme are to provide students with high quality education and training and to create a dynamic and skilled nursing workforce that is responsible for health promotion, care, and rehabilitation. Graduates of the programme are prepared to work in community settings and in hospitals.

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 International Hellenic University 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 and are available at <http://www.nurse.teithe.gr/progspoudon.php>

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. A member of the Academic Staff is assigned as study consultant (Σύμβουλος Σπουδών), whose role is to support and guide students in their studies.

Financing is through EAKE for purchasing laboratory equipment and through competitive external grants that support research. We have received information for international collaborations with several countries, particularly neighbouring ones, and strong support for the mobility of staff and students, particularly through the ERASMUS + programme.

Clinical practice takes place in a wide variety of settings, including hospitals, health centres and NGOs. The existence of many institutions for clinical practice in the second biggest city in Greece allows for flexibility and quality of training. We understand that agreements for student training or collaboration exists with 5 major hospitals, plus one psychiatric hospital and one specialist oncology hospital.

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. This is an excellent example of providing clinical training to undergraduate students, building on strong foundations. 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. There are also several partnerships that promote employability post-graduation, including through programmes such as COMMETT or Erasmus+, and a partnership with a USA-based clinical setting (i.e., Deborah, New Jersey, USA) that was supported more than 10 years ago through the AHEPANS society. However, some of the collaborations may not be fully active at present.

A website lists the study programmes alongside other useful information about the Department (www.nurse.teithe.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 3 research laboratories. There are also 2 Master's programmes in the Department and one PhD programme.

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, 127 students are admitted each year, hence in a 5-year period the total number is 635 students. Adding on the transfer students and other special categories, the total number is 1,275 students.

Postgraduate studies and research

According to the documents provided by the nursing department and additional information found on the institutional and nursing websites, the department provides two post graduate programmes: a) Caring for Diabetes (two streams are available) b) Administration of Health and Welfare Units. This interdisciplinary programme is delivered in collaboration with the Department of Business Administration of the School of Management and Economy.

The nursing department's strategic planning is closely aligned to the comprehensive institutional plan. The plan provides their priorities and goals some of which are:

1. To conduct research and training based on market needs.
2. Creation of a diverse and multicultural student and academic community.
3. Development of collaborations between the institution's research centres and research centres from other Universities.
4. The creation and development of post graduate study Programs based on the needs of the market.
5. Reinforcement of research and innovation through the advancement of researchers, cross-departmental research and basic and applied research programs.

In terms of the preparedness of the nursing department to contribute to the institutional strategic plan, in our opinion the nursing department has an impressive team of educators who possess the knowledge and skills to do that. However, the current staff numbers must be increased if more post graduate programmes and research are to be developed.

Regarding research activities and expertise, the staff of the nursing department are impressively research active and proliferate authors of scientific articles as well as conference papers.

The institutional strategic plan also identifies the existing limitations and weaknesses and makes suggestions for addressing them.

Overall comment

The Department runs well and has a high-quality degree programme. 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	X
Substantially compliant	
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, how this is done, and how this programme is differentiated by other programmes in the country, to develop leadership in the field.
- The strategy of the Department (and the University alike) needs to be articulated in a greater way.
- 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
- Change the Department's website domain name to show the new university name. Also signposting from the old TEI needs to be replaced/come down from where it still exists, as it creates confusion. After four years as university institutions, such occurrences do not support the development of the 'university' identity.

There is also a major issue of the annexed Department of Nursing in Didimoteixo. This was assigned to the current Department in 2019. It is a shameful situation to have a department with '0' full-time academic staff, in non-existent clinical facilities that supposedly train nurses in dangerously low quality. It also drains energy and time from academic staff from the current Institution and poses significant quality issues. External panels have made STRONG comments about its existence from as far back as 2012, yet, the Ministry of Education has maintained the status quo of the nursing department in Didimoteixo for non-academic reasons. This department must be closed (as it does not meet clinical training requirements and quality teaching) and be transferred within a university that can support the high-quality training needed for nurses.

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

Does the Quality Assurance Policy of the academic unit include special and adequate reference to the delivery of new undergraduate programmes that

- o includes a commitment of the academic unit to satisfy applicable requirements?
- o includes a commitment to continuous improvement?

The Quality Assurance Policy of the Department includes adequate reference to the improvement and the delivery of the new undergraduate program. The document also includes commitments to satisfy applicable requirements and continuous improvement. The commitment of the academic, clinical, and administrative staff to quality improvement is especially emphasized, involving development, and expanding the research infrastructure and

the research output of the Department. The connection to the community and community-based healthcare facilities is also emphasized. The Department developed a curriculum that has had input from local community partners, but also follows EU recommendations, and offers choice and flexibility to students. The Department has established and implements a specific policy on quality, which is harmonized with the legal and regulatory framework that governs the operations of the Department and the University.

In what ways is continuous improvement promoted?

Continuous monitoring of quality indicators includes the number of new students admitted every year, employability of graduates, skills and competencies of graduates, time to graduation, grade point average, satisfaction of students; number of publications in Greek and English peer-reviewed journals, number of peer-reviewed conference presentations, number of externally funded programs; activities that promote engagement with the society and the visibility of the unit. There is a strong connection between teaching and engagement with the local community, which also supports research activities to a lesser extent. ISO certification of the Oncology Research Lab has been achieved. There is also a strong focus on promoting interprofessional education with a Memorandum of Understanding with the Faculty of Medicine.

Is the Quality Assurance Policy sufficiently communicated to all parties involved (including entailed benefits of improved quality and implications of not conforming to the quality requirements)?

The Quality Assurance Policy is sufficiently communicated to all parties involved, the academic and administrative personnel, clinical educators, etc. through internal mechanisms. It is also publicly available at the Department website http://www.nurse.teithe.gr/pol_pros.pdf

Has the academic unit set specific, measurable, achievable, relevant and timely goals regarding the new undergraduate programme, and especially in respect of teaching methods, student satisfaction, learning outcomes and research output?

The Department follows internal procedures aiming at continuous improvement of both pedagogy and research: there are mechanisms for student support from academic personnel and for peer-to-peer support under the mentoring scheme 'Umbrella', which trains senior students to mentor and support younger students. Clinical checklists of skills and competencies are in line with theoretical training. There is also emphasis of student mobility through the ERASMUS + programme.

Are these goals duly monitored, updated, and communicated?

The Department follows internal procedures for continuous monitoring and improvement, which are transparently communicated. There is strong coherence among the different parties involved.

Please provide any recommendations as appropriate.

Further enhance the quality assurance mechanisms, considering a University-wide system, by adding other systems such as peer review of research projects, formal teaching training to new teaching staff, cross-marking, etc. Enhance efficiency in research and training by utilizing

infrastructure 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.

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

- Consider enhancing the curriculum with more training on minority communities including refugees that are part of the local community.
- Further enhance the quality assurance mechanisms, considering a University-wide system, by adding other systems such as peer review of research projects, formal teaching training to new teaching staff, etc.
- 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

Has the programme been designed based on appropriate standards? Which factors were taken into account?

The programme complies with the EU nursing directives and is compatible with international guidance for nursing education such as the WHO and the ICN. 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. The Nursing Department continues to make efforts to develop and deliver electives which consider the evolving needs of the local community.

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

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

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 21 courses addressing general healthcare domains (17 Compulsory and 4 Elective Compulsory). There 20 courses addressing specific healthcare domains (9 Compulsory and 12 Elective Compulsory). Finally, there are 24 Nursing Speciality Courses (18 Compulsory and 6 Elective Compulsory).

Digital skills: In the 1st semester there is a 3 credit-course in biostatistics which provides opportunities to develop digital skills. There is one 3 credit-course dedicated to digital health titled «Αρχές πληροφορικής και εφαρμογές στην υγεία» which includes theory and practical training. This course is taught during the 4th semester. The department also has a digital training lab with 22 personal computers that can be used by students.

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.

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. In the development and implementation of this policy, with the appropriate structures and procedures, participate all the internal factors of the Department (administrative bodies and personnel, academic and clinical personnel, undergraduate and graduate students, and other academic and scientific collaborators). The Quality Assurance policy and implementation strategy are implemented through the central Quality Assurance Unit.

Do you consider the Student Guide complete, concise, and appropriate?

The student guide is fairly complete, concise, and appropriate.

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

- The panel recommends that the Department considers the provision of English language course for the Greek students and a Greek language course for foreign students; in addition, the Department should endeavour to provide more courses in English. These can be electives to allow both international and home students who speak English to be taught together.
- The panel acknowledges the quality of the student guide; however, the panel recommends a welcoming message from the head of the Department. We encourage the Department to organize an annual event specially for the induction of all the new students.
- A Research Committee could be established to further organize and facilitate research infrastructures, e.g., peer-review, participation in funding opportunities, etc.
- Foster cross-fertilization of research activities between academic and clinical staff with joint research projects, joint publications, etc.

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

- ✓ ***respects and attends to the diversity of students and their needs, enabling flexible learning paths***

The panel was not provided with specific information regarding the ways that the students' diversity and needs are respected and attended to. However, the students reported to the panel that their teachers are supportive, accessible, and happy to discuss individual issues with them.

- ✓ ***considers and uses different modes of delivery where appropriate***

Teaching combines theoretical courses with early contact of students with laboratory classes as well as clinical practice training. The teaching modes are listed in all the module descriptions included in the curriculum document. They refer to traditional methods such as lectures for large groups, seminars and workshops for smaller groups, as well as clinical labs for small groups and independent learning. The documents provided to the panel refer to the theoretical assessments and relevant criteria. Regarding the clinical assessment the panel was informed that there is no formal assessment of clinical competencies, however the students keep a record of the clinical practices they perform which they sign followed by confirmation signature of their clinical instructor/ supervisor.

✓ ***flexibly uses a variety of pedagogical methods***

Teachers encourage students to engage with their learning in a variety of formal and informal ways. Collaborative learning is encouraged; volunteering has been reported by the students as an excellent and enriching way to learn. Students have also reported that they are encouraged to present their work in nursing conferences. In addition, the nursing department encourages multidisciplinary learning an example of which is a collaboration with the Faculty of Medicine of Aristotelio University of Thessaloniki for interdisciplinary learning.

✓ ***regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement***

The evaluation of lessons is conducted via a questionnaire. The accreditation panel did not see the questionnaire and the results presented in the relevant document were very brief. The panel did not have the opportunity to discuss with the teaching staff how the results are used and what changes and /or improvements are being made to the delivery and application of the pedagogical methods in use.

✓ ***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.***

Students have reported that the academic staff are very supportive and avail themselves to respond to their needs. Academic and non-academic services provide guidance to the students through face-to-face meetings and through the university's website and the web pages of the nursing department. Autonomy and independence are encouraged, for example the students occasionally are asked to teach a topic to their peers instead of the teachers.

✓ ***promotes mutual respect in the student-teacher relationship applies appropriate procedures for dealing with students' complaints***

The university and nursing department has a clear strategy for dealing with students' complaints. Recently 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 for students with disabilities and special needs for example dyslexia, autism, visual impairments 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

We reviewed several documents related to student admissions and support and we had related discussions with both staff and students. The students are admitted through the national exam system mainly, and a small number is transferred from other cities or programmes or other special categories. There is a student guide, where students are presented with all the curriculum information. The administration is run smoothly, and the students are supported administratively by only two but very efficient and dedicated

administrators. There is an academic staff who is allocated to be the coordinator of each semester, to guide and support students. The mentoring scheme 'Ombrella', which trains senior students to mentor and support younger students, is exemplary.

Besides formal processes that exist, are well-developed, and used, there is a very high element of informal support from academic staff and academic scholars that go beyond their job description and provide support or solve problems 'on the spot', very quickly and beyond the call of duty. This is appreciated by all students who are highly complimenting of this approach and very satisfied. This is a very supportive and efficient system in place.

As the programme of studies is based on ECTS and follows national and EU regulations, the students can obtain a Diploma Supplement that is recognised widely across EU member states and makes it competitive internationally. The students are also motivated by academic staff to take part in mobility programmes and in attending (and presenting work at) conferences, to broaden their skills and experiences.

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

- Students representing the University and Department in conferences must pay their registration and travel expenses from their own pockets. As there is no financial support for students to engage in such valuable events, the University could consider setting up some (competitive perhaps) travel scholarships for students.
- 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 a minimum clinical skill set that all students should achieve by the end of the training and before their 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

The department of Nursing has 13 permanent staff (a mixture of lecturers, assistant/associate professors and full professors). Academic scholars are employed part time to supplement the permanent workforce of the department. Although the panel did not ask to review the staff recruitment strategy it was clear that the department wished to recruit a few more properly qualified academic staff -funding permitted- following a transparent and fair processes and according to national guidelines and legislation.

The department recognizes the importance of teaching and research and offers opportunities for professional development such as teaching mobilities offered by ERASMUS +, as well as networking at conferences. These opportunities strengthen the link between education and research and encourage innovation in teaching methods and the use of new technologies.

Academics engage in scholarly activity and research by collaborating with academics in other universities both in Greece and overseas. The majority of academics have impressive publications in international peer review journals, something which indicates the quality of their research outputs.

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 student-teacher ratio should be improved.
- Enhance opportunities for further academic development in research with developing a competitive mechanism for providing seed-money for pilot studies etc.
- Focus more on international peer-reviewed journal publications output, particularly through collaborative work within Greece and internationally.

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 following information was reported in the documents provided to the panel and during the meetings with student representatives, academic staff, and stakeholders.

The Department has adequate but outdated and, in some cases, only basic facilities for students (classrooms, laboratories, Information Technology infrastructure) to ensure and accommodate the teaching and learning of the new undergraduate programme. However, the number of the facilities that the Department provides is not sufficient for the number of students, since we were told that five Departments share two auditoriums and consequently the students participate in theoretical courses in small groups and professors are burdened with extra teaching hours.

The Panel had the opportunity to visit some of the laboratories but found them basic and in need of modernisation. The current infrastructure is insufficient to average for the needs of

the Department. The Department has secured funding for the purchase of further equipment, such as modern mannequins which will contribute to positive student experience.

The students in the department make good use of services such as library for borrowing educational material, office space, have the opportunity to read textbooks in English and have access to several journals free of charge. The smaller library housed in the School of Health Sciences is available to students as well. However, textbooks for nursing tend to be limited and often outdated.

On the Department's current website (<http://www.nurse.teithe.gr/>), there are links to various sources relevant to both the students and staff in the department. Moreover, the website mentions the availability of a range of support services available to the students such as boarding, dormitories, career counselling, student welfare office, sport/cultural facilities, although the panel did not visit any of these facilities. However, students mentioned to the Panel that even though the University provides a clinic for students, there is only one nurse who is available only for limited hours daily, while there are no mental health services for the students.

Panel Judgement

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

Panel Recommendations

- Due to the geographical location of the department on the IHU campus in Sindos and limited transportation services for students to commute to campus, it is necessary for students to have more suitable space on-campus for them to spend their time more effectively between classes
- The university must provide better services for the physical and psychological needs for the students.
- The panel recommends that the Nursing Department acts to ensure the students' safety in case of fire and other incidents

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

Procedures for the collection of data regarding the student body, teaching methods, student progression, employability and career paths of graduates are in place. The panel was provided with information regarding the student body, progression of students through the programme, success and drop-out rates, time to degree completion, employability, and career paths of graduates.

Surveys to assess student satisfaction are regularly conducted. Staff satisfaction is assessed with indirect indicators, e.g., retention.

The panel was presented with information regarding the lack of appropriate infrastructure, e.g., lack of large amphitheatres for teaching core nursing courses and possible solutions that are sought out for the effective use of existing infrastructures, and continuous efforts to find new spaces. The Department is also working actively to develop synergies with other Departments and cover teaching needs while an effort is also made for co-teaching in common subjects (e.g., anatomy, physiology).

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

Establish anonymous student evaluation forms for each course addressing key indicators of teaching effectiveness e.g., whether the objectives of the course were easy to understand, whether the objectives were met, whether the ratio of ECTS to number of work hours were appropriate etc.

Principle 9: Public Information Concerning the New Undergraduate Programmes

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

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

Relevant documentation

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

Study Programme Compliance

The International Hellenic University has adequate IT facilities. There is information published on the IHU central website and the website of the Department, which greatly facilitate the information available, accessibility and visibility from outside. Both websites are well structured and up to date with the exception of:

- The publications of the staff are not available at the IHU website (only in the department's website),
- The department's website is not available in English.

All possible information including study programme, e-courses, structure, mode of attendance, criteria for curriculum assessment, and the CVs of faculty members are available online. Practical information regarding accommodations, public transport and a map are available on both IHU main website and the website of the Department. All courses and lectures of the Department are evaluated electronically. The Academic Unit for quality assurance (MODIP) is also available online both in Greek and in English. MODIP has submitted the Self-Assessment Report for the period 2019-2020. Accessibility is very good. The Panel very much appreciated the clear and readily available access to all public information regarding the activities of the Department of Nursing.

Panel Judgement

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

Panel Recommendations

- The website of the Department should also be provided in English for the foreign students.
- A webpage for each member of the faculty listing academic qualifications, teaching activities, research activities, and publications

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 IHU 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 respond 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 their level of quality and student satisfaction. The documents include their plans for the future 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 back in 2012 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

Information provided in the documentation for the panel's review and obtained during meetings with student representatives and academic staff is summarized as follows:

- The end date for students to complete their curricula from the previous programme under the TEI status is expected to be completed by 2023.
- Students admitted and enrolled in the old programme who have completed their course work, will be able to attend 2 compulsory subjects and 7 out of 11 optional subjects to have a university degree. This will allow for more efficient transitioning and use of resources without the need for additional funding.

The new programme consists of new coursework that focuses on the development of research and science. The clinical practice was reduced from 6 months (former TEI programme) to 3 subjects in 3 semesters (6th, 7th, and 8th) as clinical nursing I, II and III respectively. Clinical

Nursing I, includes practice for 1 day per week (7 hours per day) for 19 weeks, whilst clinical nursing II and III include 2 days per week (7 hours per day) for 19 weeks. This allows students to complete the thesis requirement in the eighth semester.

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 at IHU. 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 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.
- Interprofessional collaboration in teaching is being sought out and implemented when possible.
- Student needs are well-attended to, despite the need to improve some basic infrastructure.
- Engagement with clinical partners, community at large, and various stakeholders is strong, with a sense of pride regarding the service offered to the community.

II. Areas of Weakness

- The student to 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.
- Lack of some infrastructure, such as large classes and amphitheatres for the early semesters.
- Inadequate funding to implement the changes needed and wanted.
- The nursing labs need urgent refurbishment and equipment which use modern technologies

III. Recommendations for Follow-up Actions

As per individual section recommendations to attend to:

- Clearer goals and objectives for the Department and the programme.
- More concrete departmental, teaching and learning and research strategies that show a stronger university academic identity.
- Staffing issues, workload and teaching efficiencies, and staff development.
- More diverse assessments that enhance critical thinking; an enhanced focus on clinical assessments is needed.
- Enhance the 'international' element of the Department and programme by offering English-based modules and having more strategic collaborations
- Enhance research quality
- Research capacity-building as ongoing staff learning and development.
- Enhance university student support services.
- Enhance the Department's infrastructure and facilities for teaching and learning (particularly the laboratories).
- Enhance and formalize existing networks with local clinical partners.

- The Department of Nursing in Didimotixo does not provide quality student training, disadvantages nursing students, clinical training is not sufficient nor at the level required. This department must close and moved in a university where facilities for high quality nursing training are ample.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **5 and 7.**

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. Prof. Alex Molasiotis (Chair)**
University of Derby, Derby, UK
- 2. Prof. Irena Papadopoulou**
Middlesex University, London, UK
- 3. Prof. Maria C. Katapodi**
University of Basel, Basel, Switzerland
- 4. Ms Pelagia Batika**
Member of the ENE
- 5. Ms Ilektra Tsoufidi**
Student Representative