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HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:

Nursing
Institution: National & Kapodistrian University of Athens
Date: 15 February 2020

Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **NURSING** of the **National & Kapodistrian University of Athens** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Nursing** of the **National & Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Professor Alex Molassiotis** (Chair)
   The Hong Kong Polytechnic University, Hong Kong

2. **Associate Professor Andreas Pavlakis**
   Neapolis University Paphos, Cyprus

3. **Professor Irena Papadopoulos**
   Middlesex University, London, UK

4. **Ex. Associate Professor Vasilios Raftopoulos**
   Cyprus University of Technology, Limassol, Cyprus

5. **Mr Lambros Bizas**
   Hellenic Regulatory Body of Nurses, Athens, Greece

II. Review Procedure and Documentation

The Panel received a range of documents before the visit in electronic format, which were reviewed and evaluated by the members. The documents included guides explaining in detail the process of accreditation, reports on the findings of the internal evaluation, relevant forms, reports on quality indicators for 2015 - 2018, final internal report, and a copy of the 2011 external evaluation report. The documents provided useful background reading and facilitated some understanding among the members of the accreditation process and what progress the nursing department (ND) has made since the 2011 external evaluation.

The actual visit was from 10/2/2020 to 11/2/2020 in the current premises of the Department of Nursing in Goudi, Athens. We also had the opportunity to visit the Ag. Anargiroi General Oncology Hospital in Kifisia. More specifically, we were given the opportunity to:

Meet with the Vice Rector of Academic Affairs/President of MODIP and the Head of the department of nursing

Meet with OMEA and MODIP members

Meet with teaching staff of the department

Meet with undergraduate students from different year

Meet with graduates

Meet with employers and other stakeholders (including directors of hospitals)

Visit to classrooms, lecture halls, library and other facilities.

We thank everybody at the department and the university representatives who provided an open, honest and constructive communication with the Panel members. This was a well-planned and well-organised visit. The Department contributed whole-heartedly to the accreditation process with professionalism, honesty and enthusiasm and the Panel appreciates and thanks them for their positive attitude and collaboration. The Panel felt well prepared and equipped to address the tasks assigned by the H.Q.A. and was able to complete the accreditation process effectively and efficiently.

III. Study Programme Profile

The Department of Nursing was first established in 1979 with a four-year study program in the School of Medicine of the National and Kapodistrian University of Athens and its first opening was at the academic year 1980-81.

Since the academic year 1983-84, the Department of Nursing is equal with the other Departments of the University according to the law for the Higher Educational Institutes, the 2424/83 decision of the Council of State, the Bl.959/22-8-83 Ministry Decision and the since 25-7-83 decision of the senate of the National and Kapodistrian University of Athens. Since then, the Department of Nursing became part of the School of Health Sciences as an independent department.

Since the academic year 2005-2006, the Academic training of the students of the Military Nursing Academy is offered by the Department of Nursing of the National and Kapodistrian University of Athens, while the military training is offered by the Military Academy according to their internal schedule.

The Faculty has 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. The committee consists of academic staff and a student representative. Their proposals are reviewed and approved by the departmental academic council ('sinelefsi').

Upon completion of their studies, graduates of the Department of Nursing should be able to:

-Plan and provide holistic and evidence-based nursing care to individuals, families and the community aiming to prevent diseases, manage treatments, provide rehabilitation, palliate, support adjustment to critical incidents and/or at the end of life and during bereavement.

-Organise and make nursing decisions and take actions so as to achieve the aims of nursing care.

-Coordinate independently the care of groups of patients and work with the health care team to achieve safe and quality care in terms of prevention, treatment, rehabilitation and palliation.

-Promote and respect human rights and the individual differences with physical, psychological, mental and social needs of individuals across all stages of life.

-Set up criteria to assess the safe delivery of nursing and other health care services.

-Provide administration in nursing and other health services.

-Provide patient education and health counselling related to the prevention of illness, health promotion and environmental health

-Develop nursing knowledge through research.

Broadly, the curriculum meets the criteria of the European Directive for nursing education (with the exception of clinical hours, as will be detailed at a later section). 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 'Ptixeio', equivalent to BSc (Hons) in Nursing Science.

The degree of the Nursing Department of the EKPA 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".

The holders of the degree of the Nursing Department of the EKPA can be employed in 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 by the current Legislation.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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

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

a) *the suitability of the structure and organization of the curriculum;*

b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*

c) *the promotion of the quality and effectiveness of teaching;*

d) *the appropriateness of the qualifications of the teaching staff;*

e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*

f) *ways for linking teaching and research;*

g) *the level of demand for qualifications acquired by graduates, in the labour market;*

h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*

i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

Study Programme compliance

The Department of Nursing has identified a number of strategic educational goals centered around education and research and are outward looking. It follows internal procedures organised and managed by OMEA, aiming at continuous improvement of both pedagogy and research. While OMEA follows university policies and formal regulations, it is not clear of how exactly this committee works, which is an important aspect related to transparency and clarity. The work of OMEA is heavy, and not clear if other committees support or implement its findings and processes nor if there is a clear communication channel between different committees. These processes should also be presented in their website in more detail. Overall, the Panel's view is that the policy on quality assurance is appropriate for the programme and adds value by monitoring a number of key parameters in learning objectives and student satisfaction, but more clarity of the processes is needed.

In addition, the Department should consider the introduction of a mandatory peer observation scheme to support the development of all academic educators and enable greater sharing of skills and experiences across the Department. The Panel had the opportunity to assess the published CVs of a representative sample of faculty staff. CVs examined confirm that the qualifications and experience were appropriate for the academic level of the faculty. Both faculty staff and students seemed satisfied with the qualifications and skills mix of the academic staff. The Panel believes this provides an excellent platform and should further develop quality learning. The number of faculty members with a nursing qualification has increased over the years, and continuous improvement of the nursing to non-nursing staff ratio should be further enhanced, considering upcoming retirements and new positions to be given to the department by the Ministry of Education in the future. However, it would be important for the Department to introduce a mechanism of supporting faculty staff (especially junior staff) by formalizing the education support offered (for example by offering a teaching certificate or similar) and for OMEA to monitor compliance and regular updates and revisions. This is particularly important since junior postgraduates are involved in the teaching sessions Therefore, it would be important to ensure that everyone is adequately qualified to deliver a satisfactory standard of training alongside research. Partners providing clinical training to students should also be able to understand the aims and objectives of the programme and be supported more proactively by the faculty members.

Furthermore, while the nursing department has defined specific, measurable, achievable goals regarding the study programme (teaching methods, learning outcomes, student satisfaction, research output), according to the recommendations by the HQA they lack of defined and clear processes to achieve these goals.

Other areas of strategic focus for the department, as reported in the documents we have been provided with, include the enhancement of the student-centred learning, achieving high rates of graduation at 4 years and decrease of the 'long-term' students, enhancement of the research output, improvement of the staff working conditions, development of teaching-related partnerships (within the university and national/international ones), wider visibility of the work of the department, exploration of alternative funding, and lifelong learning. Faculty staff are generally committed to these strategies and devote personal time and energy to achieve them; however, more department-wide, specific, measurable and formal processes to

achieve these very important and welcomed strategies are needed in the future. The implementation of these strategies should be more explicitly defined and articulated.

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- Further enhance the quality assurance mechanisms, perhaps under a University-wide system, by adding other systems such as peer review, formal teaching training to new teaching staff, cross-marking, etc.
- Suggest to develop new or enhance the roles of existing committees such as Curriculum Committee, Research Planning Committee, ERASMUS and International Relations Committee, Clinical Practice Training Committee to further support the work of OMEA.
- Implementation of the departmental strategies in a more explicitly defined and articulated manner.
- Clarify processes and include concrete actions to be taken in order to achieve their teaching and research goals.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR 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.

Academic units develop their programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The programme of studies has been revamped following many of the recommendations of the external evaluation of 2011. More specifically, the strategic areas of focus include a regular process for ensuring quality teaching and learning, development or refinement of a student-centred curriculum almost annually (through the 'sinelefsi'), student-centred learning and its regular evaluation with student electronic feedback questionnaires (noting that response rates are 14-20% only), and regular internal evaluation of the programmes offered, through OMEA.

The curriculum-related recommendations from the external evaluation of 2011 have been implemented where feasible. A number of the medical subjects were withdrawn from the programme and more nursing subjects were incorporated (several of them, however, as elective modules only). The then high number of electives was decreased, from 58 to 40, but further decreases especially in the number of electives offered will benefit the programme. The above changes have resulted in a revamped curriculum which is more nursing-centric and attended to some of the issues related to quality training of nursing students in the past.

The curriculum is also revamped based on the revised European Directive 55/2013, has the required 240 ECTS. However, with regards to the clinical hours it falls short as currently they are about one-third of the programme hours only directed to clinical training, while this should be at least half of all programme hours, according to the related European Directive. The Panel has discussed with the academic staff this major deviation from regulatory frameworks and emphasized the need for clinical hours to be increased. Nevertheless, while the need to increase the number of clinical hours in the programme is given as the syllabus is not fully meeting the hours as per EU Directive, the Department is actively working towards identifying new placements which will help them comply with the regulations.

Clinical training also needs improvement in terms of meeting clinical goals and outcomes, currently this is done in an ad hoc way that differs from individual to individual faculty member and the student experience of clinical training is variable.

Some of the textbooks used as recommended reading in module descriptions are quite outdated (ie. about one-third of books recommended were more than 15 years old).

The Curriculum Committee of the Department is responsible and should be accountable for maintaining high standards of the study programme and plays a major advisory role in curriculum issues for both teachers and students. These involve discussions in incorporating new proposals and recommendations for improving the programme and annual evaluation reports and statistics related to the curriculum as well as the participation of students through regular evaluation questionnaires. The quality policy is planned by the Department on a yearly basis and is approved by the general meeting of the faculty members and the appropriate University authorities. Active students generally progress well throughout the years with close support from staff members.

The curriculum involves didactic lectures, tutorials, laboratory work and clinical skills training in the hospital or in community settings. Students evaluate the teaching of every module at the end of the semester with student evaluation questionnaires. The utilization of the findings from the department is good but more informal in nature, without any formal and clear processes, which make it difficult to understand and appreciate any actions and/or outcomes deriving from such feedback. Overall feedback should also be shared with students and key stakeholders too, a wish expressed during the related Panel meetings.

The research component of the school is good and of high quality, but hampered by the high-volume teaching and a significant administrative load. Generally, the department has a number of skilled and experienced researchers.

Student movement is an important part of the department and indeed exchanges under the ERASMUS+ programme do take place with students visiting several European countries. The importance of such training abroad for the undergraduate students has been very well understood by the Department and it is a great opportunity for internationalization. However, the number of inbound and outbound student exchanges is relatively small and this could be enhanced in the future with more concrete plans of increasing the uptake and utilization of such opportunities for both students and staff. We are confident this number will increase in the future, as examples of recent agreements (i.e. MoU with the University of Hong Kong) have been established.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	
Substantially compliant	
Partially compliant*	x
Non-compliant	

*This judgement is based primarily on the key issue of clinical hours not meeting EU directives, and this needs to be seriously addressed.

Panel Recommendations

- Increase the number of clinical hours to comply with European Directives.
- Coordinate the clinical placements and the quality of clinical learning more formally and centrally in the department.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE 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.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs, 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 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.*

  In addition :
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

 The evidence collected by the Panel during the meetings with academic staff, students (current and past), clinical staff and the evidence included in the documents provided to the Panel for the purpose of the accreditation indicates that there has been considerable effort since the last evaluation in 2011 to improve the student-centred approach in order to respect and attend to the diversity of students and their needs, enabling flexible learning paths. In

terms of teaching and learning there is a mixed approach of teacher-led lectures and interactive small group work which enables the students to be more active and participative, whilst having the opportunity to direct the learning to meet their needs. Everyone involved in the accreditation supported the value of student-learning approaches and recognised that this approach will improve the students' autonomy and promote mutual respect in the student - student and student- teacher relationships.

The evidence from the student feedback/evaluations is inadequate as a very small number of students appear to complete the relevant questionnaires. This needs to be improved.

With regards to clinical skills learning, the clinical laboratories are by nature interactive and students report high levels of satisfaction.

During the meetings of the Panel, it became evident that students receive pastoral care from several academic staff whom they can approach at any time for support. Academic staff act as academic mentors to the students, something which the students find very useful. The Nursing Department also provides support to students from vulnerable groups such as those with special learning needs and/or disabilities. Both academic staff and students were of the view that these services could be further improved and added to.

The documents provided to the Panel did not offer evidence with regards to the methods the academic staff regularly use to evaluate their pedagogical approaches in order to improve these methods. The Panel accepts that each academic staff reflects on their approaches but in their view a model of good practice could be adopted, as for example that of a yearly peer review and reflection which is used by other international academic institutions.

The Panel identified that procedures for student appeals exist but due to time limits the details associated with this were not discussed.

The academic staff are familiar with the existing departmental examination system and methods but the Panel did not gain evidence that the staff are supported in developing their own skills in this field.

The assessment criteria and methods are published in advance and they are agreed with the contribution of the students. However, the students who provided evidence to the Panel expressed the view that the assessment does not always allow students to demonstrate the extent to which the intended learning outcomes have been achieved since only a selective small component of the studied materials is usually examined.

The Panel did not find any evidence of formal feedback being given to the students which was linked to advice on the learning process.

It was indicated by the academic staff that the regulations for assessment take into account mitigating circumstances.

The theoretical assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures. However, the clinical/practical assessments are diverse, they often depend on the availability of clinical placements and clinical supervisors,

which clearly indicate an unequal system, something which was expressed by the students who attended the Panel meeting. The Panel acknowledges the lack of resources regarding the clinical placements whilst recognizing the huge efforts being made by dedicated and highly professional staff in the clinical areas. The Panel recommends that efforts continue especially in areas where it appears to have scope for expansion, particularly in primary care/community nursing. This will be facilitated by the new clinical instructors which are soon to be appointed in the department. These improvements will enable the department to provide more clinical hours in order to meet the European requirements.

Panel judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- Develop/enhance a more structured and formalized assessment of clinical skills and clinical learning outcomes.

- Provide a more coherent and equal clinical placement learning experience to all students.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

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).

Study Programme compliance

The nursing department produces an informative and comprehensive study guide which provides all necessary information and guidance about the institutions' and academic units' processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility are based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits which comply with comparable European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students´ study period. Students receive documentation explaining the qualification gained, based on European acceptable standards (Diploma Supplement).

There is still a significant number of long-term students on record, well beyond the n+2 model. This is an unnecessary, disadvantageous and political situation than must be resolve in the future. While this is a state issue, attention should be directed to it too by continue to lobby the ministry of education.

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, 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 recognize 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;*

Study Programme compliance

The institution and its nursing department follow clear, transparent and fair processes for the recruitment of properly qualified staff according to the national legislation and offer them conditions of employment that recognize the importance of teaching and research.

Academic staff informed the Panel that they have opportunities to develop professionally, such as through the attendance in conferences, their involvement in research projects and networking. The majority of the staff engage in writing and publishing in international peer review journals.

The Institution makes efforts to support the learning environment that promotes the standards of teaching and scientific work. However, the Panel was made aware that more resources are needed in order to provide more efficient student-centred and other innovative approaches to learning as encouraged by the quality standards of MODIP, and desired by the academic staff. The documentary evidence provided to the accreditation Panel indicates a heavy workload for the academic staff due to the very high number of curriculum modules which need to be delivered, which inevitably result in a huge number of theoretical assessments, an issue which both the academic staff and the students who attended the accreditation meetings agreed with. It was agreed that reducing this workload will free the teachers to develop new teaching skills such as developing and delivering courses online, learning to deliver clinical workshops using simulation and other new technologies such as

virtual reality. It is acknowledged that such new methods require resources such as space, money, training etc, but these approaches are already being used in other European universities and beyond.

It is noted here, the other immensely important contribution of the academic staff which require time and expertise, such as coordinating university clinics of the department of nursing, finding new placements for their students, visiting the clinical areas to support the clinical staff who provide supervision to students, organizing community experiences and so on. Addressing some of these time consuming matters will enable the academic staff to increase the volume and quality of their research output, engage in self/peer assessment, training, and other professional development activities.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	**x**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER 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 funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme compliance

The sustainability of the adequate funding is a prerequisite for covering the teaching and learning needs. The Nursing Department is located on a 3,500 m² building in Goudi (Papadiamantopoulou 123). This building includes 4 teaching rooms, 7 laboratories, 21 offices and some more space for other activities.

The secretariat is located in another building in the same area.

The nursing department is divided in five Sectors:

- Basic Sciences
- Public Health
- Internal Medicine-Nursing
- Surgical Nursing
- Psychiatric Health and Behavioral Sciences

The nursing department has:

- several classrooms,
- amphitheaters,
- well-equipped labs that provide adequate resources for the training of the students
- two study rooms (one in the building of the Medical School of the EKPA and the other in the Library of Health Sciences),
- several clinics:

Department of Internal Medicine

Department of Pediatrics, including:

a) Pediatric Clinic

b) Unit for Endocrinology, Metabolism and Diabetic Center

c) Unit for Clinical Genetics

d) Unit for Pediatric Gastroenterology, Diet and Obesity

Department of Surgical Nursing:

- Department of Surgery

- Intensive Care Unit

Department of Psychiatric Health and Behavioral Sciences

- Psychiatric Clinic:

a) Department of Psychiatry, General Oncology Hospital "Oi Agioi Anargyroi"
b) University Community Mental Health Center

Several clinics are located in the "Agioi Anargyroi" General Oncological Hospital and in the "Aglaia Kyriakou" Pediatric Hospital and are directed by the academic staff of the nursing department. Except from the clinics there are also nurse led labs.

The Faculty of Nursing comprises the following Laboratories:

1. Department of Basic Sciences:

- Biology - Biochemistry

- Anatomy - Histology - Embryology

- Physiology and Clinical Neurophysiology

2. Department of Public Health:

- Prevention

- Demography

- Clinical Epidemiology

- Health Informatics

- Center for Health Services Management and Evaluation

- Biostatistics

- Laboratory of Community Health Nursing

3. Department of Internal Medicine - Nursing

- Clinical Nursing Applications Laboratory

- Paediatric Research Laboratory

- Gastrointestinal and Liver Unit

- Infections Disease Laboratory

- Development and Improvement of Nursing Care System Laboratory

- Pediatric Nursing Application Laboratory

- Self-Care Skills for Patients with Chronic Diseases Development Laboratory

4. Department of Surgical Nursing

- Functional Control of Lungs, Bronchoscopy and Hyperbaric Oxygen - Therapy. Unit for Sleep Studies and Center for the Evaluation and Identification for the Need of Respiratory Support.

- Vascular Access Laboratory

5. Department of Psychiatric Health and Behavioral Sciences

- Psychopathology-Neuropsychology. Unit of Social Psychiatry – Center for Psychiatric Health

The nursing department provides counseling services to the students after a referral to the Center for Psychiatric Health that is located at Zografou area. The outpatient clinic of the Health Sciences Faculty provides first aid services to the students.

Some of the nursing department academic staff members provide informal counselling and support to the students that may have special needs and they refer them to other services for further support and counselling.

The academic staff reported that they provide the necessary support services to the students with special needs and disabilities. In the study guide of the nursing department there is a special mention for the provision of support to the students with disabilities: two academic staff members are accountable for these students and one member of the administrative staff.

Although there is a range of support services available to the students (dormitories, sport facilities, kindergarten) the availability of these services may be impeded by barriers that are related to the high number of applicants.

The students have commented on the difficulties regarding their time management as they have to combine classroom attendance with at times clinical practice. The nursing department has successfully reengineered the shift by giving an emphasis to the student-centered learning. More precisely the theoretical courses/teaching has been allocated to the first period of the semester, followed by the clinical practice before returning back to classroom teaching at the end to consolidate the knowledge. This has been commented very highly by the students.

 The Panel members are impressed with the development and the operation of the several Hospital Clinics and nurse-led labs in the "Agioi Anargyroi" General Oncological Hospital. They

provide a unique opportunity to the students to learn in a reflective health care environment that is managed by the academic staff of the nursing department. The limited human resources as opposed to the large number of the students and the location of the hospital are some barriers for the accessibility of these training services to all the students.

Information about all the services is available at the website and the curriculum.

The administrative staff is called to provide services to a huge number of students and academic staff. The Panel members cannot comment on the competence of the administrative staff without relevant evidence.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The nursing department needs to develop a strategy towards the increase of the available clinics and nurse led labs both in Ag. Anargyroi Hospital and in other hospitals, in collaboration with other entities where appropriate.

- The nursing department needs to continue to periodically evaluate the adequacy of the facilities, as a prerequisite for the continuous quality improvement of the provided services.

Principle 7: Information Management

INSTITUTIONS 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.

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

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

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

- *key performance indicators*

- *student population profile*

- *student progression, success and drop-out rates*

- *student satisfaction with their programme(s)*

- *availability of learning resources and student support*

- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme compliance

The nursing department documents and assesses key indicators for students, teaching staff, course structure, organization and graduates. The reliability of the available data is critical for decision making and identification of areas of smooth operation and areas for improvement.

The nursing department has provided the Panel members with the key performance indicators as presented in the internal quality assurance report. They generally use an integrated information system for the systematic acquisition and analysis of the relevant data. They have established specific procedures for the collection of the data regarding students, teaching methods, students' progression, employability and career paths of the graduates.

The student satisfaction is regularly evaluated online. In the past the satisfaction survey was conducted by using hard copy questionnaires that were distributed to the students during the exam period. In the past the response rate was very high (70-80%). After the implementation of the online assessment the response rate has dropped (almost 14%-20%).

The nursing department did not provide any evidence on the assessment of the staff satisfaction although it is reported in the OMEA report.

The nursing department has developed a Registry for the Graduates that is online.

The nursing department stressed that the information obtained from the students' satisfaction surveys is communicated (in the website) and used for improvement. The results are communicated also to the relevant committees and the Council of the nursing department for further action.

Panel judgement

Principle 7: Information Management	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

- The nursing department staff is encouraged to find evidence-based ways to increase the response rate of the students, given that the results of the satisfaction surveys add value to the students' education process.

- The same applies for staff satisfaction surveys too.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

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

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

The website of the nursing department is very informative, well-structured and up-to-date. It includes all the adequate information about the syllabus, the curriculum, the facilities, the academic and other staff, the e-learning, as well as announcements and posts.

All the course descriptions of the programme are complete and available online in a very informative way.

The Quality Assurance Policy of the nursing department is available online in the website and includes all the necessary and adequate information.

The CVs of the teaching staff are available online.

The English version of the nursing department's website is not as informative as the Greek version and at places it needs language editing.

Panel judgement

Principle 8: Public Information	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Improve the English version of the website

- The Panel members encourage all the teaching staff to provide the PubMed link for their publications on the website.

- Make better use of social media in the department, for enhanced visibility and dissemination.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR 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 study programmes aim to maintain the level of educational provision and to create 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. Revised programme specifications are published.

Study Programme compliance

The EKPA document 'Application for the academic accreditation of the undergraduate nursing programme (2019/20)' which was submitted to the ADIP and subsequently to the members of the Accreditation Panel, is a comprehensive document which provides all the current facts (and some comparative facts with previous years and references to the previous ADIP evaluation in 2011) regarding the nursing department's philosophy, aims, strategic plans and policies as well as outlines of modules, information about assessments, clinical practice and student evaluations. It is a well thought out document which provides the ambitions and lists in great detail the actions which need to be taken in order that the nursing department improves and sustains its provision of a high quality, effective and efficient undergraduate programme in nursing. This document provides the instrument for a systematic annual internal review for continuous improvements at all levels and across all issues discussed in this report. The Panel commends the nursing department for the development of this useful document.

The Panel is pleased to see that the nursing department's website provides information included in the document mentioned above accessible to the students and the public and considers this a good practice in transparency and a serious attempt in the democratization of education.

The Panel was pleased to meet and discuss the quality and fitness for purpose of the nursing department's undergraduate nursing programme with a variety of stakeholders. In particular, the Panel discussed with community representatives and service providers the nursing

department's efforts to include the changing needs of the society in the curriculum. Those who attended the Panel meeting expressed their satisfaction with the small but continuous improvements in the programme and their ability to influence and inform change. However, they expressed also the need for a longer community/primary care practice for the students in order to enhance their abilities to communicate effectively and care sensitively for all people in multicultural environments.

The nursing department is committed to regular monitoring, review and revision of study programmes in order to ensure that they remain up to date, reflecting the latest research findings in nursing science and practice. Specific individuals and/or bodies have been identified as those responsible for coordinating and delivering the plans which were articulated in 2019 and published in 2020 in the 'Application for the academic accreditation of the undergraduate nursing programme (2019/20)'. The Panel was assured that the academic staff were cognizant of their individual responsibilities and accountability, whilst the senior managers/administrators who met the Panel were supportive, but expressed the limitations and challenges which result from cuts in budgets and the level of bureaucracy and legislation at national level.

The issues relating to the students' workload, progression and completion, as well as the students' expectations, needs and satisfaction in relation to the programme, have been addressed in other parts of this report.

Student assessments were also commented upon by the Panel in other parts of this report but here the Panel wishes to add that the lack of formative and peer assessment should be addressed. A strategy to achieve this at departmental level and not at individual ad hoc level must be developed by the academic staff in collaboration with the student body. This will complete the other efforts taken by the staff to promote effective assessment procedures for the students.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

- Consider more formative and peer assessments for the students, and a greater diversity in the types of assessments used.

- Communicate and document student feedback to stakeholders, other faculty and students and elicit more feedback from stakeholders too in a two-way evaluation.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, 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 template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme compliance

The nursing department has undergone an external evaluation process administered by HQA in June 2011. The external evaluation report is available online at the website of HQA.

Both, the University and the Nursing Department implement on a regular basis external and internal evaluations and have set up the relevant committees at University and Departmental levels (ΜΟΔΙΠ and ΟΜΕΑ, respectively).

The nursing department has implemented some actions in response to the recommendations made by the HQA External Evaluation Committee in 2011. More precisely they have decreased the number of elective modules, they have also somewhat increased the hours of clinical practice, the number of nursing academic staff has increased, the management board of the nursing department is directed by nursing academic staff. At the same time, the members of the nursing department declare themselves ready to adopt and implement the recommendations of the evaluators.

The study programme has not undergone external review conducted by any agency other than HQA.

The members of the academic staff declare their awareness of the importance of the external review and its contribution to continuous quality improvement. Some of the Panel members have participated to the previous external evaluation and have realized that the staff clearly recognize the added value to the resulting feedback for quality improvement from the evaluation results.

The nursing department collaborates with several stakeholders. After an extensive discussion with these stakeholders the Panel members concluded that they are not as actively involved as they would wish in the reform or update(s) of the curriculum.

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

PART C: CONCLUSIONS

I. Features of Good Practice

- The 2-month clinical practicum introduced in the programme is a great example of increasing the clinical learning experience of the students. As this is not compulsory, not all students undertake this, however.

- The nurse-led labs and university clinics at Ag. Anargiroi General Oncological Hospital are unique and exciting developments. The leadership opportunities through this experience across the nursing departments in Greece is potentially high.

- Excellent collaborations with a wide range of stakeholders (NGOs, private and public hospitals, etc).

II. Areas of Weakness

- Number of clinical hours not meeting EU directives.

- Clinical learning experience and clinical assessment.

- Heavy programme orientation in the acute/hospital based sector.

- Heavy teaching workload.

- Large number of elective modules.

- Lack of faculty succession plan, with a small number of junior academics.

III. Recommendations for Follow-up Actions

- Further enhance the quality assurance mechanisms, perhaps under a University-wide system, by adding other systems such as peer review, formal teaching training to new teaching staff, cross-marking, etc.
- Consider further decreasing the number of elective subjects offered by the department.
- Suggest to develop new or enhance the roles of existing committees such as Curriculum Committee, Research Planning Committee, ERASMUS and International Relations Committee, Clinical Practice Training Committee to further support the work of OMEA.
- Implementation of the departmental strategies in a more explicitly defined and articulated manner.
- Clarify processes and include concrete actions to be taken in order to achieve their teaching and research goals.
- Increase the number of clinical hours to comply with European Directives.

- Coordinate the clinical placements and the quality of clinical learning more formally and centrally in the department.
- Develop/enhance a more structured and formalized assessment of clinical skills and clinical learning outcomes.
- Provide a more coherent and equal clinical placement learning experience to all students.

- The nursing department needs to develop a strategy towards the increase of the available clinics and nurse led labs both in Ag. Anargyroi Hospital and in other hospitals, in collaboration with other entities where appropriate.

- The nursing department needs to continue to periodically evaluate the adequacy of the facilities, as a prerequisite for the continuous quality improvement of the provided services.

- The nursing department staff is encouraged to find evidence-based ways to increase the response rate of the students, given that the results of the satisfaction surveys add value to the students' education process.

- The same applies for staff satisfaction surveys too.

- Improve the English version of the website

- Make better use of social media in the department, for enhanced visibility and dissemination.

- The Panel members encourage all the teaching staff to provide the PubMed link for their publications on the website.

- Consider more formative and peer assessments for the students, and a greater diversity in the types of assessments used.

- Communicate and document student feedback to stakeholders, other faculty and students and elicit more feedback from stakeholders too in a two-way evaluation.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: Principles **4, 5, 6, 7, 8, 10**

The Principles where substantial compliance has been achieved are: Principles **1, 3, 9**

The Principles where partial compliance has been achieved are: Principle **2**

The Principles where failure of compliance was identified are: none

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

The members of the Accreditation Panel for the undergraduate programme of Nursing of the National & Kapodistrian University of Athens

Name and Surname   **Signature**

Professor Alex Molassiotis
The Hong Kong Polytechnic University, Hong Kong

Associate Professor Andreas Pavlakis
Neapolis University Paphos, Cyprus

Professor Irena Papadopoulos
Middlesex University, London, UK

Ex. Associate Professor Vasilios Raftopoulos
Cyprus University of Technology, Limassol, Cyprus

Mr Lambros Bizas
Hellenic Regulatory Body of Nurses, Athens, Greece