



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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

**Nursing**

**Institution: University of West Attica**

**Date: 18 October 2022**



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



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

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

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

- 1. Professor Alex Molasiotis (Chair)**  
University of Derby, Derby, United Kingdom
  
- 2. Associate Professor Amalia Tsiami**  
University of West London, London, United Kingdom
  
- 3. Professor Andreas Pavlakis**  
Philips University, Nicosia, Cyprus
  
- 4. Mr. Lampros Bizas**  
Member of the Hellenic Regulatory Body of Nurses, Greece
  
- 5. Ms. Helectra Tsoulfidi**  
Student of the Department of Nursing, Hellenic Mediterranean University, Greece

## II. Review Procedure and Documentation

The panel has met on the 17<sup>th</sup> of October 2022 to review all documents supplied (which we all had pre-read) and agree on key questions and issues to focus on during our evaluation. We have been supplied with ample information to help with our deliberations. The meetings and discussions were conducted online over two days, including the 17<sup>th</sup> and 18<sup>th</sup> of October 2022. The below list shows all the documents we have received (with indicative translations to the actual name of the original file name in Greek):

- B1. pdf of proposition from the Department of Nursing
- B2\_.pdf of programme
- B03\_ SWOT analysis of strategic plan for the University.pdf
- B04\_ Feasibility report.pdf
- B05\_ Operation plan\_.pdf
- B06\_ Quality assurance strategy of the University.pdf
- B07\_ Quality assurance plan.pdf
- B8\_ Goals of quality assurance for the University.pdf
- B09\_ Goals.pdf
- B10\_ Action plan.pdf
- B11\_ Study guide 2021-22 for the Department of nursing.pdf
- B12\_.pdf
- B13\_ Voting record.pdf
- B14\_ Teaching staff.pdf
- B15\_ MODIP minutes.pdf
- B16\_ Questionnaire.pdf
- B17\_ Complaints.pdf
- B18\_1\_ Academic consultant.pdf
- B18\_2\_ Disabilities.pdf
- B19\_ Internal study guidelines.pdf
- B20\_1\_ study guidelines.pdf
- B20\_2\_1\_ Clinical practice outside ESPA programme.pdf
- B20\_2\_2\_ Clinical Practice through ESPA programme.pdf
- B20\_3\_ Mobility.pdf
- B21\_ Sample of Dissertation EN.pdf
- B21\_ Sample of Dissertation GR.pdf
- B22.pdf
- B23\_ Outcomes report.pdf

B24\_1\_ INSTITUTION\_2017\_2018.pdf  
B24\_2\_ INSTITUTION \_2018\_2019.pdf  
B24\_3\_ INSTITUTION \_2019\_2020.pdf  
B24\_4\_ INSTITUTION \_2017\_2018.pdf  
B24\_5\_ INSTITUTION \_2018\_2019.pdf  
B24\_6\_ INSTITUTION \_2019\_020.pdf  
B24\_8\_ Undergraduate programme\_2018\_2019.pdf  
B24\_9\_ Undergraduate programme \_2019\_2020.pdf  
B25\_Progress report.pdf  
B26\_Subjects overview.pdf  
B29.pdf  
B30\_Sample of diplomaENG.pdf  
B30\_Sample of diploma GR.pdf  
B31\_Name list.pdf  
B32\_1\_ Opinion ΝΣΚ 161\_2021\_registration of TEI students (1).pdf  
B32\_2 \_registration of students.pdf  
B32\_TEI undergraduate programme.pdf

We also had (online):

Teleconference with the Vice-Rector/President of MODIP & the Head of the Department where we were given a short overview of the Undergraduate Programme (UP): History, academic profile, current status, strengths, and possible areas of concern.

Teleconference with OMEA & MODIP representatives (EEAP, OMEA & MODIP members, MODIP staff) to discuss the degree of compliance of the undergraduate programme to the Quality Standards for Accreditation.

Teleconference with teaching staff members to discuss professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.

Students during the teleconference expressed the satisfaction from their study experience and Department/Institution facilities; their opportunity to have an input in quality assurance; priority issues concerning student life and welfare.

We had an on-line tour of classrooms, lecture halls, libraries laboratories, and other facilities /Discussion about the facilities presented in the video produced for this purpose to evaluate facilities and learning resources to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the programme

Teleconference with employers and social partners, to discuss relations of the Department with external stakeholders from the private and the public sector

The entire process 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, Faculty of Health and Care Sciences, was founded in 1983 at the Technological Educational Institution (TEI) of Athens incorporating the Higher Governmental Schools of Nursing which operated at Public Hospitals. In the year 2018, it joined the University of West Attica. The course lasts 4 years (8 academic semesters).

The aim of the Department is to educate nurse scientists capable of responding to the complexity and breadth of the needs of promoting, protecting, preserving, and restoring the health of citizens in the modern health care system, taking into account the personality of each person as well as his/her social, economic, and cultural background.

The academic staff of the Department constitutes a body of experienced professionals, specialists in their field and active researchers, who share the unwavering and unifying dedication to serving others through excellence in education, discovery of new knowledge and improvement of care.

The department's educational philosophy places the student at the centre of the learning process. The objectives of the curriculum are:

- To offer modern, innovative, and flexible studies in Nursing Science, tailored to the wider scientific, social and professional needs.
- To foster students' and future nurses' spirit of search for knowledge, collective effort, and democratic behaviour.
- To foster students' sense of individual and collective responsibility towards social problems and social inequalities.
- To equip them with the skills to develop their own self-motivation, personal expression, and critical thinking in the process of developing a strong professional identity.

The objectives of the programme, the input and expected output are described in detail in the Student Guide.

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 'Ptixeio', equivalent to BSc (Hons) in Nursing.

The degree of the Nursing Department of the University of West Attica 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

There is a clear strategy in the Department that focuses on four areas:

1. Provision of high-quality education in a student-centred learning approach, seeking the improvement of the curriculum on an ongoing basis and as necessary, following international trends and national needs, through the development of critical thinkers with a strong professional identity.
2. Effective utilisation of human resources and the 'know-how'/experience of staff, alongside improvements in the infrastructure. This will be done through attracting high quality academics, improvement in teaching and learning facilities, and further improvement and enhancement of support services.
3. Knowledge generation with high quality research, connection of research with the student learning and publication/dissemination of the research outputs of the Department.
4. An outward looking approach, internationalisation, and quality assurance of the programme. This will entail more collaboration with external partners, enhancement of clinical practicum, organisation of conferences, staff, and student exchange through the Erasmus+ programme and offer of some subjects in English language.

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

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

The Department has several appropriate committees to oversee the programme of studies, including student engagement. In its planning, the programme has considered other national and international programmes (all listed in the documents we have received) 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 and was submitted with the documents provided to the EEC.

Besides the theoretical part, there is a strong element of training in clinical practice, which is well-developed and is cohesive. Clinical practice takes place in a wide variety of settings, including hospitals, health centres and NGOs. The 4-month clinical practicum introduced in the 6<sup>th</sup> and 8<sup>th</sup> semesters, occasionally funded by the ERASMUS+ too, which is an excellent development that builds up the required clinical hours of the students alongside their clinical competences and confidence, at the same time contributing to creating future employability

for the students. However, without these 2 subjects of clinical practice, the study programme does not meet the required number of clinical hours as per EU directives.

A website exists for the Department and provides detailed information across areas of interest ([Department of Nursing, University of West Attica \(uniwa.gr\)](http://Department of Nursing, University of West Attica (uniwa.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 of the university. Teaching is supplemented with the use of research laboratories.

The Department has 39 full-time academic staff supported with appointments of clinical collaborators, some of which are also PhD students in the department. 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, about 250 students are admitted each year (158 from the national exam system and the remaining through special categories of students or transfers, hence in a 5-year period the total number is 1250 students. However, the actual number of students currently at the department is higher, and we will be discussing this at a later section.

### **Postgraduate programme**

The Department of Nursing has developed 5 postgraduate programmes managed and led by the department itself, including:

- a) Traumas and ulcers – management and care
- b) Neurological conditions –current practice based on clinical indications
- c) Community and public health nursing
- d) Management of chronic conditions
- e) Specialised clinical nursing

It also runs another programme in collaboration with other universities, namely Intensive Care Units – Cardiology, Medical and Nursing Care.

The programmes meet current market needs and they led by expert and knowledgeable teams. The output from these programmes is high quality and the students receive a range of learning experiences to allow them to develop their careers further and attend to niche care needs in the hospital and community setting. The collaborative programme is a great example of outward thinking and planning.

The specialised clinical nursing programme also needs more clear focus, as it covers a range of subjects and conditions; the usefulness of such a programme can be further discussed with past and current students and see how this can improve further.

The PhD programme is vibrant and attracts a significant number of students. The staff are well-placed to supervise and support the students to complete their studies.

There is limited information about the postgraduate programmes on the website, not all links work, it is not in English language and the links use the old 'tei.gr' web address rather than the new university one (a problem across the website). This will need significant updating to be fit for purpose.

### Panel Judgement

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

<b>g. Postgraduate studies</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

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

### Panel Recommendations

- While the strategic directions have been developed, there is a need for more concrete action plan both for teaching and learning and for research, setting up clear priorities of actions.
- Clinical hours need to increase and also cover more of the community care settings.
- The number of administrative staff could be enhanced to provide more seamless services to staff and students.

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

The accreditation EEC find the University of West Attica fully compliant with the Quality Assurance Policy and Academic Unit principles

The West Attica University has activated, to the highest degree, all the essential tools / committees for a substantial, pragmatic, and implementable quality assurance process. More specifically, the whole effort is based on the current legislation and the relevant European



Directives. All the competent bodies [MODIP, OMEA] were established and are in full operation. Consequently, the General Assembly of the Department and the Senate are dutifully involved in the control process, thus ensuring, among others, transparency and, consequently a more general consultation / consensus process for the best implementation of the objectives.

The way these bodies operate and the control of the whole process, ensures that the expected result of quality education inevitably becomes possible. At the same time, the vision, mission, and values of the Department, which by themselves are the basis and guarantee that the students have, among other things, a high-quality education.

Both student-centeredness and quality education were implicitly but clearly assured through the conversations that the EEC had with students of various years and semesters.

In addition, the Department, in order to improve its operation and strengthen the educational process, has established a specific procedure for submitting and managing complaints from the students of the Nursing Department.

The staff of the Department works with enthusiasm, applying the institutionalized procedures and through self-evaluation, seeks continuous improvement, which is a constant requirement, especially in Nursing. It is also pointed out that the axes on which the Department moves to implement the quality policy, are fully consistent with international guidelines.

### Panel Judgement

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

### **Panel Recommendations**

- We are satisfied and certain that staff - academic and administrative - of the Department will continue doing their utmost to ensure the continuation of the quality education provided. However, they must surely be vigilant and constantly strive for the improvement of quality, as it is well known that the improvement of quality is a continuous process.
- It is also worth expanding the questionnaire with which the students evaluate the educational services provided, to cover other fields such as the services of the administrative staff, the library, and others.
- In addition to the questionnaires, it is recommended that live or online discussions are organised for the qualitative investigation of the students' opinions in relation to the services provided.

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

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

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

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

#### **Relevant documentation**

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

## Study Programme Compliance

The programme was designed to follow the EU nursing directives (EU 2005/36/EC, 2013/55/EE) and is compliant with international guidance for nursing education such as the WHO and the ICT as well as the Advisory Committee on Training in Nursing (ACTN). The programme learning objectives, number of credits, and allocation of credits to theoretical and practical teaching of nurses meet the criteria of other European and International undergraduate degrees in Nursing.

- *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.*

The Programme of study has 60 modules, 41 modules are core, and 19 modules are elective, that students could specialize on depending on the subject of choice. Every student should complete 7 of the 19 elective modules and all the core to complete the 240 ECTS and get the degree which is in line with the European Credit Transfer System. The balance between theory and practice hours is appropriate and fully compliant with EU directives.

Students would have a variety of learning activities such as theory and clinical laboratory work. The facilities are excellent, state-of-the-art-standards, enhancing the student learning experience. It became clear that the academic staff evaluate the clinical competencies and skills in a very effective and exemplary way. The EEC would urge the staff to share good practice and support other departments within the country to learn using the best practice approach by this department. The University of West Attica would be a leading organisation in Nursing to draw on excellent standards in higher education. Other academics would benefit visiting the department too.

The department also organises the student induction program, enhancing the learning experience of the newcomers and setting the rules within the department. The students benefit also from the Erasmus+ programmes that are available.

- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*

The evidence provided for the employment of the graduates is robust, with excellent rationale and strategy to follow. The faculty studied in detail the evidence of nursing employment. The employment prospects for health care professionals looks very promising, ensuring job security for the newly trained students.

- *Student Guide*

The student study guide is comprehensive, presenting all information needed regarding the new responsibilities and rights that students must follow to successfully complete their academic studies. The guide presents in detail each course, clinical and laboratory classes, the opportunities to experience studies abroad as well as the opportunities for lifelong learning and the importance of dissemination of research by attending seminars and conferences. The students will be able also to progress their studies by following postgraduate studies as well as to complete their doctoral degree. The department has an impressive number of PhD students (currently =67) that will enable academic staff and researchers to include evidence base practice and cutting-edge information. The Student Guide further includes supporting services for the students to ensure the physical and mental health during their studies as well as other relevant departments/support services, such as library resources, IT and Admin.

- *Course outlines*

The programme is excellent, nursing focused, relevant and up to date, giving the students a great choice for elective modules. The course will be enhanced by the existing simulation facilities. The number of credits for each course and the credits allocated to theoretical versus practical training, both in the simulation lab and in the clinic are stated.

The academic staff intension is to follow regulations to reform the curriculum in regular intervals and enhance student experience and content.

### Panel Judgement

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

### Panel Recommendations

- A number of good/excellent practices have been identified. The academic staff could share good practice with other Universities.
- While the programme of studies is very nursing-focused, some subjects are taught both as a medical subject and as a nursing subject separately. The Department could consider merging such subjects as appropriately, to follow international trends.

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

The EEC have read the material supplied as well as having discussed extensively with the faculty about the methods of teaching and assessment of the modules delivered at the course. The findings were that the faculty uses student-centre appropriate methods to introduce the theory as well as the practical elements of each subject. The extensive use of the electronic platform support further learning as the members of staff is uploading supporting material and teaching slides.

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

The clinical competencies are quite clear and the way that those recorded is excellent. The EEC would suggest sharing good practice with other universities.

The students give their feedback anonymously regarding their learning experience and evaluate the module at the end of the semester. The EEC suggests that a mid-term evaluation could be introduced, to enable students and faculty to implement changes to the teaching

during the study period (semester) rather than the end of the semester, so the students can experience the change and benefit from their immediate feedback.

The EEC discussed extensively with the students their teaching and learning experience. The students highlighted the dedication and highly committed academic staff as well as their satisfaction on the learning experience received.

The university and nursing department has a clear strategy for dealing with students' complaints.

### Panel Judgement

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

### Panel Recommendations

None.

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

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

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

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

*as well as*

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

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

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

### **Relevant documentation**

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

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

### **Study Programme Compliance**

#### *Student Admissions and Progression*

To be enrolled in the Department of Nursing students must take part in the Hellenic National Examinations. The entire admission process is organised and supervised by the Hellenic Ministry of Education. For students already holding a Bachelor's Degree, there is also an option to take part in a special examination organised by the Department of Nursing ("Katataktiries



Exetaseis”). These students – according to Greek Law – are a certain percentage of all the admitted students for that academic year. All new incoming students are welcomed by the Department’s President and staff in the beginning of the academic year.

As mentioned, the number of enrolled students to the Department is decided by Ministerial Order. The number of freshmen of the academic year 2021-2022 in the Department was 276.

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

#### *Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes*

The study program is based on ECTS and fully complies with all national and European regulations as defined by the Greek legislation and the European Directives 36/2005 and 55/2013 for the recognition of professional qualifications. At the same time, in collaboration with other institutions and stakeholders, emphasis is placed on the acquisition of graded and certified specialized knowledge and skills that accompany graduates in their professional careers.

The curriculum requires 3688 hours of attendance and consists of 1755 hours (47.6%) of theory and 1933 hours (52.4%) of practical training of which 1215 hours (32.94%) are clinical training and 718 hours (19.46%) laboratories. The subject and content of the courses meet the required competencies and professional qualifications of nurses as stated in the European Directives.

Students are also encouraged by the academic staff to take part in mobility programs (Erasmus+ programme), participate in research projects and in the process of writing scientific articles including their publication, attend and present papers at conferences in order to broaden their knowledge, skills and experiences.

In addition, all students after their 7th semester of studies are given the opportunity to attend for free and receive a certification in Advanced Trauma Care for Nurses (ATCN).

In conclusion, graduates of the Department hold a “nurse responsible for general care” diploma that is automatically recognized in all EU member states in full compliance with European Directives which makes it highly competitive internationally.

## Panel Judgement

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

## Panel Recommendations

- Enhance opportunities for student mobility through the ERASMUS+ programme.
- To meet current and future market needs to strengthen students' anti-discrimination awareness, courses could be developed independently or in collaboration with other departments related to:
  - the preparation of students so that they can work as freelance nurses,
  - the nursing care of people with disabilities,
  - the development of soft and digital skills
- Clinical hours could be further enhanced, as generally the change from the TEI system to the University level saw a decrease in such valuable practice hours.

## **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 EEC finds the University of West Attica fully compliant to the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes.

The Nursing Department of the University of West Attica has 39 academic staff members, which is perhaps the largest number of regular academic staff compared to the rest of the Nursing Departments of the country. More specifically, there are eight (8) Professors, thirteen (13) Associate Professors, five (5) Assistant Professors, seven (7) Lecturers and four (4) Laboratory Assistant offer their services to this Department (plus 2 new academic staff awaiting the confirmation of their appointments), while all the students currently are just under 1400.

The above ratio of students to academic staff is not high enough compared to similar departments in other European countries. The current staff: student ratio is 36:1. While this is high ratio, we recognize the realities of university rations in Greece. This is a wider issue for the Greek government to consider in the future when finances allow.

At the same time, the academic staff supports postgraduate study programs, specifically six (6) at master's level and one doctoral program, with currently 67 students. This is considered an extremely high number, given the start date of the program in question and the university career of the academic staff.

Also, the academic staff steadily continues their research activity and the subsequent publication of related publications in international peer reviewed journals which indicates the quality of their research outputs.

The students with whom EEC had a one-hour meeting confirmed the interest and willingness of the academic staff for the educational process.

Conclusion: The academic input and the consequent effectiveness as well as the interest of the professors in the function they serve is evidently apparent. The academic staff goes well above and beyond the call of duty to accomplish what they have undertaken in terms of education, collaborations with community agencies and the management of research programmes.

### Panel Judgement

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

### Panel Recommendations

Without any doubt, the academic staff

- have developed an excellent culture of contribution/ offering to the university community,
- have accumulated experience and know-how that deserves to be made known so that students and staff – academic and administrative – are given the opportunity to experience the whole process

Collaborations need to be developed with the rest of the nursing departments of the country as well as with other departments of health professions and beyond.

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

The Department of Nursing of the University of West Attica presents state-of-the-art infrastructure for learning resources, as well as facilities for enabling students to access learning, classes, and laboratory-based work. Information for the available facilities and student support services are presented in files B1, B17, B18.1 and these were also presented to the EEC during the meetings with student representatives, academic staff and stakeholders.

### *Physical Facilities*

The Department of Nursing has two Classrooms with a capacity of 110 students, where they are equipped with overhead projectors, eight fully stocked and modern labs for clinical

simulations. In the Department also housed an IT lab with 23 computers and the offices of the academic staff.

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

Both the central libraries of the Alsous Egaleo Campus and the Ancient Eleonas Campus as well as the Athens Campus libraries are available to students.

The libraries have the necessary specialized staff as well as the appropriate infrastructure to serve the students. All the services offered are listed in detail on the libraries' web site and it is possible to access the computerized catalogues, electronic sources, electronic journals, etc.

### Student support services

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

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

### Analysis of Judgement and Conclusion

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

### **Panel Judgement**

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

### **Panel Recommendations**

None.

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

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

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

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

### Panel Judgement

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

### Panel Recommendations

None.



## **Principle 9: Public Information Concerning the New Undergraduate Programmes**

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

The EEC finds the University of West Attica fully compliant to the principle of public information concerning the New Undergraduate Programmes.

The University of West Attica provides adequate and useful information for students in many fields and at many levels. IT, thus dispersing information to a great extent, since accessibility by all is noteworthy. The Department of Nursing uses electronic information to a great extent. This information is provided both in Greek and English, with the former, of course, taking precedence over the latter. The Department's website is well-structured, updated, and student/user-friendly, lagging somewhat behind for users - visitors, who do not have access to information such as course descriptions, teaching staff CVs, etc.

It is pointed out that there is a very good participation of students in the evaluation of courses and lectures, perhaps due to the ease they have to evaluate them electronically, through a specific application on their mobile phones.

The policy followed by the Quality Assurance Unit (MODIP) is also available online and easily accessible both in Greek and English.

Information of students and visitors in general, is excellent providing all the information potentially required in such cases.

The publications as well as the CVs of the academic staff are not presented on the websites of the Institution and the Department.

However, it is worth noting that the Department, for many years, has been publishing the scientific journal, in Greek «Το Βήμα του Ασκληπιού» (The Step of Asclepius) which has a prominent position on the Department's website, which is easily accessible with free access to recent and past editions.

It was established that there is a lot of important information uploaded, with a very good structure and up to date information, in particular, the existing and potential students as well as the relevant stakeholders on matters of their interest.

The postgraduate programmes are presented quite well on the website compared to the undergraduate which does not provide comparatively the same amount of information. Nevertheless, there is room for further improvement. The path to quality is continuous and uninterrupted.

#### Panel Judgement

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

#### Panel Recommendations

- The Department's website needs to be further expanded to include more information about the study programmes, information about the hospitals where the clinical practice takes place and other related matters.
- Also, the graduate programmes although they have enough information, which can be improved and provide all similar, relevant, information. For example, in one program there is a greeting from the presidency, while it is absent from others. In one program its website is inaccessible and in another it is stated that the Master's Diploma will be issued by Athens TEI.

## **Principle 10: Periodic Internal Review of the New Study Programmes**

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

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

The EEC has been provided with numerous documents as evidence of strategy, achievements, weaknesses and plans for improvements. The documents include their plans for the future changes and developments.

## Panel Judgement

<b>Principle 10: Periodic internal review of the new study programmes</b>	
Fully compliant	<b>X</b>
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 Department of Nursing are aware of the importance of the external review and its contributions to the programme's continuous improvement according to input provided to the EEC during the online evaluation.

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

## Panel Judgement

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

## Panel Recommendations

None.

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

The EEC identified that there is robust documentation and plan to transit the students that would like to obtain the undergraduate degree at a university level. The path was clear, and the remaining students were looking forward to completing their degree. The processes were clear to the students and EEC. This is now closed, as all such students have completed their transition studies.

## Panel Judgement

<b>Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones</b>	
Fully compliant	<b>X</b>
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.
- The clinical journal is an excellent way to monitor clinical practice, is an innovative and excellent way to focus the students and evaluate their skills and competences.
- The equipment and simulation laboratories are state-of-the-art environment supporting learning.
- Student needs are well-attended to and are given the opportunity to participate to accredited courses, preparing the students as competent and competitive professionals
- Engagement with clinical partners, community at large, and various stakeholders is strong, with a sense of pride and ownership.
- Excellent engagement with the four months clinical practice.

### **II. Areas of Weakness**

- The recommended literature list of books is rather dated, new books and other literature resources could be included at the recommended reading.

### **III. Recommendations for Follow-up Actions**

- To developed more concrete action plan both for teaching & learning and for research, setting up clear priorities of actions.
- To increase the clinical hours need to cover more of the community care settings.
- To increase the number of administrative staff enhancing to provide seamless services to staff and students.
- To continue to be vigilant and constantly strive for the improvement of learning and teaching quality as part on integral processes
- To expand the student feedback questionnaire to include to cover the evaluation of educational services provided, to cover other fields such as the services of the administrative staff, the library, and others. Qualitative feedback could also be included embracing student's experience on services provided.
- Subjects that are taught from medical and nursing orientation separately could be merged to follow international trends
- To enhance students' mobility opportunities through the ERASMUS+ programme
- To enhance the antidiscrimination awareness
- To enhance employability and integrity short courses could be developed focusing on disabilities, soft and digital skills.

- To work on leading innovation in teaching and learning
- To enhance cross disciplinary collaborations within the University and beyond
- To review the website as part of internal timely process annually or every semester, including the study programmes, information about hospitals where clinical practice take place

#### IV. Summary & Overall Assessment

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

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

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

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

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

- 1. Professor Alex Molasiotis (Chair)**  
University of Derby, Derby, United Kingdom
- 2. Associate Professor Amalia Tsiami**  
University of West London, London, United Kingdom
- 3. Professor Andreas Pavlakis**  
Philips University, Nicosia, Cyprus
- 4. Mr. Lampros Bizas**  
Member of the Hellenic Regulatory Body of Nurses, Greece
- 5. Ms. Helectra Tsoulfidi**  
Student of the Department of Nursing, Hellenic Mediterranean University, Greece