ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

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

## Nursing

## Institution: University of Ioannina

## Date: 10 December 2022

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

# TABLE OF CONTENTS

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

1. **Professor Maria C. Katapodi (Chair)**
   University of Basel, Basel, Switzerland

2. **Associate Professor Amalia Tsiami**
   University of West London, United Kingdom

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

4. **Dr. Frixos I. Tachias**
   Member of the Hellenic Regulatory Body of Nurses, Greece

5. **Ms. Ilektra Tsoufidi**
   Student Representative, Greece

## II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) has met on the morning of 05/12/2022 to review all documents supplied (which we all had pre-read) and agree on key questions and issues to focus on. We have been supplied with ample information to help with our deliberations.

The list below shows all the documents we have received from the Hellenic Authority for Higher Education (HAHE):

| LIST OF DOCUMENTS | |
|---|---|
| 1 | Quality Indicators Department of Nursing at the University of Ioannina for academic years 2018 – 2019 2019 – 2020 2020 – 2021 |
| 2 | ACRONYMS |
| 3 | European Qualifications Framework |
| 4 | Guidelines for Accreditation Οδηγός Πιστοποίησης |
| 5 | P1B Standards for Quality Accreditation of New Undergraduate Programs in Operation |
| 6 | P12a Guidelines for the Members of the External Evaluation and Accreditation Panel |
| 7 | P13B_ Mapping Grid and Assessment Guide for the Members of the External Evaluation and Accreditation Panel for New Undergraduate Programs in Operation |
| 8 | P14B_Template for the New Undergraduate Study Program in Operation Accreditation Report |

The list below shows all the documents we have received from the Faculty of Nursing at the University of Ioannina:

| LIST OF DOCUMENTS | |
|---|---|
| 1 | Πρόταση Ακαδημαϊκής Πιστοποίησης του Προπτυχιακού Προγράμματος Σπουδών του Τμήματος Νοσηλευτικής του Πανεπιστημίου Ιωαννίνων Proposal for Academic Certification of the Undergraduate Program Studies of the Nursing Department of the University of Ioannina |
| B2 | Εισηγητική Έκθεση ΜΟΔΙΠ MODIP report |
| B3 | Στρατηγικός σχεδιασμός ιδρύματος Institutional strategic planning |
| B4 | Μελέτη σκοπιμότητας και βιωσιμότητας ακαδημαϊκής μονάδας Feasibility & viability study of an academic unit |
| B5 | Επιχειρησιακό σχέδιο τετραετίας της ακαδημαϊκής μονάδας |

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|---|---|
| | Four-year operational plan of the academic unit |
| B6 | Πολιτική Ποιότητας του Ιδρύματος<br>Institutional Quality Policy – University of Ioannina for 2017, 2018, 2019, 2020, 2021 |
| B7 | Πολιτική Ποιότητας της Ακαδημαϊκής Μονάδας<br>Quality Policy of the Academic Unit – Faculty of Nursing for 2020 and 2021 |
| B8 | Στοχοθεσία Ποιότητας του Ιδρύματος – Πανεπιστήμιο Ιωαννίνων<br>Quality Targeting of the Foundation |
| B9 | Στοχοθεσία Ποιότητας της ακαδημαϊκής μονάδας – Τμήμα Νοσηλευτικής<br>Quality Targeting of the academic unit for the undergraduate Program of Studies |
| B10 | Απόφαση Συγκλήτου για την ίδρυση του ΠΠΣ<br>Decision of the Senate on the establishment of the undergraduate Program of Studies |
| B11 | Οδηγός Σπουδών του τρέχοντος ακαδημαϊκού έτους<br>Study Guide of the current academic year |
| B12 | Περιγράμματα μαθημάτων<br>Course Outlines |
| B13 | Κατάλογος των μαθημάτων που αφορούν στην απόκτηση ψηφιακών δεξιοτήτων<br>List of courses related to the acquisition of digital skills |
| B14 | Ονομαστικός κατάλογος διδακτικού προσωπικού<br>Nominal list of teaching staff |
| B15 | Αποτελέσματα εσωτερικής αξιολόγησης του ΠΠΣ από τη ΜΟΔΙΠ<br>Results of internal evaluation of the undergraduate Programme of Studies by MODIP |
| B16 | Υπόδειγμα ερωτηματολογίου για την αξιολόγηση μαθήματος και διδάσκοντα από τους φοιτητές<br>Sample questionnaire for course evaluation and taught by the students |
| B17 | Κανονισμός λειτουργίας μηχανισμού διαχείρισης παραπόνων και ενστάσεων φοιτητών<br>Regulations for the operation of the complaints and objections management mechanism students |
| B18 | Κανονισμός λειτουργίας θεσμού ακαδημαϊκού συμβούλου<br>Regulation of operation of the institution of academic counsellor |
| B19 | Εσωτερικός κανονισμός λειτουργίας του νέου Προγράμματος Σπουδών<br>Internal regulation of the new Program of Studies |
| B20 | Κανονισμός σπουδών, κινητικότητας, λειτουργίας εργαστηρίου, πρακτικής άσκησης<br>Regulation of studies, mobility, simulation training, practical training, |
| B21 | Υπόδειγμα Παραρτήματος Διπλώματος στην ελληνική και στην αγγλική γλώσσα<br>Diploma Annex Template in Greek and English language |
| B22 | Βεβαίωση του Προέδρου της ακαδημαϊκής μονάδας ότι το παράρτημα διπλώματος απονέμεται ανεξαιρέτως σε όλους τους αποφοίτους μαζί με το πτυχίο ή τη βεβαίωση ολοκλήρωσης των σπουδών<br>Certification of the President of the academic unit that the annex diploma is awarded without exception to all graduates along with the degree or certificate of completion of studies |

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|---|---|
| B23 | Συνοπτική αναφορά των επιδόσεων του διδακτικού προσωπικού σε επιστημονικό - ερευνητικό και διδακτικό έργο, βάσει και διεθνών αναγνωρισμένων συστημάτων αξιολόγησης επιστημόνων (π.χ. Google, Scholar, Scopus, κ.ό.)<br>Summary report of faculty performance in scientific-research and teaching work, based on international recognized scientist rating systems (e.g. Google Scholar, Scopus, etc.) |
| B24 | Αναφορά του ΟΠΕΣΠ σε επίπεδο Ιδρύματος, Τμήματος και νέου Προγράμματος Σπουδών για όλα τα προηγούμενα ακαδημαϊκά έτη<br>Report of Integrated Information National Quality System (ΟΠΕΣΠ) for Institution, Department and new Curriculum level for all previous academic years |
| B25 | 'Εκθεση προόδου για τα αποτελέσματα από την αξιοποίηση των συστάσεων της εξωτερικής αξιολόγησης του Ιδρύματος και της έκθεσης πιστοποίησης του ΕΣΔΠ<br>Progress report on the results of the implementation of the recommendations the Foundation's external assessment and certification report of the Internal Quality Assurance System (ΕΣΔΠ) |
| B26 | Λοιπό Υλικό Τεκμηρίωσης – SWOT Ανάλυση, Πράξη Αντιστοίχησης Μαθημάτων<br>Additional Accreditation Material – SWOT Analysis, |
| B28 | Κανονισμός Σπουδών του Προπτυχιακού Τμήματος Νοσηλευτικής ΤΕΙ<br>Study Guide of the previous undergraduate nursing programme at TEI Epiros |
| B29 | Υπόδειγμα πτυχείου του Τμήματος Νοσηλευτικής<br>Example of Diploma from the Department of Nursing at the University of Ioannina |
| 32 | 'Εκθεση ΜΟΔΙΠ για την πορεία της μετάβασης και το βαθμό ολοκλήρωσης του προϋπάρχοντος Προγράμματος Σπουδών Νοσηλευτικής πρώην ΤΕΙ<br>Report of MODIP for Former TEI Programs of Studies |

The following meetings also took place via zoom on 05 and 06 December 2022:

- Meetings with the Vice Rector/President of MODIP and the Head of the Department
- Meeting with OMEA and MODIP members
- Meeting with teaching staff of the department
- Meeting with undergraduate students from all years, and a graduate student
- Meeting with employers and social partners (including the Nursing Director of the Ioannina University Hospital)
- Virtual presentation (via YouTube) of classrooms, lecture halls and other facilities.

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

EEAP discussed with students about their satisfaction with study experiences and the Department/ Institution facilities; the possibilities for student input in quality assurance; priority issues concerning student life and welfare.

The Members of EEAP express their gratitude to all parties involved for the overall spirit of collaboration, honesty, and the willingness to provide additional information and documentation.

# III.    New Undergraduate Study Program in operation Profile

The Department of Nursing at the University of Ioannina is one the 4 departments within the School of Health Sciences at the University of Ioannina. The Department was established as an institution of tertiary education in 2018 (Ν.4559/2018 - ΦΕΚ Α' 142/03-08-2018) and absorbed all the students and didactic personnel of the former TEI of Epirus, which was discontinued.

The programme at the Department of Nursing lasts 4 years (8 semesters) and there are about 1,000 students across all years of study. The aims of the programme are to provide students with high quality education and training and to create a dynamic and skilled nursing workforce that is responsible for health promotion, care, and rehabilitation. Graduates of the programme are prepared to work in community settings and in hospitals.

The Department observes the standards of the European Union directives for nursing education and the legal framework of the Greek Ministry of Education. Proposals are reviewed and approved by the Departmental Management Committee (i.e., 'Συνέλευση'). 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 'Πτυχείο', equivalent to BSc (Hons) in Nursing. The degree of the Department of Nursing at the University of Ioannina 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 "Νοσηλευτής/τρια Γενικών Καθηκόντων". 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.

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

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

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

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

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

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

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

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

*c. The documentation of the feasibility of the operation of the department and the study programme*
*The feasibility of the operation of the new department should be justified based on:*
  - *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*

- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

### d. The documentation of the sustainability of the new department

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

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

### e. The structure of studies

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

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

### f. The number of admitted students

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

### g. Postgraduate studies and research

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

### Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*

- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

**Study Programme Compliance**

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

The academic profile of the department focuses on the theoretical and practical training of students in their preparation to become nurses. Holistic and evidence-based nursing, clinical skills, teamwork, patient health education, research, nursing management, and evaluation of nursing services are all part of the curriculum. The objectives of the programme, the input and expected output are described in detail in the Student Guide. The website of the Department lists courses and other useful information about the Department and the University at https://drive.google.com/file/d/1zarlJyL02S3596gF2TXr0kQQZEKvSNHd/view
https://nursing.uoi.gr/en/neo-programma-spoudwn/
https://nursing.uoi.gr/wp-content/uploads/2022/01/Perigramma_Spoudon_neo__June_2019.pdf

The Departmental strategy, within the wider University strategy, is to educate a nursing workforce, conduct research, connect with society, internationalisation, create a university environment, and safeguard quality. The Department strives to promote interdisciplinary learning, carries out research, and takes part in international mobility programmes with both staff and students. The students can take active part in the decision-making of the Department through 'Sinelefsi', they can evaluate the educational provision annually, and they can provide feedback for further development of the programme of studies. Members of the Academic Staff are assigned as study consultants (Σύμβουλος Σπουδών), and their role is to support and guide students in their studies. The Department has internal regulations, which were developed after considering other national and international programmes, in addition to local needs
https://nursing.uoi.gr/%ce%ba%ce%b1%ce%bd%ce%bf%ce%bd%ce%b9%cf%83%ce%bc%ce%bf%ce%b9/.

Staff meet the qualifications of university staff and all are highly experienced. https://nursing.uoi.gr/anthrwpino-dynamiko/.

A viability report exists for the programme.

Financing is through ΕΛΚΕ for purchasing laboratory equipment and through competitive external grants that support research. We have received information for international

collaborations with a number of countries e.g., Italy, the Netherlands, Denmark, and strong support for the mobility of staff and students, particularly through the ERASMUS + program.

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, and agreements for student training and collaboration are in place with the University Hospital of Ioannina, health centres, and centres promoting mental health and societal integration. Clinical practice in well organized and student supervision does not exceed 1 supervisor to 2-3 students, which is congruent with high-quality clinical training standards. Although labour-intensive, this is a very good example of providing clinical training to undergraduate students. The evidence provided to EEAP suggests that clinical practice meets with the EU mandate of a minimum of 2,300 hours of clinical training for registered nurses. There are also partnerships that promote employability post-graduation, including through programs such as ERASMUS+.

Teaching is done mainly through face-to-face activities. Assessment is mainly through written exams, alongside essays, literature reviews, case study discussions, tutorials, and others. Teaching and learning is further supported with the use of online and digital material, such as the e-class system. Teaching is supplemented with the use of 2 laboratories. There is also 1 Master's program in the Department ("Μεταπτυχιακό") which focuses on Nursing Care of Adults (Adult Nursing) and one PhD programme.

 https://msc-adultnursing.med.uoi.gr/ and https://nursing.uoi.gr/didaktorikes/

The Department has 9 full-time academic staff: 1 Full Professor, 4 Associate Professors, 2 Assistant Professors, and 2 Lecturers. They are supported by 2 Clinical Teaching Staff (ΕΔΙΠ), 2 Special Technical Teaching Staff (ΕΤΕΠ), and 1 Administrative Staff. 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. We understand that the Department makes a recommendation each year for an intake of 80 students, which EEAP supports as an appropriate intake number. However, EEAP understands that based on the final decision of the Ministry of Education, there are 180 new students admitted each year, which is significantly higher compared to the capabilities of the programme. The current number of incoming first year students is not conducive to high quality education and training, unless Faculty and Staff are increased accordingly. Based on international standards, quality learning and the complexities of clinical training in the nursing programme, the intake must be decreased to a number much closer to the Department's recommendation.

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

**Panel Judgement**

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

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

**Panel Recommendations**

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

a. The Department needs to better develop and articulate their strategic plan, also in alignment and after consideration of the strengths and opportunities available at the University of Ioannina and the School of Health Sciences in particular. Developing clear goals and objectives will help the Department attract top students and compete with other nursing programmes. This needs to consider what kind of a nurse graduate the programme will develop, how their graduates will compete for the best nursing jobs, including industry jobs, and how their programme will be differentiated by other programmes in the country, in order to develop leadership in the field.

b. The workload of staff is heavy as the number of academic staff is small. Curriculum efficiencies can be improved, for example with minimising overlapping content and/or merging subjects of similar content and/or delivering subjects across disciplines (i.e., biology, anatomy, physiology etc.) In academic programmes, depth rather than breadth is required.

c. Focus on opportunities that help the Faculty develop and promote their research and scholarship portfolios and the research output of the Department as a whole. Efforts to expand and internationalise should be weighed against costs, including costs in time and effort of Faculty.

d. Diversify student assessment to include a wider range of approaches, particularly those that enhance critical thinking.

e. There are few documents at the Department's webpage that still mention the TEI of Epirus. This needs to be replaced from where it still exists, as it creates confusion and does not support the development of the 'university' identity.

The issues we identified reflect an ongoing struggle from academic and administrative personnel to transform the Department from TEI to a fully developed University-based discipline programme. Nine academic staff and four auxiliary staff are called to upgrade the level of education and training in a short period of time, and they do so with personal commitment, dedication, and very hard work, while lacking significant resources. Their efforts

need to be supported from the Ministry of Education so that the Department can function with its new upgraded and more demanding academic role. Specifically, the number of incoming students (freshmen) needs to be reduced closer to the number of students proposed by the Department, while the existing academic staff should have more resources and opportunities to develop their research and scholarship portfolios. These measures can be in effect for a predetermined period of time, after which outcomes should be evaluated and inform the development of new goals and strategies.

## 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**

Regarding Principle 2: Quality Assurance Policy of the Institution and the Academic Unit the undergraduate programme in Nursing was found to be fully compliant.

The undergraduate programme in Nursing developed an internal evaluation committee and a Quality Assurance Unit (ΜΟΔΙΠ) to ensure the ongoing improvement of the programme. In appendix B15 is provided a most recent sample of their internal evaluation as well indicating parts that were not be able to be conducted – questionnaires to students and data analysis as the program was expected to begin in 2019-2020 and the questionnaires to be administered to the students in the following year. It also identifies the strengths of the program as well areas for improvement which is in agreement to what was presented during their accreditation process. Appendix B2 provides a recent evaluation conducted by ΜΟΔΙΠ that agrees with the

findings of the internal evaluation committee. In conclusion, the Department have developed the correct methods for the establishment of the necessary committees for internal evaluation and continuous improvement.

**Panel Judgement**

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

**Panel Recommendations**

Student questionnaires could evaluate the Department in multiple parameters besides courses and coursework, e.g., administrative support, facilities etc., because this offers a better understanding of students' needs in all aspects. Periodic course evaluations and changes of the curriculum could be discussed on a six-month basis, while students can give an intermediate, mid-semester feedback to be easier for changes to be implemented. Such an initiative would be welcomed from the students as they can feel considered and will be encouraged to be more involved and have a high number of responses.

Also, it should be noted that some problems faced by the Department of Nursing, as identified in appendix B15, should be dealt with at the University of Ioannina level to increase the probability of successful outcomes. The first challenge is the lack of space to develop more simulation labs, which needs to be resolved with the University of Ioannina. Other points that should be considered at the University level is the development of "seed grants" to support pilot studies, which could later lead to applications for competitive, external funding. Finally, the development of alternative teaching offers, e.g., summer schools, lifelong learning "δια βίου μάθηση" etc. can only be developed in collaboration with other Departments from the School of Health Sciences and/or the entire University of Ioannina. This will help not only the Department of Nursing, but it will also promote ingenuity among members of the Faculty, and create opportunities for multidisciplinary synergies that lead to efficient solutions for complex problems of modern society.

## 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 first created by the Governmental decision 462/84 FEK 166 as TEI of Messologi in 1994. Then the programme was merged with TEI Epirus and finally at the form

that are currently stand as AEI by the legislation 3549/20-3-2007 and the centre was Art, later on, in 2018 the legislation N.4559/2018 becomes part of the University of Ioannina.

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 59 modules, 42 modules are core, and 17 modules are elective, that students could specialize on depending on the subject of choice. Every student should complete 4 elective modules and all the core modules to complete the 240 ECTS and get the degree which is in line with the European Credit Transfer System. 60.4% (3577 hrs) of the learning is based on theoretical elements (theory 2883 hrs and 694hrs of lab work) and 39.6% is clinical practice (2341 hrs) element of the degree.

The study time for each year commences on the 1st of September and ends on the 31st of August, every semester has 13 weeks for delivery time, and two weeks for exams.

Students have a variety of learning activities such as theory and clinical laboratory work. The facilities are of good standards, enhancing the student learning experience.

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 rational and strategy to follow. The faculty studied in detail the evidence of nursing employment within the national and international workforce market. The weight goes at the ageing European population and the need to further support the population in interventions that require good nursing knowledge and use of specialised technologies. The department places particular emphasis on mental health. The employment prospect for health care professionals looks very promising, ensuring job safety 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. Students are able to find all information needed for the full 4 years of study, including academic and administrative support and library access. The quality processes as well

as supporting officers are clearly highlighted. Access to facilities such as for physical activity and exercise are also included.

The guide presents in detail each module, the clinical and laboratory classes, the opportunities to experience studies abroad (ERASMUS +). The countries that students will be able to go for their ERASMUS visits are described in detail as well as the specialisation that could be offered on those centres. It was pointed that more than 100 students joined the ERASMUS + programmes during the eight years of offer. The study guide includes information on the opportunities for lifelong learning and the importance of dissemination of research by attending seminar and conferences.

The students will be able also to progress their studies by following postgraduate studies at a Master's level in Adult Nursing. The option to study further for a PhD is presented at the website under the Nursing Department, where the criteria to join the programme are clear. The Student Guide further includes supporting systems for the students to ensure the physical and mental health during their studies as well as other relevant departments/support services, such as library resources, IT and Admin, as mentioned above.

- *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 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 in the student guide.
The intention of the academic staff is to follow regulations to reform the curriculum in regular intervals and enhance student experience and content.


**Panel Judgement**

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


**Panel Recommendations**
EEAP suggests the need to further invest at simulation technology and expand the provision of simulation teaching to enhance student experience. 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 and increase efficiency.

## 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**

Members of the EEAP have read the material provided as well as having discussed extensively with the faculty and students about the methods of teaching and assessment of the modules delivered at the courses. EEAP's assessment is that the academic staff use student-centre appropriate methods to introduce the theory as well as the practical elements of each module. The academic staff use an electronic planform to provided lecture and other supporting material and to communicate with the students.

The assessment methods vary, including assignments, reports, and exams. The exams are the main way of student assessment 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 of recording is excellent.

The students are able to provide anonymous evaluations in relation to their learning experience at the end of the semester. The EEAP 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.

EEAP discussed extensively with students about their teaching and learning experience. The students highlighted the dedication and highly committed academic staff and their satisfaction regarding their learning experiences. The students also presented their experiences with ERASMUS + programmes and they were thrilled with the opportunity that were given and the experiences gained. The university demonstrated also that there are clear processes for students' complaints and ways to deal with discretion.

**Panel Judgement**

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

**Panel Recommendations**

The Department could use a mid-term module evaluation to make fine adjustments for the students that attend the module. This will empower students to become more involved and responsible for their learning experience, and enhance their critical thinking, as their feedback could influence their own learning outcomes.

### 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 («Πανελλαδικές Εξετάσεις») and students' stated preference regarding study programmes. The entire admission process is organised and supervised by the Hellenic Ministry of Education. The Department of Nursing and the University of Ioannina have no role in student admission. The admission process is transparent and results in the recruitment of highly talented students. 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 ("Κατατακτήριες Εξετάσεις"). These students – according to the Greek Law – represent a certain percentage of all the admitted students for that academic year. The number of enrolled freshmen students to the Department is decided by Ministerial Order. The number of

freshmen of the academic year 2021-2022 in the Department was close to 200. The number of admitted students exceeds the capacity of the Department. For the current academic year, while the Department admission limit was set at 100 students, the number of admitted students reached almost 200. This places more stress on the programme resources and may adversely affect incoming students' academic aptitude.

The incoming students are supported in having a smooth transition from high school to higher education with a welcoming reception and an orientation session with the participation of the Head of the Department, academics, and other Staff, e.g. Librarian, IT, Accessibility Unit and Student Social Support staff. The students are offered an introduction to the educational programme and the facilities. The department administration provides specific assistance related to admission, while the University supports students relocating to the City of Ioannina. Students are formally admitted on a dedicated registration day that takes place at the Department, where information is presented regarding the Programme of study, the Department's organisation, the process for acquisition of the student identity cards and the electronic system "class-web". The latter is a secure and personalised way, which provides access to the Study Guide, allows registration for different courses, provides information on students' assessments, and the way to request certificates and other related material. On the registration day, students are informed about reference books, lecture timetables, student benefits, the Department's web page and links with relevant information. This information is also disseminated in hard and electronic formats. The registration day is followed at a later date by a dedicated information day event supported by the Department's leadership team and members, during which the students are informed about the Department's philosophy, as well as teaching and research activities within the Department.

The Department's study programme is compatible with the Bologna accord and utilises 240 ECTS and the specific requirements for the Nursing profession, as outlined by EU Directives 2005/36/EC and 2013/55/EU. The Diploma Supplement is issued and awarded to all graduates. The clinical training of the students is well organised with explicit skills students need to achieve, which are available online. The weekly training plan is posted on the Department's website. The students are prepared and oriented for their clinical placements. This was also supported by students and instructors during interviews. In the clinics, the students are allocated two students per clinical placement. A completed online logbook (e-portfolio) is a prerequisite for students to complete their clinical training successfully.

Specific guidelines exist for the smooth progression of students through the 4 years of study. Courses are divided into Mandatory and General electives courses and are allocated through the 8 semesters in a way that serves the gradual building of knowledge and skills. Course descriptors are compatible with international standards and include course Learning Outcomes (LOs), content, teaching and learning methods, assessment and evaluation methods and bibliography, and are available on the website. A clear procedure for syllabi modifications exists. Student options for each semester are clearly described. Since the programme was

recently modified, clear guidelines exist for students who entered the programme before 2018 to ensure smooth progress and completion of the programme. The Department's practice of dividing students into smaller groups (20 per class) for practical and laboratory work and using larger lecture halls equipped with audio/video equipment for theoretical classes supports the teaching process. However, this creates excessive demand for staff resources, mainly by increasing teaching load.

The progress of 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.uoi.gr/login ) where students' performance per course is recorded. Students can see their progress and seek advice via their Student Advisor. Students' progress is also monitored by OMEA and the academic studies committee («Επιτροπή Προγράμματος Σπουδών») based on data provided by the Department's administration team, and it is reported to ΜΟ.ΔΙ.Π., as well as to the Department's teaching staff. The Department offers rewards to excellent students each academic year. The students actively participate as presenters or audiences in educational seminars, conferences and workshops, which helps them acquire specific knowledge, enrich their general background, network, and develop organisational skills. The students also participate in volunteering activities, such as those organised by the Red Cross. The Programme of Studies allows interested students to further develop their research skills by offering research courses such as epidemiological and research methods courses and participation in available active research programmes at the Department.

The Department places great emphasis on and encourages student mobility via the ERASMUS+ programme. Each academic year 15 – 20 students attend courses at EU universities via the ERASMUS + programme. A similar number of incoming international students per year attend courses at the Department of Nursing at the University of Ioannina. Moreover, the Department is a member of various Nursing Networks across Europe, e.g. Florence Network, European Academy of Caring Sciences, and European Academy of Nursing Sciences. Information for ERASMUS+ is posted on the Department's webpage (https://nursing.uoi.gr/stoxoi/). However, this information is currently available only in Greek, although it appears that the equivalent English webpage is under construction. Credits earned during student mobility are recognised according to ERASMUS + policies and in line with the principles of the Lisbon Recognition Convention.

EEAP got the impression that the level of students in the Department of Nursing is high and that the Department of Nursing was the first choice for a significant number of students, including those from outside the Epirus region. Furthermore, EEAP got the impression from personal interviews with teaching staff and students that the Department of Nursing is proud of its students and vice versa.

**Panel Judgement**

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

**Panel Recommendations**

EEAP acknowledges the significant efforts of the academic and other staff to offer high quality programme to undergraduate nursing students with tailoring and personalisation of training, opportunities for further development, and rewards for engaged students. One suggestion is to fully develop the Department website in English, in order to attract more and better educated students from abroad.

Consider including in the webpage a section with "News and Accolades" where the Department can advertise the achievements of academics and students and promote its goals to foreign students.

## 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**

Regarding Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes, the Department was substantially compliant.

The undergraduate programme in Nursing consists of a high – quality academic staff. Appendix B23_1 and B23_2 showcases their publications, conference proceedings, citations, book, and book chapters, which EEAP considers appropriate in quality and sufficient in quantity. However, only one person from the academic staff seems to be involved in funded research projects as shown in the Department website (https://nursing.uoi.gr/ereuna/), while other academic staff do not seem to be actively engaged in research programmes.

The programme seems to follow all indicated procedures for hiring and promoting academic staff, however, the number of students per academic staff is extremely high and not conducive to a "university conscious" environment. In order to cover the teaching needs, the Department has hired a large number of "special academic staff" («έκτακτο διδακτικό προσωπικό») compared to the academic staff, and according to the internal evaluation from ΜΟ.ΔΙ.Π. this creates financial and bureaucratic burden. Moreover, due to the existing teaching burden academic staff cannot undertake additional educational activities e.g., summer schools,

activities of continuous education etc. and improve weaknesses that have been identified by MO.ΔΙ.Π.

Appendix B2 shows that the number of newly admitted students in the first two years of the programme were 189 and 186 respectively although the Department has indicated that they are able to accommodate only up to 100 students. It is expected in the next years the number of admitted students to rise up to 200, which is double the capacity of the Department. Although, in appendix B2 it states that students in the programme of nursing can be transferred in certain universities, as stated by ΦΕΚ 2877/2021, before such transfers are enacted they should consider the teacher-student ratio to all universities.

In conclusion, although the programme has high-level academic staff, their number is insufficient to cover the needs of the large student body. This can have negative consequences for the academic staff research productivity, opportunities for development, mobility, participation in international programmes etc. Hiring "special academic staff" to cover teaching needs will not solve the problem, instead it likely perpetuates unsustainable academic conditions with high financial and bureaucratic costs. The solution lies in improving the ratio of teacher to number of students, either by increasing the number of academic staff, or reducing the number of freshmen students, or both.

**Panel Judgement**

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

**Panel Recommendations**

Decrease the number of admitted students or hire new academic staff to meet the needs of the programme and the number of admitted students. The academic staff should evaluate efficiencies in teaching and partner with other Departments at the School of Health Sciences to explore possibilities for co-teaching of common courses e.g., anatomy, physiology, etc.

More academic staff should have opportunities for career development by engaging in mobility and funded research programmes, either from internal or external sources. Consider developing a competitive mechanism for providing seed-money for pilot studies etc. Focus more on international peer-reviewed journal publications, particularly through collaborative work within Greece and internationally. Establish mechanisms for internal peer-review and feedback of grant applications, publications, etc.

Ensure that prior to transferring students to other universities, as stated in ΦΕΚ 2877/2021 in appendix B2, the recipient university has adequate number of vacant positions to avoid creating an insufficient teacher to student ratio.

## 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 at the University of Ioannina presents adequate modern infrastructure to ensure an environment appropriate to accommodate the teaching and learning of the new undergraduate programme, 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 B.11, B.17, B18, B.19, B.20.1. This information was also presented to EEAP during the meetings with student representatives, academic staff, and stakeholders.

*Physical Facilities*

The Department of Nursing has five classrooms with a capacity of 100 students, which are equipped with overhead projectors, three well-stocked and modern labs for clinical simulations, two more laboratories for anatomy and physiology and two research laboratories. EEAP had the opportunity to view a YouTube video prepared by the Department where some of the laboratories were presented. EEAP found them basic and in need of modernisation.

All buildings are accessible to students, staff, and visitors with limited mobility. Also, in every building, there is a fast LAN and Wi-Fi network installed. The current infrastructure is average for the needs of the Department.

The students of the Department are entitled to choose and receive free textbooks through the EVDOXOS programme of the Hellenic Ministry of Education and Religious Affairs. Both the central library of the University of Ioannina and the library of Campus B are available to students. The libraries have the necessary specialized staff as well as the appropriate infrastructure to serve the students. The students in the Department make good use of library services for borrowing educational material, office space etc., and they have the opportunity to read textbooks in English and to access several journals free of charge. All offered services are listed in detail on the library' website and it is possible to access the computerized catalogues, electronic sources, electronic magazines, etc. However, textbooks for nursing tend to be limited and often outdated.

*Student support services*

On the Department's current website (https://nursing.uoi.gr/uphresies/ ), there are links to various sources relevant to both the students and staff in the Department. Moreover, there is an adequate range of support services available to the students such as boarding, dormitories, career counselling, student welfare office, sport/cultural facilities.

Each student has been assigned to a Student Advocate [SA] ("Σύμβουλος Σπουδών"). The SA is a member of the academic staff who can advise the student and help resolve any problems related to their 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*

EEAP finds that the available facilities are well-equipped and easily accessible to everyone, and there are adequate digital services. However, EEAP observed that the facilities and the infrastructure need updating and modernization, while the number of simulation labs should be increased to accommodate the large number of incoming students. Students are well-informed about available services and are strongly supported by academic and administrative staff. The EEAP appreciates the efforts of the Department to put policies in place for the well-being of students.

**Panel Judgement**

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

**Panel Recommendations**

Ensure funding to update and modernize facilities and increase the number of simulation labs.

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

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

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

*Relevant documentation*

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

**Study Programme Compliance**

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

Several data collection systems have been established, including those provided by HQA. Most data collection is done online. A student questionnaire for each course is available online for students three weeks before the end of the course. The student questionnaire includes information related to various factors and indicators such as ECTS, learning outcomes, workload and performance of the teaching staff. The evaluation consists of a quality assessment of the available teaching material and resources, their adequacy to the stated academic goals and their accessibility (IT equipment, library, academic support). Also, informal reflective data is collected for student satisfaction at the half-point of each module. Students also complete an "exit" questionnaire on graduation, which includes contact details to facilitate alumni contact and data collection on graduates' careers.

The analysis of collected data is done systematically and produces statistical and qualitative results. However, the relatively small number of students who complete these questionnaires may impact the extrapolated information. Greater student participation in completing the questionnaires and further analysis can provide additional information and improve student progress.

It is also possible for students to submit written complaints anonymously via a systematized procedure. The Department informed EEAP that this would be done online via the Department's webpage. The Department presented evidence of analysis of this data and how it is included in the annual review of the Programme.

Formal surveys are completed at the end of each module by academic staff. Data is collected regarding research and teaching activities of all academic staff, but there is no assessment of the teaching effectiveness of individual academic staff.

The above-described formal and informal data collected inform the annual evaluation of the internal evaluation team (OMEA). OMEA submits their annual report to the Head of the Department and the Board meeting, which is required to deal with any issues, inform curriculum development, and, where appropriate, take corrective measures. The data collection, processing, analysis, and derivation of information is well established and well-functioning.

EEAP noted that academic staff made considerable efforts to provide counselling and support to students. However, these efforts are not measured, nor assessed, although they constitute one of the Department's core strengths. At the same time, the allocation of time to each of the activities related to teaching, research, and student support is not clearly indicated.

**Panel Judgement**

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

**Panel Recommendations**

Consider devising a workload measurement system that provides information regarding individual academic staff workload (teaching, research, student support, administrative) as part of the annual assessment process.

Academic and administrative staff satisfaction should also be assessed. Annual or bi-annual retreats should be organised where academic staff will be able to formulate career milestones and make strategic plans on how these milestones will be achieved.

## 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**

Regarding Principle 9: Public Information Concerning the New Undergraduate Programmes, the undergraduate programme of nursing was found substantially compliant.

The undergraduate Nursing programme at the University of Ioannina has a bilingual version of their website – the Greek version *https://nursing.uoi.gr/*, and the English version-*https://nursing.ioa.teiep.gr/en/.* Although the website is well-designed and it is student friendly (e.g., information for short-term accommodation at the city of Ioannina suitable for exchange students) there are some problems with the English version, which is not fully functioning, some documents feature the logo of the TEI of Epirus, while other pages appear in Greek. Similarly, in the Greek version of the website there is the option to choose English as the operating language, but this feature has not been developed and activated yet. Moreover, information on academic staff, e.g., biographical information, studies, areas of expertise and research are not featured appropriately, especially in English. A list of emails of students who have been engaged with the ERASMUS + programme may not be appropriate to feature publicly, to protect students' information.

In conclusion, although the programme has a student-friendly website, which is a good way to share information publicly, due to the above mentioned problems the programme was found to be substantially compliant.

**Panel Judgement**

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

**Panel Recommendations**

Invest in the development of the website both in Greek and in English. Remove updated information and present information in a uniform, clear (bullet points) and concise way. Ensure that the content is comparable both in Greek and in English and indicate areas that this is not feasible or acceptable.

Present aggregate data regarding the number and characteristics of students who have participated in the ERASMUS + programme, so that information is presented in a comprehensive way and the privacy of students is protected. Consider creating a tab with student blogs, where students can share information they feel comfortable sharing.

Finally, the biographical information, with pictures, research interests, publications, and achievements of academic staff should be readily available online in Greek and in English, for Greek and foreign students, and also for potential collaborators, to view.

## 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 Ioannina has established ΜΟ.ΔΙ.Π. 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 its own 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.

EEAP has been provided with numerous documents as evidence of strategy, achievements, weaknesses, and plans for improvements. The Department of Nursing provided a realistic and honest account of the lack of resources which, if addressed, would further increase their level of quality and academic achievements as well as student satisfaction. The documents include their plans for the future changes and developments.

**Panel Judgement**

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

**Panel Recommendations**

None.

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

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

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

*Relevant documentation*

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

**Study Programme Compliance**

Academic staff at the Department of Nursing are aware of the importance of the external review and its contributions to the continuous improvement of the programme according to input provided to EEAP during the external evaluation visit. All the members of the Department actively participated in the external review and appeared eager to be involved in the entailed follow-up actions.

As presented to EEAP by members of MO.ΔΙ.Π. during the current evaluation, there are significant recommendations for internal collaboration, at the University of Ioannina level, both on teaching and research that will help improve the output of the Department and increase efficiencies. As one member of MO.ΔΙ.Π. explained, the initiative lays with the Department of Nursing.

**Panel Judgement**

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

**Panel Recommendations**

Take initiatives to strengthen internal collaborations with other Departments of the School of Health Sciences but also with other Departments at the University of Ioannina.

## 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**

EEAP identified that there is robust documentation and plans to transit the students that would like to obtain the undergraduate nursing degree at a university level. EEAP met students currently studying the related extra modules (seven), who reported that the path was clear, and they were looking forward to completing their degree. The processes were clear to the students and members of the EEAP.

There is clear documentation about the correlation of the new modules delivered at the current programme and the modules that were taught at the undergraduate nursing programme at TEI Epirus. The extra modules cover, the subjects of Clinical Microbiology, Prevention of infections and nursing care, Neurology, Cancer care, Mental health, International practices for nursing, and Care of chronic conditions. The translation of the modules and subject is quite loose, for the purposes of reporting.

**Panel Judgement**

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

**Panel Recommendations**

None.

# PART C: CONCLUSIONS

## I. Features of Good Practice

- The curriculum reflects undergraduate nursing education that is comparable to international and national standards regarding both theoretical knowledge and clinical competencies.
- The academic, clinical, and administrative staff are strongly committed to implement quality indicators and to continuous improvement in the development of the curriculum, their pedagogic approaches, and their research productivity.
- Students' needs are well-attended to. The transition of students who plan to complete their nursing degree at the University level is well planned out and implemented.
- Engagement with clinical partners, community at large, and various stakeholders is strong, with a sense of pride regarding the service offered to the community.

## II. Areas of Weakness

- The student to teacher ratio needs to be improved with newly appointed academic and clinical staff.
- The infrastructure needs to be updated and the modernised, the number of simulation labs is inadequate for the number of students.
- Efficiencies in the curriculum should be evaluated and possible areas of overlap between courses should be addressed.
- Inadequate funding to implement the changes needed and wanted.
- Lack of research funding, involvement in research, and mobility for many members of the academic staff.

## III. Recommendations for Follow-up Actions

- Clearer goals and objectives for the Department and the programme. Articulate how the aims and objectives will be achieved.
- More concrete departmental, teaching and learning and research strategies that show a stronger university academic identity.
- Enhance research quality
- Staffing issues, workload and teaching efficiencies, and staff development. There should be further planning for the academic development, including mobility and research funding, of all members of the academic staff.
- Inter-professional collaboration in teaching needs to be sought out more often and implemented when possible.
- Obtain mid-semester student feedback and implement changes to increase student participation in evaluation processes, critical thinking, and sense of responsibility for their own learning experience.

- Enhance the 'international' element of the Department by developing the website in English, offer English-based modules, and develop more strategic collaborations
- Enhance and formalize existing networks with local clinical partners.

## IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **6, 7, and 9.**

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

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

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

# The members of the External Evaluation & Accreditation Panel

**Name and Surname**                                                                                    **Signature**

1. **Professor Maria C. Katapodi (Chair)**
   University of Basel, Basel, Switzerland

2. **Associate Professor Amalia Tsiami**
   University of West London, United Kingdom

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

4. **Dr. Frixos I. Tachias**
   Member of the Hellenic Regulatory Body of Nurses, Greece

5. **Ms. Ilektra Tsoufidi**
   Student Representative, Greece