



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Nursing

Institution: Hellenic Mediterranean University

Date: 29 April 2023



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 **Hellenic Mediterranean University** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the **Nursing Undergraduate Programme** of the **Hellenic Mediterranean University (HMU)** in Crete comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1 Professor Agapios Sachinidis (Chair)**
University of Cologne, Germany
- 2 Professor Nikolaos Venizelos**
Örebro University, Sweden
- 3 Mr. Tzannis Polykandriotis**
General Secretary of the Hellenic Regulatory Body of Nurses, Greece
- 4 Mr. Ioannis Moysis Skianis**
Member of HAHE Students Registry (Student, School of Medicine, University of Crete)

II. Review Procedure and Documentation

All the essential documents for the external Evaluation & Accreditation Panel (EEAP) were received in time by the Hellenic Authority for Higher Education (HAHE). On 22 April the HAHE informed us to attend an Orientation/Briefing meeting, with HAHE's Director General Dr Christina Besta. Several members of the panel (Venizelos, Sachinidis) were not capable to attend the Zoom meeting because of the late arrival flights. However, all the members of the panel are experienced with the evaluation and accreditation procedures and had the PowerPoint presentation. The EEAP members were instructed on the procedure and the schedule of the accreditation visit several times before.

The first meeting took place on Monday 25th of April. During the morning visit on Monday 25th of April, the EEAP met with the Rector of the Ελληνικό Μεσογειακό Πανεπιστήμιο (ΕΛΜΕΠΑ); Hellenic Mediterranean University (HMU), Prof. Nikolaos Katsarakis (Νικόλαος Κατσαράκης) as representative and president of Quality Assurance Unit (QUA)/ΜΟΔΙΠ (MODIP), the head of the department of Nursing Assoc. Prof. Christos Kleisiaris the representatives of Internal Evaluation Team (IEG)/OMEA (Assist. Prof. Michael Zografakis-Sfakianakis, Assoc. Prof. Athina Patelarou, Assist. Prof. Minas Stylianakis). The head and the representatives gave overviews of their activities to meet the evaluation criteria of the program. In the evening session, the EEAP met all the faculty members of the department (Prof. Evridiki Patelarou, Assist. Prof. Christos Melas, Assist. Prof. Theocharis Konstantinidis, Assoc. Prof. Konstantinos Giakoumidakis) and the teaching staff under contract (Dr. Ioannis Drositis, Mr. Antonios Christodoulakis).

On Tuesday, Morning the 25th of April 2023 we met 10 students (different years). Thereafter Assist. Prof. Christos Melas and Assist. Prof. Theocharis Konstantinidis showed us the classrooms, lecture halls, libraries, other facilities (computer rooms, libraries) and clinical facilities used for student training. We also met the administrative staff. Moreover, we met employs from different local hospitals and social partners. In the evening we had a meeting with the MODP and OMEA representatives (Vice-rector Fotis Mavromatakis, Assist. Prof. Nikolaos Rikos) and the OMEA representatives Assist. Prof. Michail Zografakis – Sfakianakis, Assoc. Prof. Athina Patelarou, Assist. Prof. Minas Stylianakis) for further discussion and clarification. In the afternoon we had a final meeting with the OMEA and ΜΟΔΙΠ representatives and the head of the department for informal presentations of the EEAP key findings.

Major findings and suggestions of the EEAP were presented and discussed and clarifications were provided where needed. The overall visit was very productive, and the members of the external Accreditation Panel promptly received all information they requested while candid discussions were conducted between all parties. Beyond the program, we also visited the general university hospital of Iraklion (ΠΑΓΝΗ) to ask students of the Nursing department

about their satisfaction in the clinical education. We have discussed with the students and their supervisors the need for adequate clinical education of the students.

In summary, the overall visit was very productive and the members of EEAP promptly received all information they requested while very contractive discussions were conducted between all parties.

III. New Undergraduate Study Programme in operation Profile

The Nursing department of the HMU was founded in May 2019 to offer high-level education to its students, produce new knowledge through research, interact with both the local community and society at large, and collaborate with other academic institutions. The student intakes at the Nursing department in the last 2 academic years were 193 (2020-21) and 197 (2021-2022) 791 and 720 for 2020-21 and 2021-22 respectively.

The Department of Nursing is one of the first Departments established in 1973 in its original form as a TEI of Crete. Since the academic year 2019-20 it is an academic unit of the Hellenic Mediterranean University (ELMEPA/HMU) as stated in Law 4610/2019 (Government Gazette 70/A/7.5.2019) "PARTNERSHIPS BETWEEN UNIVERSITIES AND TECHNOLOGICAL EDUCATIONAL INSTITUTIONS AND OTHER PROVISIONS OF THIRDPARTY EDUCATION", Chapter E Article 25. The study program awards bachelor's degrees to students that complete the program. The degree from the Nursing department enables Nursing licensure in Greece.

The minimal duration of the study program is eight (8) academic semesters, divided into winter and spring semesters. The awarding of a degree requires the successful completion of fifty-five (55) courses, of which 50 are compulsory and 5 elective courses. Alternatively, each student may choose, instead of the five compulsory elective courses, 4 compulsory elective courses and the preparation of a thesis. According to the representatives of the OMEA, a limited number of the students can perform research projects with the MSc Postgraduate Studies Programme (ΠΜΣ Πρόγραμμα Μεταπτυχιακών Σπουδών). The graduates of the Department of Nursing bear the title "Nurse and acquire special scientific knowledge in the whole range of Nursing care.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

b. The strategy of the Institution for its academic development

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

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

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

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*

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

e. The structure of studies

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

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

f. The number of admitted students

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

g. Postgraduate studies and research

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

Relevant documentation

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

Study Programme Compliance

The overall impression of the EEAP about the strategy of the teaching staff of the department of Nursing is positive. The teaching staff is very dynamic, very enthusiastic with distinctive positive characteristics that form the basis for its development and its establishment as one of the best among the entire best Nursing department in Greece.

The undergraduate Curriculum covers four academic years and includes 55 courses, among them 50 are compulsory and five are elective compulsory. Alternatively, each student may select four elective compulsory courses and the course Elaboration of Research Paper (Dissertation). The academic Curriculum of the Nursing department covers all the standards as defined in the UNESCO (ISCED 2013; 0913 Nursing and midwifery) guidelines (see below):

Programmes and qualifications with the following main content are classified here:

- Assistant nursing
- Basic nursing
- General nursing

- Health care of old people
- Health care of the disabled
- Health care programmes
- Infant hygiene (nursing)
- Midwifery
- Nursing aide/Orderly
- Psychiatric nursing
- Specialised nursing

The teaching staff and the assistant personnel are highly qualified in theoretical and practical aspects. The whole personnel of the department is very enthusiastic about the mission to further develop the department as a university body. It is the impression of the EEAP that the whole personnel staff as well as the students are very proud and working very hard to make the transition very successful. The department developed e-learning teaching tools beyond the state of the art during the COVID time as an advanced teaching system (e-learning system) that now routinely is involved in the teaching activities of the staff. The department implemented -teaching practical emergency courses- using dummies with advanced medical devices to prepare students for clinical practice. The students learn very early to use scientific literature search programs and methods that are essential for their scientific research development. Students can follow practical nursing activities by patients in the local hospitals (employs/social partners) such as in the University General Hospital of Heraklion (state hospital), Venizelio general hospital (state hospital) as well as in private Mental Health Clinic and private Renal Dialysis Centre.

This part of the curriculum is well organised and strategically of fundamental importance to guarantee a further sustained/development of the department required for an excellent education of nurse students. Students in the eight semesters can also practise under supervision (e.g., draw blood from patients). One of the key advantages is that all the hospitals are close to the department so that students can reach the hospitals in a short time. Nevertheless, all the hospitals offer this essential clinical education for students voluntarily since the Department was existing also as a TEI body. The EEAP got the impression that the teaching staff of the department is aware that a sustained existing of the department as a university body must improve the situation of clinical education by establishing “so-called” κλινικός εκπαιδευτής (clinical educator) who can supervise the students in the different hospital more intensively, systematically and synergistically with the state and private hospitals. In addition, the evaluation of the department as an ATEI body (2013) raised the problem that strategically is very important for a highly sustained education of nursing students. After a meeting with the Director of the University General Hospital of Iraklio, the Director of Nursing of PaGNI and the faculty, all involved concluded that approximately 15 to 20 clinical educators should be hired so that the level of clinical teaching is adequate. The EEAP is aware that because of the financial situation in Greece, the Ministry of Education is not in the position to create 10 to 15 clinical educator positions in the near future. However,

the EEAP is convinced that the education ministry must create all the position step by step so that in the next 5 to 10 years all the positions can be established.

After careful evaluation, the EEAP concluded that the department fully implemented the criteria of the programme through theoretical and practical courses. However, there are some critical points essential for the sustainability of the unit as a university body. The department is aware of the critical points.

The internal strategies of the academic development (2022 - 2025) as well as the internal SWOT Analysis of the department is well documented and presented to highlight all those strong elements/tools that are required for the sustainability of the department. The department also identified elements that need to be taken into account to sustain the department's visions to achieve the main goals of the department. The department has developed a contingency plan to avoid any potential risk that may threaten the sustainability of the department's high standards in education as a university body.

The EEAP is convinced that the Nursing department has several advantages/opportunities and an optimal environment for further development to become a competitive international institution. Important medal factors are 1) the social integration of the department and the in the local society and state bodies as well as the enthusiasm of the whole personnel of the department. 2) The nursing profession is highly recognised worldwide specifically in Western countries in which societies the proportion of old to young people is dramatically increasing. Therefore, the needs of the nursing of old/sick people are dramatically increasing making the profession essential in the present and future. The EEAP believes that such arguments should be taken into consideration by the state bodies for getting much more financial support. Also, a professional team from the university/department of nursing should be assembled to find ways for fundraising from local people and other private Greek foundations. With the attracted money additional personal (for clinical educators) can be employed and other investments can be made to further develop the research and teaching infrastructure of the Nursing department.

The department has many accomplishments in teaching. In this context, e-learning/IT is beyond state of the art and can compete with well-established excellent universities. Of particular interest is the Nursing/IT courses contributing to the e-learning mode of the department are unique worldwide. Students learn in early semesters how to find scientific information from PubMed (and other scientific e-libraries), and how to present the information for research and critical thinking. The EEAP believes that the Nursing department has the potential to develop a "so-called "Tele-Nursing" for first aid helping old/sick people.

The undergraduate Curriculum covers four academic years and includes 55 courses. Among them 50 are compulsory and five are elective compulsory. Alternatively, each student may select four elective compulsory courses and the course Elaboration of Research Paper (Dissertation). Although all the students get after eight semesters a bachelor's degree, according to the MODIP/OMEA, a limited number of the undergraduate students are engaged in small research projects and preparing a small bachelor's thesis. To avoid any conflicts and strategically, it is urgently needed that the bachelor's thesis must be included

in the curriculum so that all students must perform a bachelor's thesis. This can be easily applied since all the students are exercised in scientific research writing tools, and critical thinking required for finding and evaluating scientific literature. The department already successfully achieved the linking of teaching and research tools by introducing the student's basic principles of research early in their academic program through specific courses.

The department offers also a Master's thesis as well as PhD programs. However, the first students of the department as a university body will finish in June 2023. The EEAP noticed that the potential candidates can apply via the website of the department for different degrees even now. There is a regular exchanged of students from all countries of the EU. The high-quality education offered by the department attracted several students from the EU countries within the ERASMUS program. Therefore, the EEAP believes that the programme's thesis should be written in English, which creates a prerequisite for attracting a wider group of students to undertake Master/PhD theses from other countries as well.

Research activities:

The Nursing department is mainly involved in applied research activities in various research fields, independently or in collaboration with other scientific partners (from the home page). The EEAP is aware that the department is new (2019). Whereas the transition process for the curriculum is successfully executed, regarding the research activities, the department is still in the transition process. This fact makes the research evaluation of the department problematic. The research activities of the department are well documented systematically on the University's website concerning PubMed original publications, congresses and other scientific activities. The department's research activities are mainly in epidemiology and public health (Disease Prevention and Management) with the entire goal to improve the quality of life. The faculty members of the department collaborate mainly with internal but also with a few external collaborators. The department's research activities are mainly supported by national funds such as the Special Account for Research Funds (SRA). The department participated in two EU projects with partners from several EU countries with the entire goal to identify weaknesses and improve the nursing students/staff education:

- EBP e-Toolkit “Providing a Teaching and Learning Open and Innovative Toolkit for Evidence-based Practice to Nursing European Curriculum”.
- “WITEA-ID- Weeks of International Teaching – Inclusive and Digital”.
- The ENhANCE Project (EuropeAN curriculum for fAmily aNd Community nurseS), funded by the European Commission under the Erasmus+ Programme for the call EACEA/04/2017, KA2:Cooperation for Innovation and Exchange of Good Practices – Sector Skills Alliances – LOT 2: SSA for Design and Delivery of VET. Contract No: Nr 2017-2976_591946- EPP-1- 2017-1- ITEPPKA2-SSA – Ref.17D027253 and,
- The ASAP-Training Project (Building effective drug prevention results across Europe, based on prevention systems analysis and widespread professional training) (2019 – 2021), under the frame of JUSTICE-2017-AG-DRUG, Home Supporting Initiatives in the Field of Drugs Policy.

In conclusion, the EEAP acknowledge the excellent activities to attract grants for nurse education. Particularly the EEAP noticed the collaboration of the department with the Foundation for Research and Technology (FORTH)– (IDRYMA TECHNOLOGIAS KAI EREVNAS)

located near the department. The FORTH is involved in attracting of competitive EU research grants.

The EU-funded the STOP project with several partners from different EU countries including also FORTH. The entire target of STOP is the development of antimicrobial and antiviral nanocoatings for surfaces that are frequently touched. The nanocoatings are being developed using combinations of inorganic nanoparticles, antimicrobial peptides and nanoscale laser surface modifications. The EEAP strongly recommend such projects to enforce the research activities of the department in technical/biomedical projects to improve human health and life. The EEAP recognise the collaboration very much with the FORTH but would encourage the Nursing department to enforce their efforts to attract their own grants too.

The EEAP notice a significant increase in the peer-reviewed PubMed publications/citations of the department from 16/464 publications in the year 2019 to 43/1206 (Scopus). According to google scholar, the citations increased from 956 to 2403. The EEAP appreciate the significant increase in Science-Metrix's parameters which reflects the productivity of the group. The EEAP noticed that there are strong differences in the scientific output of the faculty members. Taking into consideration the last five years there are very strong differences in the h-factor (defining the scientific output of an individual) between the faculty members. Overall, the EEAP recognize the increase of the scientific output in the last years, but significant efforts should be made to increase the scientific productivity of the department. The department has not defined precisely a research strategy emphasizing research strengths that distinguish the department from other Nursing departments in Greece/Europe. The qualifications of the department in the undergraduate education program are strong, but the research productivity can be improved to attract more grants.

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	
Substantially compliant	X
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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends significant efforts to attract money from local people, private companies and from established private foundations. This can be done by the introduction of the department's efforts through different festivities to improve the nursing of the local population. It is well known that private foundations supported several Universities/Hospitals in Greece. The department must have some printed information booklets for distribution.
- The University/Department must establish at least ten paid positions (κλινικός εκπαιδευτής = clinical educator) in the next 5 to 10 years who will supervise the clinical education of the students in the different local hospitals. An intensive, and systematic clinical supervision will guarantee the sustainability of the high standards of the departments of education.
- The EEAP strongly recommends a representative coordinator from the department responsible for the identification/coordination of collaboration/synergy between the different departments of the Universities and other research institutions in Crete/Greece with the entire goal to attract EU and other international grants.
- The academic staff must define a research strategy that focuses on scientific areas of strength as compared to other Nursing departments in Greece. It is recommended that the department should focus on developing a "unique feature" in research and teaching. This is urgently needed for the long-term sustainability of the department.
- The opportunities for nursing student research should be broadened also to all bachelor students. Increased awareness of research opportunities and the benefits of student participation in research is needed.
- The qualifications of the department in the undergraduate education program are strong, but research productivity can be improved by applying for competitive external funding for research. The EEAP recognise the collaboration very much with the FORTH but encourages the Nursing department to enforce their efforts to attract their own grants too.
- If possible, include small-group problem-based teaching (requires clinical educators).

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 University has implemented an Internal Quality Assurance System that complies with HAHE guidelines, current Greek legislation, and relevant European standards. Two competent bodies (OMEA and MODIP) have been established and are fully operational. The General Assembly of the Department and the General Assembly of the School and the University are dutifully involved in the control process, as the two aforementioned bodies have essentially limited decision-making power. This system ensures transparency and implies a broader consensus for the best possible implementation of the objectives. The functioning of these committees ensures that the expected outcome is positive. The

Department actively tries to monitor, assess and improve the UGP, and the level of education provided in general (Objective set in Appendix B5).

As outlined in the documents provided (B1, Appendices B6-B7-B8-B9) and during on-site meetings with OMEA and MODIP representatives, the committees are regularly elected and have legally defined responsibilities. Although student representation is established by law, there is no student elected/designated as a representative in OMEA.

By Greek law, OMEA should every year conduct an internal assessment of the Undergraduate Program. Appendix B15 contains the most recent assessment (February 2022) conducted by MODIP highlighting areas for improvement and strengths as well as weaknesses of the Undergraduate Program in Nursing and the Department of Nursing.

Appendix B16 contains a sample of the questionnaire that students optionally complete in each subject between the 8th and 10th weeks of teaching during class. The questionnaire is anonymous and is designed to allow students to express their opinions on (1) the quality of the curriculum for the subject, (2) the teaching and assessment methods used, on a numerical scale (from 1 to 5). Students can also rate the academic and teaching competence and enthusiasm of the teaching staff (ΔΕΠ). Finally, students can make any comments for improving the educational process. As noticed in the meetings, some students do express suggestions for improvement and/or concerns in the last section of the questionnaire (Part C2), but it is at the discretion of the Course Director and of the Department whether these are taken into consideration since the comments are up to someone's interpretation as they are not measurable data. The Department has implemented a system where only students that are physically present in class at the time of the evaluation have access to complete the questionnaire, thus excluding students who chose either not to attend lectures (Lectures according to Greek law are not obligatory) or are absent at the time. Of the total number of students, only a small percentage (<25%) do fill out the questionnaires and as such the credibility of the data is limited.

The staff of the department works with enthusiasm, applies the institutionalized procedures, and strives for continuous improvement through self-evaluation, which is a constant requirement, especially in the field of Nursing. The teaching staff actively try to keep up to date with current research and educational guidelines (for example through Erasmus exchanges).

Panel Judgement

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

Panel Recommendations

- Although the members of OMEA and students mentioned good working relations between them, the EEAP suggests that the department try to encourage official student representation in all bodies that organize and evaluate the quality of the undergraduate program (OMEA, Committee for the Undergraduate Studies, General Assembly).
- Student participation in the evaluation of courses through questionnaires is low. As such, the Panel recommends that the Department should try to encourage student participation and implement a system to improve the turnout of questionnaires submitted (for example, obligatory completion of the questionnaire as a requirement to enrol in the exam season). The panel suggests that the teaching staff should give all students the chance to fill out the questionnaire, regardless of attendance, at the end of the teaching period. Also, the panel recommends that a system should be established for the better implementation of the comments that students provide in Part C2 of the questionnaire (for example, the data can be collected and sorted so that an analysis can reveal if a pattern is present). Both the course director as well as the president and the general Assembly of the Department should be officially informed of any provided comments by students so that any feedback from students can be taken in consideration.

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

Establishment of the UGP

The New Curriculum of UGP of Nursing was approved according to the recommendation of the Department of Nursing, by a decision of the Assembly of the Department of Nursing at meeting no. Act 2/03-06-2019 and was approved by the Senate of the HMU in 2019 under Act 6/27.06.2019, in Heraklion, Crete.

Curriculum structure

The Curriculum covers the subject of Nursing Science, related to humans, family and society, aiming to the promotion and maintenance of health, disease prevention and treatment, as well as recovery Update of the Curriculum is decided according to the international standards and needs.

The Curriculum has a total duration of 4 years (8 semesters) and offers a total of 70 courses, 50 Compulsory and 20 Elective Compulsory courses. The 70 offered courses are included in 6 modules as follows:

- 28 purely theoretical courses
- 12 courses in theory and tutorial
- 9 theoretical lessons in laboratory exercise
- 12 courses in theory and clinical practicum
- 5 clinical practicum courses
- 4 courses in digital skills certificate

To obtain the degree, the students must have successfully completed 240 ECTS. 50 compulsory courses and 5 compulsory electives courses. Alternatively, each student may select 4 elective compulsory courses and the course Elaboration of Research Paper (Dissertation). If they complete more ECTS, these will be listed in the Diploma Supplement. In the undergraduate curriculum, there are two basic classifications of courses.

- A. Compulsory and optional compulsory courses**, for which attendance and successful examination are considered necessary for students of the Department of Nursing.
- B. Elective compulsory courses** that include only one theoretical part and those that may contain tutorial, laboratory, or clinical exercises.

Elective compulsory courses are the courses that the student must choose to complete the number of courses required to obtain a degree. The students are free to choose one of the elective courses of each semester. They attend depending on their interests and the limitations of the program of study. Attendance of the courses is an academic obligation for all students.

Tutoring, laboratory and clinical exercises are educational activities for the complementary consolidation of the course material, the practical exercise of knowledge and the better

consolidation of the material. (For a detailed course schedule see *STUDY GUIDE 2021-2022* p. 35-46)

Elaboration of research work

In the new curriculum, the thesis has been abolished and instead, there is the possibility of attending the compulsory course "Research Thesis" which is offered in the 6th semester.

Labour market

Graduates of the Department of Nursing bear the title "Nurse" (par. 2 article 5 of Law 1579/85) and acquire special scientific knowledge across the spectrum of nursing care, as multipurpose nurses of general duties. Nurses have the right to be employed either as executives of nursing units in the public and private health sectors or as self-employed in the entire spectrum of nursing care.

The data provided on the employment of graduates by the Department of Nursing were detailed, also taking in to account the expressions of external stakeholders from the public and private Hospitals/sectors. The prospects for professional employment for graduates of the Department of Health Nursing appear to be very promising, ensuring job security for newly trained students.

International collaborations

The Department of Public & International Relations is active in the field of international relations to promote the HMU abroad. It also coordinates all collaborations with Educational Institutions, Research Centers, and Businesses within the framework of International and mainly European programs. In addition, it regulates student mobility through the Lifelong Learning Program (LLP) / Erasmus, in an attempt to contribute to the development of the Community by promoting exchanges and cooperation between educational systems.

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 can also progress their studies by following postgraduate studies in the first place at master level (<https://nurs.hmu.gr/en/master-s-degree-program/>), as well as to continue for a doctoral degree (<https://nurs.hmu.gr/en/phd-studies/>). Office Internship Guidelines (<https://praktiki.teicrete.gr>), Undergraduate student (<http://submit-atlas.grnet.gr>).

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. <https://hmu.gr/en/school-of-health-sciences/nursing-department/#>

Course outlines

The programme is 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 (<https://nurs.hmu.gr/en/study-program/>).

The academic staff intends to follow regulations to reform the curriculum at regular intervals and enhance student experience and content.

Teaching staff

The Nursing department provides a detailed list of the employer's name, academic ranking, subject and area of teaching, the areas of specialization, and its relation to the courses taught to the graduates.

The new study programme and its compliance with the Standards

The New Curriculum of UGP of Nursing of HMU was designed after the following directives:

- Specific Sectoral Directives and Guidelines for Nursing Education of the European Union (Directive 2005/36/EC and Directive 2013/55/EU)
- Recommendations of the Advisory Committee on Nurse Education of the International Council of Nurses
- Recommendations of the American Nursing Association on education
- Greek Legislation (indicatively based on articles 30, 31 and 32 of Law 4009/2011, Government Gazette A' 195/06.09.2011)
- Instructions of Hellenic Authority for Higher Education (HAHE)

Report concerning internal and external evaluation: <https://nurs.hmu.gr/en/the-department/external-evaluation/>

Panel Judgement

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

Panel Recommendations

The study curriculum comprises 8 semesters and offers 50 compulsory and 20 elective compulsory courses, a total of 70 offered courses included in 6 modules. It would be easier to understand the structure of the program in a visual sketch, which would state which semesters are in progress of the theoretical-preclinical courses and which semesters are in progress of the clinical-practical courses.

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 Committee was thoroughly briefed by teaching staff and students on teaching methods and course evaluations. The findings show that the teaching staff uses appropriate teaching methods, to provide students with both, the necessary theoretical and practical knowledge, as well as to further cultivate their skills, expanding the students' cognitive background, through the promotion of critical thinking and the strengthening of student-centred learning and teaching. The main concern of the teaching staff is the pursuit of learning outcomes and qualifications to be fully harmonized with the European and National Framework of Higher Education Qualifications.

The Undergraduate Program has a structured sequence in terms of the main core of the targeted education of students per study year, which starts with the basic knowledge of nursing science and then specializes in the most modern nursing applications, both at a theoretical level and at developing clinical skills. The learning approach focuses on active student participation in the courses and provides opportunities to further clarify and resolve challenges related to the subjects taught during their courses.

The teaching staff uses a variety of teaching methods, while also using the electronic platform e-class, through which students have access to course material, supporting materials and educational tools. In addition, students can be officially certified in digital skills, through the

attendance of specific courses. However, despite the complete adaptation of the Department to the hybrid learning requirements, the hybrid recording of the courses, nor their videotaping, has not been involved, which would make it even easier for the students to follow the courses. On this specific topic, the teaching staff mentioned the obstacles that arise, concerning the hybrid recording and video recordings of the courses, which arise mainly from the law on personal data (GDPR) and copyright, but it was found that there is a positive perspective, regarding the implementation and provision of hybrid course attendance by students. From the students' point of view, it is necessary to implement hybrid attendance to enable all students to attend classes, thus limiting any absences they may have, but also to be able to attend in repeat their courses, so that they are even more facilitated at a learning level.

Course assessment methods include term papers, exams and reports on their assessment. Exams are the main way of assessing students for theoretical courses and mixed courses (theory – laboratory exercise – clinical exercise). The courses in which only clinical practice is provided, are evaluated as clinical skills, where the clinical nurse and the responsible professor of the Department monitor the students in their clinical practice. The clinical practice takes place at the University General Hospital of Heraklion, where about 250 students do their clinical practice, and at the General Hospital of Heraklion "VENIZELEIO - PANANIO", where about 114 students do their clinical practice. Regarding the supervision of students in clinical practice, there is a relative adequacy of clinical instructors. Clinical skills during clinical practice are satisfactory and there is perfect cooperation between the Department of Nursing Hospital Administration Directorate of Nursing Services Nursing departments Clinical Nurses.

In terms of course evaluation, students can evaluate the courses, through an anonymous questionnaire, where they have the opportunity to comment on their learning experience and evaluate the module at the end of the semester. The panel found that there is relatively satisfactory participation, but it should be further strengthened so that there is better feedback. Evaluations are taken into account by the teaching staff of the Department and there is a satisfactory response and adaptation to the learning needs of the students.

The Committee extensively discussed with the students about their learning and teaching experience since their admission to the Department of Nursing. Students reported that they are satisfied with the quality of teaching and the scientific background of the teaching staff. In addition, they reported that they receive very important support from the teaching staff so that they can follow their academic obligations and that they are encouraged to participate in scientific programs, conferences and other scientific activities of the Department of Nursing.

In addition, to improve its operations and strengthen the educational process, the department has established a specific procedure for submitting and addressing complaints from the students (Appendices B17 and B18). This internal system ensures that student complaints are easily flagged for corrective measures to take place. The academic counsellor is the first person notified of the complaint and as such is the first to take action. If the complaint supersedes his/her authority then the matter is brought up to the President and the General Assembly of the Department and/or other University bodies and officials,

depending on the severity and category of the complaint. The system lacks fail-safe and does not lay out the exact jurisdiction and power of each official and body, and as such matters are to be resolved in a more informal and collegial way between staff and students.

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

- It is recommended to investigate the legislative framework regarding personal data (GDPR) so that soon students can attend classes hybridity and through video recording.
- It is recommended, as proposed by the members of the teaching staff to the University Administration, the recruitment of more clinical educators and as proposed to the Ministry of Education and Religious Affairs, the institutionalization of the speciality of Clinical Nurses, who will be employed exclusively for the education of the students.
- The EEAP suggests a revision of the formal procedure for student appeals that specifies the exact jurisdiction of every involved body and Department official.

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

To be enrolled in the Nursing department students must take part in Hellenic National Examinations. The entire admission process is organised and supervised by the Hellenic Ministry of Education. For students already holding a Bachelor's Degree (Graduates), 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 student registrations are done electronically, and all necessary information about the necessary documents and procedures is easily accessible online on the department's website.

As mentioned, the number of enrolled students in the Department is decided by Ministerial Order. The Panel was informed that although the Department requested a lower number (80) of students, the Ministry rejected their proposal and appointed 180 students to the school, as a consequence staff is an overwork loaded.

The organization of undergraduate studies is laid out in the Student Guide (Appendices B19 and B20). The duration of the Undergraduate Program in Nursing is 4 years. Courses are divided into two categories: obligatory courses (50 in total) and elective courses (20 in total). A student must have a passing grade in all fifty of the obligatory courses and five of the elective courses to collect the 240 ECTS points required for the degree to be awarded. The UGP is fully compliant with the European Credit Transfer System and awards students when they finish their studies, a degree that is equivalent to Level 6 in the European Qualification System. A diploma supplement is given to all students in Greek and English with their degree (Appendices B21-B22).

The progress of the students is closely monitored by the teaching staff through the attendance of students in lectures, the grades of midterm written assignments, and the final oral or written examination grades. Clinical competencies and skills are generally noted that are achieved; however, it is quite important to introduce a detailed clinical skill marking sheet tailored to each module, that would enable the student to work towards achieving specific and pragmatic targets, take pride in the achievement as well as the academics would be able to monitor those clinical skills in detail. Reflective notes could be introduced in the clinical marking skills booklet.

The Department allows a limited number of students to work for pay in the department to support their studies. Scholarships are available to students through the National Scholarship Foundation (IKY) or the university.

Student mobility is encouraged through the Erasmus+ system. The Department has signed bilateral agreements with universities abroad so that the students and the Teaching Staff can experience and get further educated in another country.

A Thesis is not mandatory in the current UGP and as such, it is not a requirement for the award of the Degree in Nursing. The Department has established and published guidelines on how to write a thesis as well as the grading criteria (<https://nurs.hmu.gr/ptychiakh-ergasia>). An internship is not offered by the Department with the current UGP. In substitution, it offers an extended period of clinical practice in the two hospitals of Heraklion (PAGNI and Venizeleio General Hospital).

Panel Judgement

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

Panel Recommendations

- The EEAP suggests that a thesis should be mandatory for the award of the Bachelor's degree. The EEAP members recommend that a 15 ECTS thesis should be part of the curriculum during the last semester of the studies.
- The EEAP suggests that an Internship program (at least four months) should be established. This will allow students to further advance their knowledge and skills in Nursing.
- The EEAP believes that it would be beneficial for students if the Department tries to fund more scholarships either through university funds or with outside funding.
- Enhance opportunities for student mobility through further development of the ERASMUS+ program.
- Introduce a formal assessment of clinical skills (i.e., OSCE or similar) and develop a minimum clinical skill set that all students will have at graduation.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences and educational leaves- as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

The Department of Nursing is autonomous and joined the HMU, sector of Higher Education in 2019 under Law 4610/2019. Today is in the 4th academical year of operation (not yet graduates students), follows the European Credit Transfer System (ECTS), and offers 50 compulsory and 20 optional compulsory study courses, of a total of 240 ECTS.

The Department of Nursing is currently running with a permanent staff consisting, of 11 faculty members (1 professor, 2 associate professors, 8 assistant professors), 2 members of special technical laboratory staff, 2 members of the secretary, and 30 laboratory associates, who have a master's or PhD degree. Nine of the eleven faculty members are 'Nurses', one member is a bioscientist, and one member is a specialist in Health Informatics. The current total number of undergraduate students is 900 annually for the spring and winter semesters.

Human resources and development of the Nursing department

From 2020 until today, three new faculty members were appointed, five faculty developments and two postdocs were recruited.

The procedures and criteria for teaching staff recruitment as well as the procedures for the selection and development of the members of the teaching scientific staff are in agreement with the existing legislation. The positions for faculty members are announced through the University Institutions in the Government Gazette, which is posted on the APELLA system: <https://apella.minedu.gov.gr/>, as well as on the website of the department.

Specifically, the process begins either with an application submitted by the interested candidate through the APELLA system and in case it is a new open position of the Department or with an application through APELLA of a faculty member who has applied for promotion to a higher level or another external candidate, given that all notices are open.

Concerning the regulations of the employment contracts and obligations of the teaching staff, the Nursing department follows the Academic Ethics of HMU (https://hmu.gr/wp-content/uploads/2022/06/Kodikas_Deontologias_ELMEPA.pdf) and Law 4485/2017, organization and operation of higher education, regulations for research and other provisions: https://www.esos.gr/sites/default/files/articles-legacy/nomos_44852017.pdf

Due to its dynamic research activities and in collaboration with other local and national academic research institutions in the same research field, several publications are produced by the Department of Nursing in the last 5 years.

The research activities of the faculty members of the department are considered satisfactory as a whole. The average number of publications in international peer-reviewed journals and conference presentations over the last 5 years is high, considering that the department is new. This fact indicates the quality of the department's research outputs. The faculty members and the academic staff do more than they have to accomplish in terms of education, collaborations with other departments and the management of research programmes.

Overall, the EEAP considers satisfactory the sustainability of the Department of Nursing. It has a significant number of highly qualified faculty members with internationally recognized research activities, as well as an excellent infrastructure for future development.

Panel Judgement

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

Panel Recommendations

- Future Challenges for teaching staff: The small number of faculty members is disproportionate to the large educational and administrative workload, among other things, to strengthen laboratories to improve the research and educational performance of the Department. The faculty needs to be supported with several new permanent positions to keep its quality sustainable in the future.
- Collaborations need to be further developed with the rest of the national Nursing departments as well as with other health educational bodies.

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 HMU is located in adequate modern infrastructure. As presented in Appendix B11 and the onsite meeting, the Department of Nursing operates in a newly constructed building on the campus of HMU in Heraklion. There are six classrooms equipped with overhead projectors. All laboratories are fully stocked and modern. The building also houses the Department's secretary and the offices of the Teaching Staff. The building is shared with one more Department.

All buildings are accessible to limited mobility students, staff and visitors. Wi-Fi is available. The University operates a library close to the Department. Students are provided with free textbooks through the EVDOXUS program. The University offers an adequate range of support services to the students (dormitories, career counselling, sports facilities, student welfare office, and on-campus primary care office). All information is available to students through the Study Guide (Appendix B11).

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 with any problems that may come up. Appendix B18 is the regulation of the SA program. The available facilities are well-equipped, modern, and easily accessible to everyone. The Panel is pleased with the continuous improvement of the infrastructure and digital services to students.

Panel Judgement

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

Panel Recommendations

No recommendations.

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

The documents provided to the EEAP were excellent and relevant for presenting the efforts of the Department. The Department appears to have developed all the necessary systems and algorithms for the collection, analysis and use of information for the organization and management of the Department and the operation of the new undergraduate program.

For example, the Open e-Class training platform is an integrated e-Course Management System and provided various other facilities as:

- Telecollaboration
- Exercises (test, quiz, rubrics)
- Plagiarism check (Turnitin)

Internal Quality Assurance System

Every semester, students carry out an electronic evaluation of courses and teaching, using the information system of MODIP:

- Online completion of questionnaires that can only be accessed by classrooms with a common token.
- Online completion of questionnaires that can be accessed from anywhere but using individual tokens.

At a specified date and time, the link of the questionnaire is announced to the students of the course through e-class, which is valid until the completion of the questionnaire.

The available procedure for the completion of questionnaires by students is for a specific duration and through it, both controlled access to the questionnaires and anonymity in completion are ensured.

Other tools and processes designed to collect data on the academic and administrative operation of the academic unit and the study program are:

- MitoS (program), Classroom management system, transportation, Student Registry – Electronic Secretariat with applications for Students and Teaching Staff
- Updated Department website

The EEAP finds that the institution and the academic units are fully compliant, in terms of the collection, analysis and use of electronic information for the organization and operation of the new undergraduate study programme in Nursing.

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

No recommendations.

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 the Public Information for the new Undergraduate Programs, it was found that the Department of Nursing is fully compliant, direct and easily accessible. The information is constantly updated, clear and objective.

The website of the Department of Nursing provides all the information in detail, which is divided into sections so that the visitor has complete information.

On the initial website of the Department of Nursing, there is a related video (duration 16:42), which provides information about the University and the Department, about nursing science and the philosophy of the Department, about the content of the studies (undergraduate – postgraduate), about the human staff (administrative - teaching staff), as well as a special part for solving frequent questions.

Specifically concerning the Undergraduate Studies Program, the information on the website is satisfactory. It includes distinct sections, which concern News - Announcements, information about the Nursing department (nursing science, establishment - department history, department mission, academic subject - goals, graduates - employment, administration - voter register, evaluation, scholarships), information on the Studies in the Department of Nursing (undergraduate, program and study guide - postgraduate, postgraduate programs, candidate applications - PhD), Information on the research activities of the Department of Nursing (international educational programs, scientific publications, statistical data, distinctions - awards - grants), information on the extrovert policy of the Nursing department (social interventions, educational trips, conducting first aid and basic CPR training seminars), information on the electronic services provided to students (e-class platform, student-staff web mail, system EVDOXOS author declaration, VPN services, useful

emergency links, student benefits, and information on other services (applications – forms for students and professors, Student Counselling and Psychosocial Support Centre, library, jobs, conducting scientific events).

However, it is recommended to add program software that will allow the use of the website to be accessible to people with disabilities.

Also, it would be more beneficial to rename the services section on the home page to Student Services or Student Care so that the public has a clearer picture of the services provided to students. In addition, within the same section, it is recommended that Academic Advisors and Disabled Advisors should be included.

It is also recommended that the Qualifying Exams section be added to the Studies field.

Furthermore, in the category News - Announcements, it is recommended that a separate section be added, which will concern the Announcements of the Teaching Staff, so that they are not all included together in the general field Announcements - News.

Panel Judgement

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

Panel Recommendations

- It is recommended to add a software program that will allow the use of the website to be available to people with disabilities.
- It is proposed to rename the "Services" section on the home page to "Student Services" or "Student Care" and include within it the sections "Student Advocate", "Academic Advisors" and "Disability Advisors" so that the public to have a clearer view of the services provided to students.
- It is recommended that the "Qualifying Exams Guide" section be added to the "Studies" - "Undergraduate Studies" field, to inform the public about the admission requirements to the Department of Nursing, through the Qualifying Exams.
- It is recommended that a separate section be added to the "News - Announcements" category, which will concern "Teaching Staff Announcements", so that all announcements are not included together in the general "Announcements - News" field.

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 previous evaluation of the department as an ATEI educational body was quite positive but not of relevance since the EEAP evaluate the department as a university body that completely changed the nursing undergraduate study program.

The undergraduate Nursing department as a University body of the HMU is currently undergoing an external evaluation by an EEAP for the first time. The quality assurance of the undergraduate program of the Nursing department is being implemented with the establishment of the and the MODIP. These two committees at the department University level intensively supervise issue of educational and research quality of the department. These two committees meet regularly and monitor the quality of teaching, study program content and the teacher and student performance including the clinical exercises and research activities of the department. The latest internal evaluation from MODIP has been provided to the members of the EEAP.

Several educational issues have been identified by the transition from the ATEI to a university body and strategies have been developed to implement changes. The curriculum committee and OMEA from the Nursing department decided as a new University body several changes

to the teaching and clinical exercises. The teaching staff was regularly evaluated by students and suggestions were implemented in the new curriculum. This provides confidence that the Nursing department will be able to adjust, update, modernize and further improve the undergraduate program. The implementation of the completely reformed curriculum committee, OMEA and MODIP have enabled the department to adopt excellent teaching e-learning, methods, to exercise by integrating simulating emergencies using dummies for clinical skill acquisitions.

The EEAP had very constructive discussions with 10 students (males/females). Students confirmed that their evaluations of the teaching staff resulted in improvement of the curriculum. Students are well integrated into the social activities of the University and very satisfied with the learning environment and the support services. Students would be happy to write a scientific bachelor thesis but till now is limited to only few students. Till now lectures in different disciplines are deposited in the e-learning-server. Students would be happy if the lectures could be in present but in parallel also via Zoom enabling recording and deposing the lectures/seminars.

Since the department was/is in a transition process (ATEI to University body) the committees invest many efforts to establish a final curriculum program after continuous internal evaluations on the OMEA/MODIP levels. The members of the 2 bodies convinced the EEAP by several discussions and meetings that the transition has been happening successfully.

Panel Judgement

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

Panel Recommendations

The department should upload the internal evaluation reports to their website.

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

The Department was founded in 1970 as part of the Higher Technical Education Centre of Heraklion, by Legislative Decree 652/1970, Government Gazette A 180.

In 1977, the Higher Technical Education Centre of Heraklion was turned into the Higher Technical and Vocational Training Centre of Heraklion, Crete, as per Law 576/1977, Government Gazette A 102. In 1983, the Technological Educational Institutes (TEI) were established as part of the Higher Education Institutes in the city of Heraklion, Crete, by Law 1404/1983 Government Gazette A 173. In 2007, the Technological Educational Institutes joined the Technology Sector of the Higher Education Institutes of Crete, as per Law 3549. In 2013 an external evaluation is being conducted by an external panel of experts assembled by HQA. The educational, nursing care and research activities as an ATEI Crete were externally evaluated in 2013 by an external committee mandated by HQA. The evaluation report was positive and can be found on the home page of the Nursing department (https://nurs.hmu.gr/wp-content/uploads/2022/10/external_evaluation_report.pdf).

In 2019, the Technological Educational Institute of Crete was abolished and evolved into the HMU. The Department of Nursing joined the new University, completely reforming the nursing undergraduate study program. In the year 2020 was a detailed internal evaluation which can be found on the homepage of the department-

The EEAP checked also the -Report (December 2018) of an external panel appointed by the HQA to undertake the review of the Internal Quality Assurance System (IQAS) of the TEI of Crete to grant accreditation. The IQAS was prepared by the OMEA/MODIP representatives. The evaluation consisted of a systematic, documented and detailed assessment, highlighting

using objective criteria and the critical analysis and identification of any existing weaknesses and deviations concerning their academic character, goals and mission, as described in particular in the provisions of the applicable legislation.

The accreditation panel of IQAS identified several weaknesses of the TEI of Crete:

- 1) *Excessive per faculty member teaching loads*
 - 2) *The procedure for engaging internal and external stakeholders to review and develop existing and/or proposed course offers is not sufficient.*
 - 3) *Process for identification of industry needs is not formalized.*
 - 4) *There is no teaching and research development training program for faculty members*
 - 5) *There is no induction and mentoring for new faculty members*
- IQAS Accreditation Report_ TEI of Crete 28*
- 6) *The TEI graduates state that there is discrimination against them in certain sectors regarding appointments and promotions.*
 - 6) *Students do not receive feedback from their evaluations of courses.*
 - 7) *There is low attendance in classes, and high average year of graduation.*
 - 8) *Students are not involved in the QA process.*
 - 9) *The students feel that there are different cultures to their approach to quality and procedures in different departments.*
 - 10) *The student body appeared fractured and its Democratic institutions dysfunctional.*

Taking into consideration both reports the EEAP panel concluded that strong efforts were made by the HAHE/and the department to follow the recommendation of the panels. Accordingly, students are strongly involved in the evaluation of the teaching staff. Most of the recommendations of both panels were followed and the education on the Curriculum level and postgraduate level has been significantly improved. Some recommendations could be not followed because lacking financial support from the minister of education (e. g., 1).

The external evaluation panel of the Nursing department in 2013 made recommended:

1. Immediate recruitment of full-time faculty staff members alongside an immediate decrease in the annual intake of students.
2. Budget constraints on staffing are addressed as a matter of urgency.
 - 2.1 Academic staff and student teaching ratios must be set at safe quality teaching provision levels as a minimum of 1:20 and nursing academics must be employed to achieve this, with a PhD or registered to a PhD program as a minimum qualification.
 - 2.2 A workload model needs to be developed to ensure equal appreciation of research and teaching activity.

2.3 The number of administrative staff must be increased.

2.4 Clinical mentors should have longer contracts with the ATEI to ensure continuation of teaching.

3. If external clinical mentors will continue to be a significant staffing part of the Department, their ongoing support and attention to their needs is of paramount importance.

4. Support of lifelong learning and personal development plan for the Faculty members

5. Approval by the Ministry of Education of research laboratories

6. Immediate development and acceptance of a postgraduate nursing program according to the proposal of the department.

The Nursing department took all the points of criticism into consideration and significant progress has been made in improving the critical points. However, the department urgently needed “clinical educator” positions for the sustained education of the students.

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

- Positions for clinical educators are urgently needed for sustainable and highly educational standards.
- Synergies between different local departments of the HMU and other research institutions should be identified; more precisely. The OMEA /MODIP should “identify the unique selling proposition” of the Nursing department as compared to other Nursing departments in Greece/Europe.

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 HMU was founded on 25/04/2019, based on Law 4610/2019, Official Gazette 70, issue A', 07/05/2019. The Department of Nursing has been operating since 2019, as it joined the new University by completely reforming its program, while integrating throughout this course of developments until today, any changes that were foreseen each time by the current legislative framework.

The Undergraduate Studies Program is fully harmonized according to current legislation and provides the prescribed teaching units (ECTS: 240), through 50 compulsory courses and 20 optional compulsory courses. In this particular period, three stages of degree acquisition are underway in the Department of Nursing. The first concerns the former students at the Technological Institute of Crete, who will graduate as graduates in technology. The second concerns the students, who studied during the period in which the transition of the Nursing

department from a department of the Technological Institute of Crete to a HMU took place and they follow the Undergraduate Studies Program with the addition of additional courses, to receive a University degree. The third stage concerns students enrolled in the Department of Nursing's new Undergraduate Studies Program, who are expected to graduate in June 2023 and will be the first batch of graduates of the new Department of Nursing.

The transition from the old Undergraduate Studies Program to the existing Undergraduate Studies Program had a smooth development and was assimilated to a satisfactory degree by all students. A significant restructuring of courses and realignment of clinical practice hours was carried out, so that students can meet their professional duties, as graduate nurses, in their later professional and academic careers.

Both the teaching staff and the students are satisfied with the transition to the new Undergraduate Studies Program and are positive about its ongoing restructuring to meet the changing and modern health needs in the field of Health Services.

In addition, the Undergraduate Study Program includes the compulsory courses (1st Semester: Scientific Bibliography Search - Principles of Scientific Writing and Presentation, Semester 4th: Research Methodology, Semester 5th: Biostatistics) and the elective compulsory: Qualitative Research Methodology), which, on the one hand, train students to prepare research studies, but on the other hand, do not allow them to prepare a research study, within the Undergraduate Studies Program, the Committee discussed at length the possibility of introducing as a compulsory course: Preparation of Research Work, instead of a mandatory option (as is the case), which will result from the merger of the above-mentioned courses, taking at the same time the corresponding teaching units (ECTS), as they will arise from the restructuring of the Undergraduate Studies Program of the Department of Nursing.

During the discussion of the topic, positive feedback was received from both, the teaching staff and the students. The necessity of the proper scientific preparation of the students was also recognized for becoming a complete health scientist after graduation. As complete health scientists, students would be able to advance their clinical knowledge and skills through scientific research.

The Department has made provisions for the progression of students enrolled in the pre-existing study programme who wish to continue their studies in the new UGP.

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

It is recommended to introduce a compulsory course, instead of optional compulsory (as it is the case), the Preparation of a Research Paper, which will be resulted from the merger of the compulsory courses (1st Semester: Searching Scientific Bibliography - Principles of Scientific Writing and Presentation, 4th Semester: Research Methodology, 5th Semester: Biostatistics and the elective compulsory course: Qualitative Research Methodology, with the corresponding readjustment of the teaching units (ECTS), as they will arise from the restructuring of the Undergraduate Studies Program of the Department of Nursing.

PART C: CONCLUSIONS

I. Features of Good Practice

The adaptation of the following gold standard features of good practice by the department of nursing was verified by the EEAP: 1) Interactions of the students with the teacher to improve education 2) Good practice encourages cooperation among students 3) good Practice encourages active learning 4) good practice gives prompt feedback 5) good practice emphasizes time on task 6) good practice communicates high expectations 7) good practice respects diverse talents and ways of learning. Adaptation of these principles by the Nursing department is essential in the sustainability of the student's undergraduate education. The EEAP concluded that immense progress has been made by the transition of the Nursing department in 2019 from TEI body to a University body regarding the educational activities. The Nursing department has established a curriculum committee, with close and intensive cooperation of the OMEA and MODIP and the students of the department. The undergraduate bachelor's program has been approved by the general assembly of the HMU and the ECTS has been adopted by the curriculum.

The study program provides clear learning objectives, expected learning outcomes and expected skills that should be acquired after eight semesters. The study program of the department undergoes continuous review by the OMEA and MODIP and the students' evaluations are implemented in the curriculum to improve the teaching activities of the staff. The department created state-of-the-art facilities for the training of medical students. An electronic e-learning platform and courses and advanced evaluation tools have been established that allow monitoring of the performance of courses, lectures, and practical exercises. Regular meetings of the curriculum committee and OMEA provide oversight and recommend changes to the medical student curriculum in terms of content, learning objectives and teaching strategies. In conclusion, the major strength of the department is in teaching. It is worth mentioning that the department adopted excellent teaching -e-learning, methods-, early learning of applying scientific literature tools, and clinical practice exercising skills.

The collaborative atmosphere between the teaching staff and the students is very constructive. Lecture halls, exercise laboratories, libraries etc. and other educational bodies are very close to each other allowing effective learning. The excellent teaching activities of the department is also reflected in the increasing number of ERASMUS students from different EU countries and participating in two educational programmes supported by the EU grants. It is also worth mentioning that till now students can follow clinical aspects of their education in local hospitals voluntarily without any financial compensation from the department and/or the Ministry of education.

II. Areas of Weakness

- The teaching methods and tools are state-of-the-art. However, the clinical practice in the local hospitals is executed voluntarily by the hospital's staff without financial compensation of the HMU and/or the Ministry of Education. For a systematic clinical education positions of clinical educators are essential for a sustainable education of the department.
- The curriculum offers a limited number of the students to complete a scientific bachelor thesis. A bachelor's thesis must be offered to all the students of the department.
- Although electronically all information in the curriculum is systematically deposited, a handbook should introduce students to the principles of ethical behaviour, the academic code of conduct, professional behaviour and scientific integrity. The handbook should direct to support services for mental health, grievances and students with disabilities.
- The department will start after July 2023 with a master's and PhD program. However, the EEAP strongly recommend increasing the acquisition of national and international third-party funds from EU grants, without own research grants only a very limited number of thesis and PhDs are realistic. The department should establish a strategy for fundraising via the HMU from the local population, companies and established national private foundations in Greece.
- Synergies between different local departments of the HMU and other research institutions are not explicitly defined. The OMEA /MODIP should “identify the unique selling proposition” of the Nursing department as compared to other Nursing departments in Greece/Europe (see also Principle 1).
- The research activities of the faculty members are diverse. Only a very few members of the faculty are significantly engaged in research activities.
- The workload of staff is heavy as the number of teaching staff is small. The student to teacher ratio needs to be improved with newly appointed academic and clinical personnel.

III. Recommendations for Follow-up Actions

Detailed recommendations in the different Principals were summarised as follows:

- The EEAP recommends significant efforts to attract funding from local people, private companies and established private foundations in Greece (they support also several Greek Universities and Hospitals). This can be done by the introduction of the department's efforts through different festivities to improve the nursing of the local population. Research productivity can be improved by applying for competitive external funding for research (e.g., by the EU). The EEAP recognises the collaboration with FORTH but encourages the Nursing department to enforce their efforts to attract their grants too. The EEAP strongly recommends a representative coordinator from the department

responsible for the identification/coordination of collaboration/synergy between the different departments of the Universities and other research institutions in Crete/Greece with the entire goal to attract EU and other international grants.

- Synergies between different local departments of the HMU and other research institutions, as well as the rest of the Nursing departments of the country; should be identified more precisely. The academic staff must define a research strategy that focuses on scientific areas of strength as compared to other Nursing departments in Greece. It is recommended that the OMEA /MODIP should “identify the unique selling proposition” of the Nursing department as compared to other Nursing departments in Greece/Europe (see also Principal 1). This is urgently needed for the long-term sustainability of the department.
- The University/Department must establish at least ten paid positions (κλινικός εκπαιδευτής= clinical educator) in the next 5 to 10 years who will supervise the clinical education of the students in the different local hospitals. An intensive, and systematic clinical supervision will guarantee the sustainability of the high standards of the departments of education. If possible, include small-group problem-based teaching (requires clinical educators).
- Future Challenges for teaching staff: The small number of faculty members is disproportionate to the large educational and administrative workload, among other things, to strengthen laboratories to improve the research and educational performance of the Department. The faculty needs to be strengthened with several permanent positions to keep its sovereignty and sustain its quality.
- It is recommended that all the students should write a bachelor's thesis. All the theses (Bachelor/Master/PhD) should be written in English. The opportunities for nursing students research should be broadened also to all bachelor students. Increased awareness of research opportunities and the benefits of student participation in research is needed. The EEAP strongly recommend such projects to enforce the research activities of the department in technical/biomedical projects to improve human health and life.
- The EEAP suggests that the Department tries to encourage student participation in the process of internal evaluation and design of the Undergraduate Program. The EEAP strongly feels that formal student representation in all bodies of the Department is crucial. The Panel strongly recommends that an effort be made so that the turnout of questionnaires from students increases.
- It is recommended to investigate the legislative framework regarding personal data (GDPR), so that in the near future students can attend classes hybridity and through video recording.
- It is recommended to add program software that will allow the use of the website to be available to people with disabilities.
- The study curriculum comprises eight semesters and offers 50 compulsory and 20 elective compulsory courses, a total of 70 offered courses included in 6 modules. It would be easier to understand the structure of the program in a visual sketch, which would state which semesters are in progress of the theoretical-preclinical courses and which semesters are in progress of the clinical-practical courses.
- A formal grievance/mistreatment authorised non-faculty member with high ethical standards should be designated. This confidential and retaliation person can be

approached by any student or faculty who feels mistreated. Any inappropriate behaviour should be explicitly explained in both the handbook and the website.

IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **1, 2, 5, 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	
Substantially compliant	X
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
1 Professor Agapios Sachinidis (Chair) University of Cologne, Germany	
2 Professor Nikolaos Venizelos Örebro University, Sweden	
3 Mr. Tzannis Polykandriotis General Secretary of the Hellenic Regulatory Body of Nurses, Greece	
4 Mr. Ioannis Moysis Skianis Member of HAHE Students Registry (Student, School of Medicine, University of Crete)	