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HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report for the Undergraduate Study Programme of:

NURSING

Institution: University of the Peloponnese

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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 HQA to undertake the review of the
Undergraduate Study Programme of Nursing of the **University of the**
Peloponnese for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

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

1. Prof. Alex Molassiotis (Chair)
The Hong Kong Polytechnic University, Hong Kong
2. Ms Maria Milaka
Hellenic Regulatory Body of Nurses, Athens, Greece
3. Dr Amalia Tsiami
University of West London, London, United Kingdom
4. Dr Andreas Pavlakis
Neapolis University Paphos, Paphos, Cyprus
5. Prof. Panagiotis Karanis
University of Cologne, Cologne, Germany

II. Review Procedure and Documentation

The panel received a range of documents before the visit in electronic format, which were reviewed and evaluated by the members. The documents included guides explaining in detail the process of accreditation, reports on the findings of the internal evaluation, relevant forms, admission numbers, minutes from departmental committees, relevant correspondence (particularly with the ministry of education and university senior management), and a copy of the 2013 external evaluation report. The documents provided very good background reading and facilitated some understanding among the members of the accreditation process and what progress the school has made since the 2013 external evaluation.

The actual visit was from 13/5/2019 to 15/5/2019 in the current premises of the Department of Nursing in Sparti. We also had the opportunity to visit the near future premises in Tripoli (both at the university campus and at the General Hospital of Tripoli). More specifically, the programme included:

Meetings with the Vice Rector/President of MODIP and the Head of the department

Meeting with OMEA and MODIP members

Meeting with teaching staff of the department

Meeting with undergraduate students from all years

Meeting with graduates (two of them via skype link as they are working in London)

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

Visit to classrooms, lecture halls, library and other facilities

Visit to planned classrooms and facilities at the University Campus in Tripoli (where the department is imminently moving)

Visit the planned staff offices and planned laboratory space at the General Hospital of Tripoli.

We thank everybody at the department and the university representatives who provided an open, honest and constructive communication with the Panel members alongside with a reflective evaluation of what has been done and what remains to be done, particularly in the current major transition process from the premises in Sparti to the new premises in Tripoli. This was a well-planned and well-organized visit. The Department contributed whole-heartedly to the accreditation process with professionalism, honesty and enthusiasm and the Panel thanks them for their positive attitude and collaboration. The Panel felt well equipped to address the tasks assigned by the H.Q.A. and was able to complete the accreditation process effectively and efficiently.

III. Study Programme Profile

The Department of Nursing at the University of Peloponnese was founded according to the published issue of the Government Gazette 3391/2005/FEK/240/4-10-2005 and it began to function from the academic year 2005-2006, providing possibilities for a creative student life in an exceptional, natural and cultural environment in the historical area of Sparti.

The mission of the Nursing Department is to cultivate and promote the knowledge concerning the benefit of nursing services, and to give students essential skills in order to complete their training for a scientific and professional career. The organization of undergraduate studies provides the students with appropriate scientific training with specialized knowledge in specific subjects of the department. The contribution of the Nursing Department is the development of scientific studies in combination with the requirements of high quality services and the use of new technologies.

The education provided by the Department, as stated in www.nosileftiki.uop.gr, aims to address:

- i) the effective promotion of nursing methods and techniques and assurance of the quality of life in health and illness, that is, health care of a healthy person (prevention, treatment, rehabilitation) or the one that is sick, the family and the community.
- ii) the rational management and their economic exploitation, so that the implementation of an integrated system of all parameters of Nursing Management in Greece is achieved and
- iii) the promotion of the modern sector of Nursing Management with the use of new technologies.

The Faculty has a curriculum committee which oversees the development and approval of the curriculum to meet the standards of the European Union directives for nursing education and the legal framework of the Greek Ministry of Education. The committee consists of academic staff and a student representative. Their proposals are reviewed and approved by the departmental management committee ('sinelefsi').

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

- have an integrated body of knowledge, which includes elements from the scientific areas of Nursing Science that are concerned with the promotion and safeguarding of the quality of life in health and disease, i.e. holistic and anthropocentric health care (prevention, treatment, rehabilitation) of healthy people or patients, family, groups and the community.
- deepen and broaden their knowledge in the nursing process based on both nursing diagnostic classification systems and Nursing Science theories and nursing practice based on evidence.
- have advanced knowledge in the field of Nursing Science that enables them to work effectively with other health professionals protecting and defending healthy and vulnerable people.
- have the skills that allow them to solve problems in the specialized field of their studies.

- manage work/research plans by taking responsibility for decision-making and problem-solving.
- take on administrative tasks in the field of their expertise and to face situations either individually or in co-operation with colleagues.
- teach, supervise and evaluate younger colleagues in the context of professional practice.

Broadly, the curriculum meets the criteria of the European Directive for nursing education. The adoption of the European Credit Transfer System (ECTS) makes it a flexible programme, promoting the international academic and vocational recognition of the qualifications awarded by the Department.

- The level according to the Greek system of study is: Undergraduate
- Level according to the Bologna Process structure: 1st cycle
- Level according to the National Qualifications Framework: 6
- Level according to UNESCO's International Standard Classification of Education ISCED 2013: 5A.

The qualification award is 'Ptixeio', equivalent to BSc (Hons) in Nursing Science.

The degree of the Nursing Department of the University of Peloponnese leads to the practice of the profession of Nursing, a regulated profession, described in the European Directives 2005/36 / EC and 2013/55 / EC as "general care nurse".

The holders of the degree of the Nursing Department of the University of Peloponnese can be employed in positions at the National Health System of Greece, education, the wider public sector (DEKO, Banks, etc.) and the private sector, for which the degree in Nursing is a legally defined obligation. The professional rights of holders of Nursing University Degrees are not described by the current Legislation.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

- a) *the suitability of the structure and organization of the curriculum;*
- b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) *the promotion of the quality and effectiveness of teaching;*
- d) *the appropriateness of the qualifications of the teaching staff;*
- e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) *ways for linking teaching and research;*
- g) *the level of demand for qualifications acquired by graduates, in the labour market;*
- h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

Study Programme compliance

The Department of Nursing has identified a number of strategic educational goals centered around education and research and are outward looking.

- It creates a modern, flexible and professionally centred curriculum, aiming at linking the Department with the society and the community, increasing the employability of its graduates despite some inherent obstacles (i.e. issues with clinical training)

- Identifies the learning outcomes of the program in accordance with the National and European Qualifications Frameworks while attempting to determine their degree of competencies.
- It supports the teaching and research activity of faculty members, serving and promoting the link between teaching and research contributing to the care of the community.
- Follows internal procedures, aiming at continuous improvement of both pedagogy and research as well as embracing recent recommendations of the following Committees: Curriculum Committee, Research Planning Committee, ERASMUS and International Relations Committee, Clinical Practice Training Committee (CPA)

The Department is committed to implementing the policy outlined above while seeking to secure through University the necessary resources and the issuing of all relevant decisions.

To safeguard and promote the above targets the Department has established a Quality Assurance Policy, found online on <http://nosileftiki.uop.gr> describing the principles of the University Policy: key academic members of MODIP, responsibilities and policies, members and processes of internal evaluation mechanisms, aims and relevant targets of the continuous quality assurance methods, regular updates according to current trends and requirements, methods of data collection, the curriculum description and the concept of personal academic tutoring. Overall, the Panel's view is that the policy is appropriate for the programme and adds value by monitoring a number of key parameters in learning objectives and student satisfaction. One of the positive aspects identified by the Panel was the visibility, acceptance of the policy and wide participation across the staff.

During the visit Prof. Buriel presented information around the internal quality assurance system in place that monitors learning outcomes and qualifications. She emphasized that the programme is designed to safeguard key strategic learning priorities of the Department such as focus on student-centered learning and is built around the strategy, skills and shared values of the Department. Overall, the system in place seems to be appropriate and is achieving an effective oversight of the above objectives.

In addition, the Department should consider the introduction of a mandatory peer observation scheme to support the development of all academic educators and enable greater sharing of skills and experiences across the Department. The Panel had the opportunity to assess the published CV of a representative sample of faculty staff. CVs examined confirmed that the qualifications and experience were appropriate for the academic level of the faculty. Both faculty staff and students seemed satisfied with the qualifications and skills mix of the academic staff. The Panel believes this provides an excellent platform and should further develop quality learning. However, it would be important for the Department to introduce a mechanism of supporting faculty staff (especially junior staff) by formalizing the education support offered (for example by offering a teaching certificate) and for OMEA to monitor compliance and regular updates and revisions. This is particularly important since junior postgraduates are involved in the teaching sessions and also non-academic clinical staff from the local hospital are involved in the clinical training sessions of nursing students. Therefore, it would be important to ensure that everyone is adequately qualified to deliver a satisfactory standard of training.

Panel judgement

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

Panel Recommendations

- Further enhance the quality assurance mechanisms, perhaps under a University-wide system, by adding other systems such as peer review, formal teaching training to new teaching staff, cross-marking, etc.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR UNDERGRADUATE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE PROGRAMME DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

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

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

Study Programme compliance

The goal of the department is to cultivate and promote the knowledge concerning the benefit of nursing services, and to give students essential skills in order to complete their training for scientific and professional career. The strategy of the department has evolved over the past few years (since the external evaluation of 2013) into a forward and outward looking strategy. The programme of studies has completely been revamped following all the recommendations of the external evaluation of 2013. More specifically, the strategic areas of focus include a regular process for ensuing quality teaching and learning, development or refinement of a student-centred curriculum, student-centred learning and its regular evaluation, focus on student experience and support, increasing the number of teaching faculty, use of student evaluation and feedback mechanisms for staff-related teaching, and regular internal evaluation of the programmes offered.

The curriculum-related recommendations from the external evaluation of 2013 have been fully implemented in a short period of time afterwards. Many of the medical subjects were withdrawn from the programme and incorporated in related nursing subjects. The then high number of electives was decreased. Significant attention was paid in the clinical training of the students due to the serious and inherent problems observed in the small hospital of Sparti; not

only the students have the option of travelling to Tripoli for their clinical training now, they could also have a voluntary clinical practicum of two months in any hospital in Greece to make up the hours and work with more complex cases. The clinical assessment booklet has been key to assessing the clinical skills of students in the practice setting. The above have resulted in a revamped curriculum which is more nursing-centric and attended to some of the issues related to quality training of nursing students. The biggest change (and challenge alike) that will solve some major issues (particularly that of clinical training) is the transfer of the department to Tripoli, a brave and pragmatic decision both from staff and students, which was confirmed and approved by the ministry only two months ago.

The curriculum is also revamped based on the revised European Guidance 55/2013, has the required 240 ECTS and very shortly will be meeting the 50% requirement for clinical hours (currently at 48.5% and with some changes completing soon to make it 50%). The overall programme is compatible with EU standards and responds to European directives. The Department has an extensive mechanism of quality policy and assurance to continuously and systematically ensure, improve, and enhance the quality of the nursing training provided. The Curriculum Committee of the Department (OMEA) is responsible for maintaining high standards of the study programme and plays a major advisory role in curriculum issues for both teachers and students. These involve discussions in incorporating new proposals and recommendations for improving the programme and annual evaluation of reports and statistics related to the curriculum as well as the participation of students through regular questionnaires. The quality policy is planned by the Department on a yearly basis and is approved by the general meeting of the faculty members and the appropriate University authorities. Students generally progress well throughout the years with close support from staff members. A close communication between students and staff members was noticed. There is a high degree of student satisfaction that is highly commendable.

The curriculum involves didactic lectures, tutorials, laboratory work and clinical skills training in the hospital or in community settings. The student attendance is reported to be high. Students evaluate the teaching of every subject at the end of the semester with student evaluation questionnaires. There are some issues reported with the length and clarity of specific items of the questionnaire as well as the 'randomness' of some responses from the students, and this important evaluation mechanism may need some refinement in the future. The utilization of the findings from the department is good but more informal in nature, without any formal and clear process.

The research component of the school is somewhat less well-developed, primarily because of the small number of faculty that are called to do a high-volume teaching who also have a significant administrative load. There are skilled and experienced researchers but the time for this important activity is minimal and for certain laboratories there are no funding to maintain them and carry out regular research. However, research is often incorporated in to the teaching.

Student movement is an important part of the department and indeed exchanges under the ERASMUS programme do take place with students visiting several European countries (with the Czech Republic and Norway being the most popular countries for such exchanges). The importance of such training abroad for the undergraduate students has been very well understood by the Department who also are in discussions to develop a common programme

with other European universities named UNIQUE; this is a great opportunity for internationalization and offering a really unique programme of studies to the students unlike anything else in Greece.

Panel judgement

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

Panel Recommendations

- To reprioritize the research activities of faculty members and (re)focus research based on a clear departmental research strategy.
- There should be a more structured way to systematically encourage research training opportunities for the students and expand the range of sources for the final year project (primary and secondary data sources).

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

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

The student-centred learning and teaching process

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

In addition :

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

Study Programme compliance

The undergraduate curriculum implemented in 2005 and reviewed in 2016 focuses on student-centred learning and teaching approaches. Teaching is based on an integrated approach combining theoretical courses with early contact of students with laboratory classes as well as clinical practice training and adopts modern approaches and principles in the nursing care. It is significant to mention that simulation practices are used in order to improve clinical and diagnostic skills, with the final year of study being focused completely on clinical practice.

Students familiarize early in their training on how to approach patients, take nursing history and later perform clinical practice using simulation. Teaching involves a variety of learning methods

such as lectures, seminars, tutorials, preclinical and clinical training with emphasis on small groups learning. This is greatly appreciated by the students and provides a more integrated knowledge both at the theoretical, practical and clinical training.

In agreement with the previous comments of the external evaluation committee, the accreditation Panel is pleased to acknowledge that the clinical practice will be greatly improved by moving the department to Tripoli, where access to a larger hospital will expose the students' clinical learning to a variety of clinical cases. The provision of the clinically related subjects is almost 50% of the total provision according to the faculty's calculations and professional requirements (2005/36 EU and 2013/EU). The curriculum has been developed further in agreement with the recommendations from the previous external evaluation to implement a nursing-centric restructured curriculum. The 2013 external evaluation had identified weaknesses in the area of nursing methodology and absence of a research project at the undergraduate level. All those points have been addressed by the faculty, presenting subjects that are nursing focused. A final year project has been offered and qualitative research has been used as part of research at graduate and post graduate level. The terminology that the Faculty adopts is according to the NANDA-NIC-NOC to develop nursing care plans which is a unique element of nursing training across Greece.

Overall, the current study programme fulfils the learning needs of the students and provides high flexibility of learning. The Department regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys, which supports learning at all levels. Changes were implemented to modify the generic form for feedback in order to meet the needs of each subject providing meaningful feedback. The results of the surveys are in general satisfactory and plans were presented for further improvement. There are well documented and appropriate assessment criteria and methods in place to ensure that the undergraduate programme is delivered in a way that encourages students to actively participate in the learning process, implementing continuous assessments. This was evident during the Panel discussions with a representative group of both undergraduate and graduate students and also alumni who are currently pursuing careers abroad. All students demonstrated important attributes such as self-reflection and self-confidence. Students participate in external educational workshops and conferences, which help them develop ownership, experience and communication skills. Several students also participate in exchange programmes for basic and clinical research in ERASMUS.

Overall, the students showed maturity, confidence and they were quite sceptic and concerned about the lack of professional rights in relation to their future potential and job responsibilities.

Overall, the Panel did not notice any tensions between faculty and students, in contrast there is excellent communication between the two parts. Students were particularly content with the support that they received from the Faculty members. Relationships between teachers and students seem to be mutually cordial and respectful. Finally, appropriate procedures are in place to address students' complaints such as the possibility to discuss issues related to performance or examination procedures and grades. Students have the opportunity to present their feedback in a formal way by participating to all departmental committees.

Panel judgement

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

Panel Recommendations

Within the existing programme committees, there could be a formal structured action plan related to student feedback in mid and end term subject evaluations, and mechanisms to oversee the implementation and impact of changes on the student learning experience.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

Study Programme compliance

The Panel met with seven students from all years of the undergraduate programme. The Panel had several questions about their experience and appreciation of their course. Based on the students' comments, they appreciate their learning opportunities and programme, although they all commented negatively about their clinical experience in the local Sparti General Hospital, due to the limitations that are reported before and lack of experience in cases of intensive care, some medical specialties and mental health care. The transfer of the department to Tripoli will sufficiently address these issues in the near future. They also expressed worries about their future professional rights and recognition of their competencies. While this is not an issue for the department itself, some more formal discussion with the students on such topics should take place. The students were highly satisfied with the professional relationship with their teachers, and the guidance and the support they were receiving. Communication was open, ample and supportive between the students and staff. All levels of staff were very responsive to the students' needs. Students were also given opportunities and were strongly encouraged to attend conferences annually and feel part of the wider nursing community. Tutorial support was offered too. However, there is no specific model for the learning of students (i.e. problem based learning or task based learning model) as per EU standards and this is perhaps an area for the department to consider in the future.

Assessments were timely, well-communicated to the students, clear and appropriate, using written examinations, essays and clinical assessments in practice. OSCE (objective structured clinical examination) has not been introduced yet in their clinical examinations. Access to electronic materials at times was not adequate, but this varied depending on library resources

and funding availability. Assessments can be of a broader range and include reflective assignments, group and individual presentations etc.

We have spoken also with three graduates, two of them based in England, and we have come to understand that the graduates felt well-prepared, even for an international work environment and after a short adjustment period they all managed to assimilate in the new environment well and even receive promotions fairly quickly, reflecting the quality of their work (and learning) and contribution to the service. The directors of nursing we have spoken with, also confirmed the quality learning of the students and their clinical competence.

Panel judgement

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

Panel Recommendations

Consider the use of OSCE (objective structured clinical examination) as a formal assessment of clinical competencies and skills.

Principle 5: Teaching Staff

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

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

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

Study Programme compliance

The set up and recruitment practices were performed according to the regulations required by governmental policies. The panel is not able to comment on the procedures followed. The faculty members though were all qualified to the doctorate degree level with many years of experience in practice. The total number of Faculty is 15 members, whereby six have nursing background and the rest are from related disciplines. There are more members of elected staff now (15FTE) than the previous evaluation (12FTE), although this increase may not fully meet the nursing-centric programme needs. The total number of PhD students is 56 since 2005. There are 4 members of staff as Special Technical Scientific Personnel (ETEP) that were transferred from other public organizations, three of which do not have the experience and knowledge to support the delivery of the laboratory classes. Interactions between the teaching staff and the students seem to be very smooth. The impression of the Panel is that the teaching staff are very collaborative and take pride of the academic role/duties even after deterioration of working conditions (excessive workload etc.) experienced over the past few years. The concept of the “post-education of the academic staff” is an important instrument for assuring high quality of teaching. The Faculty did not discuss supportive mechanisms to new faculty members, neither their support in development of further skills. Faculty members use different pedagogic methodologies to engage students, however limited support to further develop those skills was provided to the members. Due to high workload, staff have limited time to engage with research activities and enhance the curriculum with cutting edge information. It seems that staff is not involved with appraisal processes in order to discuss their professional development as well as targets (i.e. publications). It is important for the department to establish such processes and motivate staff to further participate in research and development. The staff from nursing department currently published research in peer reviewed journals and it is positive to notice

that the publications are focused in nursing practice as a multidisciplinary profession presenting a range of subjects. Some of the work is based on qualitative research, adopting the recommendations from the previous accreditation process. Publications are collaborative within the group as well as engaging with other research groups at a national level.

Panel judgement

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

Panel Recommendations

- The University management and the Department should consider the needs of the nursing-centric programme and bring new faculty members with nursing background. Nursing faculty should form the majority of the department's academic staff.
- Laboratory support is necessary through skilled and experienced technical staff (ETEP). The Department and the University management should consider the adequacy of the current ETEP and the needs for adjustments and changes to meet the laboratory training needs of the students and adequate support of staff in these (well-equipped otherwise) laboratories.
- The Department does not have any special teaching staff (EDIP). This is inadequate and the University management should consider hiring several such staff to meet the specialized needs of the programme.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND–ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities) and the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

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

Study Programme compliance

All lecture and seminar rooms as well as laboratories are currently adequate. The Department has secured funding and bought further equipment such as simulators which contribute to positive student learning experience. The Department shares its library within the two schools (sports and nursing), offering students access to nursing textbooks that are useful for their studies. Students have also the opportunity to read textbooks in English. Electronic access to several journals is also possible and free. The infrastructure for preclinical training in the Department is excellent. However, textbooks for nursing tend to be limited and often outdated. The Panel had the opportunity to visit some of the laboratories based in Sparti that found them appropriate. There is disabled access to all buildings available. The current infrastructure is adequate for the needs of the department, however there is an imminent move to another city (Tripolis) where the facilities cannot be evaluated by the Panel. The Panel visited the new site and found out that the new classroom space is adequate, office space is in need of renovation and laboratory space that they have not been seen are reported to be adequate in size. The Hospital Manager, reassured the Panel that he supports the department and is willing to dedicate further space to the faculty. The Rector of the University fully supports the department and he is prepared to work with the special relocation committee and the facilities department to plan the smooth transport of the equipment and other resources. The Panel requested the relocation time-plan process in order to ensure that the facilities will be ready for the new and

current students to attend the next academic year in Tripoli. The time plan though was not presented, the department committee will meet shortly to develop the plan. All the stakeholders reassured the committee that they are able to deliver timed and smooth relocation, however the Panel feels that the task is challenging and the time available is short.

Panel judgement

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

Panel Recommendations

The Panel judgment of ‘fully compliant’ is only based on the current resources and facilities evaluated in the Sparti site, we are unable to comment on the effectiveness of the facilities management after the imminent relocation during this challenging process. The Panel would recommend a departmental substantiated report to be submitted to ADIP within six months of the relocation, specifically **to comment on this issue only**, with or without a mini external review. To facilitate this process, a time-limited special committee on relocation, with strong student membership, should be formed to facilitate the transition.

Principle 7: Information Management

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF UNDERGRADUATE PROGRAMMES OF STUDY AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

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

Study Programme compliance

The relative performance indicators are positive, with most of the graduates being allocated to the grading scale from 07.00 to 08.00. Fewer students are at the upper and lower grades of the grading scale, respectively. The above description almost reflects all the years for which the relevant data are available.

There are also high numbers of student transfers after admission, especially during the period 2018-19 due to the operation of the Department of Nursing at the University of West Attica. Specifically, for the year in question, transfers were just over a third of the original enrolments. In the past years transfers were combined with changes in study direction or other relevant reasons.

Due to the re-organization of nursing education to Universities there was a noticeable and significant drop in the admission scores for this department. While this situation may adjust itself in the next couple of years, it could be considered as a potential threat of the quality of the students' intake.

The introduction of the student Advisor proved decisive in helping students to a great extent both in the course towards knowledge and in the satisfaction of their course of study. According to the students themselves, they are very satisfied with the behavior and general approach of teachers in educational processes. It is worth noting the active participation of teachers in laboratory and clinical practice, which partly explains the students' commitment to the University, the quality and breadth of knowledge and the relationship of students and academics.

Students declared that they have all the necessary support from the department's and University's services to continue unhindered to complete their studies in a learning, facilitative and safe environment.

The University Library has all the relevant and necessary learning resources to support students in their efforts. Additionally, students state that their teachers willingly respond to helping them identify relevant sources of information. The bibliography in subject descriptions (Study guide) tended to be old, for example from 46 references that we looked at, only three were dated beyond 2014.

The absorption of graduates into the labor market is more dependent on the economic crisis than on actual market demand. Although there is a need for nursing staff, and this is a global phenomenon, the general economic situation in our country does not allow for full employment. This leads to the sad phenomenon of well trained and skilled graduates immigrating to other countries for employment.

Panel judgement

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

Panel Recommendations

There are no recommendations for this principle.

Principle 8: Public Information

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

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

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

Study Programme compliance

The University of Peloponnese has adequate IT facilities, which greatly facilitate the information available, accessibility and visibility from outside. The Department of Nursing takes great advantage of these high IT standards. The website of the Department is well structured and up-to-date with the exception of the recent research publications of staff (last up-date was in 2016). All possible information including study programme, e-courses, structure, mode of attendance, criteria for curriculum assessment, degree awarded, and the CVs of faculty members are available online. Since 2018-2019, all courses and lectures of the Department are evaluated electronically. The Academic Unit policy for quality assurance (MODIP) is also available online both in Greek and in English. MODIP has submitted the Self-Assessment Report for the period 2016-2017. Accessibility is very good. The Panel very much appreciated the clear and readily available access to all public information regarding the activities of the Department of Nursing.

Panel judgement

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

Panel Recommendations

There are no recommendations for this principle.

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

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme compliance

The curriculum has been recently modified (2017) and it is student-centered. The courses that were medically-oriented were largely removed and subjects with clear nursing focus and orientation were added so that graduates would better respond to their duties.

Students are taught 38 compulsory courses and 6 out of 9 electives, with a total of 240 European Credit Units (ECTS) are equally distributed over 8 semesters. Students are examined in writing and orally in theory as well as in clinical practice, respectively. The effectiveness of the programme's knowledge is also demonstrated by the students' statements and also their participation to various conferences.

On this basis, the graduates of the Department fully meet the legal and academic requirements of the professional bodies and thus have the right to practice their profession in Greece as well as in the wider European area. At the same time, the positive affirmations of the graduates confirm the above.

Students are fully satisfied with the educational process, and the wider learning environment and faculty. Students and teachers are satisfied with the willingness to be supported by the administrative staff (despite numerical misbalance and lack of specialization).

In a future programme review, the Department could consider incorporating more concrete learning on Health Economics, Nursing Leadership, Transcultural Nursing Care and Communication and focus on interdisciplinary care where possible.

Panel judgement

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

Panel Recommendations

There are no recommendations for this principle.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

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

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

Study Programme compliance

The University, and in particular the Nursing Department, have an evaluation culture in their efforts to become better in their academic field.

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

At the same time, the members of the above committees declare themselves ready to adopt and implement the recommendations of the evaluators. The Panel observed that the implementation of these processes by the Department and the University was honest, consistent, careful and enthusiastic.

Panel judgement

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

Panel Recommendations

There are no recommendations for this principle.

PART C: CONCLUSIONS

I. Features of Good Practice

Overall, the Panel's view is that the Department of Nursing of the University of Peloponnese is a vibrant and well-run institution that accomplishes its mission regarding educational, clinical and (partly) research objectives. Both faculty and students are of high quality and take pride of their educational and research achievements. The curriculum is well structured and responsive to a nursing-centric philosophy and meets the objectives of the Department.

Additional points of strengths were:

1. The Department has come a long way in developing and implementing the delivery of its curriculum. The academic staff of the Department are of very high standards as demonstrated by their academic qualifications, professional experience and publication record, especially in light of the workload of staff.
2. It also allows the establishment of exchange programmes with institutions from Europe that enable nursing students to visit foreign institutions under the Erasmus agreement.
3. The clinical part of the Nursing Department mainly consists of nursing-focused subjects, covering a wide range of conditions in Health Care settings as well as in Community settings.
4. The use of NANDA terminology in the curriculum is a unique element of the programme.
5. The excellent relationship between students and staff is exemplary.
6. The outward philosophy of the Department should be commended.
7. Exploring external donation opportunities to improve teaching and learning and research in the current climate of funding restrictions.

II. Areas of Weakness

The Panel also identified weaknesses that need consideration not only at local but also at relevant governmental authorities as well:

1. The relocation of the Department to Tripoli is challenging for the department. While it is an excellent and crucial opportunity to further reinforce clinical competencies and improve the student experience, it remains to be seen how this process will be implemented and advance the Department.
2. Research is a pivotal element of academic output. This is a weak area for the Department for understandable reasons beyond the realms of the department, but nevertheless this needs a significant enhancement.
3. The low nursing to other disciplines staff ratio.

III. Recommendations for Follow-up Actions

Individual recommendations are included in each section, although some comments for consideration are embedded within the various sections of Principles. Emphasis should be given to the following points:

1. Further enhance the quality assurance mechanisms, perhaps under a University wide system, by adding other systems such as peer review, formal teaching training to new teaching staff, cross-marking, etc
2. To reprioritize the research activities of faculty members and (re)focus research with a clear departmental research strategy.
3. There should be a more structured way to systematically encourage research training opportunities for the students and expand the range of sources for the final year project (primary and secondary data sources).
4. Within the existing programme committees, there could be included a formal structured action plan related to student feedback in mid and end term subject evaluations, and mechanisms to oversee the implementation and impact of changes on the student learning experience.
5. Consider the use of OSCE (objective structured clinical examination) as a formal assessment of clinical competencies and skills.
6. The University management and the Department should consider the needs of the nursing-centric programme and bring new faculty members with nursing background. Nursing faculty should form the majority of the department's academic staff.
7. Laboratory support is necessary through skilled and experienced technical staff (ETEP). The Department and the University management should consider the adequacy of the current ETEP and the needs for adjustments and changes to meet the laboratory training needs of the students and the support staff in those laboratories.
8. The Department does not have any special teaching staff (EDIP). This is inadequate and the University management should consider hiring several such staff to meet the specialized needs of the programme.
9. The Panel judgment of 'fully compliant' on Principle 6 is only based on the current resources and facilities evaluated in the Sparti site, we are unable to comment on the effectiveness of the facilities management after the imminent relocation during this challenging process. The Panel would recommend a departmental substantiated report to be submitted to ADIP **within six months** of the relocation, specifically **to comment on this issue only**, with or without a mini external review. To facilitate this process, a time-limited special committee on relocation, with strong student membership, should be formed to facilitate the transition.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **All 10.**

Overall the Department provides high quality and effective teaching and learning environment for the students and significantly improved since the last external evaluation (2013). However, the Panel feels that the department needs to re-figure itself and differentiate it from other competitive departments in Greece. We could see many and unique opportunities and we hope that the Department will explore and utilize them to their benefit.

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

**The members of the Accreditation Panel for the Undergraduate Programme Nursing
University of Peloponnese**

Name and Surname	Signature
• Prof. Alex Molassiotis (Chair) , The Hong Kong Polytechnic University, Hong Kong	
• Prof. Panagiotis Karanis University of Cologne, Cologne, Germany	
• Ms. Maria Milaka , Member of the Hellenic Regulatory Body of Nurses, Athens, Greece.	
• Dr Andreas Pavlakis , Neapolis University Pafos, Pafos, Cyprus.	
• Dr Amalia Tsiami , University of West London, London, United Kingdom	

