Accreditation Report
for the New Undergraduate Study Programme of:

Nursing

Department: Nursing

Institution: Democritus University of Thrace

Date: 21/05/2025

NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme of Nursing of the Democritus University of Thrace for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. THE EXTERNAL EVALUATION & ACCREDITATION PANEL

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

1. VENIZELOS NIKOLAOS (Chair)
   (Title, Name, Surname)
   School of Medical Sciences Örebro University SWEDEN
   (Institution of origin)

2. KARANIS, PROF. DR. PANAGIOTIS
   (Title, Name, Surname)
   Uniklinik Köln, Universität zu Köln
   (Institution of origin)

3. Roussakis Andreas Antonios
   (Title, Name, Surname)
   Imperial College London / Imperial College Healthcare NHS Trust
   (Institution of origin)

4. ΡΩΣΣΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ
   (Title, Name, Surname)
   University of Ioannina
   (Institution of origin)

5.
   (Title, Name, Surname)

   (Institution of origin)

II.   REVIEW PROCEDURE AND DOCUMENTATION

Please refer briefly to the Panel preparation for the new undergraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

On April 4, 2025, the EEAP, consisting of four experts (4), three from universities abroad and one from Greek Universities, received the timetable for the External Evaluation and Accreditation of the new undergraduate program of Nursing of Democritus University of Thrace (DUTh), scheduled to take place electronically between 7 and 12 April 2025.

The evaluation was carried out through reviews of documents, as well as online interviews with the Rector and Vice-Rector of Academic & Student Affairs and Quality Assurance of the Democritus University of Thrace, the Head of the Department of Nursing, OMEA, and MODIP members. The panel previously reviewed all supplied documents.

The interview meetings and discussions were conducted via teleconference over two days, between 7 April and 8 April. On April 9, 10, 11, and 12 of April 2025, the EEAP members worked on preparing and documenting a draft accreditation report.

Appendices (Department Material)

1.1.1. Reasoned Report MODIP_USP_Nursling.

1.1.2. Updated Strategic Plan of DUTh_2024-27.

1.0. new. Academic Certification Proposal of USP_Nursling.

1.1.3. new. Feasibility and Feasibility Studies USP_Nursling.

1.1.4. new. Four-Year Operational Plan USP_Nursling.

2.0. new. List of Appendices- Stage 2.

2.1.1. Quality Policy of DUTh_2024.

2.1.2. Quality Objectives of the Democritus University of Thessaloniki 2023-2024.

2.2.1. Senate Decision on the Establishment of the USP_Nursling.

2.2.2. Curriculum Summary of USP_Nursling.

2.2.3. Study Guide of USP_Nursling.

2.2.4. Contours of Courses of USP_Nursling.

2.2.5. Nominal list of Teaching Staff of USP_Nursling.

2.2.6. Practical MODIP for EA NPPs Nursling.

2.3.1. Evaluation Questionnaire of Teaching Work, GR-ENG.

2.3.2. Complaint Management Regulation and Objections.

2.3.3. Regulation on ΑΣΣ.

2.4.1. Internal Rules of Procedure of USP Nursing.

2.4.2. Study Regulations of the 1st Cycle Curriculum of USP Nursing of the Department of Nursing of the School of Health Sciences of DUTh.

2.4.3. Model Diploma Annex USP_Nursling. GR_ENG.

2.5.1. new. Performance Report of Staff USP_Nursling.

2.7.1. new. Quality Data Management System - Institution Report

2.11. Other Documentation Material.

2. HAHE Material
ACRONYMS.
European Qualifications Framework.
Accreditation Management System - Expert Manual.
Guidelines for Accreditation.
Instructions to Complete the Program.
New USP Mapping Grid.
New USP Guidelines for the EEAP.
Standards New USP EN.
New USP Mapping Grid.
New USP Accreditation Report Template.
Quality Standard for the Accreditation of New USP

The evaluation and accreditation processes were conducted remotely using the Zoom teleconference platform. Meetings were scheduled using Eastern European Standard Time (GMT+2), corresponding to the time zone in Greece.

Monday, April 7th, 2025, 16:00 - 18:00, the EEAP members had a first private meeting to preliminarily discuss the content of the submitted Department Material, establish a modus operandi for the accreditation process, and allocate tasks.

Tuesday, April 8th, 2025, 16:00 - 16:30, the EEAP members had a detailed overview of the history, academic profile, status, strengths and possible areas of concern of the New Undergraduate Program in a virtual meeting with, Prof. Fotios Maris, Rector of Democritus University of Thrace and Prof. Marirena Grigoriou, Vice- Rector of Academic & Student Affairs and Quality Assurance of the Democritus University of Thrace.

Tuesday, April 8th, 2025, 16:45 - 17:45, the EEAP members had a virtual meeting with OMEA and MODIP members and staff to discuss the degree of compliance of the new UGP with the Standards for Quality Accreditation, Strategy, and Feasibility Study. Participants at the meeting were the Head of the Department, Prof. Nikolaos Polyzos, the MODIP President, Prof. Marirena Grigoriou, OMEA members; Prof. Paschalis Stiropoulos (vice head), Assoc. Prof. Christos Kontogiorgis, Assist. Prof. Dimitris Kosmidis, Assist. Prof. George Manomenidis, and MODIP staff, Mrs Styliani Gkavaki.

All discussions during the virtual meetings were constructive and took place in a professional, scientific, and friendly environment. During Wednesday, April 9th, Thursday, April 10th, Friday, April 11th, and Saturday, April 12th, the EEAP members worked to prepare and document a draft of the Accreditation Report for the Undergraduate Study Program of Nursing.

The Nursing programme was previously operated by the University of Thrace, the EEAP has reviewed the programme and the study guide that is new and valid for the upcoming academic year (2025–2026), which will start to operate in Alexandroupolis on September 1, 2025, under Democritus University of Thrace (Detail of the Study Guide of USP, is described in Appendix 2.2.3).

III. NEW UNDERGRADUATE STUDY PROGRAMME PROFILE

Please provide a brief overview of the new undergraduate study programme with reference to the following: academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

Democritus University of Thrace (DUTh) was founded with the legislative decree No. 37 on July 27th, 1973, and started to run in the academic year 1974-1975. It was named 'Democritus' in honor of the ancient Greek philosopher Democritus, whose origin was from the town of Abdera in the Prefecture of Xanthi. The administrative seat of the University resides in the city of Komotini, the capital city of the Administrative Region of East Macedonia & Thrace.

The University is classified among the biggest Greek Universities in terms of the number of its active student population. Geographically dispersed throughout the cities of Komotini, Xanthi, Alexandroupolis, and Orestiada, with 10 Schools, 28 Departments, and a wide variety of Postgraduate Programs, with a student population that reaches approximately 39.655 undergraduates, 5.226 postgraduate students, 1.731 PhD candidates 165 post-doctoral doctors. 607 research and teaching staff, and 241 administrative staff members. The university is still the only academic institution in the Administrative Region of East Macedonia & Thrace. DUTh. seeks to reinforce its research profile through collaborations and projects that render it one of the leading research organizations in Greece.

The School of Health Sciences comprises the Department of Medicine, which has been in continuous operation in Alexandroupolis since 1985, the Department of Molecular Biology and Genetics, established and operating in Alexandroupolis since 1999, and the Department of Nursing, which will be officially based in Alexandroupolis as of 1 September 2025.

The Department of Nursing at the Democritus University of Thrace (DUTh) was established under Article 7 of Law 5094 (Government Gazette A/39) dated 13 March 2024, through the transfer of the Nursing program previously operated by the University of Thrace. This establishment was subsequently amended by Article 30 of Law 5103 (Government Gazette A/57) dated 19 April 2024. The department is currently headquartered in Didymoteicho, where it will remain until 31 August 2025, and on 1 September 2025 will relocate to Alexandroupolis.

The Department is adequately resourced to support both the academic and research activities of its faculty and students. The newly established Department will operate at the facilities of the School of Health Sciences in Alexandroupolis. In the same area also houses the Department of Molecular Biology and Genetics, the Amphitheatre, the Library of the School of Health Sciences, the Administration building, the Indoor Gym, and the Playing Field. The undergraduate curriculum of the Department of Nursing is structured based on the European Credit Transfer System (ECTS), comprises a total of 240 ECTS credits. This Study

Guide pertains to students admitted from the 2025–2026 academic year. It is oriented to provide students with the necessary skills that will ensure their excellent training for their scientific and professional careers and development. It provides a solid foundation in the basic principles, concepts, and research skills of Nursing and, at the same time, contributes to the development of scientific and communication skills.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1.1 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 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 their specific needs in infrastructure, services, human resources, procedures, financial resources and management systems.

During the evaluation of the Higher Education Institutions (HEIs) 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 the 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 Institutional strategy 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 its 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 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. Sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective,

services and 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*
- *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 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-centred 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. Research

- *It is necessary to indicate research priorities in the scientific field, opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*

h. Quality assurance

- *The quality assurance policy and quality assurance target-setting should be stated, as they have arisen from the gained experience of internal and external evaluation(s) of the Institution to date.*

Relevant documentation

- *Explanatory 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*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   Findings

The EEAP reviewed the proposal of the new UGP, the institutional strategic plan, the feasibility and sustainability study report, and the business plan for the next four years, with a primary focus on documents 1.0, 1.1.1, 1.1.2, 1.1.3, 1.1.4, 2.1.1, 2.1.2, and 2.2.2.

a. The academic profile and mission

Focused on high-quality training, education, and research, DUTh leaders are committed to developing a new community for Nurses who drive excellence in clinical practice and research, for the benefit of patients, the Greek health and care system, the Greek society, and beyond. The Head of the Department is driven by high ethical standards and a deep understanding of the impactful role good clinical practice has in the Greek health and care ecosystem. This is reflected in the departmental mission and current plan.

The Head of the Department, supported by the Rector and DUTh Senior Managers, aims, jointly, for global recognition for the Department by developing new partnerships and collaborations with renowned academic, healthcare, and research institutions from abroad.

With time, DUTh leaders aim to inspire new nurses to take more responsibilities and, as leaders, pave the way for positive and impactful change in Nursing education and training. Combined, the above points demonstrate the Department's important role in offering students the right tools, skills, and knowledge they need to become competent, well-trained, and highly-skilled nurses.

b. The institutional strategy

The EEAP reviewed the DUTh strategic plan (2024-2027). The main institutional objectives include the strengthening and upgrading of its educational and research activities, the strengthening of extroversion and internationalisation, and the development of stronger connections with the job market. The desired primary outcome is the increased visibility and prestige of DUTh in Thrace, as well as at a national and international level. The strategic objectives of the DUTh are presented as six strategic pillars (noted below in Principle 2.1). DUTh's strategic plan includes 14 short-term and 29 mid-term, clearly defined objectives.

SWOT analysis

The EEAP reviewed the results of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis conducted at a departmental (Nursing) level. In the provided SWOT analysis, the authors consider the potential benefits, limitations, opportunities, and risks associated with the delivery of the UGP. The SWOT is presented in a tabulated format.

Key strengths refer to: [a] existing infrastructure, [b] current course programme,

[c] current group of teaching staff, and [d] current group of administrators and managers.

Weaknesses (as reported in the SWOT analysis) refer to: [a] shared building facilities in the Alexandroupolis campus, [b] limited resources for equipment and consumables, [c] imbalanced theory: practice ratio in the old course programme, and [d] lack of staffing.

Opportunities, based on the current SWOT report, refer to: [a] positive attitude of the Hellenic Ministry of Education and DUTh Board to support the inauguration of the new Department, [b] access to new facilities in the Alexandroupolis campus, and [c] the development of a new course programme, and so forth.

Threats and challenges, as shown in the SWOT report refer to: [a] limited (implied) funding opportunities, [b] limited equipment, [c] relocation from Didymoteicho to Alexandroupolis, [d] limited number of teaching staff, and [e] delays in processing (signalling high bureaucracy).

c. Feasibility metrics and programme

The EEAP reviewed the feasibility and sustainability report provided, which contains anecdotal and published data. The report outlines the Department's position on the map, the strategic goals of the Greek government for Thrace and the connection with the aim for growth at DUTh, the strategy of the institution and the educational framework, as well as the vision, mission, and course programme orientation. The report continues with a detailed breakdown of infrastructure and resource needs, and high-level budget forecasting and planning. The report finishes with a detailed sustainability study informed by Greek and international job market data.

Reflecting on the national and regional economy's existing growth needs and in comparison with other national and international study programmes in public health, the authors recognise the programme's uniqueness in Greece and the high demand for strong nursing services. The Department explains the rationale and its plan for investment in the development of a comprehensive educational programme for students and as a continuous development opportunity for graduates and staff.

d. Sustainability metrics

The authors of the report acknowledge the needs of the Greek health and care system for nurses (all grades, all professional environments) and that those are largely unmet (nationally), as compared to data from other EU member states.

On this basis, the Department notes that local authorities are supporting the initiative with a focus on housing needs for new students in the city of Alexandroupolis. The authors of the sustainability report note the opportunities that will arise from being strongly affiliated with the Alexandroupolis University hospital.

The study continues, noting that the course programme and the duration of

studies are comparable and close to other nursing programmes in EU universities, and the expected positive influence on the Department by collaborating closely with the Alexandroupolis Departments of Medicine and Molecular Biology.

The report includes high-level funding figures for several key cost areas (including but not limited to salary costs, infrastructure, laboratory work, and library maintenance).

e. The structure of studies

The UGP spans four academic years (eight semesters). Prospective students are required to attend all educational activities and pass all exams in a total of 44 modules. Thirty-six of them are compulsory, and the remaining 8 are optional. Towards the end of the course, students are required to undertake practical training (supervised) and write up and submit a thesis on a topic of choice. All educational activities total 240 ECTS credits. Successful candidates receive a Diploma "Degree of Nursing" upon successful completion of studies.

f. The number of admitted students

The number of admitted students is expected to be 60 students in the 2025-2026 academic year (upon successful completion of Pan-Hellenic qualifying exams), to be extended by additional students (unspecified number) who wish to apply via the graduate entry exams route.

g. Research

At present, the new Department does not have a dedicated Postgraduate Studies Programme in Nursing. However, the department is considering launching in the future a new Postgraduate Studies Programme focused on areas that are sufficiently covered by existing MSc Programmes elsewhere.

The Department aims to significantly contribute to the development of new nursing knowledge. By encouraging both teaching staff and students to engage in innovative research projects, the Department seeks to address longstanding health inequality problems and issues, improve patient care practices, and positively influence policymakers to deliver impactful changes. The research orientation of the Department (currently in development; however, this is a key strategic goal at the departmental level) is evidence-based research, in the fields of [a]. Societal Nursing, and [b]. Nursing in Public Health.

h. Quality Assurance

According to the revised Quality Assurance Policy of DUTh, the Department receives support to develop and collaboratively deliver thorough and methodical auditing and review research, aiming for high-quality services and continuous improvement. The MODIP team at DUTh is committed to providing a detailed

monitoring plan, a risk analysis plan, followed by relevant corrective and preventative actions for compliance, as/needed. Further details on Quality Assurance are included in Principle 2.1.

II.   **Analysis**

The feasibility and sustainability report offers a sound overview of the foundation of the department and the set direction. The Department's profile and mission are clearly described and aligned with DUTh's strategic goals. The Department presents a genuine SWOT report (which could perhaps benefit from being presented in a way that shows greater depth), acknowledging threats and challenges and identifying growth opportunities.

The EEAP analysed the above data, the points made in the discussions with the Rector, the Head of the Department, the MODIP team, Senior Academics and Managers, taking into consideration the following adversities: [i] the multiple changes in administration (at an institutional level) of the old Nursing school, [ii] the difficulty of the Greek health and care system to recover from the COVID-19 pandemic, [iii] the difficulty of the Greek education system to support small academic institutions with new members of staff, [iv] the recent crises in Thrace (catastrophic wildfires, and migration crises), and [iv] the impact of those events on the local economy and society. The analysis focused on understanding the Department's ability to sufficiently address its objectives and achieve meaningful outputs (departmental and DUTh-defined).

III.   **Conclusions**

Overall, the UGP meets a high standard of compliance with the HAHE accreditation criteria for Principle 1.1. The programme aligns with the DUTh principles of strategic planning, feasibility, and sustainability and sets a clear direction for growth and development for the next years.

The EEAP felt that the departmental plans are realistic and achievable. The EEAP notes that the Department is open to implementing any recommended changes within the given timelines (minor changes before the formal inauguration, on 1st September 2025) and medium/major changes in the coming years. The EEAP notes that the recommendations are offered not as criticism but as a merit of enhancing the programme's sustainability.

Panel Judgement

Please tick one of the following:

Principle 1.1: Strategic Planning, feasibility and sustainability of the academic unit	
Fully compliant	**X**

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

In line with DUTh's strategic goals, the EEAP recommends:

Consider involving prospective students in the programme's design and presentation (the extent of involvement to be agreed upon by the Course Director and Course Leads) in the next couple of years; the purpose is to ensure that student voices are heard, and that any unmet educational and professional needs are addressed sooner than later.

Consider performing a detailed audit (if possible, in the next couple of years) to assess if the current number of undergraduate students is sustainable and appropriate for the professional needs of young graduates and the job market requirements.

Consider completing the MSc postgraduate study programme design in the next four years, and if it is realistic with your current timelines, launch it for the first time in that period.

Consider developing new/strengthening existing links with policy-makers from the Prefecture of Thrace, the Greek Ministry of Health, and the Greek Ministry of Education; the suggestion is to deliver new workshops (to be held remotely or face-to-face) with colleagues from other academic institutions from Greece and abroad, including initiatives with international organisation, as planned, including but not limited to partnerships with Egyptian Academic, Healthcare and Research Institutions, a new link (if possible) with the WHO Regional Office for Eastern Mediterranean to strengthen the Public Health orientation of the programme, as well as the European and International Partnerships Directorates of the European Commission to secure new funds, and influence policy-makers.

Consider hosting an annual event (e.g., a summer festival over 2-3 days every year) in the Alexandroupolis campus to [a] engage with individuals (of all ages) and families with children from the local community who are interested in participating in community work, [b] attract new students, [c] engage with minority communities in Thrace aiming to promote inclusion, and [d] seek support from local communities e.g., if you are recruiting research participants/housing associations etc.

Consider revising your plan and implementing actions for new sources of funding (including donations, if applicable) to [a] improve current infrastructure, [b] repair and maintain equipment and any damage in infrastructure, and [c] take all necessary health and safety measures to safeguard students and staff from catastrophic events (including wildfires,

earthquakes, and floods).

PRINCIPLE 2.1 QUALITY ASSURANCE POLICY

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.

Relevant documentation
- *Quality Assurance Policy*
- *Quality Targeting (utilising the S.M.A.R.T. methodology)*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   Findings

The EEAP reviewed the Quality Assurance Policy and supporting documentation. The policy includes special and adequate referencing to the delivery of academic and research services within DUTh, with an institutional commitment to compliance and continuous improvement.

DUTh services offer individual students the opportunity to reach their potential for success during their studies and pursue their own career goals in developing new scientific knowledge in academia and beyond. DUTh policy states that the institution is organising their rules and practices based on the following basic principles: [a] respect of the Institution, the academic, moral values, [b] freedom in research and teaching, [c] adherence to research and scientific ethics, [d] support for excellence and high-quality in education and research services, [e] effectiveness and efficiency in the management of human and other resources, [f] transparency and accountability across the board of activities, [g] impartiality at work and during decision-making, [h] meritocracy in the selection and development of staff, [j] a working environment that supports staff to work with dignity, and [i] that safeguards staff, [k] respect of others with strong equality,

diversity and inclusion practices, and [l] the development of collaborations that promote fairness, social justice, and democracy.

A key part of the Quality Assurance policy is the setting of strategic objectives. These are presented as DUTh's six strategic pillars: (i) education, (ii) research, (iii) better connection with the local society, (iv) internationalisation, (v) upgrading current university environment, and (vi) strengthening quality assurance processes.

The EEAP reviewed all 5 DUTh's strategic goals, disclosed in a tabulated format in document 2.1.2, alongside relevant KPIs and timelines. Of note, DUTh's goals in this context refer to: [a] the enhancement and upgrading of educational activities, [b] the support of research and innovation across all scientific fields, [c] the enhancement and upgrading of the management of infrastructure and provided services, and [d] the enhancement and support of human resources, and [e] the optimisation of fund-raising routes, and funding allocation (internally).

Overall, DUTh leaders aim to combine teaching, learning, and research practices to enhance their educational services whilst delivering positive outcomes for the local community and the Greek society. Subsequently, these processes are expected to enable the Department to achieve autonomy.

DUTh communicates its quality assurance practices and achievements to the public for transparency. DUTh's Quality Assurance Policy aligns with DUTh's strategy and values. The details can be found at the following links: https://duth.gr/Portals/0/--_2024_final.pdf and https://modip.duth.gr/wp-content/uploads/2024/03/Πολιτική-Ποιότητας-ΔΠΘ_2024_final.pdf.

II.   **Analysis**
The KPIs and associated goals are specific, measurable, achievable, relevant, and timed (S.M.A.R.T. goal terminology). The data are presented in a tabulated format that increases readability and analysis.

The table with goals and KPIs cites the 2023-2024 academic year. Results are not discussed in this report as the UGP has not yet commenced. The EEAP notes that data that is non-specific to the Department would not be considered anyway, as this is outside of scope of this accreditation review. The EEAP members recognise this as a limitation.

III.   **Conclusions**

The EEAP concurs that the department complies fully with HAHE's requirement for a reliable internal quality assurance system that aligns with UTH's policy and institutional strategic goals.

Panel Judgement

Please tick one of the following:

Principle 2.1: Quality assurance policy	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Consider generating a digital environment that will serve as a networking platform for prospective students and a separate one for alumni; the purpose is to share news, foster collaborations, and maintain momentum in delivering common goals.

Consider revising the presentation of KPI data by providing self-explanatory tables (e.g., adding a legend that explains how certain calculations are made, providing more information about the period of data collection, etc.). Also, consider including graphs in future reports to demonstrate trends and changes over time.

PRINCIPLE 2.2 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 by the students. 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 of the new UGP (courses for the acquisition of digital skills are included)*
- *Student Guide*
- *Course syllabi*
- *Teaching staff (name list including subject area, employment relationship, assignment of teaching in the UGP and other study programmes)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**
       Historical background

       The Department (in its former version) commenced its activities in the 2007-2008 academic year (ΦΕΚ 99 Α΄/ 10-05-2007) under the Technical Educational Institute of Kavala administration.

       With No.87 13 ΠΔ (ΦΕΚ 129 05-06-2013 τ Α΄), the Department is adopted by the School of Health and Social Care Professions of the Technical Educational Institute of Eastern Macedonia and Thrace.

       In 2019, new legislation [4610 (ΦΕΚ 70 τ Α 07-05-2019] came into force to enable the Department of Nursing in Didymoteicho to move to the School of Health Sciences of the International University of Greece, in Thessaloniki.

       Current status

A new Department has been established, according to article 7 of law 5094 (ΦΕΚ A/ 39, 13-03-2024) that enables the transfer of the Department to the Democritus University of Thrace (DUTh), amended article 30 of law 5103 (ΦΕΚ A/ 57, 19-04-2024). The administrative seat is officially in Didymoteicho until 31-08-2025. The new administrative seat is in Alexandroupolis with effect from 01-09-2025.

In its current form, the UGP design adheres to HAHE principles, the European standards for Quality Assurance within the EHEA, and the DUTh strategic development plan.

The UGP maintains a high standard through a comprehensive curriculum structure, which effectively integrates a wide range of educational activities. The learning objectives are well-defined and focused, and are designed to address the students' educational and professional needs.

The expected volume of work follows the standards of the EU ECTS system (level 6) and UNESCO (ISCED 2013 level 5A). The total number of ECTSs is 240, with a course layout that spans over 4 years (eight semesters). Each ECST credit translates to approximately 30 hours. The workload breakdown is included in documents 2.2.3 and 2.2.4.

Prospective students are required to attend all classes, tutorials, and laboratory practicals. The Diploma "Degree of Nursing" qualification is awarded following successful participation in lectures and tutorials, and upon completion of a practical exercise/research project and a dissertation. In this Programme, marking ranges from 1-10. A mark of 5/10 is considered a pass. The Course is taught in Greek.

II. **Analysis**

Overall, the course outline is comprehensive and well-structured. The guidance document serves as an introduction to new students/applicants and as a navigation tool for prospective students. Details on individual modules are presented in a standard and user-friendly way.

The introduction to key disciplines for nursing and clinical practice, including basic research methodology and statistics) are taught in the first year. Knowledge of advanced clinical practices and surgical interventions is taught throughout the course. It is implied that ethical considerations and relevant Greek and EU legislation are included in several modules, but not in a separate compulsory module; the EEAP notes that "Ethics" is listed as an optional compulsory module.

Active involvement of students is incorporated. Assisted by teaching staff, the students are expected to choose a topic of interest to focus on and agree to work collaboratively with their teacher to complete it on track and on time.

The Programme has set up an interactive feedback mechanism in which students are expected to express their needs freely. Combined with outcome-heavy metrics (attendance rates, success rates in exams, and successful employment outcomes beyond the end of the studies), the Course Director-students interaction is expected to evolve in a constructive and informative way for the benefit of all parties involved.

The UGP includes a list of highly qualified teaching staff covering various areas of specialisation. The Director feels confident that communication between the teaching staff, administrators is most effective and expects this to be transferred to the new staff-student relationships.

III. Conclusions

The Programme is well-designed and structured. A few changes are recommended to develop certain areas further. The aim is to support students and ensure an optimal learning experience.

Panel Judgement

Please tick one of the following:

Principle 2.2: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Consider asking prospective students to submit short feedback questionnaires (or mini surveys) to be deployed more than once during the academic year, e.g., at the beginning of the course, halfway through, and at the very end; the purpose is to collect data over multiple time points and prompt students to be mindful throughout the academic year. EEAP recommends implementing this action, if possible, in the first academic year of the programme.

If there is one area where the UGP might develop, it would be in making a few minor adjustments in the Course Guide to assist students understand: [i] the difference between what is taught and learnt (i.e. emphasis on the teaching process from an educational point of view), [ii] where the research outcomes from this UGP could fit in the "big picture" i.e. and

areas for novel research, the role of district nurses, the role of nursing in primary care as well as the role of nursing in preventative medicine and Public Health.

To make a few minor adjustments/updates in the Course Guide (document 2.2.3) to improve clarity on a few areas and to enhance the text stylistically.

Examples are:
[a]. "Didymoteicho" from cover page to change to "Alexandroupolis"
[b]. Section 1.2.2 to include the equivalent of the title in English
[c]. The link of the Ένωση Νοσηλευτών Ελλάδος (ENE) to be included in 1.2.2
[d]. A basic map of the campus/main building layout to be included in section 1.6
[e]. A small new section to document the absence policy and public holidays at DUTh
[f]. In section 4.5, contact details for the Centre for Psychological Support and Counselling, including phone number and email, phone number to be preferred, opening hours and postal address if the Centre has a physical location
[g]. a Frequently-Asked-Questions [FAQ] section at the end of the Course Guide

(The comments above are offered in the spirit of supporting development rather than as a criticism.)

PRINCIPLE 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

Institutions 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-centred 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*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**
The planned teaching and assessment methods for students at DUTh are oriented towards a student-centered approach in learning. More specifically, there is the Teaching and Learning Support Center (https://ctl.duth.gr/), which aims to promote University Pedagogy and is engaged in providing continuous improvement of teaching work at DUTh. Moreover, members of the academic community can benefit from material concerning student-centered learning. This material is available and easily accessible to all via links on the University's MODIP website:

https://modip.duth.gr/wp-content/uploads/2020/09/STUDENT-CENTERED-LEARNING_ESU.pdf

https://modip.duth.gr/wp-content/uploads/2023/06/Toolkit_v1.1.pdf

Applied teaching methods and tools

The academic program is expected to offer students the opportunity to develop personal skills. In particular, it is expected to alternate the learning methods (lectures, experiential learning, debates, group discussions, role-playing, brainstorming, homework assignments, discovery techniques, collaborative learning, flipped class). There is also the possibility of Practical Training, as well as elective courses which students can choose by their interests.

Moreover, the academic program will be subjected to a continuous process of revision. For the revision of the program, the Department's OMEA will collaborate with the Curriculum Committee. The former will provide data from the course evaluations to the latter. The latter is expected to evaluate the provided data, student ID, opinions and their suggestions, take into account the views of the student union and external organisations that employ students in the context of internships, consider the additional staffing opportunities (Academic Fellows, Adjunct Professors), the Department's strategy, and submit a well-supported proposal within the Department Assembly for revision.

Methods of implementing student-centered learning

Participatory teaching is expected to be implemented, complementary to open lectures and laboratory exercises, including the presentation of optional and mandatory assignments by students, micro-teaching, experiential interaction, and practical training in clinical practice settings. In addition, guided discussions, group discussions, language games, brainstorming, role-playing games, and debates are expected to take place.
The department has created collaborations with patient care facilities (e.g., geriatric institutions). In this way, students will be involved in educational activities that interact with these organizations, thus gaining experiential learning opportunities.

As far as Practical Training is concerned, fourth-year students will attend clinical training at a partner organization associated with the Department.
There is an asynchronous e-learning platform (DUThNET eClass, available on https://eclass.duth.gr/), providing the opportunity to access useful material outside of the classroom. The communication and interaction between students and professors are expected to take place in person, by phone, via eClass, through email, or using social media.

The expected methods of evaluating the learning outcomes of the courses in the undergraduate program range across a wide spectrum and include final written exams, final written online exams via eClass, final oral exams, or formative

assessment. Students can be informed in advance about the method of examination for each course through the Course Descriptions, which can be found on the school's website. The evaluation of the learning outcomes of all educational activities is defined in Article 11 of the Internal Regulations of the Undergraduate Program and Appendix A of the same Regulation.

Academic Advisor System

According to the Internal Regulations, the assignment of an academic advisor is defined to support students.

Evaluation of the instructor and the course

An evaluation will be conducted electronically through questionnaires for each course, which students are expected to complete on the platform of MODIP of the Democritus University of Thrace from the 8th to the 11th week of each academic semester.

The OMEA provides data from the course evaluations to the Curriculum Committee in order to process them for potential revisions of the Undergraduate Programme.

Student Complaint Management Mechanism

Democritus University of Thrace has a central mechanism for managing student complaints or objections from all cycles of study. This mechanism is defined in the Complaints and Appeals Management Regulation.

II.   **Analysis**
Student-centered learning and teaching help the department recognize and meet the diverse needs of students by offering flexible learning methods.

The department is expected to regularly check how well the teaching is working, with student evaluations being a key part of this process. OMEA will review the survey results and will make recommendations based on the feedback.

This approach will help students feel more independent while still ensuring they get the support they need from professors and academic advisors, creating a respectful student-teacher relationship.

The program is expected to encourage students to actively engage in their learning, with assessments designed to support this. By focusing on student-centered learning, the department will boost student motivation and participation while continuously checking how the curriculum is being carried out and assessing its results.

In order to handle student complaints, the department has easy-to-follow procedures for submitting and considering feedback.

III. Conclusions

The Department of Nursing is fully compliant with Principle 2.3.

Panel Judgement

Please tick one of the following:

Principle 2.3: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Encourage students to participate actively in the evaluations of teaching. Provide incentives or embed evaluation as a required part of course completion to ensure better response rates.

PRINCIPLE 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES

Institutions 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 (Senate decision)*
- ▪ *Regulation of studies, internship, mobility and student assignments*
- ▪ *Diploma Supplement*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts.</u>

   I.   **Findings**
           Methods of supporting incoming students

To ensure that students are well-informed about the core principles and structure of the Nursing Department, along with their rights and responsibilities, an orientation event is expected to be held annually at the start of the winter semester for new first-year students. In addition, support is going to be provided to newly admitted students to ensure a smooth transition into the academic environment. This support will be facilitated by an academic counselor, id test a member of the teaching staff, who will offer guidance and assistance throughout the initial stages of their studies.

Monitoring student progress

The progress of students is expected to be monitored using data presented to the Department Assembly by the OMEA, which will also propose relevant interventions if necessary. These data will include, amongst other things, exam success rates and graduation times.
Established scholarships for students
The Senate has established scholarships funded by the ELKE. Scholarships for performance and studies are also expected to be provided by various organizations and institutions at the national or local level, either regularly or occasionally.

Student mobility

For matters related to student mobility, there is the Department of International Relations/Erasmus+ at DUTh. More precisely, this office runs student internship opportunities within the framework of the European Erasmus+ Mobility Program. The Department is expected to ensure the provision of information through posting relevant announcements on its website, updates during the Department's meetings, informational sessions organized by the International Relations office of DUTh, as well as notifications via email.

Credit units' system (ECTS)

The Department is expected to implement the credit transfer and accumulation system (ECTS) in accordance with the applicable legislation. The number of ECTS credits per course is listed in the Department's Study Guide.

Diploma Supplement

The Department will issue a Diploma Supplement to graduates, free of charge, in both Greek and English.

Bachelor's thesis

The completion of a thesis or diploma project is not included in the new

undergraduate programme.

Practical training for students

The Internship is a mandatory course in the 8th semester of the program, worth 20 ECTS credits and is part of the compulsory course "Clinical Nursing II". It requires the completion of the required hours (5 hours/day × 4 days/week × 2 months) under the supervision of the relevant Nursing Department of the institution. Students are expected to complete their internships at host organizations, including educational institutions, healthcare services, public sector organizations, industrial sectors, research centers, and facilities offering psychological support to individuals or groups. The implementation of the internship is expected to be governed by the relevant regulations of the Department and the University.

II. **Analysis**

The department is expected to offer robust support for students, from the admission process through to graduation. These support systems will ensure that students have all the necessary resources they need to excel.

The availability of detailed guides (e.g., Study Guide) and regular updates via the website and email will ensure that students are well-informed.

By offering mobility programs, automatic issuance of the Diploma Supplement, and adherence to ECTS standards, the Department will facilitate the international recognition of students' degrees, thus enhancing their opportunities.

Published regulations addressing all aspects and phases of studies of the program are carefully developed and are expected to be applied by the academic unit.

III. **Conclusions**

Overall, the Nursing Undergraduate Programme of the Democritus University of Thrace is entirely in accordance with Principle 2.4.

Panel Judgement

Please tick one of the following:

Principle 2.4: Student admission, progression, recognition of

academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Provide a voluntary or elective thesis for students interested in research or pursuing postgraduate studies.

Implement a structured mentorship program pairing new students with senior students to ease transition and encourage academic development.

Facilitate networking opportunities with alumni to enhance career connections and mentorship.

PRINCIPLE 2.5 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, and an effective 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*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

    I.   **Findings**

Adequacy and criteria of recruitment for teaching staff of the academic unit

The department ensures that the recruited teaching staff is adequate and of high quality through transparent, merit-based recruitment processes. Teachers include permanent faculty members, temporarily contracted teachers and adjunct professors. The composition includes faculty members (DEP), specialized and technical staff (EDIP, EEP, ETEP), as well as contract-based lecturers who will be hired on a regular basis to meet the specific academic needs.

The recruitment of teaching staff seems to follow the department's regulations

and the department's operational plan, and vacancies are advertised via the APELLA system. The department in recruitment adheres to merit-based, transparent procedures in accordance with the legal framework, primarily managed through the electronic platform "APELLA."

Staff development is supported through training programmes, research initiatives and international collaborations (e.g. Erasmus+).

The teaching quality is monitored through student evaluations (anonymous surveys) and peer reviews. Low performance triggers corrective actions, and evaluation results influence promotions. Teaching performance is assessed each semester via anonymous electronic questionnaires completed by students.

Innovation support and development of the teaching staff

The department emphasizes innovative teaching methods, digital tools, and open-access educational resources. The Teaching and Learning Support Center (https://ctl.duth.gr/) assists teaching staff in integrating pedagogical and technological approaches. The teacher's research is publicly accessible (e.g., Academia, ResearchGate) and considered a key criterion for career advancement. Funding and leave policies support participation in conferences and international research collaborations.

The "Excellence in University Teaching Award" recognizes outstanding educators based on student and peer nominations. This award promotes teaching excellence and serves as an incentive for high academic performance.

The department emphasizes interdisciplinary collaboration, competitive funding (e.g., EU programs), and the organization of international conferences to enhance its academic reputation. Research is promoted through interest mapping, the creation of synergies, participation in national and international funding calls, and the organization of major academic events.

II.   **Analysis**
The institution appears to offer strong support for professional development, including education, research grants, and academic mobility. Student feedback mechanisms ensure accountability and promote continuous improvement.

Technology integration and innovative teaching practices are actively encouraged, with efforts made to balance teaching loads and research demands. Maintaining consistent quality among both temporary and permanent staff remains a priority.

The Department of Democritus University of Thrace (DUTh) employs a holistic approach to ensuring the quality and adequacy of its teaching staff. Recruitment processes take place via transparency and meritocracy, while human resources

strategies take into account different training needs. Professional development opportunities, innovative teaching methods, and a commitment to research excellence contribute to a high-performing academic environment. Regular student evaluations provide valuable feedback for ongoing improvement, and institutional awards establish role models for teaching excellence.

III.   Conclusions

The department has plans to implement effective strategies to ensure the adequacy and high quality of its academic staff. Through transparency, professional development, evaluation, and innovation, it fosters a culture of continuous improvement. The strategic focus on both teaching and research positions the department for academic excellence and global competitiveness. Overall, the findings show a comprehensive framework that can ensure teaching excellence, research productivity, and institutional growth, positioning the department as a forward-thinking academic unit.

Panel Judgement

Please tick one of the following:

Principle 2.5: 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

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Strengthen the current transparent and merit-based recruitment framework by incorporating strategic diversity and inclusion objectives to enrich academic excellence and global relevance.

Introduce targeted development programs aligned with faculty roles to address specific skill needs and enhance academic impact.

Expand support for innovative teaching through continuous training in hybrid learning models, inclusive education practices, and the integration of educational technologies, including learning analytics.

Promote partnerships with international academic institutions and industry to support faculty exchanges, interdisciplinary research projects, and global networking, reinforcing the department's academic standing.

PRINCIPLE 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES

Academic units should have adequate funding 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 and means to support learning and academic activity in general, in order to offer to the students the best possible level of studies. The above means include facilities such as libraries, study rooms, educational and scientific equipment, information and communications 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

- *Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)*
- *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*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**

Until 31/08/2025, the Department of Nursing will be located in a space granted by the Municipality of Didymoteicho, which houses the Department's Secretariat. The space includes two rooms that have been converted into laboratories and classrooms. The Department is expected to move to Alexandroupolis on 01/09/2025. The Alexandroupolis University Campus is located 6 kilometers from the city center of Alexandroupolis, in the Dragana area, and covers an area of 773,000 square meters, with approximately 27,700 square meters of built-up space. Currently, it houses the Department of Medicine, the Department of Molecular Biology and Genetics, the Auditorium, the Library of the School of Health Sciences, the Administration Building, the Indoor Gymnasium, and the Sports Field.

Infrastructure

In terms of buildings, the Department and the Undergraduate Program will be housed in three buildings (the University campus and a building complex in the city of Alexandroupolis). The equipment and any necessary renovations/repairs will be the responsibility of DUTh. The Department will have an organized Secretariat with an electronic protocol and will serve staff and students daily. Similarly, its computer system will be operational. It will also have a new website, which will be periodically updated. The Rectorate of DUTh, along with the key administrative and financial services, as well as the Dean's Office of the Faculty, will support its development and operation. It is expected that 2 or 3 spaces in the facilities will be dedicated to teaching purposes, with 1 or 2 rooms designated as laboratory spaces, and offices for the teaching staff and the Secretariat. Additionally, it is expected that the Nursing Department's facilities will be located a short distance from the University Hospital of Alexandroupolis, which is expected to assist in the education of the students. There is a plan for the renewal of laboratory equipment through the purchase of brand-new tools (e.g., patient simulators) and the modernization of existing ones.

Human Resources

The Department has three administrative staff members for the administrative and secretarial support of its study programs. It has also 2 faculty members who, according to the applicable legislation, are responsible for teaching undergraduate courses, co-supervising doctoral dissertations, as well as coordinating research programs. These 2 members of the teaching staff will be assisted by 4 new faculty members that are expected to complement the staff of the Department in 2025.

Support Services for Students

At DUTh, there is a unified, decentralized, and independent Central Library Unit named the "Library and Information Center of DUTh. Through the Central Library's website (https://lib.duth.gr/), every student can search for materials.

After registration, students receive access credentials to their institutional account. The details of this personal account provide access to a personal email inbox at DUTh and are required for completing most services. Furthermore, there is the Electronic Secretariat of DUTh (https://students.duth.gr/), which is accessible using the student's credentials. The education is expected to be supported by the online eClass system (https://eclass.duth.gr/).

Students of the Department will also have access to other electronic services of DUTh, such as the synchronous e-learning platform (https://synergia.duth.gr/),

the VPN service (http://noc.duth.gr/services/vpn/), wireless internet access (http://noc.duth.gr/services/wifi/), digital and electronic collections of the Library & Information Center (https://lib.duth.gr/), personal website (http://noc.duth.gr/services/utopia/), personal storage space (https://okeanos.grnet.gr/home/), electronic service for integrated management of textbooks for students (https://eudoxus.gr/), as well as the communication and information channels of the Department.

The Nursing Department is dedicated to ensuring the rational and effective use of the learning resources provided for its students. A big focus will be on continuous training and improving the skills of the staff (both teaching and research).

There is the institution of the Academic Advisor, which is implemented through the Internal Regulations of DUTh. Moreover, the Counseling and Accessibility Structure of DUTh is operational and includes the Counseling and Psychosocial Support Department, which supports the personal development and improvement of the social life of students at all levels. It also includes the Accessibility Department, which ensures equal access for all students to educational activities. The Student Ombudsman is also available, ensuring mediation between students and professors or the administrative services of the Institution. Interested students at all levels can submit their requests using the special form available on the University's website (https://duth.gr/Υπηρεσίες/Δομές/Γραφείο-Συνήγορου-του-Φοιτητή), via email at synigoros@duth.gr, in person, or by mail (either under their name or anonymously). The Career and Employment Structure (DASTA) is also operational at the University (https://duth.gr/Υπηρεσίες/Δομές/Δομή-Απασχόλησης-και-Σταδιοδρομίας), providing support and guidance to students in relation to their career development. Finally, the Innovation and Entrepreneurship Unit of the Democritus University of Thrace (https://epixeireite.duth.gr/) aims to foster the entrepreneurial mindset and culture among students. It supports the development of entrepreneurial skills and encourages students to engage in innovative projects and business initiatives.

Regarding student catering, the Democritus University of Thrace ensures the provision of meals for students across the four cities in which the University's Departments are located (Komotini, Xanthi, Alexandroupolis, and Orestiada). In Alexandroupolis, student meals are provided through the University Restaurant, which is housed within the premises of the School of Education and serves all eligible students enrolled in the University's Departments in the city. With regard to student housing, in the city of Alexandroupolis, where there is no student residence hall (dormitory), the University leases rooms in various hotels and rented accommodation complexes through public tender procedures. More specifically, the University offers accommodation through 198 beds leased in private facilities.

Finally, there are cultural spaces of interest for students that host student groups and associations, such as the Alexandroupolis Student Dance Group and the Alexandroupolis Student Visual Arts Club. All student groups fall under the Cultural Association of Alexandroupolis Students "PYXIDA". Students are informed about their activities through social media.

II. **Analysis**

The Nursing Department will be housed in new buildings located in Alexandroupolis, near the University Hospital, with updated labs and full administrative support. What is more, it will have teaching and lab spaces, offices, and modern IT systems.

The Department currently has 3 admin staff and 2 faculty members, with 4 more faculty expected in 2025. Students have access to the DUTh library system, e-learning platforms (eClass, Synergia), email, VPN, digital tools, and online services like textbook management and storage.

Further support includes academic advisors, counseling, accessibility services, a Student Ombudsman, career services (Dasta), an entrepreneurship unit, housing and catering, as well as cultural and sports services.

The New Undergraduate Nursing Programme has ensured adequate resources and infrastructure to effectively support both learning and overall academic activities, aiming to provide students with a high-standard and robust education. Resource allocation seems to take into account the diverse needs of all students while also aligning with student-centered learning approaches and flexible teaching methods.

All available services are easily accessible and have their own dedicated websites, making it simple for students to stay informed about them. Additionally, administrative and support staff play a vital role in delivering these services.

III. **Conclusions**

The Institution is in accordance with Principle 2.6.

Panel Judgement

Please tick one of the following:

Principle 2.6: Learning resources and student support of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The construction of a modern and fully equipped student dormitory is deemed necessary in order to accommodate the students of the Department.

PRINCIPLE 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES

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 information collected depends, to some extent, on the type of accreditation (initial or re-accreditation). 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(s), availability of learning resources and student support, career paths of graduates. During the initial accreditation, the data concerning the profile of the academic unit and the structure of the study programme must be entered.

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*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   **Findings**

The procedures provided for collecting information regarding students, staff, infrastructure, and the structure of the PPS are described in detail in the corresponding methods of the ESDP-DPTH (D-5.2, D-5.3 and D-5.6). Specifically, within the framework of Process 5.2 "Measuring Stakeholder Satisfaction," a survey is conducted through satisfaction questionnaires to evaluate the infrastructure, electronic services, websites, and services provided by the operational, academic, and other units of the University of Thessaloniki so that appropriate improvement decisions can be made. The surveys through questionnaires (E.5.2-01 - E.5.2-05) are carried out during the winter semester of each academic year, following a decision by MODIP-DPTH, so that the responses are received before the Management Review.

Through Procedure D-5.3, "Student Complaints Management," the Department organizes students' complaints and objections regarding the quality of the

educational, administrative, and other services provided by the University of Thessaly and takes corrective actions.

According to the procedure above, the Department is informed of student complaints through the Complaints and Objections Submission Form (E.5.3-01), which is posted prominently on the Website of the relevant Department and MODIP-DUTh, and submitted by the interested party to the Secretariat of their Department.

Students can also communicate their complaints verbally through the Academic Advisor, who is responsible for discussing issues of concern with students.

Finally, according to Procedure D-5.6, "Evaluation of Teaching Work", teaching work in the Study Programs of the Dimokritio University of Thrace is evaluated using electronic questionnaires through the MODIP Information System. As part of this process, students have the opportunity to provide comments, which the Department can use to improve the Curriculum.

Basic tools for collecting information and drawing conclusions

• For the effective management of the PPS, procedures related to the collection of information regarding:
• the evaluation of the educational work by students by completing electronic questionnaires (MODIP of the DUTh),
• the students and the PPS (e.g. score, number of active students, etc.) by registering data in the Information System of the Electronic Secretariat (universes) and the documentation material from the Department's website (e.g. Study Guide, regulations, guides, etc.), the infrastructure (equipment, buildings, etc.) through recording by the Technical Service and the Technical Works Department of the DUTh,
• the infrastructure (equipment, buildings, etc.) through a recording by the Technical Service and the Technical Works Directorate of the DUTh,
• the research projects and funding of the Department by extracting data and statistical indicators from the Project Management Information System (resCom) of the ELKE of DUTh,
• data concerning student welfare by extracting data and statistical indicators through the Academic Affairs Department of DUTh,
• data relating to the provision of advisory and other services from the Office of the Student Ombudsman, DASTA, Library and Information Center, Department of Counseling and Psychosocial Support, a.o. (https://duth.gr/Services/Structures).

The central information systems used to collect information are:
• the Information System of the Electronic Secretariat (teaching assistance system universe),
• the Integrated Information System (IPS) of MODIP of DUTh,

- the Project Management Information System (resCom) of the ELKE of DUTh,
- the Information System of the Library of DUTh,
- the Information System of the DASTA of DUTh,
- the Electronic Assessment Information System MODIP of DUTh,
- the Integrated National Quality Information System of HAHE.

II. **Analysis**

The Department's Internal Evaluation Team (OMEA) is expected to collect, analyze and utilize the above information when drafting the periodic Internal Evaluation Reports. These reports will be considered by Curriculum Committees, the Assembly and the Department as a whole, leading to decision-making to improve its operation and the knowledge provided within the framework of the Department's PPS.

III. **Conclusions**

The Nursing Undergraduate Programme of the Democritus University of Thrace is in accordance with Principle 2.7.

Panel Judgement

Please tick one of the following:

Principle 2.7: Collection, analysis and use of information for the organisation and operation of the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Follow the provided suggestions carefully to meet the program objectives and secure the best outcome for the planned program

PRINCIPLE 2.8 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*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I.   Findings

The Department of Nursing is committed to providing immediate, up-to-date, clear, and reliable information through electronic and printed communication channels on its educational and academic activities, as well as the learning and research opportunities it offers to its students and the wider public.

Communication channels of the Department/PPS

The channels that the Department of Nursing will use for public information on its activities are: a) the website of the Department of Nursing, b) the website of the Department of Nursing on social media, c) the asynchronous distance learning platform eClass, d) the websites of the structures of DUTh, e) printed material will be available digitally and on the Department's website; f) publications, interviews and reports in the local print and electronic press.

Department/PPS Website

The Department's website (http://nurs.duth.gr), available in Greek and soon in

English, will provide information addressed to a) students of the Department of DUTh and foreign countries with which the Department has concluded bilateral agreements within the framework of the Erasmus+ programme; b) to the teaching and other staff of the Department, the University of Thessaloniki, as well as other domestic and foreign universities; c) to any non-university body interested in the Department's academic, educational, and research activities, such as members of the local community seeking access to specialized knowledge or lifelong learning, school units, and secondary education students, a.o.

The type and scope of information provided through the Department's website covers all aspects of its educational, research and other academic activities.

Official texts and documents concerning the current academic and educational activity of the Department and the University of Thessaloniki are posted on the Department's website, contributing to the transparency and pluralism of information. Specifically, the following are posted: a) decisions of the Department Assembly and/or the DUTh regarding educational procedures and activities, b) the Study Guide and the Course Schedule per year for both the Undergraduate and Postgraduate programs of the Department, c) the Regulations for the Operation of the Study Programs and all individual programs and academic structures of the Department.

II.   **Analysis**
To inform, update and check the objectivity and clarity of the data and other information on the Department's website, a Committee of Department members will be appointed by decision of the Department's Assembly, which, in collaboration with the Department's Secretariat staff, will check, will systematically and regularly update and inform the information on the Department's website and social media. The website will be maintained by specialized Department personnel.

Social media of the Department of Public Administration/PPS.

eClass asynchronous distance learning platform

The Department's website provides students with access to the eClass asynchronous distance learning platform (https://eclass.duth.gr/). The websites of DUTh structures, such as the Liaison Office (http://career.duth.gr/portal/), the Innovation and Entrepreneurship Unit (http://epixeireite.duth.gr/), and Europe Direct (http://europedirect.duth.gr/), publish information from the official website of the Department and which concerns announcements of positions in the Department's postgraduate programs, faculty member positions, internship positions, announcements of the Department's academic events, a.o.

Printed material

All information, events, and activities for students of the Department will be accompanied by printed material,l which will be distributed to students
.
Printed material will also be distributed to students and other participants at all departmental academic events. All printed material will also be available in digital form on the Department's website, while at least one set of copies will be deposited in the Department's Archives.

Publications and interviews in the media

All educational and academic activities of the Department will be announced and promoted through publication in local media, print, and/or electronic.

Such activities will relate, for example, to events at the Department's Laboratories, announcements of structures that collaborate with the Department, lectures, workshops, conferences, etc. In addition, members of the department's administration and teaching staff publish various academic activities for the department. and/or are invited to interviews regarding them, thus contributing to promoting the Department's educational and academic production and identity and to the Department's connection with the local community and its stakeholders.

III. Conclusions

The Nursing Undergraduate Programme of the Democritus University of Thrace is in accordance with Principle 2.8.

Panel Judgement

Please tick one of the following:

Principle 2.8: Public information concerning the new undergraduate programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Please ensure that all suggestions are followed to meet the program objectives. This will help you achieve the best possible outcome for the planned program.

Additionally, please implement any necessary changes to support your program outcomes.

PRINCIPLE 2.9 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)*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

   I.   **Findings**
           The annual internal evaluation process of the PPS

           The PPS's annual internal evaluation is implemented in collaboration with the MODIP-DPTH and is described in detail in the corresponding procedure of the ESDP (procedure D.4.1. Internal Evaluation).

           Within the framework of this procedure, the following apply:

           MODIP-DPTH proceeds with the internal evaluation planning. The evaluation program for each year is decided at a MODIP-DUTh meeting, recorded in the

corresponding evaluation planning form, and communicated to the Academic Units.

In each unit, all of its processes and activities are inspected. The evaluator is selected from the MODIP-DPTH evaluator registry so that he has the appropriate training and is independent of the Study Program he will evaluate. The evaluator studies the Procedures and the audited documents of the Internal Quality Assurance System related to the assessed activity. By the above, OMEA members prepare the corresponding material regarding the Curriculum under evaluation before the scheduled date.

MODIP-DPTH informs the DUTh Administration of the results of internal assessments during the Administration's annual review or on an ad hoc basis if required.

Upon completion of each semester's evaluation and after the end of the respective examination period and the registration of the student's scores, the members of the educational staff and the OMEA of the corresponding academic units gain access to the results of the educational project's evaluation through the MODIP-DUTh information system.

II.   **Analysis**
Procedure for removing negative points and improving the structure of the new PPS and the learning process.

The procedure planned to be followed for removing negative points and improving the structure of the new PPS is implemented as follows:

Annually: Inform the academic unit about the results of the Internal Evaluation by MODIP-DUTh and announce them at the Department Assembly. There, the action plan drawn up in the context of the internal evaluation is discussed, and a decision is issued for the planning and monitoring of the action plan.

Every 5 years: Informing the academic unit about the results of the External Evaluation/Certification by the ATHAAE and announcing them at the Department Assembly, where a discussion and drafting of an action plan for compliance with the recommendations of the External Evaluation and Certification Committee takes place.

A decision is issued to plan and monitor the action plan drawn up in the context of the external evaluation and sent to MODIP-DUTh. After two years, the Monitoring Report of the action plan is drawn up, stating the percentage of implementation of the actions contained in the action plan that has been drawn up and transmitted via MODIP-DUTh to HAHE.

After five years, the Progress Report of the action plan is prepared, which lists the percentage of implementation of the actions contained in the action plan that have been prepared and is submitted as an annex to the new proposal for recertification of the PPS.

Feedback mechanisms for the strategy and quality goal setting of the new PPS and related decision-making processes through which the PPS achieves continuous improvement of the educational process.

The feedback on the strategy and quality objectives of the new PPS to achieve the continuous improvement of its educational process is based on:

• the conclusions arising from the processing of the educational process evaluation questionnaires by students and, in particular, from the study of the comments submitted by students,
• to the formulation of an opinion by external stakeholders on the qualifications of graduates, in the context of its internal evaluation by MODIP-DUTh, in combination with the provision of an opinion by them on the design and structure of the PPS,
• to the findings and proposed corrective actions in the context of the annual internal evaluation by MODIP-DUTh,
• the findings and recommendations included in the external evaluation and certification report of the PPS by the members of the External Evaluation and Certification Committee,
• the conclusions resulting from the processing of the questionnaires completed in the context of the students' Practical Training,
• to the requests submitted to the Student Affairs Committee concerning the PPS,
• to the reports of the Academic Advisors submitted under par. 2 of article 3 of the Academic Advisor Regulation of the Democritus University of Thrace (Annex 12) of the Internal Operating Regulations of the DPUT (Government Gazette 4751/2024 issue B) to the Curriculum Committee of the PPS.

III. Conclusions
The Nursing Undergraduate Programme of the Democritus University of Thrace is in accordance with Principle 2.9.

Panel Judgement

Please tick one of the following:

Principle 2.9: Periodic internal review of the new study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

By following the suggested actions, you'll be well-positioned to achieve the program objectives and reach the best possible results.

Make any necessary adjustments to strengthen your program outcomes even further.

PRINCIPLE 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES

New undergraduate programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. 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

▪ *Utilisation of the recommendations of the external evaluation of the Institution for the establishment and successive improvement of the operation of the new UGP (incl. reference to the action plan)*

New Undergraduate Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. **Findings**
Process for utilizing the recommendations of the External Evaluation and Certification Committee in steps: Step 1: Commitment to comply with the Committee's recommendations. The Department commits to examining all proposed changes and implementing appropriate actions, considering its capabilities and resources, while noting that it currently operates with a temporary Assembly and Administration. Step 2: Study of the Certification Report After the external evaluation and certification of the PPS has been carried out, the Department undertakes to carefully study the External Evaluation and Certification Report to record all of the recommendations and to decide, in collaboration with MODIP, the adoption of part or all of the recommendations of the External Evaluation and Certification Committee. Step 3: Preparation of an action plan. The Department is committed to proceeding with the preparation of an Action Plan to address the recommendations of the External Evaluation and Accreditation Committee.

The Department prepares the PPS Action Plan and sends it to MODIP for the

necessary actions in the context of the internal evaluation.

II. **Analysis**

Monitoring of actions

After two years from the date of certification, the Department will evaluate the actions that have been taken, the progress that has been made during the implementation of the Action Plan and will compile the "Monitoring of Results" table.

In particular, the table will include the following:

• the results that will have been achieved,
• the degree of achievement of the results,
• the actions that will have been taken to comply with the recommendations of the external evaluation and certification.

Preparation of the PPS Monitoring Report

The next stage after two years after the certification of the PPS, will be the preparation and submission of the Monitoring Report. This is part of the actions for the continuous improvement of the Institution by its quality policy and enables the Institution to make a general assessment of the results of external evaluation and certification and the degree of their utilization at all levels, including the certified Study Programs.

In more detail, the Monitoring Report will include a) a Brief description of the monitoring and evaluation process of the results, and b) an Action Plan.

Once finalized, following cooperation between MODIP and the Department, the Monitoring Report will be sent to HAHE by MODIP and published on the Foundation's website as an accompanying document to the External Evaluation and Certification Report.

III. **Conclusions**

The Nursing Undergraduate Programme of the Democritus University of Thrace is in accordance with Principle 2.10.

Panel Judgement

Please tick one of the following:

Principle 2.10: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	**X**

Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

To achieve the best results for the planned program, please try to follow all suggested steps.

Implement any necessary changes to fully support your program's goals.

PART C: CONCLUSIONS

I. FEATURES OF GOOD PRACTICE

Please state aspects of good practice identified, with regard to the new undergraduate study programme.

The Nursing programme is a comprehensive, modern four-year undergraduate curriculum that integrates biostatistics, ethics, and a bachelor's thesis, all in accordance with established European educational standards.

The Department of Nursing in Alexandroupolis holds strategic significance in fostering regional development and is actively supported by both the Ministry of Education and local political authorities.

The sustainability of the programme appears to have good possibilities. Two departments within the School of Health Sciences—the Department of Medicine and the Department of Molecular Biology and Genetics—also operate in Alexandroupolis, which can support lecturers in the implementation of the curriculum. Additionally, the University Hospital is located in Alexandroupolis.

The programme plans to offer active student-centred learning, as flipped classrooms, experiential learning, and structured real clinical placements and internships.

The institution gives the impression of offering strong academic and personal support systems, inclusive student life, as well as advisors, ombudsmen, psychological support, housing, meals, sports, and cultural activities.

II.   AREAS OF WEAKNESS

Please state weak areas identified, with regard to the new undergraduate study programme.

There is ongoing uncertainty regarding the long-term sustainability of the Academic Unit, particularly with respect to its teaching staff.

Theoretically, the program seems overloaded and can be practically weak regarding the clinical curriculum.

The department is expected to have launched a website detailing the upcoming Nursing undergraduate program, including learning outcomes, qualifications, and key program information. It will also be available in English for international stakeholders.

Lack of student accommodation in Alexandroupolis may direct the students to look for rented private accommodation, which may vary in quality or availability.

III.   RECOMMENDATIONS FOR FOLLOW-UP ACTIONS

Please make any specific recommendations for development.

In line with DUTh's strategic goals, the EEAP recommends:

Consider involving prospective students in the programme's design and presentation (the extent of involvement to be agreed upon by the Course Director and Course Leads) in the next couple of years; the purpose is to ensure that student voices are heard, and that any unmet educational and professional needs are addressed sooner than later.

Consider performing a detailed audit (if possible, in the next couple of years) to assess if the current number of undergraduate students is sustainable and appropriate for the professional needs of young graduates and the job market requirements.

Consider completing the MSc postgraduate study programme design in the next four years, and if it is realistic with your current timelines, launch it for the first time in that period.

Consider developing new/strengthening existing links with policy-makers from the Prefecture of Thrace, the Greek Ministry of Health, and the Greek Ministry of Education; the suggestion is to deliver new workshops (to be held remotely or face-to-face) with colleagues from other academic institutions from Greece and abroad, including initiatives with international organisation, as planned, including but not

limited to partnerships with Egyptian Academic, Healthcare and Research Institutions, a new link (if possible) with the WHO Regional Office for Eastern Mediterranean to strengthen the Public Health orientation of the programme, as well as the European and International Partnerships Directorates of the European Commission to secure new funds, and influence policy-makers.

Consider hosting an annual event (e.g., a summer festival over 2-3 days every year) in the Alexandroupolis campus to [a] engage with individuals (of all ages) and families with children from the local community who are interested in participating in community work, [b] attract new students, [c] engage with minority communities in Thrace aiming to promote inclusion, and [d] seek support from local communities e.g., if you are recruiting research participants/housing associations etc.

Consider revising your plan and implementing actions for new sources of funding (including donations, if applicable) to [a] improve current infrastructure, [b] repair and maintain equipment and any damage in infrastructure, and [c] take all necessary health and safety measures to safeguard students and staff from catastrophic events (including wildfires, earthquakes, and floods).

Consider generating a digital environment that will serve as a networking platform for prospective students and a separate one for alumni; the purpose is to share news, foster collaborations, and maintain momentum in delivering common goals.

Consider revising the presentation of KPI data by providing self-explanatory tables (e.g., adding a legend that explains how certain calculations are made, providing more information about the period of data collection, etc.). Also, consider including graphs in future reports to demonstrate trends and changes over time.

Consider asking prospective students to submit short feedback questionnaires (or mini surveys) to be deployed more than once during the academic year, e.g., at the beginning of the course, halfway through, and at the very end; the purpose is to collect data over multiple time points and prompt students to be mindful throughout the academic year. EEAP recommends implementing this action, if possible, in the first academic year of the programme.

If there is one area where the UGP might develop, it would be in making a few minor adjustments in the Course Guide to assist students understand: [i] the difference between what is taught and learnt (i.e. emphasis on the teaching process from an educational point of view), [ii] where the research outcomes from this UGP could fit in the "big picture" i.e. and areas for novel research, the role of district nurses, the role of nursing in primary care as well as the role of nursing in preventative medicine

and Public Health.

To make a few minor adjustments/updates in the Course Guide (document 2.2.3) to improve clarity on a few areas and to enhance the text stylistically.

Examples are:
[a]. "Didymoteicho" from cover page to change to "Alexandroupolis"
[b]. Section 1.2.2 to include the equivalent of the title in English
[c]. The link of the Ένωση Νοσηλευτών Ελλάδος (ENE) to be included in 1.2.2
[d]. A basic map of the campus/main building layout to be included in section 1.6
[e]. A small new section to document absence policy and public holidays at DUTh
[f]. In section 4.5, contact details for the Centre for Psychological Support and Counselling, including phone number and email, phone number to be preferred, opening hours, and postal address if the Centre has a physical location
[g]. a Frequently-Asked-Questions [FAQ] section at the end of the Course Guide

(The comments above are offered in the spirit of supporting development rather than as a criticism).

Encourage students to participate actively in the evaluations of teaching.

Implement a structured mentorship program pairing new students with senior students to ease transition and encourage academic development.

Provide a voluntary or elective thesis for students interested in research or pursuing postgraduate studies.
Facilitate networking opportunities with alumni to enhance career connections and mentorship.

Implement a structured mentorship program pairing new students with senior students to ease transition and encourage academic development.

Facilitate networking opportunities with alumni to enhance career connections and mentorship.

Strengthen the current transparent and merit-based recruitment framework by incorporating strategic diversity and inclusion objectives to enrich academic excellence and global relevance.

Introduce targeted development programs aligned with faculty roles to address specific skill needs and enhance academic impact.

Expand support for innovative teaching through continuous training in hybrid learning models, inclusive education practices, and the integration of educational technologies, including learning analytics.

Promote partnerships with international academic institutions and industry to support faculty exchanges, interdisciplinary research projects, and global networking, reinforcing the department's academic standing.

The construction of a modern and fully equipped student dormitory is deemed necessary to accommodate the students of the Department.

Please ensure that all suggestions are followed to meet the program objectives. This will help you achieve the best possible outcome for the planned program.

Additionally, please implement any necessary changes to support your program outcomes.

IV.   SUMMARY & OVERALL ASSESSMENT

The Principles where full compliance has been achieved are:

The Principles where full compliance has been achieved are: 1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10

The Principles where substantial compliance has been achieved are:

The Principles where substantial compliance has been achieved are: 2.2

The Principles where partial compliance has been achieved are:

The Principles where partial compliance has been achieved are: 0

The Principles where failure of compliance was identified are:

The Principles where failure of compliance was identified are: 0

Please tick one of the following:

Overall Judgement

Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
VENIZELOS NIKOLAOS	Signed by VENIZELOS NIKOLAOS - 21/05/2025 12:44:25 +03:00
KARANIS, PROF. DR. PANAGIOTIS	Signed by KARANIS, PROF. DR. PANAGIOTIS - 21/05/2025 12:44:25 +03:00
Roussakis Andreas Antonios	Signed by Roussakis Andreas Antonios - 21/05/2025 12:44:25 +03:00
ΡΩΣΣΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ	Signed by ΡΩΣΣΗΣ ΚΩΝΣΤΑΝΤΙΝΟΣ - 21/05/2025 12:44:25 +03:00