



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Template for the Proposal for the Academic Accreditation of Undergraduate Programmes

Issued: July 2021

Revision: September 2023 (*adapted version for medical schools*)

Introductory Note

This document constitutes a template for the structure and content of the self-assessment report drafted by Higher Education Institutions for the academic accreditation of their School of Medicine Undergraduate Programme. Its structure is consistent with the main principles of the “Standards for Quality Accreditation of Undergraduate Programmes” and is in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

In order to draft a proposal for the academic accreditation of its School of Medicine Undergraduate Programme, the Institution must use this template, which includes guidelines in the form of suggestions and/or questions for each quality standard aiming at facilitating the drafting of the self-assessment report. The report should be self-standing and self-explanatory, not exceeding forty (40) pages in length. Where reference is made to articles or provisions of regulatory documents, these must be attached to this document as appropriate.

The HAHE remains at the disposal of the stakeholders and is always eager to offer its services aiming at quality assurance and improvement of Higher Education Institutions.

**Self-assessment Report for the Academic Accreditation of the
School of Medicine Undergraduate Programme**

Institution:

Date of submission:

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1. QUALITY ASSURANCE POLICY

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

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

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

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

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

INDICATIVE POINTS OF REFERENCE

- Quality Assurance Policy of the academic unit
- Target- setting and action plan
- How is the Quality Policy communicated?

ANNEXES

- 1.1 Quality Assurance Policy of the academic unit
- 1.2 Quality target setting of the academic unit
- 1.3 Code of Ethics and Good Practice (Law 4957/2022, article 217)

2. DESIGN AND APPROVAL OF PROGRAMMES

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

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

Furthermore, programme design should take into consideration the following:

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

INDICATIVE POINTS OF REFERENCE

- Has the academic unit taken the programme's academic profile (history, scientific field, objectives, teaching staff, perspective) and orientation (educational, scientific, and professional) into consideration during the design stage;
- Please indicate the programme's strategy and how this is linked with the Institution's strategy;
- How has feedback from alumni, scientific associations and employers active in related fields been asked for the assessment of the achievement of the intended learning outcomes;
- What kind of sources are used in order to integrate new knowledge into the programme;
- Describe the specific learning outcomes of the medical programme as concerns the soft skills obtained (e.g. skills for self-directed and lifelong learning, critical judgement, problem-solving skills, collaboration skills, ability to function in interprofessional contexts, consciousness about service to society and community);
- Benchmarking against other similar HEIs programmes in Greece/abroad;

- Please specify how the programme's structure ensures the students' smooth progression throughout its stages;
- Please indicate whether the curriculum is structured in a rational manner and if it is in line with the ECTS requirements (please consult the ECTS Guide);
- Please indicate whether the option of work experience is provided to students;
- Please specify how teaching is linked with research.

ANNEXES

2.1 Student Guide of the current academic year (including the Programme's total ECTS and learning outcomes)

2.2 Course outlines (according to the HAHE template) for all courses (in one single pdf file with table of contents, organised per semester)

2.3 Clinical Training Manual

2.4 Clinical site monitoring and oversight to ensure comparability

3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

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

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

The student-centred learning and teaching process:

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

In addition:

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

INDICATIVE POINTS OF REFERENCE

Please describe shortly how student-centred learning is put into practice within the programme by commenting on the above-mentioned specific points. In particular, indicate the means and

practices applied for learning, teaching and student assessment (where appropriate, refer to the relevant articles of the Internal Regulation of the programme or the academic unit).

ANNEXES

3.1 Evaluation by the students: a) sample of fully completed questionnaire for the evaluation of the courses / teaching staff by the students b) statistical results of all the questionnaires, per question, for two academic semesters. Commenting on results and proposals on how to address weaknesses

3.2 Regulation for students' complaints and appeals

3.3 Regulation for academic advisors

4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

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

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

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

Graduation marks the completion of studies. 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).

INDICATIVE POINTS OF REFERENCE

- Please state:
 - how are newly admitted students supported (information meetings /welcome events, etc.);
 - how is student progression monitored;
 - whether there is a scholarship scheme in place;
 - the terms and conditions for student mobility;
 - whether there is additional financial support for students participating in mobility programmes;
 - what actions are taken to inform the academic community about the mobility programmes;
 - whether the European Credit Transfer and Accumulation System (ECTS) is applied;
 - whether the Diploma Supplement is issued automatically for all programme graduates;
 - whether specific quality standards regarding the diploma thesis are included in the Regulation of studies (please refer to the relevant article), and whether the thesis is obligatory;
 - how the academic unit guarantees transparency in terms of thesis assignment and assessment.
- Please specify whether students are trained in research methodology and ethics, and if participation in research projects is encouraged;
- Please specify if the students' placement is established, whether it is obligatory or optional, and how it contributes towards the achievement of learning outcomes.
More specifically:
 - at what particular skills does the student placement aim;

- whether the outcomes are considered satisfactory;
- how is work carried out during placement linked with the students' theses;
- whether there is a network for linking the programme with social, cultural or production bodies aiming at the support of students' placement;
- what kind of initiatives are taken to create student placement opportunities (at regional, national and European level);
- whether there exists -and on what conditions- cooperation between the programme's teaching staff / supervisors and the representatives of the bodies involved in students' placement;
- whether students' placement creates future employment opportunities for graduates.

ANNEXES

4.1 Internal Regulation of the programme

4.2 Regulation of studies, internship, mobility, and students assignments

4.3 Diploma supplement template

4.4 Table with the minimum overall average for admission through the Panhellenic entrance examinations (normalised on a 20-point scale) for the last 6 years

5. TEACHING STAFF

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

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

In particular, the academic unit should:

- *set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and provide 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*

INDICATIVE POINTS OF REFERENCE

Please indicate:

- the processes followed by the academic unit for the recruitment and development of teaching staff members, as well as the practices put in place to ensure transparent and fair procedures;
- the teaching staff members' average weekly workload and the fluctuation between the minimum and maximum amount;
- the processes implemented for the evaluation of the teaching staff/courses by the students;
- how the outcomes of teaching staff/ courses evaluation by the students are used (e.g. if they are taken into account on the promotion/tenure of teaching staff members);
- any strategy put in place regarding mobility of the academic unit's teaching staff members;
- any additional financial support offered by the programme and/or the Institution to teaching staff members participating in mobility programmes;
- any practices put in place for attracting highly qualified academic staff;
- if any teaching awards are in place;
- whether the academic unit has a strategy in place regarding research activities in specific scientific fields.

ANNEXES

5.1 Summary report of teaching staff performance in scientific-research and teaching work, based on internationally recognized research databases and research metrics (e.g. Google Scholar, Scopus etc.)

5.2 Name list of the teaching staff (including subject matter, employment relationship and courses taught)

5.3 Policies of the academic unit for the support, development and evaluation of the teaching staff

6. LEARNING RESOURCES AND STUDENT SUPPORT

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

Institutions and their academic units must have sufficient funding and means, on a planned and long-term basis, to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

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

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

INDICATIVE POINTS OF REFERENCE

- Please describe:
 - the means and resources available by the programme for supporting learning and academic activities (human resources, infrastructure, services etc.) and promoting research;
 - how resources are allocated and distributed.
- Please indicate:
 - the support structures and services available to the students;
 - whether these services are adequately staffed with specialised support and administrative staff;
 - how administrative staff skills are developed (training etc.);
 - assessment of the adequacy of resources;
 - how are student informed about the available services.

ANNEXES

6.1 Detailed description of the infrastructure and services made available by the Institution and the department to the programme, for the support of the academic and research activity (human resources, laboratories, special equipment, central infrastructure and digital systems, services, etc.)

6.2 List of affiliated public/ university Hospitals for the clinical training of the students

7. INFORMATION MANAGEMENT

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

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

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

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

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

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

INDICATIVE POINTS OF REFERENCE

- Please describe the procedures in place for collecting information on students, staff, infrastructure, the programme's structure, the organisation and quality of teaching, services provided etc.;
- Please indicate the main tools used for collecting information and drawing useful conclusions such as questionnaires (Erasmus students, teaching staff, administrative staff, graduates, and alumni), interviews (employers, cooperating bodies, citizens etc.);
- Please specify how the information gathered is analysed and how the conclusions drawn are utilized.

ANNEXES

7.1 Quality data report from the National Information System for Quality Assurance in Higher Education (NISQA) and Quality Indicators report for the last academic year (Section: USP)

7.2 Operation of information system for the collection of administrative data of the programme delivery (student records), and other tools and procedures designed for the collection of data related to the academic and administrative operation of the department and the programme

8. PUBLIC INFORMATION

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

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

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

INDICATIVE POINTS OF REFERENCE

Please indicate:

- what kind of information is published and to which groups/stakeholders is this addressed;
- the means or communication channels used to publish information;
- the relevant documents (brochures, regulations, guides etc.) that are made available by the academic unit;
- how the academic unit ensures that the information published is clear and objective, how it determines and checks the website content regarding this particular programme, and what is the procedure for regularly updating the information presented in the programme's website.

ANNEXES

8.1 Procedure for the maintenance and update of the programme's webpage

9. ON-GOING MONITORING AND PERIODIC INTERNAL REVIEW OF PROGRAMMES

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

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

The above comprise the evaluation of:

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

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

INDICATIVE POINTS OF REFERENCE

- Please describe how the annual internal evaluation of the study programme is conducted. Specify how the Internal Evaluation Group (IEG - OMEA) cooperates with the QAU as part of the programme's annual internal evaluation process;
- Please indicate the process for the review, readjustment and update of the curriculum;
- Please indicate a specific and prioritised action plan for rectifying weaknesses and capitalizing on strengths;
- Please indicate the mechanisms and decision-making processes in place through which the study programme pursues continuous improvement in teaching;
- Please list specific examples that have led to substantial improvement in terms of achieving the programme's learning outcomes.

ANNEXES

9.1 Results of the annual internal evaluation of the programme by the Quality Assurance Unit (QAU) (QAU minutes with findings and proposed preventive / corrective actions)

9.2 Procedure for the review, adjustment and update of the curriculum and for the determination of the extent of achievement of the intended learning outcomes

10. REGULAR EXTERNAL EVALUATION OF UNDERGRADUATE PROGRAMMES

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

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

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

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

INDICATIVE POINTS OF REFERENCE

- Please describe how the recommendations of the last accreditation report of the programme have been used towards the improvement of the programme (please refer to the action plan);
- Please indicate whether any significant events, changes or distinctions (awards, rise in international rankings, participation of the teaching staff, students or research programmes in competitions, etc.) related to the programme have occurred since the last external evaluation.

ANNEXES

10.1 Progress report of the academic unit on the response to the recommendations included in the last Accreditation Report

10.2 Two- year Follow-up Report