



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# Accreditation Report

## for the Foreign Language Programme of:

**Medicine**

**Institution: National and Kapodistrian University of Athens**

**Date: 26 June 2021**

Report of the Panel appointed by the HAHE to undertake the review of the  
Foreign Language Programme of **Medicine** of the **National and  
Kapodistrian University of Athens** 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 Foreign Language Programme of **Medicine** of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Nikolaos Venizelos (Chair)**  
Örebro University, Örebro, Sweden
- 2. Prof. Constantin Polychronakos**  
McGill University Health Centre, Canada
- 3. Prof. Dimitris Grammatopoulos**  
University of Warwick, Warwick, United Kingdom
- 4. Prof. Aristides Veves**  
Harvard School of Medicine, United States of America
- 5. Dr. Andreas Pagkalis**  
Member of the Panhellenic Medical Association, Greece

## **II. Review Procedure and Documentation**

The members of the External Evaluation and Accreditation Panel (EEAP) for the **Foreign Language Programme (FLP) of Medicine of National and Kapodistrian University of Athens (NKUA)** were selected from the Hellenic Authority for Higher Education (HAHE) Register on May 20, 2021, in accordance with Laws 4009/2011 & 4653/2020. Official invitation letters were sent to EEAP members on June 03, 2021.

Due to the current pandemic situation of Coronavirus (COVID-19) and in line of the procedures for the limitation of further spread of the virus worldwide, the HAHE modified the standards of the accreditation process, and all external evaluation and accreditation reviews of the study programme of Medicine in Foreign Language of the School of Medicine (SM) at the National and Kapodistrian University of Athens were implemented by using electronic means, i.e., teleconference via on-line Zoom platform.

Accordingly, the accreditation procedure was scheduled to take place from 21 to 26 of June 2021, and the evaluation, was carried out virtually on Tuesday, 22 of June 2021.

The EEAP members, after formal acceptance of the invitation, received all relevant documentation from HAHE, including the guidelines regarding the purpose and standards for quality accreditation of the undergraduate programme of Medicine in Foreign Language. HAHE forwarded also a comprehensive set of documents provided by the School of Medicine, related to the structure and organization of the NKUA and the School of Medicine. Provided documents included a detailed description of the proposal of academic certification for a new Foreign Language Programme (FLP), which has been designed to be delivered in the English language and is addressed to foreign students. The documents included strategic planning of the School, facilities and services offered from NKUA and SM, a study guide in English courses that are offered in each semester, departmental rules, and regulations of internal quality assurance policies of internal evaluation reports in Foreign Language.

### **June 21, 2021, 16:00 - 18:00, Athens time**

The EEAP members initiated the accreditation mission by a private teleconference meeting to schedule and discuss the content and structure of the report, allocation of tasks, and list of issues for to be prepared ahead of the site visit that would be performed via online using Zoom platform.

### **June 22, 2021, 16:00 - 16:30, Athens time**

The EEAP started the on-line site evaluations by a teleconference with the Rector of National and Kapodistrian University of Athens and Vice-Rector and President of MODIP.

The Rector, Professor Meletios-Athanasios Dimopoulos initiated the meeting by welcoming the EEAP, and enthusiastically presented a short overview of the ten-year strategic plan and objectives related to Foreign Language Programme (FLP): the strategy of the Medical School, academic profile, status, strengths, and possible areas of concern.

The Vice Rector for Academic and Student Affairs and President of MODIP, Professor Dimitrios Karadimas was also present during this meeting, and he also gave his greetings and kindly

expressed his gratitude to the EEAP for having accepted to carry out this very important academic mission.

### **June 22, 2021, 16:45 - 17:45, Athens time**

The next virtual online site evaluation of the EEAP was with the Dean and Head of the School of Medicine and the OMEA and MODIP representatives. The EEAP reviewed and discussed among others the degree of compliance of the FLP to the Quality Standards for Accreditation, Strategy, Feasibility Study etc.

Professor Petros Sfikakis, Dean and Head of the Medical School of NKUA, welcomed and kindly expressed his gratitude to the EEAP members for accepted the mission, and initiated the meeting by presenting an overview around the proposal for Academic Certification of Undergraduate Programme of Medicine in English Language (UPM-EL) at NKUA in particular:

1. Strategic planning
2. Quality Policy
3. Design, approval and monitoring of the quality of the UPM-EL
4. Student-centered learning in the teaching and evaluation of students
5. Introduction, attendance, recognition of academic qualifications and award of diplomas and certificates of competence of the UPM-EL
6. Ensuring high quality of the teaching staff of the UPM-EL
7. Learning resources and student support of the UPM-EL
8. Collection, analysis and use of information on the organization and operation of the UPM-EL
9. Public Information on the UPM-EL
10. Periodic internal evaluation of the UPM-EL
11. Periodic external evaluation and certification of the UPM-EL

Members of OMEA and MODIP in attendance were:

Prof. Charalambos Vlachopoulos, Prof. Gerasimos Filippatos and Prof Theodoros Papaioannou OMEA members. Prof Klea Katsouyanni, Administrative Committee of MODIP, Mr. Konstantinos Bourletidis, Secretary of MODIP and Mrs. Sofia Krousaniotaki, Administrative Support of MODIP.

The EEAP expressed their gratitude to the Rector, Professor Meletios-Athanasios Dimopoulos, and Professor Petros Sfikakis, Dean and Head of the Medical School of NKUA, the Vice Rector for Academic and Student Affairs and President of MODIP, Professor Dimitrios Karadimas, all other members of OMEA and MODIP, and the administrative personnel of the Faculty, for organizing a highly successful digital site visit for the External Evaluation & Accreditation review process of the undergraduate programme of Medicine in Foreign Language.

The EEAP would like to emphasize the warm kindness, collaborative spirit and responses that were offered from the faculty and administrative staff as well as the professionalism of the faculty members of the School of Medicine.

During the period 23<sup>rd</sup> to 26<sup>th</sup> of June 2021, the EEAP members were working to put together and compile the Accreditation Report of the Foreign Language programme of Medicine of the National and Kapodistrian University of Athens.

### III. Foreign Language Programme Profile

The University of Athens, inaugurated in 1837, was the first university not only in Greece but also in the Balkan and the Eastern Mediterranean. It was officially named National and Kapodistrian University of Athens (NKUA) in 1932, in honour of Ioannis Kapodistrias, the first governor of Greece. Until the early part of the 20<sup>th</sup> century, it was the only university in Greece that provided the Greek state with qualified professionals in medicine and other disciplines (i.e. degrees in the Medical, Natural and Social Sciences, Law and Economy, Theology, Literature, History and Archaeology).

National and Kapodistrian University of Athens (NKUA) has offered the country a Centre of intellectual excellence. One of its most important contributions is in the national health system, since students of the health sciences, under the supervision of professorial staff, offer their medical services to the public.

Today, the NKUA offers 9 Schools, 41 undergraduate programs as well as 205 postgraduate programs leading to a Master's or Doctoral degree and enrolled more than 69 000 students<sup>1</sup>.

The School of Medicine (SM) inaugurated for the first time in 1837, with the emblem of Asclepius and the rod of Asclepius around written; "*Medical School of the University of Athens*". In 1984 the School of Health Sciences was formed that includes four departments: Medicine, Dentistry, Pharmacy and Nursing. The SM is organized into six Divisions: Basic Medical Sciences, Clinical laboratory, Internal Medicine, Surgery, Mother-Child Health, Social Medicine-Psychiatry and Neurology.

Today, the School of Medicine facilities and the basic education of the students takes place in the buildings of the School in Goudi and the clinical education in the majority at the Attikon University Hospital Campus, Chaidari and a number of other clinical sites. For the practical teaching of students 61 Clinics, 28 laboratories and 5 museums in various hospitals are used. The main education of pre-clinical courses take place in traditional amphitheatres and lecture halls at the School in Goudi (5 lecture halls) and in Attikon Medical School (AKISA) (2 lecture halls).

The Medical School of NKUA currently employs: 518 teaching staff (Μέλη ΔΕΠ), Professors, Assoc. Professors, Ass. Professor and Lectures, 3294 undergraduates, 5048 graduate students, and 4393 doctoral candidates. The administrative staff sums to a total of 129.

The Medical School of NKUA is one of the most important and well-established Medical Schools of Greece, both quantitatively and qualitatively, comprising one of the biggest Medical Schools

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<sup>1</sup> [https://synergasia.uoa.gr/modules/document/file.php/NOC125/English/SELF\\_PORTRAIT\\_english\\_Sept2020.pdf](https://synergasia.uoa.gr/modules/document/file.php/NOC125/English/SELF_PORTRAIT_english_Sept2020.pdf)

in the country regarding its student enrolment, having more than 4,000 registered students, 58 departments and 28 laboratories

During the academic year 2022-23, the School of Medicine of NKUA, is planning to start a Foreign (English) Language Undergraduate Programme in Medicine (FL-UPM). The English-language program is similar to the Greek-speaking undergraduate programme (for more details see Principle 1), structured on the basis of the European Credit Transfer System (ECTS). The duration of the program is 12 semesters of study (6 academic years) equivalent to a total of 360 ECTS.

The first 5 semesters include preclinical courses and practical/laboratory teaching, the next 4 semesters of clinical courses and practicals, and the last 3 semesters concern all-day clinical training in the main clinical specialties.

The FLP of Medicine at NKUA will enrol 40 students per year and the overall total number that is expected to reach is 240 full-time students in all six years of study.

For the preclinical/theoretical education of the students of the FLP, a new building on Mikras Asias street will be used and for their laboratory training the main facilities in Goudi.

This program is the second Foreign Language Undergraduate Program in Medicine in Greece, and the goal is to attract the best students from foreign countries, including the surrounding Mediterranean countries.



## **PART B: COMPLIANCE WITH THE PRINCIPLES**

### **Principle 1: Strategic Planning**

#### **INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).**

*By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.*

#### **Foreign Language Programme Compliance**

Following the interviews with the Rector, vice-Rector of NKUA and the head of the School of Medicine, it was clear to the EEAP that the Central Institution and the Medical School had a clear common strategy regarding the design and operation of FLP in Medicine.

The FLP in Medicine at NKUA is the second one for NKUA and the Greek state educational system. As no substantial experience exists in attracting students from abroad or running foreign language in undergraduate educational programmes, the FLP in Medicine will be used as a pilot scheme in order to guide future activities and strategic direction in this area.

The SM strategy in developing the FLP is also well developed and as explained above fully aligned with the 10-year strategy of NKUA. However, as the FLP has not yet started, concrete evidence about the effectiveness of the strategic plans of the SM are not yet available.

Since the FLP is based on the existing Greek-speaking program in Medicine, recently reformed and certified by Hellenic Authority for Higher Education (HAHE) (No. 16345/23.6.20), the members of the EEAP consider that: the strategic plan appears sound and would deliver concrete results. The SM has already organized a plan concerning the FLP, which was presented and discussed with the EEAP. It was evident that the additional income generated by the FLP will secure long-term viability of the program and may possibly contribute to the overall expansion, development and international competitiveness of the SM.

Overall, the objective is to attract excellent students from foreign countries and from around the Mediterranean region and students from the Greek Diaspora to study in Athens and the Country of their origins. This aim seems realistic and achievable taking into account the international presence and reputation of the School of Medicine of NKUA, since it participates in international educational Organizations and Networks of Universities and student associations. Today, NKUA participates also in efforts to create a European University (CIVIS)

and also intends to enter into new strategic partnerships with well-known Universities of Europe, to significantly increase the number of foreign students, by developing English-speaking postgraduate and undergraduate curricula. This will also strengthen its research infrastructures, to enable its academic staff to participate in more international research and collaborations and support its mobility, inviting respectively foreign renowned professors and researchers to contribute to the activities of the University.

A separate website in English and Greek has been created for the FLP at <https://medicen.uoa.gr> (English) and <https://medicen-el.uoa.gr> (Greek). In addition, an English language website has been developed/already existing in School of Medicine including the following Master programs: Molecular Biomedicine, Nanomedicine, Clinical Neuropsychology and Endovascular Techniques.

NKUA and SMs main strategic objectives on which the implementation of the FLP will be initiated are:

1. Upgrading and continuous improvement of the teaching methods
2. Strengthening of Extroversion - Internationalization and increasing mobility of students and faculty members
3. Strengthening and promoting research activities and innovations
4. Improving services and infrastructure to support foreign students
5. Human Resources Development and Management

The EEAP proposes that the following measures should be taken by SM in agreement with the institution to ensure that its FLP will be attractive to students:

- Create an international student support office.
- Obtain insurance contract for foreign students.
- Develop special protocols or memoranda of cooperation.
- At a low cost, students will have the possibility of dining in the Student Club,
- Create a Study and Career Liaison Office.
- Create a Counselling and Psychological Support Centre.
- Develop Information material for students about services offered to them (in English).
- The provision of knowledge with emphasis on both basic sciences and clinical work through modern educational practices such as problem-based learning (PBL).
- Cultivation of critical, creative and research thinking.
- Incorporating where possible international research into laboratory and clinical work.
- Conducting laboratory and clinical work in combination with international research

## Panel Judgement

<b>Principle 1: Strategic Planning</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

EEAP recommends several important actions, which must be performed by SM and NKUA prior to initiation of the program in order to be completed on time:

- Increasing the teaching staff in SM.
- Increasing the administrative support staff, delegating separate jobs for the FLP.
- Ensuring that all involved staff, inclusive the instructors out in the clinics, be training to teaching in English by professional way, as the common language used by the FLP is English.
- Supporting students with scholarships.

## Principle 2: Quality Assurance Policy

**ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.**

*The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.*

### Foreign Language Programme Compliance

The commitment to quality maintenance and improvement is well documented in the main proposal and in Appendix Θ. The main purpose of a quality assurance policy is to monitor performance, intervene to remedy shortcomings of performance in relation to goals and adjust the goals, if appropriate or necessary. Towards this, the FLP planning includes:

- Defining objective, measurable and observable targets for the quality of FLP at a par with the Greek-speaking program.
- Participation of students in e-questionnaires evaluating courses and academic experience.
- Conducting an annual internal evaluation of FLP in collaboration to identify weak points and improving actions.
- The continuous improvement of learning and teaching, research and innovation.
- The aim will be in full alignment with European and international standards (ECTS system).

Specific targets are enumerated in Appendix IB. However, we could not see in this appendix, or in any other document, an evaluation of the proposed targets by the S.M.A.R.T. methodology. Its use may provide some important feedback towards improvement.

**S.: Specific.** The approach to student feedback is well described, and the full planned questionnaires are detailed in Appendix IO. This is an important criterion, but not the only one. The annual internal evaluation should take into account a broad range of quality indicators. This should be better described. What specific information will the internal evaluation use? These should be specifically enumerated.

**M.: Measurable.** The ultimate quality indicator is the future careers of the graduates, in terms of academic achievement post-graduation and integration in the health-care systems of their countries of origin, or internationally. However, this information will take years to accumulate, necessitating the use of proxies. Such proxies will be student satisfaction and academic achievement. The presence of well-established and successful Greek-language programme,

which the FLP will aim to emulate, provides an ideal evaluation benchmark. Some adjustments will almost certainly need to be made, given the many factors that differ between the two programmes (see A.R. section).

**A.R. Attainable-realistic:** An undertaking such as a second FLP in Greece does come with some risk. Success will depend on factors that are not documented well in the proposal and are hard to predict. The two most important will be (1) wide enough interest among potential students so that the highest-quality ones can be chosen, and (2) the feasibility of recruiting sufficient teaching personnel. Some market research by Greek embassies is mentioned but the methodology of obtaining level of interest, or the specific numbers, are not specified. How meaningful the evaluation will be, depends on the assiduity of the students in filling the evaluations and the accountability of the teaching personnel, which are hard to predict.

**T. Timely:** This FLP is a relative late-comer in the field, given the existing competition in Europe and, specifically, the Balkans. The quality policy implementation needs to start before the program even starts admitting students.

### Panel Judgement

Principle 2: Quality Assurance Policy	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Develop a protocol with specific tasks and criteria (in bullet form) for the annual evaluation.
- Establish a formal process for comparing quality indicators between the FLP and Greek-language Program

### **Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes**

**ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE 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 FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, 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 (ECTS), the option to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution.*

*The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).*

#### **Foreign Language Programme Compliance**

The design and monitoring of the program's quality is well described in the submitted documentation. We could not find the bilingual guide in any of the appendices, but the course outlines are thoroughly documented in detail (Appendix IE) and appear to align well with the state of the art in learning towards a medical degree. The list of teaching staff (Appendix ΙΣΤ') includes 450 faculty, 50 Emeritus faculty, 100 doctoral candidates, and (for part-time or distance teaching) 50 academics of the Greek diaspora. It is not made clear how the additional burden of teaching the FLP students will impact on their (presumably full-time) commitment of the existing faculty to teach in the main, Greek-language medical curriculum.

A feasibility study is submitted as Appendix IF. The Greek term "Μελέτη σκοπιμότητας" is used which, strictly speaking, means the study of "advisability" rather than "feasibility" and the document contains a mixture of both. The study appropriately addresses the most important feasibility issue, which is the attracting of a sufficient number of students, of sufficiently high academic calibre. It enumerates the apparently successful and self-sustaining FLPs in Italy, Cyprus, Eastern Europe (including the Balkans) and points out the far superior stature of ΕΚΠΑ. The advisability side mentions the outreach strategic priorities and international aspirations of the Faculty of Medicine. A SWOT analysis points to the high international standing of the ΕΚΠΑ

and the broad network of its teaching health-care facilities as strengths. Under Weaknesses, limited research funding and facilities maintenance budget is mentioned, without proposing a solution. Learning from the experience with the recently established Humanities FLP, evaluation of foreign students' academic credentials is pointed out as a problem, in addition to several others of bureaucratic nature and lesser importance. Under opportunities, multiple indications of interest are mentioned, expressed by foreign governments and potential students. No specifics are given (which countries? which embassies?) so this is hard to assess. The pandemic is mentioned as both a source of Opportunity and as a Threat.

Finally, under Viability, the budget is discussed but figures are given only for income, without providing estimates of expenses.

QAU records were not found in the materials provided to the committee.

### Panel Judgement

<b>Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Provide more specifics about the work burden of current teaching staff at the Greek-language programme and estimates of the margin available for teaching in the English-language one.
- Present a quantification (approximate estimate) of the number of applicants expected, if possible, per country of origin (at least for the most highly targeted countries).
- Provide more specifics about the anticipated expenses of the new program, to support the confidence that it can be covered by the expected income.

## Principle 4: Student-Centred Learning, Teaching and Assessment

**ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*In the implementation of student-centered learning and teaching, the academic unit:*

- *Respects and attends to the diversity of students and their needs, enabling flexible learning paths*
- *Considers and uses different modes of delivery, where appropriate*
- *Flexibly uses a variety of pedagogical methods*
- *Regularly evaluates and adjusts the modes of delivery and 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*

### Foreign Language Programme Compliance

The provided student survey questionnaires for assessment of the programme in general, for the subject and for the teacher are standard and appear adequate (Appendix IO). A target of completion by at least 50% of the students is commendable but probably not realistic. The operating procedure for complaints and appeals is described in Appendix D. On a first approach, the student addresses the issue with the Academic Advisor. If further action is required, the student can submit a request in writing to the Study Program Committee. There is, in addition, the office of Student Advocate, that serves to facilitate the relations of the student with the administration.

An important component of Student-Centered Learning is supported by the institution of the Academic Advisor (Appendix ΣΤ'). Each faculty member will act as academic advisor to a small number of students. The student will meet the advisor at least twice per semester, at the beginning and then after the results of the final exams is known. Counselling and support will be given for academic as well as personal matters, and the advice is non-binding for the student. A meeting with the student can be initiated by the advisor if problems are signalled by teaching faculty. Finally, the advisor is expected to provide career counselling to students nearing completion of their studies.

Teaching methods and student assessment are covered in Appendix IE, separately for each subject and course. There might be a little too much reliance on written examinations in the



pre-clinical courses, but in clinical subject matters, the balance between written exams and performance assessment on the wards appears quite reasonable.

A plan for insurance coverage of the students is presented. The amounts for illness requiring hospitalisation appears inadequate.

### Panel Judgement

<b>Principle 4: Student-Centred Learning, Teaching and Assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Provide more details about how the students will be required/encouraged to make seminar presentations to their peer group and the larger academic community.
- Reconsider the insurance coverage for illnesses requiring hospitalisation. It appears too low. Given the young age of the insured, and the expectations that the vast majority will be in good health, the additional premium cost should be quite modest.

## **Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes**

**ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).**

*The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:*

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

*Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).*

*All the above must be made public within the context of the Study Guide.*

### **Foreign Language Programme Compliance**

The admission criteria are well described and satisfactory. More specifically, candidates would be evaluated according to their previous high school and national examinations grades, knowledge on specific topics such as biology, physics and chemistry. Furthermore, the efficacy in communicating English language will be an important criterion. Finally, additional criteria will include reference letters and the candidate's application essay and possible reviews grades in international tests.

The rights and obligations of the students have been based on the same rights publication the students attending the Greek language program and are appropriate.

The language of instruction will be English. However, the students would be offered courses in Greek language. It is expected that the students will acquire a basic knowledge of the Greek language during the first 2 ½ years off their studies, either through the offered courses or through their acquaintance and socialization with Greek students or friends. This would be extremely helpful as it will greatly enable the students successful progress to the clinical phase of their training, during which they will need to be able to communicate with Greek patients.

Upon finalizing their studies, students will be awarded a Medical Degree (Ptychion Iatrikis). The same requirements regarding duration of studies, both for theoretical and practical training that are required for the same degree for students attending the Greek language program will be applied. Given that the Greek language program has already been reviewed and accredited and that the quality of this degree is well appreciated worldwide, there are no concerns regarding the quality of the offered degree and its recognition.

Student mobility will be ensured by participation in the Erasmus program which is available to all students at European universities.

### Panel Judgement

<b>Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Provide a more structured program for the immersion of students to the Greek language.

## **Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes**

**ACADEMIC UNITS 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 academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the 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. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.*

### **Foreign Language Programme Compliance**

Teaching will be performed by qualified academic staff of the Medical School. The School employs a large number of faculty and a sufficient percentage of them have adequate knowledge of the English language that will allow them to successfully perform their teaching duties.

An additional source of teaching staff will be the emeritus professors at the school who are allowed to participate in teaching activities.

In addition to the above, the school will invite faculty from well recognized universities abroad, mainly members of the Greek diaspora, to provide lectures and/or seminars for the students.

Teaching staff mobility will be encouraged and will be regulated according to the same principles that apply to the Greek language program.

Teaching staff will be evaluated by the students through surveys in the same way that evaluations are being performed in the Greek language program.

The school has a large research program and a considerable part of this is in collaboration with other universities, either in Greece or abroad. Students will be encouraged to participate in a similar way to that apply to students of the Greek language program.

## Panel Judgement

<b>Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- Ensure that there will be no differences in the quality of teaching staff between the English and Greek language programs. This can be achieved by alternating teaching staff in the two programs.
- Encourage students to participate in the evaluation process and complete surveys.

## **Principle 7: Learning Resources and Student Support of Foreign Language Programmes**

**ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES, ETC.).**

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP 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 -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), in addition to the shift towards student-centered 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. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.*

### **Foreign Language Programme Compliance**

All required funding will be covered by the students' tuition fees. The presented budget to the committee seemed reasonable. As the program has not started yet, there is no clear evidence regarding the ability of the school to successfully run this program without financial losses. However, there is no evidence that there will be financial losses as well. The feasibility of the financial plan should be reevaluated after the first one or two years when audits of the budget can be performed.

The medical school has all required facilities for a successful landing of the program. Of importance, a brand-new building will be used for teaching all preclinical courses. In addition, the school has appropriate IT infrastructure.

There will be no dormitories for the students but there will be support, to help them find accommodation. On the other hand, the school will provide appropriate career counselling and will help them to accommodate to the Greek lifestyle.

The library and sport facilities are appropriate. All students will also have appropriate health insurance.

The administrative staff is appropriate and capable of providing all required support.

## Panel Judgement

<b>Principle 7: Learning Resources and Student Support of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

Once the program starts running, there should be close evaluation of the financial situation. Frequent audits that they would ensure that the program can support itself without being a burden to the Greek-language one.

## **Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes**

**ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.**

*Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).*

*The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.*

*During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).*

### **Foreign Language Programme Compliance**

The School of Medicine proposal for accreditation of their FLP is based on established procedures for the collection of data, especially those relevant to the internal quality assurance system. These include student personal data details, student performance and progression, student body profile, student progression, success and drop-out rates, student satisfaction, availability of learning resources and student support. There is a mature system in place used in the Undergraduate program for native students. These mechanisms are described in detail in the proposal for accreditation. This program will now have to adapt to the use of English language. A dedicated section of the Administrative personnel (Γραμματεία της Σχολής) specifically for the FLP will be the custodians of the information and they will manage all issues around societal needs and foreign student integration.

It is mentioned that students personal and performance data will be held in 2 secure databases one in the Course Organizer (Συντονιστή) personal PC and one in the administrator of each Laboratory or Clinical Dept. Given the large number of different Laboratories or Clinical Dept the students will encounter during their studies, such scattered storage of data should be avoided. Our opinion is that personal data should be better protected in one central database with secure access from the Course Organiser and administrators with appropriate access clearance. The School should seek advice from experts in cyber security to identify the most secure method for storing personal data.

We encourage the School to introduce early and obtain at regular intervals student satisfaction surveys to keep a close eye whether the FLP meets the expectations of foreign students many of whom are not familiar with the Greek education system and most likely will come from



diverse socioeconomic and ethnic and religious backgrounds. This information will be essential, in order to identify and implement, possibly urgent, modifications and adjustments in the program to meet student needs.

Information around the teaching staff will be available online for the students. The School is confident about the quality of its teaching staff and DEP members and competence in teaching in a foreign language. Although we have not been able to confirm this claim we have no reason to dispute it. However, we would urge the Supervising Committee (Επιτροπή Εποπτείας του Προγράμματος) to be extremely vigilant and be prepared to offer additional support around language and teaching methods if required.

The FLP will take advantage of the extensive infrastructure of the School and the University in general. The University is building a dedicated new preclinical teaching building for the FLP students, and the program will make use of the extensive existing facilities for preclinical and clinical training. The latter will be delivered at multiple sites and, therefore, similar issues previously identified by the Accreditation committee remain of establishing and monitoring uniformity of quality standards.

### Panel Judgement

<b>Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Assess competence and adequacy of cybersecurity measures around storage of student personal data
- Introduce early satisfaction surveys and monitor closely students' feedback and comments, in order to harmonise practices and meet needs and expectations of students from diverse backgrounds
- Offer support to teaching staff if and when required
- The fragmented clinical teaching landscape remains a challenge and the School needs to have complete control of the process to avoid uneven standards of teaching quality.

## Principle 9: Public Information concerning the Foreign Language Programmes

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

*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 Foreign Language 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, as well as graduate employment information.*

#### Foreign Language Programme Compliance

The Medical School of NKUA publishes information about their teaching and academic activities in a clear, accurate, objective, up-to-date and easily accessible manner. The main paths for communicating this information are:

- The official website (<http://school.med.uoa.gr/> and <http://grammateia.med.uoa.gr/new/>).
- The analytical Studies guide is also available at (<http://grammateia.med.uoa.gr/new/viewforum.php?f=127>) and includes the requirements for admission and graduation for the students.
- Information for most courses is downloadable in (<https://eclass.uoa.gr/>), including announcements, learning objectives, required reports, timetable, multimedia, etc. Moreover, all course outlines of the program are complete and available online.
- Moreover, The Medical School of Athens and their academic units provide information about their activities, including programmes they offer through collaboration with many international institutions and conferences.

The School has also put in place additional resources specifically for the FLP. These include:

- A dedicated website in both Greek and English at <https://medicen.uoa.gr> (English) and <https://medicen-el.uoa.gr> (Greek) to describe the program and provide information around the study guide and regulations and available facilities. The website also contains important information around student life, living in Athens, visa and housing information, social aspects of life in Athens, sports facilities and abundant information to allow a smooth transition into student life in Athens.
- The platform <https://eclass.uoa.gr> also contains information in English around the various subjects and electronic copies of lectures, questionnaires, calendar etc.

A notable aspect of this info-website is availability of mental health support as this is increasingly becoming an important problem among students worldwide and require appropriate care and measures in place.

The website also encourages direct communication channels between the students admin staff and academic tutors, a standard practice in international programs. It is encouraged that admirative staff to start using media platforms such as *Twitter* and *WhatsApp*, media that most young people are using routinely for group chat and educational purposes.

The platform *synergasia* (<https://synergasia.uoa.gr> ) is also mentioned as another source of information although inspection of the website by the Committee demonstrated that the content is currently offered only in Greek.

Although it is mentioned that printed leaflets will be available, we believe this practice should be discouraged and gradually abandoned as in most developed western counties it is not commonly used anymore.

We also recognise that emphasis is given towards exposure of FLP students to various clinical and basic research activities and international achievements of the School of Medicine. Research intensity and international excellence is one of the unique selling points (UPS) of the School of Medicine and this should be further encouraged and become the standard level of engagement with these students.

Overall, the measures in place are adequate and extensive.

### Panel Judgement

Principle 9: Public Information concerning the Foreign Language Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- The School should establish modern methods of communication to interact with students and prospective applicants, including online tours and experience, ‘taster days’ etc. Printed forms of communication should be discouraged.
- The departmental website will become the focal point of these students new life. In order to achieve a smooth transition into university experience in Athens, it will be important to ensure that help is available, including mental health support.

## **Principle 10: Periodic Internal Review of Foreign Language Programmes**

**ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR FOREIGN LANGUAGE 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 FLP aims 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 FLP in 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 FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP is adapted to ensure that it is up to date.*

### **Foreign Language Programme Compliance**

The School of Medicine has established ongoing monitoring and yearly internal review mechanisms to ensure compliance and excellence of the traditional undergraduate program part of the Greek university education system.

This will form the basis for the internal review process of the FLP which will also contain additional elements including questionnaires that are specific to the FLP activities and will invite feedback from students around a number of key parameters including lectures content and methods used, resources offered learning objectives, training methods and material, clinical exposure, quality thoroughness and usefulness of teaching assignments etc. These questionnaires will also include quantitative elements of data gathering information such as frequency of attendance and time spent on preparation.

The internal review process also focuses on the language and communication skills of the students cohort recognizing that although the main teaching language of the FLP will be English taught by mainly Greek faculty, for many students this will not be their mother tongue but a foreign language with different levels of language skills. This adds an additional level of complexity and heterogeneity of the students group that potentially might compromise effectiveness of teaching and hamper teaching objectives.

The School correctly recognized the need for rapid revision of the FLP questionnaires and evaluations as they develop more experience with managing this educational programme with unique requirements to ensure they are capturing the correct information; they also need to provide a better plan how they plan to act on it quickly and implement revision and corrective measures. This is of particular concern for the Accreditation Committee as the Academic

institutions in Greece are governed by a labyrinth of bureaucratic procedures and mechanisms that in general, do not allow rapid introduction of changes.

The submitted accreditation proposal describes a linear relationship between students feedback and FLP Overseeing committee. It is not clear how these fits with processes and committees of the internal evaluation structures that oversee the traditional undergraduate curriculum taught in Greek. We previously identified great strides and efforts by the School to develop and implement a functional and effective internal review mechanism, but it is unclear whether there will be any interactions. We certainly hope so.

### Panel Judgement

<b>Principle 10: Periodic Internal Review of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- The School should pay particular attention to the language skills of both lectures and students as this might prove to be an important barrier and compromise the education experience of students. They should be prepared to implement rapid corrective actions when required, by offering additional tutorials on improving English language skills.
- Recognising they need for rapid implementation of changes the EEAP would like to see a clear plan of how proposed changes will be implemented as well as a better description of the relationship between the FLP overseeing committee and the Internal review and evaluation structure.

## **Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes**

**FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES 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 FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required*

*The accreditation of the quality of the FLP 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 recommendations submitted by the committee of experts for the continuous improvement of the FLP.*

### **Foreign Language Programme Compliance**

The School of Medical at EKPA has already undergone two rounds of external review in 2014 and 2019, administered by the Hellenic Quality Assurance and Accreditation Agency. Since some members of the current accreditation Committee were also members of the 2014/2019 evaluation committee, we are pleased to observe a positive attitude towards the benefits of external review, which is now fully embedded in School ethos and values.

We expect this approach will continue in the evaluation of the FLP and assessment of compliance of the programme with the HAHE standards, will acts as catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

We would like to see, that useful instruments of the traditional UG course for internal evaluation, such as regular evaluation and update of objectives of each course and of the general curriculum will also apply to the FLP, as well as the commitment of the School's leadership to excellence in education and training of the 'sister' course.

The FLP accreditation proposal of the School provides ample evidence that observations and suggestions for improvement in the traditional UG program have been taken into account in the design of the FLP, in particular elements such as:

- mechanisms to ensure continuous quality improvements of the School educational experience
- revision and improvement of the UG curriculum to include latest developments in the field
- emphasis in the development of the international competitiveness of the students buy encouraging placements abroad

- improvements in the delivery of the curriculum to optimize students time spent at the Schools premises
- emphasis in students feedback especially around clinical training to assess and correct, if necessary, any potential failures in teaching standards; teacher: student ratio to optimize educational outputs; efforts to minimize training fragmentation in multiple sites that require unnecessary movements and transport of students

We are keen to see that all academic faculty and all members of staff that will be involved in the delivery of the FLP re fully aware of the importance of the external review and its contribution to improvement.

### Panel Judgement

<b>Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The EEAP would like to see a more coherent plan how any deficiencies identified during the internal or external review process will be actioned and how this integrates with existing structures of the traditional Greek-language UG programme.

## PART C: CONCLUSIONS

### I. Features of Good Practice

- Considering the current needs of the Greek Universities and Greece's development as a forward-looking nation and in harmonisation with the EU, the undergraduate FLP in Medicine at the NKUA represents a new and pioneering strategy that may serve as a foundation for future evolution of higher education in Greece.
- The School of Medicine of NKUA at present participates in international educational Organizations and Networks of Universities and student associations, i.e. the Erasmus Programme that is part of the European Life-Long Learning Programme (LLP), the Hellenic Medical Students' International Committee (HelMSIC) <http://www.helmsic.gr/en/>. Today NKUA participates also in efforts to create a European University (CIVIS) and intends to enter into new strategic partnerships with well-known Universities of Europe.
- The new undergraduate foreign-language curriculum in Medicine fulfils the requirements that one expects to see in relation to the number of subjects, clinical training and hours allocated to ensure adequacy of learning experiences by students. It is envisaged that obtained learning outcomes and qualifications of the graduates from the undergraduate FLP in Medicine of NKUA will be in accordance with the European and the National Qualifications Framework for Higher Education.
- The Diploma and associated Diploma Supplement provide a complete account of all courses, ECTS credits, grades, motilities, special training activities, including statistical diagrams of the organisation and placement of the NKUA programmes in the European scale of higher education systems. The existing facilities and Services of the School are of good standard and the new building on Mikras Asias street, will develop infrastructure that appears to be sufficient to meet the additional teaching requirements.
- The current faculty is well supported by the administration of the medical school and has been provided with the necessary means for their personal/professional needs in terms of research, innovation, and self-development, and according to the plans will be complemented by a large number of newly recruited faculties.
- All the FLP-students will be equally provided with an Academic Advisor/Mentor, who will oversee their progress and will advise them about career planning and their educational needs. According to the plans, there should be opportunities for early engagement in research activities, as students will be continuously stimulated not only by their Academic Advisor/Mentor but also from the surrounding faculty they will come in contact with.
- There should be a special website in English with all information related to the University's activities should be available. The website should be easily accessible to both students and faculty members of the undergraduate FLP in medicine.
- A well-developed e-learning programme is available to the students for their needs. Innovative teaching techniques such as virtual learning and simulation techniques are also available to support the needs of the students and to enhance their educational experience.
- A well-organised system to receive and respond to student complains based on the actions of the Committee for Student Problems, the SM General Assembly and specific functions provided by the SM and the NKUA, is expected to be extended to the international students.



## II. Areas of Weakness

### Major

- The already large number of students assigned per clinical department will increase further, the School must ensure that all international students get access to equally good clinical practice.

### Minor

- The medical school's clinical training takes place at 15 different dispersed teaching hospitals, the EEAP finds that there is a lack of centralization and consequently the efficiency, which may be further affected by the increasing number of students.
- Although the School has a reasonable budget and good influx of funding, the budget can be tight, therefore there is a financial scope for improvement in the need for effective management of unforeseen circumstances.
- Although there is an Accessibility Unit for Students with Disabilities in NKUA, further improvements can be made in accessing University premises for foreign students with special needs.

## III. Recommendations for Follow-up Actions

- It is of great importance to enhance the teaching staff of Medical School, especially with professors from well-recognized universities from abroad. In order to eliminate any discrepancies and uneven teaching quality between the Greek and the English-speaking medical school, it is encouraged to include professors from abroad to present lectures to both students' groups. This would also give the benefit to students to participate in the clinical setting of other university hospitals abroad (ex. Through summer externships) and to different research programs, in cooperation with their professors.
- In addition to the first point, it is a great chance for the university to employ, not only part-time, but also full-time professors from the Greek diaspora, who might seek the opportunity to continue their academic career back in Greece. We should keep in mind that candidates with an experience of teaching medicine to international students could provide a great advantage and prestige to Medical School.
- Coupled with the English-speaking undergraduate medical course, there might an opportunity for increasing the number of English-speaking master programs. However, such potential expansion should be targeted, and quality of the program should be the overarching guide.
- The School should also be prepared in case medical students, from other universities of abroad, choose to interrupt their medical studies (due to personal or economic issues) decide to transfer their studies in Greece. Is there going to be recognition of some courses? Same thing applies for students that wish to receive the Doctor of Medicine as a second diploma (for example graduates with a bachelor in Dentistry, Pharmacy or Biology). Are they going to receive the Doctor of Medicine in six or in less years in line with current practice in the UK and US?

- Greek teaching courses should be highly prioritized. It is recommended that until year 4, where students enter the clinical setting, they should at least have a competency in the Greek language of B1 level, so that they can communicate with patients, medical staff and other students.
- World Federation for Medical Education, known as WFME, is a well-recognized organization that aims to evaluate the quality of medical schools worldwide. Through different standards, and in communication with the Greek-panel of accreditation of Medical School, it is of great importance for the School to receive the WFME accreditation in some years. Not only the school will receive great notes on how to improve itself, but it will also surely make the Medical School of NKUA competitive among other schools.
- Coordinate the recruitment of new faculty for the undergraduate FLP in Medicine with the measures of recruitment and promotion of existing faculty to generate the necessary critical mass of faculty that is necessary for the new programme.
- Ensure that the new clinical groups size is small enough to achieve flexibility and effectiveness in learning.
- Work closer with the hospital and private sector stakeholders in order to develop the undergraduate FLP in Medicine according to the current needs of the international labour market.
- Encourage international student participation in course and SM curriculum evaluations.
- Integrate the international students and their programme, to an "open-house" day for interaction between SM and the public.
- Work with proper follow-ups aiming at developing the undergraduate FLP in Medicine as a foundation for the future evolution of higher education in Greece.
- Enhance the program of training faculty by increasing pedagogic and professional training skills and incorporating the extra teaching staff allocated to the undergraduate FLP.
- Ascertain that the new concept of mentors will be properly applied to the undergraduate FLP. Mentors should be selected among the faculty that permanently reside and work at SM/NKUA.
- Plan for a mid-term evaluation of the undergraduate FLP relatively fast and possibly before the graduation of the first admitted students (i.e., around the 3rd year of the new programme), in order to generate knowledge on progress and uncover potential problems.

Due to the travel restrictions related to the COVID19 pandemic, the EEAP did not have the opportunity to visit the School of Medicine of NKUA and evaluate the facilities and to meet with faculty members face-to-face. The evaluation process thus, took place via the virtual rooms and this is considered as a limitation of the whole accreditation procedure. The Panel had the opportunity to engage in a dialogue and questioned a number of faculty members, The Rector of NKUA, the vice Rector and President of MODIP, and the Head and Dean of the School of Medicine, which was extremely helpful. However, the Panel members were not given the opportunity to randomly choose University personnel members (faculty and administrative staff) for their interactions.

In conclusion, both the School of Medicine and the Rectorate of NKUA showed great enthusiasm and confidence, and all emphasised the importance of running the FLP in Medicine for the School of Medicine strategic plan, and for the NKUA and not least for the country. In addition, the SM in collaboration with NKUA showed to be well prepared concerning the Quality Policy and facilities, in all necessary parts for starting the new FLP in Medicine, the EEAP consider that they have established excellent foundations to succeed in their plans and deliver a highly successful undergraduate course.

#### **IV. Summary & Overall Assessment**

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11.**

The Principles where substantial compliance has been achieved are: **None**

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

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Prof. Nikolaos Venizelos (Chair)**  
Örebro University, Örebro, Sweden
- 2. Prof. Constantin Polychronakos**  
McGill University Health Centre, Canada
- 3. Prof. Dimitris Grammatopoulos**  
University of Warwick, Warwick, United Kingdom
- 4. Prof. Aristides Veves**  
Harvard School of Medicine, United States of America
- 5. Dr. Andreas Pagkalis**  
Member of the Panhellenic Medical Association, Greece