



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# Accreditation Report for the Postgraduate Study Programme of:

**Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients**

**Department: Medicine**

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

**Date: 5 July 2023**

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients** 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 postgraduate study programme of **Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients** 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. Professor Andreas PAVLAKIS (Chair)**  
Philips University, Nicosia, Cyprus
- 2. Professor Dan BENARDOT**  
Emory University, Atlanta, USA
- 3. Professor Panagiotis KARANIS**  
University of Nicosia, Nicosia, Cyprus
- 4. Professor Nicholas KTISTAKIS**  
Babraham Institute, Cambridge, UK
- 5. Mr. Georgios PETMEZAS**  
PhD Candidate, Department of Medicine, Aristotle University of Thessaloniki, Thessaloniki

## II. Review Procedure and Documentation

The panel met on the 3<sup>rd</sup> of July 2023 to review all documents supplied, all of which had been pre-read, and agree on key questions and issues to focus on during our evaluation. We have been supplied with sufficient information to help with our deliberations. The meetings and discussions were conducted online over three days, from the 3<sup>rd</sup> until 5<sup>th</sup> of July 2023. The below list shows all the documents we have received (with indicative translations to the actual name of the original file name in Greek):

- A1. Proposition of Accreditation from the School of Medicine
- A2. Policy of Quality
- A3. Goals of quality assurance for the University
- A4. Decision of the Senate
- A5. Student Study Guide
- A6. Courses Outline
- A7. Teaching Staff
- A8. Internal Evaluation Outcomes
- A9. Evaluation from the Students
- A10. Complaints Management Guide
- A11. Academic Counsellor Rules
- A12. Internal Rules of the PSP
- A13. Deontology of Research Rules
- A14. Rules of Practical /Clinical Practice, Mobility & Assignments
- A15. Sample of Diploma Supplement (in Greek & English language)
- A16. Performance Report of Academic Personnel in Scientific, Research and Teaching work
- A17. Report of the Integrated Information National Quality System
- A18. Compliant on Previous External Evaluation Report
- A19. Additional Documentation:
  - i. Utilization of Tuition Fees
  - ii. Evaluation by Students of PSP (Graphics)

We also had an online Teleconference with the Director of the PSP and OMEA & MODIP representatives (EEAP, OMEA & MODIP members, MODIP staff) to discuss the degree of compliance of the postgraduate programme to the Quality Standards for Accreditation. The purpose of the teleconference with teaching staff members was to discuss professional development opportunities, mobility, workload, student evaluations; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities

directly related to the programme; possible areas of weakness. Students who participated during the teleconference expressed clear satisfaction from their study experience and School/Institution facilities; their opportunity to have an input in quality assurance; priority issues concerning student welfare and employability.

We had an on-line tour of lecture halls, laboratories, and other facilities. Discussion about the facilities presented in the video produced for this purpose to evaluate facilities and learning resources to ascertain that the learning materials, equipment, and facilities are adequate for a successful provision of the programme. In addition, we held a teleconference with employers and social partners, to discuss relations of the school with external stakeholders from the private and the public sectors. The entire process was conducted in a spirit of collaboration, staff have been helpful and honest of the issues of the programme, and they were very much willing to supplement information with whatever we had requested to assess. We thank everybody for the open and helpful discussions and arrangements.

Given that the entire process of evaluation is aimed at improving quality, as the EP we wish to point out that the simultaneous and time-pressured evaluation of two PSPs. We are concerned that this parallel evaluation may have diminished our full understanding of the unique programs that were evaluated.

As members of the EP, we feel obliged to point out that the three-day evaluation process was carried out in a spirit of cordial cooperation with the staff members of the involved bodies (OMEA and MODIP) of the University of NKUA as well as with all the staff of the Programme's Teaching staff. The participating staff members in question showed admirable readiness and willingness to provide additional information to help the EP become fully informed of the School's activities in general. Finally, we would like to thank everyone for the productive and helpful discussions and arrangements that made our work easier.

### III. Postgraduate Study Programme Profile

The Program was founded on 27/05/2016 and re-established on 29/06/2018, is credited with 120 ECTS and has a duration of 4 semesters including the preparation of a master level dissertation. In addition, part-time study is possible under certain conditions. The Programme is flexible due to it implements the European Credit Transfer System (ECTS) providing the guarantees for international academic and professional recognition of the qualifications awarded by the School of Medicine. The qualification award is «Diploma Metaptichiakon Spoudon», which is equivalent to a master's degree in **«Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients»**.

The level according to the Greek system of study is post-graduate

- Level according to the Bologna Process structure: 2<sup>nd</sup> cycle
- Level according to the National Qualifications Framework: 7
- Level according to UNESCO's International Standard Classification of Education ISCED 2013: 7

The purpose of the PSP is to provide training and specialization to postgraduate students to enable acquisition of a strong scientific background and skills in restoring the functional capacity and quality of life of patients with chronic respiratory and/or cardiac diseases, as well as helping patients following discharge from the Intensive Care Unit. The dual benefit graduates receive from this program is that they become well-prepared to meet the increased demands of providing health care and rehabilitation to these patients and also increase their chances for professional advancement.

More specifically, students:

- are trained in the rehabilitation of patients with lung and heart problems and patients after hospitalization in ICUs.
- practice the application of techniques used to rehabilitate these patients.
- Are encouraged to place particular emphasis on promoting research and cultivating critical thinking.

Courses are taught in-person or remotely through an online training platform, providing asynchronous distance learning services. Educational material is posted on the platform, which includes notes, presentations, exercises, indicative solutions, as well as recorded video lectures. Attending courses/workshops, etc. is mandatory. A postgraduate student is considered to have attended a course (and therefore has the right to participate in the exams)

only if he/she has attended at least 80% of the course hours. Otherwise, the postgraduate student is required to attend the course again during the next academic year.

According to the Internal Regulation of the Program, these procedures and policies will be continued through academic year 2031-2032, provided it satisfies meets the criteria of internal and external evaluation, in accordance with the current legislation.

The committee wishes to stress that for the courses offered with the distance methodology, the relevant methodology applied at the Hellenic Open University must be followed (i.e., each course must be accompanied by a Study Guide that is consistent with the methodology of distance education and the need for students to interact with the educational material). The Study Guide includes the following for each week of the course:

- Clearly stated objectives and expected results of the programme modules.
- Presentation of the material, per week
- The activities and exercises with clear instructions for posting, discussion and feedback.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

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 THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

*The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.*

*Indicatively, 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 postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.*

*In particular, in order to implement 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 postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

#### **Documentation**

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

#### **Study Programme Compliance**

The PSP of **Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients** of NKUA is fully compliant regarding principle 1 for Quality Assurance Policy of the Institution and the Academic Unit.

The NKUA internal evaluation committee (OMEA) and a Quality Assurance Unit (ΜΟΔΙΠ) are responsible for ensuring the quality and ongoing improvement of the university and the PSP under evaluation. The above-mentioned committees were elected and have established responsibilities according to directives that have to be followed to ensure the quality of the institution and the PSP under evaluation.

The NKUA, through the Internal Quality Assurance System has created all the conditions and has adopted the procedures for the evaluation and improvement of quality, covering all relevant functions and actions of the University. The Internal Quality Assurance System acts within the framework of the mission and responsibilities of the Quality Assurance Unit (MODIP).

For the above all involved parties (students, academic and administrative staff) are informed via e-mail. Also, according to the quality policy of the NKUA, the relative information will be posted on the website of the University, which is currently being reconstructed. The University has issued a quality manual for the uniform application of policies and procedures for the achievement and continuous quality improvement of its offered work.

In conclusion, the Institution has developed the correct methods for the establishment of the necessary committees for internal evaluation and continuous improvement. As an Institution it appropriately includes the opinion of students through the correct resolution methods.

### Panel Judgement

<b>Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

- The questionnaire provided to students for program evaluation currently focuses mainly on courses. The program should consider providing students with programme evaluation questionnaires with factors that address *all* programme parameters, including administrative support, facilities provided, educational materials, courses, clinical experiences, etc).
- Bearing in mind that courses are offered with distance methodology, it would be useful for the heads of the PSP to study and analyse the learning analytics, which is: *«the measurement, collection, analysis and reporting of data about the progress of learners and the contexts in which learning takes place, for purposes of understanding and optimising learning and the environments in which it occurs»*.
- Due to the relatively small number of students, it would be more efficient and more useful to organize, at least annually, focus groups to discuss the issues of the PSP with the goal of improving the educational experience.
- Due to programme similarities, the Internal Quality Assurance System could establish a process for comparing findings and quality indicators between the two PSPs (a) ***Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients*** and (b) ***ICUs Cardiology and Nursing Care***.

## **PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.**

*The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.*

*The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).*

*The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.*

*In addition, the design of PSP must consider:*

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

*The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

### **Documentation**

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

## Study Programme Compliance

### I. Institutional Strategy

#### I. Findings

The postgraduate program "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" was re-established in 2018 to satisfy the conditions that determine the framework within which Postgraduate Programs must operate. The purpose of the program was, and continues to be, the scientific training of postgraduate students in the rehabilitation of patients with pulmonary and cardiac diseases, and patients after hospitalization in the ICU. The purpose is to also provide knowledge around the practical application of techniques used for rehabilitation. There is a particular emphasis on the promotion of research, as well as on the cultivation of critical and combinatorial thinking so that graduates will be able to meet the ever-increasing findings of relevant science and acquire adequate qualifications for satisfying application requirements for positions in related fields.

The programme provides postgraduate students with specialized and high-level scientific knowledge in the fields of rehabilitation of patients with pulmonary and cardiac diseases, to enable the development of critical thinking, combinatorial thinking and skills in solving difficult problems. At the same time, the orientation towards innovation and the development of practices is promoted, as well as the evaluation of the performance of the group's actions. There is a clear focus on helping graduates understand how to best apply the ever-changing science so that they can effectively satisfy the high demands of patient rehabilitation.

The Programme is based at the General Hospital "Sotiria", where an amphitheatre is available at the A University Pulmonology Clinic, which includes a Respiratory Rehabilitation Unit and an Intensive Care Unit. E-class, possibility of online communication between professors – postgraduate students, modern or not.

- In the Programme there is a Secretariat for the support of post-graduate students and all issues of the Programme.
- Postgraduate students can be informed by the study guide and the secretariat of the Programme and the coordinating committee for the services provided.
- Postgraduate students can be informed by the study guide and the secretariat of the Programme and the coordinating committee for the services provided.
- The focus of cardiopulmonary rehabilitation and rehabilitation of ICU patients is to positively impact chronic obstructive pulmonary disease, interstitial lung diseases, lung cancer, heart failure, coronary artery disease, and complications of these conditions from COVID-19.
- The University Pulmonology Clinic includes a respiratory rehabilitation unit and an intensive care unit that are used as an integral part of student education and training. These facilities are critically important for students in the program, as rehabilitation is a complex process that includes multiple interventions that include

physical exercise, education, self-management, nutrition, and psychological support. Evidence shows that pulmonary rehabilitation improves dyspnoea, health status, and exercise tolerance in stable patients, and is likely to also reduce hospitalization in patients who have experienced recent pulmonary disease.

The program includes a wide spectrum of experts in the field of cardiopulmonary rehabilitation, ranging from professors with specializations in physical education to occupational therapy, to respiratory care. The expertise areas provided to students include:

- Physical Education
- Pulmonologist-Tuberculosis
- Internal Medicine
- Rehabilitation Sciences
- Cardiology (both practitioners and researchers)
- Intensive Care Pulmonology
- Respiratory Medicine
- Physiotherapy
- Speech Therapy
- Biostatistics and Epidemiology
- Occupational Therapy
- Anaesthesiology

These human resources who are employed in the Programme consist of academically diverse and well-published individuals, including:

- 15 faculty members (both teaching and research staff) of the Department of Medicine, NKUA
- 2 Emeritus Professors of the Department of Medicine, University of Athens
- 1 faculty member of the University of Thessaly
- 1 faculty member of the University of West Attica
- 1 faculty member of the University of Peloponnese
- 2 members of the teaching and laboratory teach staff of the Department of Medicine
- 2 postdoctoral students of the Department of Medicine
- 1 administrative employee of the Department of Medicine
- 1 academic scholar of the Department of Medicine
- 2 visiting professors from the Department of Medicine
- 10 external collaborators who have undertaken teaching work in the programme.

The tuition fees are used in:

- In remuneration of administrative support of the Programme Payment of teachers. Supply of electronic and software equipment of consumable and non-consumable materials.
- Postgraduate students and professors travel within and outside Greece for scientific events and collaborations.
- Award of excellence scholarships, the number of which depends on the available financial resources, is granted upon the recommendation of the Coordinating Committee and approval of the Assembly of the Medical School to the student who has the highest average grade of all courses of the A, B, and C semester.

The Quality Assurance Policy of the Department of the Medical School is fully harmonized with the Quality Policy of the National and Kapodistrian University of Athens, making the Department of the Medical School fully committed and committed to providing high quality Greek and foreign language higher education to the students who choose it, organizing and implementing High Quality Undergraduate, Postgraduate and Doctoral Programs academic standards and significant added value, both in Greek and English, in the most important fields and fields of science of the Department of Medicine. In addition, the Department seeks to develop a creative research environment, free scientific expression and work for all staff and members of its academic community.

The Department of the Medical School is committed to the implementation of this quality policy, also in the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" which it offers and will offer in the future, implementing the quality procedures provided by the EQMS of the Foundation, with the ultimate goal of its continuous improvement. This Quality Policy strengthens the academic profile and orientation of this postgraduate program, promotes its purpose and object, as well as the implementation of specific goals set each year, while determining the means and ways of achieving the above and ensuring the participation of stakeholders in its evaluation and redesign processes.

In particular, for the implementation of this policy, the Department of the School of Medicine is committed to apply to its postgraduate program the quality processes / procedures provided for and analysed in the Quality Manual of the EQMS of the Institution, and applied at the level of the Curricula of the Department of Medicine with the required specialization / individualization in its Postgraduate Program and in close proximity cooperation with the Quality Assurance Unit of the University (MODIP). All quality assurance procedures of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" of the Department of the Medical School are subject to inspection, review and revision, which are carried out on an annual basis by the EOTC, in collaboration with the Quality Assurance Unit of the Foundation. The processes – procedures applied for the monitoring and continuous improvement of the quality of this Postgraduate Program are the following:

1) **The Implementation of a Quality Assurance Policy of the Programme** "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients", which includes specific quality assurance actions, aiming at creating a framework within which this Postgraduate Program must operate.

2) **The allocation and management of the resources** of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" through procedures that contribute to the best choices in order to achieve the creation of the appropriate environment to achieve the objectives of the Institutions in terms of ensuring the provision of the necessary resources in necessary personnel, funding, infrastructure and equipment, in order to operate and continuously improve the effectiveness of the Programme in terms of the degree of achievement of the quality objectives it sets.

3) **The Establishment of Quality Assurance Objectives on an annual basis of the Programme** "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients". Specific measurable and directly observable annual quantitative and qualitative objectives are selected for the Postgraduate Program, after consultation and agreement between the administration of the Department and the Postgraduate Program, which are evaluated by specific indicators. The achievement of these objectives is considered decisive for the improving the effectiveness of the internal functions (administrative, educational, research) of this Postgraduate Program.

4) **The Periodic Internal Evaluation and Monitoring on an annual basis of the Programme** "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" of the Department of the Medical School in collaboration and with the support of the Foundation's Quality Assurance Unit. In this Programme, an internal evaluation and evaluation of all the processes implemented in it is carried out, so that through the identification of data and issues for correction with the application agreed jointly with the Quality Assurance Unit for improvement actions, to achieve the goals set, with the result being the improvement of the Programme of the Department of Medicine.

5) **The collection of quality data: measurement, analysis and improvement of the Programme** "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients". Effective procedures for collecting and analysing information on this postgraduate studies program (student data, teaching staff, structure, and organization of courses, teaching and provision of services to students of the Programme, etc.) and are fed with data the information system OPESP of HAHE as well as internal information systems of the Department of Medicine and the Foundation.

6) **The Publication of the Information of the Programme** "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients". Through this process, all information concerning this Programme is immediately accessible, up-to-date, and formulated with objectivity and

clarity. The existence of a specialized space on the website of the Department of the Medical School for the promotion of the programme is checked, the existence of a special bilingual page for it as well as the procedures for checking and updating its content.

7) **The External Evaluation of the Programme.** Procedures for periodic certification by HAHE are applied, which is carried out through external evaluation procedures by a committee of independent experts.

8) **The Internal Evaluation of the Programme.** The quality assurance and evaluation procedures of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients" are carried out based on process 4 of the NKUA ESDP entitled "Internal Evaluation" (See Appendix A19.1, NKUA EQA Manual, pp 43-49). These evaluation procedures include evaluation of the teaching work, as well as other academic functions and actions. The Programme of Study is systematically evaluated on an ongoing basis with the participation of students, faculty, and proposals from other interested parties. More specifically, the following are evaluated:

- a) the content of the curriculum according to the most recent research in cognitive object of Restoration in order to ensure the modern character of the Programme.
- b) the workload of courses as well as the course and completion of postgraduate studies.
- c) The degree of satisfaction of students' expectations from the Program of Study, services offered to support their studies and the learning environment.
- d) The courses of the program on a semester basis through questionnaires completed by students of the Programme.
- e) the changing needs of society, the labour market and the adaptation of content; and of the procedures of the Programme in them.

#### **Internal Evaluation Timeline**

- Until 30 October: Annual Planning – Goal Setting
- Until December 15: Activation of Electronic Questionnaires for Students and Seniors
- From 15 December to 15 January: Internal Evaluation by Students, Seniors and members of Teaching and Administrative staff
- Until the end of February: Processing of Questionnaires – Preparation of Internal Evaluation Report
- Until 31 March: Declaration of Quality Data for the Programme and the Department at the OPPEP of HAHE
- Until 15 May: Activation of Electronic Questionnaires for Students and Graduates
- Until 15 June: (a) Internal Evaluation by Students and Seniors (b) Collection by teachers of course bulletins and a special brochure reflecting their research and teaching activity.

- From 15 June to 30 June: (a) Processing of Questionnaires – Preparation of Internal Evaluation Report (b) Processing and evaluation of course sheets and research and teaching activity forms and creation of tables with statistics and qualitative data.
- From 1 July to 15 July: Internal Evaluation by MODIP NKUA- Preparation of a Report of Findings and a List of Improvement Actions

The annual Internal Evaluation process highlights the strengths and weaknesses of the operation of the programme and aims, among other things, to establish new objectives and match them with the desired quality levels.

The implementation of the above procedures ensures: **a)** the appropriateness of the structure and organization of this Postgraduate Program of the Department of the Medical School, which was designed based on the requirements and needs of science and society, as imposed by the increased needs for rehabilitation of COVID-19 patients after hospitalization in ICU, **b)** that the learning outcomes and the resulting qualifications of the graduates of this programme are intended to correspond to the maximum possible extent with the European and National Qualifications Framework for Higher Education Level 7, since health scientists involved in rehabilitation need, in addition to theoretical knowledge, to acquire clinical experience and skills in order to respond satisfactorily to the support of patients; **c)** the promotion of the quality and effectiveness of the teaching work in the said Postgraduate Program of the Department of Medicine through its monitoring by the coordinating committee of the Postgraduate Program, the EOT, the administration of the Department of the Medical School and the MODIP NKUA, with the support of teaching staff from abroad who are fully specialized **d)** that the qualifications of the teaching staff, especially the external collaborators, are suitable for the education of postgraduate students, as reflected by the high number of publications and references and by the high h-index of the lecturers; **e)** the drafting, implementation and review of specific annual quality objectives for the improvement of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation ICU patients" as they are reformed by internal and external evaluation procedures **f)** the level of demand for graduates' acquired qualifications in the labour market through the regular investigation of the needs of the labour market and monitoring of the progress of the graduates of the Programme, which makes the Programme an essential axis in finding a job **g)** that the support services provided to postgraduate students – including those with disabilities – are of high quality – cover their needs for effective attendance, e.g. easily accessible and available administrative services and libraries, online services, scholarships, and student welfare services suitable for the Programme, **or)** the efficient utilization of the financial resources of the Programme that come from tuition fees in order to provide the necessary services to postgraduate students and to facilitate the operation of programs at the premises of the Department of the Medical School but also in anything else required, e.g. site visits to places outside the Department for their comprehensive education **i)** conducting the annual internal evaluation and review of the quality assurance system for the Programme in collaboration with the EOTC and the Quality Assurance Unit of the Foundation to utilize its results for improving the training provided.

The Quality Policy followed by the programme is communicated electronically (via email) at the beginning of each academic year to the members of the teaching, administrative and technical staff employed in the programme, and at the beginning of each cycle of implementation of the programme to new entrant students. In addition, it is presented at the reception event for the new students of the Programme, while the social partners and bodies with which the Programme program interacts are included.

## **II. Analysis**

The program evaluation strongly suggests that the Cardiopulmonary Restoration and Restoration of ICU Patients takes important actions to sustain a high-quality educational environment for attending students. Importantly, the academic research environment is one that provides students with important interactions with faculty undergoing research projects and helps provide them with real-time objective experiences with the intricacies involved in research. Importantly, the faculty students interact with and learn from have productive research projects with associated publications. This administrative focus helps to enable a high-quality educational environment that helps to prepare graduates for issues that are likely to occur in medical practice.

## **III. Conclusions**

The program strategy for preparing students to be competent and successful in a practice environment that deals with Cardiopulmonary medical conditions and ICU are well-planned and result in the desired outcomes. The quality assurance policy helps to assure that the program sustains an up-to-date curricular experience that helps to assure a desired knowledge base in graduating students.

## **II. Active Involvement of Students**

### **I. Findings**

Student-centred learning and teaching is vital for students to have an active role in the learning process, to motivate their participation, to enhance their critical and combinatorial thinking, self-motivation and self-evaluation. This is done through several means, including:

- respect for the opinion of postgraduate students,
- implementation of a procedure for the management of student complaints through an institutionalized committee on student issues,
- and use of new technologies and social networks such as e-mail, websites that serve the above goal.

Apart from the traditional method of lecture, emphasis is placed on the participation of postgraduate students for interactive, collaborative learning, alternative forms of teaching.

Also, remedial teaching is applied in courses where required, as well as clinical application of theory in practice (e.g., rehabilitation in the ICU). The education of Programme students includes both clinical and practical training in the respiratory rehabilitation unit and intensive care unit of the First Pulmonology Clinic of the National and Kapodistrian University of Athens.

The degree programme begins in the Winter semester every 2 years, and the program duration 4 academic semesters, including the preparation time for preparation of the graduate thesis. The thesis is a compulsory requirement of the degree and is prepared in the last semester of Programme studies. Lectures are provided both in-person and via distance learning weekly and are primarily conducted in Greek and as needed, in English. The maximum time allowed for program completion is 6 academic semesters. The additional 2 semesters above the normal 4 semesters required for the program must be approved by the academic assembly. Postgraduate students report to members of the coordinating committee of the Programme or to the secretariat of the Program for any problem they face. The aim is to solve problems through communication and discussion.

The evaluation of the courses and the teachers of the Programme by postgraduate students is provided through electronic questionnaires completed by postgraduate students but also through oral discussions with the heads of the Programme.

The Programme has launched the activation of the Academic Advisor-Professor from the Academic Year 2022-23 following a decision of the coordinating committee taken on 20/12/22. The study advisor is announced to postgraduate students during their admission to the Programme. The study advisor guides postgraduate students, advises them on a scientific level (participation in seminars, research programs, conferences, etc.) and guides them for the successful completion of studies. Importantly, Programme students are encouraged to publish their thesis work under the guidance and assistance of teaching professors.

**Student selection, application levels, recognition of postgraduate studies and awarding of the diploma:**

- The postgraduate students of the Programme "Cardiopulmonary rehabilitation and rehabilitation of ICU patients" are mostly employees, and include:
  - Doctors
  - Nurses
  - Physiotherapists
  - Occupational Therapists
  - Dieticians
  - Psychologists
  - Graduates of the School of Physical Education and Sports (SEFAA)
- Several graduates are active and already working in Hospitals and other public and private structures using the Master's Degree.

## II. Analysis

It is clear from the committee evaluation of the materials provided and interviews with administrators, students, and faculty, that the active involvement of students is an important part of the program's educational strategy. The current internal evaluation process has included 85% of all students, with the goal of increasing this to 100%. The emphasis on student-centred learning is made clear through multiple programmatic strategies that include clinical work experiences, integrating student suggestions into the educational experience, incorporating students into the research environment, and creating an environment that enhances the probability of success for students with disabilities.

## III. Conclusions

One of the clear highlights of the program is the importance the program administration places on creating opportunities for the active involvement of students in the educational/programmatic experience. This emphasis on student involvement strongly suggests that the program satisfies this component of the program review.

## III. Experience of External Stakeholders from the Labour Market

### I. Findings

The Programme of the Department of Medicine provides public information through its website, the website of the Department, the website of the NKUA, its pages on social media, as well as through brochures, posters and invitations posted at key points of the Department (secretariats, study rooms, laboratories), and are promoted electronically in order to be communicated in this way to students, teachers and all stakeholders, the actions, the basic components and activities of its academic daily life. *It should be noted that the program website ([www.rehab.med.uoa.gr](http://www.rehab.med.uoa.gr)) is being reformatted and was not available at the time of this review.*

Publicly available Programme program information includes the following:

- The detailed curriculum of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" of the Department of Medicine is freely available on the website of the Programme and includes the requirements for obtaining a degree and the list of compulsory and elective courses.
- Specifically, for each course the following information is described:
  - The purpose and learning objective of the course.
  - The content of the teaching
  - Teaching hours
  - Teaching and credit units (ECTS)

- Members of the academic community of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" are further informed about its activities through emails sent to their individual email addresses.

The postgraduate students of the Programme "Cardiopulmonary rehabilitation and rehabilitation of ICU patients" are mostly working doctors/nurses, physiotherapists, occupational therapists, dieticians, psychologists and graduates of the School of Physical Education and Sports (SEFAA) and this specialization diploma is a qualification for development in their workplace, formally and substantially. Many graduates are active and work in hospitals abroad using the Master's degree. Communication with the graduates of the Programme is maintained to the extent possible.

The Programme created a collaboration group of professors and graduates of the Programme, to exchange views and collaborate with scientific bodies of the Programme (Hellenic Respiratory Society).

## **II. Analysis**

The program has a clear goal of creating a solid relationship with the labour market, which is a clearly important focus to help assure that students have the educational and experiential focus to fully satisfy the needs of the market. This is accomplished through program committees interacting with hospitals and clinical environments in Greece and other countries to sustain an ongoing understanding of critical needs. Interviews with market stakeholders suggests that the program graduates successfully meet the needs of hospitals and clinical environments.

## **III. Conclusions**

Our conclusion is that the program sees satisfying labour market needs as a critically important aspect of the education students receive. Based on the materials provided and comments from representatives of the labour market, it seems clear that the program satisfies this requirement.

## **IV. Anticipated Student Workload According to the European Credit Transfer and Accumulation System for Level 7**

### **I. Findings**

Since the establishment of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients", quality assurance and evaluation procedures of this Programme have been adopted, which are carried out on the basis of process 4 of the NKUA ESDP entitled "Internal Evaluation". These evaluation procedures include evaluation of the teaching work, as well as other academic functions and actions. The Programme of Study is

systematically evaluated on an ongoing basis with the participation of students and the proposals of other interested parties.

More specifically, the following are evaluated: a) the content of the Program of Studies according to the most recent research in the specific subject of the Programme to ensure the modern character of the Programme b) the workload of courses as well as the course and completion of postgraduate studies) the evaluation procedures of students which aim to highlight it:

- degree of satisfaction of students' expectations - degree of satisfaction of students from the Program of Studies - degree of satisfaction of students from the support services offered of their studies.
- degree of satisfaction of students from the learning environment- degree of satisfaction of students regarding their suitability for the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients"- degree of satisfaction of students from the changing needs of society In the process of internal evaluation, all those involved in the implementation of the actions and actions of the postgraduate program participate, and more specifically, students, members of the teaching staff, members of administrative and technical support and the EOTC of the Department. The annual Internal Evaluation process highlights the strengths and weaknesses of the operation of the Programme and aims, among other things, to establish new objectives and match them with the desired quality levels. The results of the internal evaluation process will be requested at a special meeting that will be organized by the Director of the Postgraduate Program with the lecturers and members of its administrative and technical support Programme. The results of this evaluation will determine the need to revise some important parameters of the program such as those of updating the course material, introducing alternative forms of assessment, adding or removing courses of the Programme etc. Important factors that will be discussed and possibly lead to changes are changes in the institutional framework, current data and perspectives of the specific scientific field and market developments, as well as suggestions of students and teaching staff on points that can be improved. This meeting should take place before the completion of the process of setting the annual objectives of the Programme so that changes are included in both the annual objectives and the required actions, to be launched and implemented during the academic year.
- Through this process, it is expected that negative-weak points of the structure of the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" and the learning process will be addressed in a cooperative spirit, creative and constructive. Especially for the second point, that of changes in learning processes, the members of the teaching staff should be emphasized that they have the opportunity to judge any needs for improvement and make suggestions to the Director of the Programme for modifications of their teaching methods and changes in the content of courses. Student learning performance is also taken into account for this need.

- The Annual Internal Evaluation Reports, the monitoring indicators and the relevant tables are expected to be published on the website of the Programme in order to facilitate the information process and the possibility of feedback to all interested parties. In addition, all those involved in the implementation of the Programme will be informed through a special text that will be sent to their e-mail accounts, about the results of the internal evaluation, the changes made to the Programme as a result of the conclusions and improvement actions adopted and about the annual target setting for the new year.

Through these internal evaluation procedures, the Programme "Cardiopulmonary Rehabilitation and Rehabilitation of ICU patients" achieves the continuous improvement of all processes based on which it is implemented, including student workload.

The course material is rationally distributed based on the European system. ECTS. The correspondence of the material of a course with ECTS depends entirely on the category of the course or scientific field.

## **II. Analysis**

The curricular organization for students is clear and well-documented. In addition, the compulsory courses, elective courses, and postgraduate dissertation are well-defined and clearly organized to assure satisfying European credit transfer requirements.

## **III. Conclusions**

The student workload for achieving a post-graduate degree is clearly presented and satisfies the requirements of the committee.

## **V. Option of Providing Work Experience to Students**

### **I. Findings**

Within the framework of the Programme, clinical training (clinical tutorials) is provided controlled by clinical trainers, with relevance to the subject of the Programme, as well as practical training in the Respiratory Rehabilitation Unit of the A Pulmonology Clinic of the National and Kapodistrian University of Athens and in the Intensive Care Unit of the A Pulmonology Clinic of the National and Kapodistrian University of Athens.

Within the framework of the program, postgraduate students participate in research programs under the guidance of professors who teach at the Programme, which can be published either in the scientific journal of the Hellenic Respiratory Society "Pneumon" (peer review, Scopus indexed), or in international journals.

## **II. Analysis**

While students do have multiple options for a variety of clinical environments to work in, the presented information suggests that working in these clinical environments is a standard, non-optional part of acquiring the degree. It also seems clear that a number of students are working in these environments in parallel to their current job/position. It is suggested that for the next review the program better defines 'work experience' and what constitutes work that is an integral component of the degree requirements.

## **III. Conclusions**

The program has established a number of clinically based work environments for students, which is a positive aspect of the program. For future reviews it is suggested that the program clearly define how these work environments are an integral and requirement part of the program.

## **VI. Linking of Teaching and Research**

### **I. Findings**

Within the framework of the program, postgraduate students participate in research programs under the guidance of professors who teach at the Programme, which can be published either in the scientific journal of the Hellenic Respiratory Society "Pneumon" (peer review, Scopus indexed), or in international journals. The majority of professors working with the postgraduate students have an impressively high number of google scholar citations, strongly suggesting a high level of research competence. Importantly, the issue of 'Research Ethics' is incorporated into the research procedures pursued by faculty and students.

Postgraduate students are sensitized to research issues, including critical information regarding current events, such as information on international guidelines for rehabilitation after COVID-19. The diploma theses that are most often pursued involve active data-gathering research or a research review of a specific topic. The Programme in general is active and conducts research studies in collaboration with postgraduate students and collaborates with institutions outside the Programme (such as the Hellenic Respiratory Society), while postgraduate students are encouraged to publish their work with the help of teaching professors. With the active participation of postgraduate students in research programs, conferences, and by inviting distinguished speakers from domestic and foreign universities with specialized research interest.

The Programme provides postgraduate students with specialized and high-level scientific knowledge in the fields of rehabilitation of patients with pulmonary and cardiac diseases, to enable critical thinking, combinatorial thinking and skills in solving difficult problems. At the same time, the orientation towards innovation and the development of practices is promoted, as well as the evaluation of the performance of the group's actions. Two recently

completed sample theses, entitled “Post-Intensive Care Unit Syndrome and Cardiopulmonary Rehabilitation” and “International Guidelines for Rehabilitation after COVID-19” were provided to the committee for review.

Recent Student Research Projects Include:

- Pulmonary Rehabilitation in COPD and Bronchiectasis. Are there distinct differences?
- Lymphangiomyomatosis: Pathology and prospects for inclusion in pulmonary rehabilitation programs.
- Cardiac rehabilitation in patients after cardiac surgery.
- The effect of exercising the inspiratory muscles in combination with high-flow nasal oxygen therapy on difficult release from mechanical ventilation.
- The effect of inhalation muscle exercise in combination with high-flow nasal oxygen therapy on muscle strength and functionality of critically ill ICU patients.
- Early rehabilitation in the ICU. Evidence-based clinical practice (Early rehabilitation in ICU).
- Exercise and Rehabilitation in patients with peripheral artery disease.
- The effect of rehabilitation on the quality of life of patients with heart failure.
- International guidelines for recovery after covid-19.
- The factors affecting adherence to remote intervention in children and adolescents with bronchiectasis and cystic fibrosis (presentation will take place at the end of July).
- Pulmonary rehabilitation in patients with extensive bronchiectasis.
- Post-Intensive Care Syndrome (PICS) and Cardiopulmonary Rehabilitation.
- Remote Respiratory Rehabilitation.
- Assessment tools for patients after COVID 19 illness: their implementation by clinical physiotherapists in GREECE.
- COPD and exercise.
- Alternatives forms of exercise in patients with chronic heart failure (CHF) (presentation will take place at the end of July).
- Rehabilitation in cardio-oncology patients.
- Long-term effects of Covid-19 and Rehabilitation.

## **II. Analysis**

The program has clearly described the importance of linking teaching and research, and the curricular strategies followed to help assure that students learn about clinical research issues before preparing their own research thesis. This is accomplished through both classes that teach about relevant research issues, and clinical research exposure to enable a clear understanding of how to optimally pursue research projects to obtain the desired data and findings.

### **III. Conclusions**

The review committee has concluded that linking teaching and research is an important and integral part of the program structure and is satisfied that this aspect of the requirement is fully satisfied.

## **VII. Relevant Regulatory Framework and Official Procedure for the Approval of the PSP by the Institution**

### **I. Findings**

The postgraduate program "Cardiopulmonary rehabilitation and rehabilitation of ICU patients" was re-established in 2018 (Government Gazette 3471 21/8/2018, Issue B), to meet the conditions that determine the framework within which the Postgraduate Programs must operate. The purpose of the Programme was and continues to be the scientific training of postgraduate students in the rehabilitation of patients with pulmonary and cardiac diseases as well as patients after hospitalization in the ICU. Also, to provide knowledge around the practical application of techniques used for rehabilitation. Particular emphasis is also placed on the promotion of research, as well as on the cultivation of critical and combinatorial thinking in order for graduates to be able to meet the increased demands of science and acquire qualifications in job search in related fields and subjects.

### **Research subjects utilized by the Program in writing dissertations, participating in research projects as well as the theory and practice used to deepen knowledge:**

Postgraduate students are sensitized to research issues. The diploma theses that are most commonly completed are a research study or research review. The Programme in general is active and conducts research studies in collaboration with postgraduate students and collaborates with institutions outside the Programme (such as the Hellenic Respiratory Society), while postgraduate students are encouraged to publish their work with the help of teaching professors.

### **Design and assessment of level 7 learning outcomes:**

The Programme provides postgraduate students with specialized and high-level scientific knowledge in the fields of rehabilitation of patients with pulmonary and cardiac diseases, to be able to develop critical thinking, combinatorial thinking and skills in solving difficult problems. At the same time, the orientation towards innovation and the development of practices is promoted, as well as the evaluation of the performance of the group's actions.

### **How were alumni, relevant scientific organisations and employers active in relevant disciplines consulted on the extent to which learning outcomes were achieved?**

The Programme created a collaboration group of professors and graduates of the Programme, to exchange views and collaborate with scientific bodies of the Programme (Hellenic Respiratory Society).

**What are the sources used to incorporate new knowledge into the Programme?**

With the active participation of postgraduate students in research programs, conferences, and by inviting distinguished speakers from domestic and foreign universities with specialized research interest.

**Comparative evaluation with other Postgraduate Programs of Universities in Greece / abroad. Labour market data on graduate employment, international experience in a relevant scientific field**

The coordinating committee of the Programme updates the content of the courses based on international scientific developments in the field of rehabilitation.

The postgraduate students of the Programme "Cardiopulmonary rehabilitation and rehabilitation of ICU patients" are mostly working doctors/nurses, physiotherapists, occupational therapists, dieticians, psychologists and graduates of the School of Physical Education and Sports (SEFAA) and this specialization diploma is a qualification for development in their workplace, formally and substantially. Many graduates are active and work in hospitals abroad using the Master's degree. Communication with the graduates of the Programme is maintained to the extent possible.

**Indicate whether the course material is rationally distributed and in accordance with the ECTS system (consult the ECTS guide)**

The course material is rationally distributed based on the European system ECTS. The correspondence of the material of a course with ECTS depends entirely on the category of the course or scientific field.

**State whether students are offered work experience**

Within the framework of the Programme, clinical training (clinical tutorials) is provided controlled by clinical trainers, with relevance to the subject of the Programme, as well as practical training in the Respiratory Rehabilitation Unit of the A Pulmonology Clinic of the National and Kapodistrian University of Athens and in the Intensive Care Unit of the A Pulmonology Clinic of the National and Kapodistrian University of Athens.

**Indicate how teaching and research are linked:**

Within the framework of the program, postgraduate students participate in research programs under the guidance of professors who teach at the Programme, which can be published either in the scientific journal of the Hellenic Respiratory Society "Pneumon" (peer review, Scopus indexed), or in international journals.

**II. Analysis**

The program is organized in a way that fully demonstrates the institutional commitment to assuring program success. This is done via multiple means, including assuring an infrastructure (laboratories, offices, classrooms, clinics, etc.) that fully satisfy programmatic requirements. Importantly, clinical units that are potential hiring

facilities for graduates are integrated into planning strategies to help assure that graduates are fully prepared to satisfy the needs of those organization that hire them.

### III. Conclusions

The program has taken appropriate steps to assure that planning for present and future needs are satisfied in a way that helps to assure programmatic success.

#### Panel Judgement

<b>Principle 2: Design and approval of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

The panel encourages the programme to continue with its current plans to create conditions that maximize the potential for student success. This includes continuing the involvement of students in the educational/programmatic experience, continuing to work with the labour market to help assure labour needs are met, and to continue linking education and research in both classroom and clinical environments.

### **PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT**

**INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

*Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation 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 by adopting 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*
- *strengthens 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 the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

*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.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

#### **Documentation**

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

#### **Study Programme Compliance**

##### **I. Findings**

Based on the panel's findings, the PSP provides a student-centred approach. Teaching methods and student assessment are covered in detail in Appendix A6. The PSP courses are mixed, combining clinical skill training with theoretical teaching. In the context of strengthening the student-centred educational process, as well as the principles of transparency and

accountability, a "Complaints Management Procedure" for postgraduate students of the PSP has been adopted (Appendix A10). Moreover, the students have the opportunity to evaluate the teaching as a whole (teacher, subject and teaching method) through anonymous surveys that are conducted electronically, usually in every semester, where the student may answer in closed-loop questions and also to write comments and suggestions (Appendix A9). These surveys serve for feedback to the faculty for making the appropriate changes. Also, the PSP has initiated the activation of the Academic Advisor from the academic year 2022-23 following the decision of the Steering Committee taken on 20/12/22.

## **II. Analysis**

The PSP's applied learning strategies give students an active role in the learning process, motivate their participation, enhance their critical and combined thinking, self-action and self-evaluation. In addition to the traditional lecture method, emphasis is placed on graduate student participation for interactive, collaborative learning and alternative forms of teaching. Moreover, reinforcement teaching is applied in courses where appropriate, as well as clinical application of theory in practice (e.g., rehabilitation lab).

For the recording of the complaints and objections of the PSP's students, a "Complaints Submission Form" is available in electronic form on PSP's website, which the students can fill in to report any of their complaints. The academic advisor, who is appointed by the steering committee after examining the complaint, takes all necessary actions and informs the PSP's competent authorities. Furthermore, postgraduate students can report to members of the PSP steering committee and/or to the PSP's secretariat via email or in person for any problem they encounter. The PSP's aim is to resolve problems immediately through communication and discussion.

Also, the evaluation of courses and lecturers of the PSP is foreseen through electronic questionnaires filled in by the postgraduate students and through oral discussions with the PSP supervisors. In general terms, the provided student survey questionnaires for assessment of the PSP appear adequate. A target of questionnaire completion by at least 50% of the students is usually commendable, but probably not realistic.

Finally, the academic advisor is announced to graduate students during their admission to the PSP. The study advisor directs the postgraduate students, advises them on a scientific level (participation in seminars, research projects, conferences, etc.), and guides them for the preparation of their thesis and the successful completion of their studies.

## **III. Conclusions**

The panel found that this principle is adequately covered by the PSP. A student-centred learning and teaching process was confirmed. The teaching methods and assessment criteria applied in each course are published in advance. Also, the PSP has adopted a mechanism for the management of student complaints and appeals. The teaching staff, the courses' subject and the applied learning methods are evaluated periodically through anonymous online

surveys. Finally, the academic advisor provides appropriate guidance to the postgraduate students to prepare their thesis.

### Panel Judgement

<b>Principle 3: Student-centred learning, teaching, and assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The panel's suggestions for improvements could be summarized as follows:

- Generate a registry of complaints and the specific measures taken by the PSP steering committee in response to each complaint.
- Provide to future panels a registry of student complaints for a more direct and accurate evaluation of the appealing process.
- Encourage more students to fill in the provided questionnaires.

## **PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.**

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

*All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:*

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

*All the above must be made public in the context of the Student Guide.*

### **Documentation**

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

## **Study Programme Compliance**

### **I. Findings**

Student admission for the PSP is restricted to 30 per every other year, with a small upwards variation in case that additional students have obtained fellowships or belong to some special categories determined by the PSP. The ratio of medical to non-medical graduates who apply to the PSP was historically 50/50, but in recent years there are more non-medical students who apply and are admitted. In addition, the overall number of students who are admitted has dropped below 30 (it is around 20) in recent years. Student fees are 1000 euros per semester, for a total of 4000 euros for the duration of studies. Some students are eligible for scholarships.

One characteristic of the student body is that most of them have a full-time job and they attend the PSP as an extra activity. This creates some special problems for the PSP, which however are dealt with by having some flexible attendance requirements. In this respect, having hybrid teaching which includes online options is helpful.

The two students met with the panel as well as the graduates of the PSP all indicated that they were treated very well during their studies, and that the faculty were available whenever an issue (academic or otherwise) was raised.

The duration of the PSP is 2 years, but in practice, and given the fact that students as a rule also have full time jobs, it is frequent to find graduates who took longer than 2 years to finish. However, fees are charged only for the 2 years of original study.

Students are evaluated at the end of each semester. In addition, they are obliged to take a practical training module which is provided by the PSP in various clinics. To successfully finish the PSP, the students are also obliged to write a thesis, which can be either lab research based, a meta-analysis or a literature survey. In all cases, the work needs to be original.

## II. Analysis

The PSP fulfils an important need in post graduate education in the field of cardiopulmonary science, and especially in a country with many people (smokers) suffering from COPD. The recent covid-19 pandemic also highlighted the need for training graduate in the areas covered by the PSP. The panel was slightly worried at the decreasing number of applicants to the PSP, and it was hard to deduce why this seems to be affecting disproportionately the medical graduates. One question that needs to be addressed is the teaching mode for the PSP now than the pandemic is over. Whereas online teaching may be beneficial for some students who work 9 to 5, it is less desirable in general for subjects that require hand-on experience and direct exposure to patients. The PSP will need to carefully strike the right balance on this.

## III. Conclusions

A PSP that is necessary for the education and training of medical graduates and other graduates in medically related fields to the rehabilitation of patients during and after treatment in cardiopulmonary departments.

### Panel Judgement

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- If the majority of PSP students have full-time jobs, and if the graduation time exceeds 2.5 years for many students, one possibility is to create a part-time option for this PSP.
- The panel recommends the use of on-site teaching for the majority of the courses, and to only offer 10-15% of courses online.

## **PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.**

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

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

### **Documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

### **Study Programme Compliance**

#### **I. Findings**

The PSP employs 36 faculty members drawn from the University of Athens medical school, from other Universities within Greece, from abroad (one or two) and from private hospitals and clinics. Through some information provided in the submitted documents (Google scholar citations and h-index) and although the website of the PSP is not functional right now, the panel believes that the quality of the faculty is high and very appropriate for the subject areas offered.

The majority of the faculty are not paid for teaching in the PSP, in line with all post graduate education in Greece. As far as the panel could determine, there is no formal body of the whole faculty that meets regularly to discuss issues relating to the PSP, or to the evaluation by the students.

The panel met with a small subset of the faculty during the evaluation, and the feedback received about the PSP was very positive. It was clear from this sample that the faculty enjoy

being part of the PSP and having contact with the attending students. Questions on faculty advancement and career prospects are not very relevant for post-graduate program evaluations, but it is important to note that participation in the programme enhances the professional CV of the faculty.

## II. Analysis

A large number of faculty drawn from diverse sources (though mostly coming from the Athens Medical School) ensures that the students of the PSP are provided with first class, relevant and up to date training in the area of the rehabilitation of cardiopulmonary patients. Going forward, it should be discussed whether having a more formal faculty body that meets once or twice each year, involves all faculty and discusses progress and problems of the PSP, may provide a more coherent organization.

## III. Conclusions

The programme has strong faculty that delivers the aims of the PSP.

### Panel Judgement

<b>Principle 5: Teaching staff of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The panel recommends that all faculty of the PSP meet each semester to discuss issues related to the aims, progress and problems of the programme.

## **PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT**

**INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).**

*Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.*

*When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.*

*In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.*

### **Documentation**

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

### **Study Programme Compliance**

#### **I. Findings**

Based on the panel's findings, the PSP is based at the General Hospital "SOTIRIA" and specifically at the 1<sup>st</sup> University Pulmonology Clinic. The clinic includes both a Respiratory Rehabilitation Unit and an Intensive Care Unit. In the 1<sup>st</sup> Pulmonology Clinic, there is also the office of the Secretariat, where postgraduate students can seek support for issues related to the PSP. The clinic offers a wide range of services and training facilities. The postgraduate students can be informed about the provided services by the study guide (Appendix A5), and the PSP's secretariat or steering committee. The teaching staff consists of faculty members of the Faculty of Medicine, faculty members of the Nursing Departments of NKUA and other universities, professors emeritus and retired members of the Faculty of Medicine at the University of West Attica, scientists of recognized prestige, and either PhD holders or doctoral candidates with excellent technical experience. The tuition fees per student are set at 1000€

per semester (4000€ in total) and constitute the stable source of income for the operation of the programme. Finally, the PSP's website (<http://rehab.med.uoa.gr/>) is currently under construction.

## II. Analysis

For the needs of the PSP the clinic offers the following training facilities: a) the control room with a surface area of 20 m<sup>2</sup>, which serves as the place where medical history and patient data are collected, b) the gym with a surface area of 120 m<sup>2</sup>, which is properly equipped for physical and respiratory exercises as well as energy-saving exercises, c) the toilet - auxiliary rooms with a surface area of 40 m<sup>2</sup>; namely the hygiene and rest areas for the patients, d) the pulmonary function laboratories with a surface area of 60 m<sup>2</sup> for complete control of the respiratory function, e) the laboratory for ergospirometry and fatigue testing with a surface area of 30 m<sup>2</sup>, which are used to assess the patients' cardiorespiratory fitness, causes and degree of limitation of exercise capacity, and f) the Intensive Care Unit with a surface area of 150 m<sup>2</sup> and a total capacity of 17 beds. Overall, the training facilities provided by the PSP are deemed to be satisfactory.

However, the available means of informing students for the provided facilities are considered limited. This could be greatly assisted by the completion of the PSP's website, which is currently under construction. Also, no information was given to the panel regarding whether postgraduate students have availability and access to a computer lab.

The teaching staff is composed of 15 faculty members (teaching and research staff) of the Department of Medicine of the School of Medicine of NKUA, 2 emeritus professors of the Department of Medicine of the School of Medicine of NKUA, 1 faculty member of the University of Thessaly, 1 faculty member of the University of West Attica, 1 faculty member of the University of Peloponnese, 2 faculty members (laboratory teaching staff) of the Department of Medicine, 2 postdoctoral students of the Department of Medicine, 1 administrative staff member of the Department of Medicine, 1 academic fellow of the Department of Medicine, 2 visiting professors of the Department of Medicine, and 10 external associates who have undertaken teaching work in the PSP.

Based on the tuition utilization plan presented to the panel (Appendix A19), the tuition fees are used for:

- the payment of lecturers,
- administrative-technical support fees,
- consumables and other supplies,
- publicity and promotion of the PSP, conference costs, travel expenses, etc.,
- strengthening of the infrastructure, equipment, software, etc.,
- educational material,
- various third-party services,
- scholarships, and

- the management fees provided to ELKE (30%).

Moreover, there is the possibility to cover the travel expenses of postgraduate students and professors within and outside Greece for scientific events or other collaborations.

Furthermore, the granting of scholarships for excellence is foreseen, the number of which depends on the available financial resources. The scholarship is awarded after recommendation of the Coordination Committee and approval of the Assembly of the Faculty of Medicine to the student who has the highest average grade in the total number of courses of the first, second and third semester. However, in the tuition utilization plan presented to the panel for the years 2022-2024 (Appendix A19) there was no indication of a provision for scholarship funding.

### III. Conclusions

Based on the panel's assessment, the 1<sup>st</sup> University Pulmonology Clinic of the General Hospital "SOTIRIA", which hosts the PSP, offers adequate facilities for the needs of the programme. The postgraduate students' access to the computer lab for studying or other PSP -related needs remains open. The students can be informed about the facilities provided by the PSP either by the study guide (Appendix A5) or the secretariat or/and the steering committee of the programme. However, the study guide contains only limited information and, thus, in-person contact with the PSP's administrative personnel is almost inevitable, which limits the chances that potentially interested students learn about the PSP. The completion of the construction and the regular update of the PSP's website could substantially contribute towards this direction. The teaching staff is deemed satisfactory and adequately qualified for the needs of the PSP. Lastly, regarding the tuition utilization plan, in general terms, the tuition fees are distributed effectively. Nonetheless, a promise for scholarships funding is made, but no such funding is included in the utilization plan presented to the panel.

### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## **Panel Recommendations**

The panel's suggestions for improvements could be summarized as follows:

- Complete the construction of the PSP's website and update it regularly, so that current or new substantially interested students can be easily and efficiently informed about the services offered by the PSP.
- Inform students about the possibility of using the library, the computer lab, or other relevant facilities.
- Include the scholarships funding in the tuition utilization plan or clarify the source of this funding.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY 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.*

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

*The information collected 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 programmes*
- *availability of learning resources and student support*

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

### **Documentation**

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

## **Study Programme Compliance**

### **I. Findings**

The PSP "Cardiopulmonary Rehabilitation and Rehabilitation of ICU Patients", is established. The Program has been systematically evaluated continuously with students' participation and other interested parties' proposals.

### **II. Analysis**

The following are evaluated in more detail:

- a) the content of the Study Program according to the most recent research in the specific subject of the PSP to ensure the modern nature of the PSP.
- b) the workload of the courses as well as the practice and completion of postgraduate studies.
- c) the student evaluation procedures which aim to highlight:
  - Degree of satisfaction with student expectations;
  - Degree of student satisfaction with the study program;

- Satisfaction of the students with the services offered to support their studies; degree of students' satisfaction with the learning environment;
- Degree of student satisfaction regarding their suitability for the program; degree of student satisfaction with the changing needs of society.

The Evaluation Reports, monitoring indicators and related tables will be published on the PSP website to facilitate the information process and the possibility of feedback from all interested parties. In addition, all those involved in the implementation of the PSP will be informed through a particular communication text that will be sent to their e-mail accounts about the results of the internal evaluation, the changes made to the PSP as a result of the conclusions and the improvement actions adopted and for the annual new year's goal setting.

### III. Conclusions

The PSP is an outstanding achievement so far in its field. It is necessary for the education and training of medical graduates and other related areas to develop the postoperative rehabilitation treatment of affected patients after cardiopulmonary operations. Through the evaluation processes and the information management strategies, the PSP continuously improves all the procedures based on which it is implemented.

### Panel Judgement

<b>Principle 7: Information management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- Revise, recheck, adapt as needed and update the information management systems and communications in regular manner.
- At the same time, please, simplify as much as possible the procedures and communications resources.
- Do not overload the students and related collaborators.
- Provide attention to the bilingual versions.

**PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES**  
**INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.**

*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 PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.*

**Documentation**

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

**Study Programme Compliance**

**I. Findings**

The PSP of the Department of the School of Medicine provides public information through its website, the website of the Department, the website of the NKUA, its pages on social media, and via information leaflets, posters and invitations announced at crucial points of the Department (secretaries, studios, laboratories). The programme is promoted electronically to communicate the actions, essential components of program activities, and the essential components of daily program life to students, teachers, and all interested parties. On the website of PSP Rehab.med.uoa.gr, which is being remodelled, relevant information will also be posted. When available, the detailed study program of the PSP is freely available on the PSP website. It includes the requirements for obtaining a degree and the mandatory and optional courses list.

**II. Analysis**

A website (<http://rehab.med.uoa.gr/>) currently being updated, will contain relevant information about the Department's PSP. The updated website will be presented in a way that is understandable and accessible to all interested parties. Communication through the website will be provided in Greek and English. Initiatives in the immediate future is the upgrading and further enrichment of the English version.

The relevant parts are:

- The PSP quality policy, its objectives and learning outcomes.
- The Study Guides of the relevant academic year
- The regulations for the operation of the student complaints and objections management mechanism
- The regulation for the operation of the Institution of academic advisor
- The internal Regulation of the PSP

- The Research Ethics Regulation
- The Regulation of studies, practical training, mobility, preparation of assignments
- The content and directions of the P.M.S. Curriculum

Additional information on programs and actions of the Foundation (Erasmus, internships, CIVIS, etc.) are also recorded. Through the website of the PSP, students are informed about lectures, daily events, conferences and other activities organized by both the PSP and the Department of the School of Medicine.

Scientific and research fields are carried out under the responsibility of the faculty members who teach at the PSP are communicated (faculty members who teach at the PSP, visiting professors and collaborators). Their biographies with research, writing and academic activity are presented. Administrative and technical staff that support the implementation of the PSP is given.

The detailed study program of the PSP is freely available on its website of the PSP. In particular, the following are described for each course:

- the purpose and learning objectives of the course.
- the teaching content.
- teaching hours
- the teaching and credit units (ECTS)

The academic community members are further informed about its activities through e-mails sent to personal e-mail addresses.

All information provided by PSP on its website and in the other communication channels listed above is constantly checked and updated. Before the start of the new academic year, the lecturers at PSP send the Coordinating Committee updated CVs and information about their research interests so that the information on the website can be adjusted accordingly.

### **III. Conclusions**

The process of reforming the PSP website is underway, to improve the quality and aesthetics of public information. An important part to be completed for all related University and Clinical institutions and for the public. Well-designed PSP with clinical relevance. The information should be upgraded and permanently controlled. The PSP serves a very important area of clinical education. The relevant information will serve for further achievements in its field and explore new rehabilitation units in Greece.

## Panel Judgement

<b>Principle 8: Public information concerning the postgraduate study programmes</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

- Complete the reforming process of the PSP website and improve the quality and aesthetics of public information.
- Provide well-designed PSP with clinical relevance.
- Revise, re-check and update the information and monitor the pages regularly.
- Make clear to the audiences, staff, students, and stakeholders the importance of clinically oriented education.
- Promote pre- and postoperative rehabilitation treatment in Greece.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

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

*The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.*

*The above comprise the evaluation of:*

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

*Postgraduate study 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.*

### **Documentation**

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

### **Study Programme Compliance**

#### **I. Findings**

It was clear from the presentations and the submitted documents that the PSP takes the process of internal evaluation seriously. Last internal evaluation was done on December 2022 by a scientific collaborator of NKUA. It was concluded during that evaluation that the PSP uses a good infrastructure for teaching and thesis work, it is a popular destination for various graduates, it offers very good levels of employment post-graduation, and the faculty are of high calibre. Less satisfying were levels of participation in international research programmes, and the proximity of the offices of the faculty to the teaching areas. In addition, internet access to all areas participating in the PSP could be improved.

The panel was given some filled questionnaires of faculty evaluation by the students which appear to show a high level of satisfaction with the provided theoretical and practical training.

The percentage of students taking part in the evaluation was very high (over 70%) and this reflects well on the processes that are in place for internal evaluation of the PSP.

The panel was not shown any documents that summarize faculty performance relating to course work and thesis supervision.

## II. Analysis

Although internal evaluation of PSPs may be somewhat less crucial than evaluations of undergraduate programmes where the needs and number of students are very high, it is nevertheless important to have such mechanisms in place and to employ them regularly. The internal evaluation of this PSP appears to be very positive, and this is something that the panel accepts.

## III. Conclusions

Internal evaluation of this PSP has highlighted some areas that need improvement, and many areas where things are working well.

### Panel Judgement

<b>Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

Discuss strong and weak points of the PSP in a faculty forum containing the majority of people currently teaching.

## **PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.*

### **Documentation**

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

### **Study Programme Compliance**

Faculty members of the PSP are aware of the importance of the external review and its contributions to the programme's continuous improvement according to input provided to the EP during the online evaluation.

Enough number of the members of the academic unit actively participated in the external review and appeared ready to be involved in the entailed follow-up actions.

As presented by members of MODIP during the current evaluation, issues identified during the first external evaluation some years ago and the recommendations provided by the EP for continuous improvement of the PSP at that time have been considered and the faculty have followed-up and implemented these recommendations. (Appendix 18: Progress report for PSP shows the recommendations, the relative actions, and the achieved results.

At the same time, the Internal Quality Assurance System has set the following objectives to achieve qualitative improvement:

- Improving core academic activities
- Strengthening research production
- Improving Labour Market Connectivity
- Improving collaboration with other programmes
- Human resources development - Improvement of infrastructure

Each objective, it is expected to be implemented, with specific measurable indicators, the implementation schedule, and the respective accountable person.

## Panel Judgement

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

In addition to our suggestions, which the review committee is confident will be followed as has been done in the past, it is an important step towards the desired continuous improvement of quality to apply relevant good practices, for example, the use of mentors during the clinical practice / internship, small groups (up to five or less students).

## **PART C: CONCLUSIONS**

### **I. Characteristics of Good Practice**

- The PSP provides postgraduate students with specialized and high-level scientific knowledge in rehabilitating patients with pulmonary and cardiac diseases to enable the development of critical thinking, combinatorial thinking, and skills in solving complex problems. Also, the PSP includes a wide range of experts in the field of cardiorespiratory rehabilitation, ranging from professors with specialties in physical education to occupational therapy and respiratory care.
- Student-centred learning and teaching, which are offered, is vital for students to have an active role in the learning process, to motivate their participation, and to enhance their critical and combinatorial thinking, self-motivation, and self-evaluation.
- Alongside vital student-centred learning and teaching, emphasis is placed on interactive and collaborative learning.

### **II. Areas of Weakness**

- Program evaluation questionnaires provided to students do not address all program parameters, including administrative support, facilities provided, educational materials, coursework, and clinical experiences.
- The institution, as a whole, only meets occasionally to discuss issues related to the PSP or student evaluation of the PR.

### **III. Recommendations for Follow-Up Actions**

- It would be more effective and practical to organize, at least annually, focus groups to discuss PSP issues to improve the educational experience.
- Most PSP students have full-time jobs, and the graduation time often exceeds 2.5 years. A possible resolution is to offer a part-time option for the PSP to facilitate program completion while considering common student realities.
- The committee recommends using on-site instruction for most of courses and offering only 10-15% of online lessons.
- There should be more straightforward information to all stakeholders on the importance of clinical education and the establishment of annual discussions on PDB-related issues.
- Implement continuous quality improvement to support relevant good practices. For example, using mentors during clinical internship and small groups (up to five or fewer students) should be considered.

#### IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **6, 7, and 8.**

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

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

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

## The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Professor Andreas PAVLAKIS (Chair)**  
Philips University, Nicosia, Cyprus
2. **Professor Dan BENARDOT**  
Emory University, Atlanta, USA
3. **Professor Panagiotis KARANIS**  
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