

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Science



Assessment Report

**for the Application of
the Budapest Metropolitan University
for the Accreditation of a Bachelor's Program
„Nursing and Patient Care“ (Bachelor of Science, B.Sc.)**

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On-site visit

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1 Introduction

The Accreditation Agency for Study Programs in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master's programs in the fields of health and social sciences, as well as in related domains, such as law or economics. By implementing accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for fulfilling the quality assurance, too.

Since 2004 the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the ENQA and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Starting from 2009, the AHPGS has been listed in the European Quality Assurance Register (EQAR).

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria¹:

1. Program aims and learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management
7. Gender equality and equal opportunities

The external assessment procedure is carried out in four steps:

¹ Approved by the AHPGS Accreditation Commission

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the self-evaluation report and its corresponding annexes. These are to fulfill the assessment spheres as well as the AHPGS standards. As a result, the AHPGS produces a summary (see Sections 2-5), which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. The experts comprise a short summary regarding the study program.

III. On-site visit (peer-review)

The experts carry out an external on-site visit at the University. During this visit discussions are held with members of the University, which include University and department administration, degree program management, teachers and students. This provides the expert group with details about the study program beyond the written documents. The task of the experts during the on-site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies and methods of assessment (selection of students, assessment of achievements, students' support), as well as of the program management (program administration, external assurance of study quality).

Following the on-site visit, the expert group issues the expert report. This report is based on the results of the visit, the written review of the study program, and the documents submitted by the University. Finally, the report is made available to the University so that it can issue a response opinion.

The expert report as well as the University's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

IV. The AHPGS accreditation decision

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the summary comprised by the AHPGS, the expert report, as well as the University's response opinion. These documents represent the basis for the decision of the Accreditation Commission of the AHPGS, which can be formulated in three ways: accreditation, accreditation with conditions or denial of accreditation. Consequently, this decision – together with all other documentation – is forwarded to the Budapest Metropolitan University and to the Educational Authority, Hungary.

2 Overview

2.1 Procedure-related documents

The Self-Evaluation Report (SER) for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study program of the Budapest Metropolitan University (hereinafter the University or METU) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on May 24, 2016.

On August 1, 2016 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the Application for accreditation for the study program to the University. On October 26, 2016 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The present document presents the summary of the AHPGS for the bachelor study program "Nursing and Patient Care". The first cohort for this program has not been admitted yet.

The application documentation submitted by the Metropolitan University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the bachelor study program "Nursing and Patient Care", the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program "Nursing and Patient Care":

Annex	Description
1	Ministerial Decree No. 15/2006 on the program completion requirements (specifically for the Nursing and Patient Care B.Sc.)
2	Study Plan
3	Curriculum (5/B and 5/C form)
4	Diploma Supplement (draft)
5	Decision of the Senate on Engagement in the Accreditation of the B.Sc. program in Nursing and Patient Care
6	Formal Declaration by the University Administration to Guarantee the Facilities,

	Furnishings and Equipment for the Study Program
7	Module Descriptions
8	CVs and Letters of intent of the Lecturers
9	Cooperation Agreements
10	Regulation pertaining to the Provision of equal Opportunities for Students with Disabilities at the Metropolitan University
11	Operating Plan "Research Activities"
12	Government Decree No. 423/2012 on Higher Education Admission Procedures (+ Annexes to Government Decree)
13	Operating Plan "Admission Procedure for Students of Hungarian Citizenship"
14	Operating Plan "Admission of International Students"
15	Operating Plan "Admission of Students from other Higher Education Institutions"
16	Academic Credit System and Rules pertaining to the Acquisition of Credit Points
17	Survey on the applicant's Health Status
18	Quality Management Handbook (table of content)
19	Student Evaluation of Teacher Performance
20	EvaSys Evaluation Questionnaires
21	Evaluation of Examination
22	Evaluation of Thesis Consultant Performance
23	Purchase of Mandatory and Recommended Literature
24	Organization Chart of METU
25	Institutional Regulations
26	National Legal Requirements and Standards regulating the Education Process, Examinations and Awarding of Academic Degrees in the Respective Field (details from Act CCIV on National Higher Education)
27	Student Requirement System
28	Practice Handbook Sample

The Summary, the Expert Report as well as the decision of the Accreditation Commission build the basis for the present Assessment Report.

2.2 Study program

2.2.1 Structural data

University	Budapest Metropolitan University
Faculty/Department	With the launching of the program an "Institute of Health Science" is planned to be founded
Cooperation partners	Health Registration and Training Center, Budapest (ENKK); Medical Center, Hungarian Defence Forces (MHEK); National Rheumatology and Physiotherapy Institute (ORFI)
Title of the study program	„Nursing and Patient Care“
Degree awarded	Bachelor of Science (B.Sc.)
Form of studies	Full-time
Organisational structure	Classes on weekdays, 5 days a week
Period of education	8 terms/semesters
Credit Points (CP) according to the European Credit Transfer System (ECTS)	240 CP
Hours/CP	30 Hours/CP
Workload	Total: 7,260 hours Contact hours: 1,320 hours Individual work: 4,230 hours Practice: 1,710 hours
CP for the final paper	20 CP
Beginning of the study program	Autumn term 2017/2018
Time of admission	Once a year in September
Number of available places on the program	30 (15 for international, 15 for Hungarian students)
Particular enrollment conditions	Number of specified points must be reached during the nationally regulated and centralized admission procedure
Tuition fees	Hungarian language B.Sc.: 840 EUR per semester

	English language B.Sc.: 2.100 EUR per semester
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Chart 1: Structural data of the study program

The University plans to launch the study program in Hungarian and English. Therefore, an IELTS 5.5 English level before applying is expected of students. The University also plans on reserving 15 study places for international students, but is still open to vary this number, depending on the attractiveness of the study program (AOQ 5 + 6; SER 1.2.8).

At the moment the Institute of Health Science is being founded and will be offering the “Nursing and Patient Care” Program. In the future, the University plans to offer a Master and post graduate programs in the field of nursing and care, although a time table has not been settled upon (AOQ: 18).

In order to ensure a smooth professional collaboration and high quality infrastructure for “Nursing and Patient Care” Program, the University has signed Cooperation Agreements with the Health Registration and Training Center (ENKK), the Medical Center Hungarian Defense Forces and National Institute of Rheumatology and Physiotherapy. These institutions will in future provide the study program with necessary classrooms, laboratories and a specialized library.

Upon graduation, students are awarded a Bachelor graduation diploma (Diploma Certificate) (Annex 4), as well as a Diploma Supplement. Given that the study program has not been launched yet, the University provided an example Diploma Supplement (Annex 4).

Apart from the Diploma Supplement, upon enrolment of the student an electronic course record book is opened. The electronic course record book is a public document certifying studies and serving as the pre-degree certificate containing data relating to the completion of academic requirements (Annex 27: SRS, Appendix 4, Chapter 4, III.).

2.2.2 Qualification objectives and employment opportunities

The University declares that the study program’s qualifications objectives are based on the Ministerial Decree No. 15/2006. (IV.3.), section IX./1. concerning the requirements of a Nursing and Patient Care Bachelor Degree (Annex 1).

The program's objectives as stated in the SER and in the above mentioned Ministerial Decree are as follows: graduates should be qualified to practice with individual responsibility in the prevention, curing, caring and rehabilitation tasks on every level of health and social care. Students gain knowledge in the fields of health protection of the individual, family, community and society, the rehabilitation of health and of health and social care provision. They will be enabled to provide first aid and to explore the specific needs of the patient and create the nursing diagnosis and do the tasks on the basis of priority lists professionally.

According to the University, students holding a Bachelor degree know about the concept and criteria of health and the specifications of somatic, psychic and social status of human beings. They are aware of the scientific foundations of health protection and the restoration of health. The students get to know the organizational structure of health and social care provision, IT foundation, financing system, middle-range and long-term objectives and management tasks in their own field.

The SER states that the Nurses and Patient Care-Takers are prepared to cooperate in planning, developing and administering health care and social care services, to select and apply the nursing model and to explore and apply the necessary information and resources in order to complete the nursing procedure.

Upon graduation, students can find employment in primary health care, such as hospitals, care homes, home care, school health care services etc. or in primary social care, such as family assistance, community caretaking etc. Additionally, they have further training opportunities in Master programs as for example Nursing, Health Care or Nutritional Sciences Master programs. Currently, METU doesn't offer any related Master programs, yet.

With reference to the data published by the Hungarian Statistical Office, the University states that there is a severe lack of professionals in patient care in Hungary. The shortage of skilled labor becomes primarily permanent in fields of intensive care, anesthesiology and operating theater services as well as in psychiatric wards and oncology departments. As the average age of employees in patient care is steadily increasing, the number of vacant positions can be expected to rise constantly.

According to the University, these problems can not only be found in Hungary, but worldwide. METU states that job market surveys show that three quarters of all companies in the health and social services sector find it hard to fill in vacancies, while 80% of them think that providing for adequately trained workforce will become even harder in the next five years, especially in the field of elderly care. Because of the free movement regulations of the European Union, graduates of the afore-mentioned bachelor program will have the opportunity to choose whether to stay in Hungary or to work abroad. The University states that the bachelor program "Nursing and Patient Care" meets the requirements of the Directive 2005/36/EC of the European Parliament and of the Council on the recognition of professional qualifications (AOQ 17) that pursues the abolition of obstacles to the free movement of persons and services within the European Union.

2.2.3 Modularization and exam system

The program comprises 56 modules including internships plus the final thesis. In addition, students may take optional courses in the scope of 12 ECTS in the second and third semester (see Annex 1: Ministerial Decree 1.6.3; Annex 3: 4). Optional courses may include any subject from the universities program portfolio. Every module is completed within one semester. Up to two semesters are recommended as a period for exchange programs. According to the Ministerial Decree No. 15/2006 (Annex 1) the final thesis is awarded 20 ECTS. There are between 20 and 33 credit points provided in each semester by compulsory modules. The University states that according to the Government Decree No. 87/2015 the credit value of each semester may deviate from the 30 CP by up to 3 credits (AOQ 3).

The list of modules offered is as follows:

Module number	Subject	ECTS	Workload in hours			
			Total	Lecture	Practice	Self-Study
1st semester						
1	General Psychology	3	90	30	0	60
2	Healthcare Law	3	90	30	0	60

3	Economics and Management	3	90	30	0	60
4	Latin	3	90	0	30	60
5	Philosophy and Ethics	2	60	30	0	30
6	Anatomy I	4	120	30	30	60
7	Biochemistry	4	120	30	30	60
8	Biology	4	120	30	30	60
9	Basics of Information Technology	2	60	0	30	30
	Total:	28	840	210	150	480
2nd semester						
10	Developmental and Personality Psychology	3	90	30	0	60
11	Healthcare Information Technology	2	60	0	30	30
12	Microbiology	4	120	30	30	60
13	Anatomy II	4	120	30	30	60
14	Sociology	2	60	30	0	30
15	Introduction to Biophysical and Medical Technology	3	90	30	0	60
16	Preventive Medicine and Public Health Science	3	90	30	0	60
17	Physiology I	3	90	30	0	60
	Optional Modules	4	120			
	Total:	24	720	210	90	420
3rd semester						
18	Social and Health Policy	2	60	30	0	30
19	Nursing Studies I	3	90	30	0	60
20	Physiology II	4	120	30	30	60
21	Pharmacology	3	90	30	0	60
22	Public Health Science and Epidemiology	3	90	30	0	60
23	Cooperation Improvement Training	2	60	30	0	30
24	First Aid	3	0	30	60	90

	Optional modules	8	240			
	Total:	20	600	180	60	360
4th semester						
25	Social Psychology	3	90	30	0	60
26	Patient Psychology	3	90	30	0	60
27	Nursing Studies II	3	90	0	30	60
28	Addictology	3	90	30	0	60
29	Basics of Physiotherapy	3	90	30	0	60
30	Clinical Basics	3	90	30	0	60
31	Dietetics	3	90	30	0	60
32	Immunology	3	90	30	0	60
33	Genetics	3	90	30	0	60
34	Quality Assurance	3	90	30	0	60
	Total:	30	900	270	30	600
5th semester						
35	Gerontology	3	90	30	0	60
36	Health Pedagogy	3	90	0	30	60
37	Internal Medicine I	5	150	30	30	90
38	Surgery I	5	150	30	30	90
39	Obstetrics and Gynecology	5	150	30	30	90
40	Pediatrics	5	150	30	30	90
41	Neurology	5	150	30	30	90
42	Basics of Nursing	2	60	0	30	30
	Total:	33	990	180	210	600
6th semester						
44	Internal Medicine II	5	150	30	30	90
45	Surgery II	5	150	30	30	90
46	Clinical Simulation	3	90	0	30	60
47	Psychiatry	5	150	30	30	90
48	Nursing Practice in Inter- nal Medicine I	5	150	0	90	60
49	Nursing Practice in Sur- gery I	5	150	0	90	60

	Total:	28	840	90	300	450
7th semester						
43	Research Methodology	2	60	0	30	30
50	Intensive Therapy and Anesthesiology	5	150	30	30	90
51	Minor Clinical Procedures	5	150	30	30	90
52	Primary Health Care and Community Based Nursing	5	150	30	30	90
53	Geriatrics, Hospice, Nursing Care of Chronic Patients	5	150	30	30	90
54	Nursing Practice in Internal Medicine II	5	150	0	90	60
55	Nursing Practice in Surgery II	5	150	0	90	60
	Total:	32	960	120	330	510
8th semester						
56	Professional Practice (Nursing)	13	450	0	450	0
	Final Thesis	20	600	0	0	600
	Total:	33	1050	0	450	600
	Optional modules	12	360	90	60	210
Total study program		240	7260	1320	1710	4230

Chart 2: Modul Description

The module descriptions (Annex 7) cover the following aspects: module/course title and number, person responsible for the course, qualification level, credit hours, workload in total and split into contact hours, practical hours and self-study hours, duration and frequency, conditions for participation, language, qualification objectives and learning outcomes, content of the module, forms of teaching activities, forms of learning activities, requirements for the award of credits, usability of the module and literary resources.

The curriculum of the study program is built upon three types of compulsory course units or "blocks": foundational studies (31 CP), professional core mate-

rial (65 CP) and differentiated professional material (112 CP), which add up to a total of 208 ECTS.

a) The foundational subjects or “basic courses” block is spread throughout the first three semesters of the study program and entails 31 credit points. The University follows the Ministerial Decree No. 15/2006 (Annex 1, 1.6.1) that demands 25 credits as a minimum value within the common educational period. Most of the subjects in this block are not solely program-specific, meaning that they are also part of other program portfolios of the University and are therefore possibly studied with students from other disciplines (AOQ 9). The following subjects constitute this block:

- General Psychology (3 CP)
- Healthcare Law (3 CP)
- Economics and Management Studies (3 CP)
- Latin/Medical Latin (3 CP)
- Philosophy and Ethics (2 CP)
- Basics of Information Technology (2 CP)
- Healthcare Information Technology (2 CP)
- Sociology (2 CP)
- Introduction to Biophysical and Medical Technology (3 CP)
- Preventive Medicine and Public Health Science (2 CP)
- Social and Health Policy (2 CP)
- First Aid (3 CP)

b) Professional core material or “core subjects” on the other hand, are all program-specific and are taught from the first to the fifth semester of the study program. These subjects mostly constitute of a lecture and seminar. Some of the subjects taught during the fifth semester already include practical hours. This block includes:

- Anatomy I + II (4 + 4 CP)
- Biology (4 CP)
- Biochemistry (4 CP)
- Developmental and Personality Psychology (3 CP)
- Microbiology (4 CP)
- Physiology I + II (3 + 4 CP)
- Nursing Studies I + II (3 + 3 CP)

- Pharmacology (3 CP)
- Public Health Science and Epidemiology (3 CP)
- Cooperation Improvement (2 CP)
- Social Psychology (3 CP)
- Patient Psychology (3 CP)
- Addictology (3 CP)
- Basics of Physiotherapy (3 CP)
- Clinical Basics (3 CP)
- Dietetics (3 CP)
- Gerontology (3 CP).

c) The subjects which constitute the differentiated professional material or “differentiated specialized courses” are made out of more practical-working hours than other courses of the study program and can be courses in order to specialize in the fields of nursing, dietetics, physiotherapy, paramedics, or midwifery. These courses may be attended starting in the fourth semester. This last block of study constitutes of:

- Immunology (3 CP)
- Genetics (3 CP)
- Quality Assurance (3 CP)
- Health Pedagogy (3 CP)
- Internal Medicine I+II (5 + 5 CP)
- General Surgery I + II (5 + 5 CP)
- Obstetrics and Gynecology (5 CP)
- Pediatrics (5 CP)
- Neurology (5 CP)
- Basics of Nursing (2 CP)
- Clinical Simulation (3 CP)
- Psychiatry (5 CP)
- Nursing Practice in Internal Medicine I+II (5 + 5 CP)
- Nursing Practice in Surgery I+II (5 + 5 CP)
- Research Methodology (2 CP)
- Intensive Therapy and Anesthesiology (5 CP)
- Minor Clinical Procedures (5 CP)
- Primary Health Care and Community Based Nursing (5 CP)
- Geriatric, Hospice, Chronic Patient (5 CP)

- Professional Nursing Practice (13 CP)

In addition, the final thesis is counted in the last block, amounting 20 CP.

Course units are taught in the form of lectures, seminars, clinical exercises and clinical trainings. The university lists its spectrum of teaching methods, which can be grouped into three categories: "Methods regarding the involvement of the instructor/lecturer", "Methods based on the joint work of the instructor and the student", "Methods based on individual student work" (SER 1.2.4). These categories include frontal class instruction, teacher's explanation, individual student work and group work. All of these methods are used throughout the study program and instructors choose freely which teaching methods to employ in accordance with the goal and content of the subject. Didactic methods in this study program are mainly focused on developing the students' practical skills. Therefore methods such as the analysis of clinical case studies, situation roleplays and simulation trainings take place (SER 1.2.5).

Concerning the integration of electronic and multimedia forms of instruction and learning methods, most notably is the close work with "human patient simulators". These models give students the opportunity to actively participate in clinical simulation teaching (SER 1.2.5). In addition the University's facilities count with a number of SmartBoards used as interactive whiteboards (SER 1.2.5). Last is the planned launch of "Ustream", a video platform which enables its members to share experiences and educational material.

In addition to that, the university plans to integrate the e-communication platform Coospace in Hungarian and English. This platform enables communication between students and instructors and serves for efficient learning techniques, such as forums, news boards, task, glossaries, etc. Similarly, iTools may be used, in order to improve foreign language skills, through digital course books or making lecture notes and providing extra material for lectures.

A similar platform used is ETR, which records all individual data and information regarding the individual students that are essential for their academic administration. Furthermore, ETR is suitable for both students and the University to get in contact with and inform each other on a web-based surface. (SER 1.2.4)

Regarding the practical education the University differentiates between Skills Lab sessions, practice in demonstration labs and clinical practice. To realize the practical education the University cooperates with the Health Registration and Training Center, Budapest (ENKK), the Medical Center of the Hungarian Defence Forces (MHEK) and the National Rheumatology and Physiotherapy Institute (ORFI) (Annex 9). The cooperation partners provide the necessary premises for practical education in simulated clinical surroundings and real clinical settings. The students' attitude and performance during the internship shall be evaluated by the supervisor appointed by the employer in the "Evaluation of the Intern by the Supervisor" form (Appendix 28).

Students will complete most of their internships at the "Medical Center, Hungarian Defense Forces" and/or "National Institute of Rheumatology and Physiotherapy". According to the University, internships can only be completed at an accredited health care service provider (vocational training site). The president of the Health Registration and Training Center decides if a health care service provider may qualify for vocational training site status. Should a student decide to complete an internship abroad, an accreditation procedure of the chosen institution must be launched by the University at the Health Registrations and Training center (AOQ: 39).

The University specifies that practices are divided into four teaching **levels** (SER 1.2.6). The first being under surveillance of university instructors (level 1), the second under physician and nursing instructors (level 2), the third by a team leader (level 3) and the fourth being an independent hands-on scenario (level 4). The team leader has at least a BSc or MSc degree and is in charge of making sure that students are assigned to appointed nurses with BSc degree and a minimum of 5 years of experience. In addition team leaders and nurses work together in order to define and monitor the student's daily work (AOQ 38). Throughout the full period of the clinical practical training, students will be grouped into groups of five. The University will also have practical trainers who take part in the teaching of the nursing subjects. Another prerequisite of supervisors' employment is an advanced command of the English language (AOQ 36). In order to prove these qualifications, METU asks supervisors and instructors to provide their curriculum vitae.

An additional division of the practices is determined by the five **steps** involved in the development of practical skills. Step 1 implies that, practical knowledge is attained through in class demonstrations by the instructor; Step 2 suggests that the students carry out some activities independently with the instructor offering help; Step 3 entails the students' full independence when carrying out activities on "human patient simulators"; Step 4 involves the first real life situations that the student will be exposed to but always under supervision of an instructor; lastly Step 5 connotes that students should be able to work completely independent and thus instructors may entrust them with greater tasks (SER 1.2.6)

According to the Curriculum (Annex 3) practical education starts with **practice in demonstration labs** in the third ("First Aid": 30 hrs.) semester followed by "Nursing Studies II" in the fourth semester and "Internal Medicine I", "Surgery I", "Obstetrics and Gynecology", "Pediatrics" and "Neurology" in the fifth, "Internal Medicine II" and "Surgery II" and "Psychiatry" in the sixth semester and finalizing in the seventh semester with "Intensive Therapy and Anesthesiology", "Minor Clinical Procedures", "Primary Health Care and Community Based Nursing" and "Geriatric, Hospice, Chronic Patient". In total, there are 420 hours stipulated for practical education in demonstration labs. During the module "Clinical simulation" in the sixth semester, students complete additionally 30 hours in a Skills Lab.

Clinical practice starts in the fifth semester and comprises 840 hours, whereof 450 hours have to be completed during the eighth (last) semester. The proportion of practical skills to be gained on the program shall account for 98 CP (AOQ 37). The minimum stipulated by the Ministerial Decree 15/2006 is 95 CP (Annex 1: 6.5).

After the demonstration practices students start their guided clinical training practices, taking place throughout the last four semesters of the study program. The professional field practices start in two basic fields of general nursing practice: internal medicine and surgical care. Then the range of special practices is gradually expanded to include primary health care practices (SER 1.2.6 and Annex 3).

The following table gives an overview of all courses entailing only clinical practices, as well as clinical training. The level and steps mentioned above are also noted below.

Semester	Subject area	Level (1-4)	Steps (1-5)	Skill lab	Practice demonstration	Clinical practice	Total hours*	ECTS
III.	First Aid	1	1-3	0	30	0	90	3
IV.	Nursing Studies II	1	1-2	0	30	0	90	3
V.	Internal Medicine	1	1-2	0	30	0	150	5
	Surgery I	1	1-2	0	30	0	150	5
	Obstetrics and Gynaecology	1	1-2	0	30	0	150	5
	Paediatrics	1	1-2	0	30	0	150	5
	Neurology	1	2-3	0	30	0	150	5
	Basics of Nursing	2-3	4	0	0	30	60	2
VI.	Internal Medicine II	1	1-2	0	30	0	150	5
	Surgery II	1	1-2	0	30	0	150	5
	Clinical Simulation	2	3	30	0	0	90	3
	Psychiatry	1	2-3	0	30	0	150	5
	Nursing Practice in Internal Medicine I.	2-3	4	0	0	90	150	5
	Nursing Practice in Surgery I.	2-3	4	0	0	90	150	5
VII.	Intensive Therapy and Anaesthesiology	1	2-3	0	30	0	150	5
	Minor Clinical Procedure	1	2-3	0	30	0	150	5
	Primary Health care and Community Based Nursing	1	2-3	0	30	0	150	5
	Geriatric, Hospice,	1	2-3	0	30	0	150	5

	Chronic Patient							
	Nursing Practice in Internal Medicine II.	2-3	4	0	0	90	150	5
	Nursing Practice in Surgery II	2-3	4	0	0	90	150	5
VIII.	Professional (Nursing) Practice	4	5	0	0	450	450	13
	TOTAL			30	420	840	3120	104
				1290				

Table 4. Practical subjects

*Total working hours include lectures and self-study hours.

After the completion of the internship, the grade will be awarded by the director of the Career Centre on a three-grade scale. Nevertheless, a new procedure is under development according to which the evaluation is not done by the director of the Career Center, but by the head of the program and/or lecturer of the subject (AOQ 37).

According to the University (AOQ 35), international students will not find a language barrier, when completing the internship. This is due to the fact that internship activities take place under the guidance of doctors and nursing instructors who speak the English language and amongst patients who usually speak English as well.

In addition, most optional subjects are language courses, in order to provide students with the possibility to improve their knowledge. Also, students coursing the English study program are given the choice to study Hungarian in addition to another foreign language. Similarly, students attending the study program in Hungarian are able to course three compulsory subjects in English with the international students.

As for exchange opportunities students may take part in the Erasmus+ and Campus Mundi Programs within the EU. The University's bilateral cooperation with several non-European countries offers students the possibility to obtain international experience outside the EU. During the course of the studies there

is a timeframe of one or two semesters to go abroad (SER 1.2.9). Internships may also be completed in another country.

Through the Erasmus+ network the faculty is planning to establish cooperation agreements with other institutions related to health care areas specifically (SER 1.2.9). At the moment meetings with universities from England are taking place, in order to provide opportunities for students to spend their practical training abroad (ibidem; AOO 35).

Lecturers are also encouraged and supported by the University to join international research projects, as well as participating in lecturing and publishing activities at domestic and international professional conferences, in addition to the international exchange of teachers' experience through Erasmus+. These matters are coordinated and financed by the Centre for European Projects and the University, through substantial financial support via an in-house application procedure (SER 1.2.7, 1.2.9).

The study program "Nursing and Patient Care" offers a module on "Research Methodology" (module 47, 2 CP), which is planned to be coursed during the 7th semester. Students acquire basic skills in research methodology, which enable them to further understand literature, reports and practical implementation of nursing research.

Research at the university is carried out by lecturers and at times involving students. Regularly the university organizes scientific conferences to publish and disseminate research findings. In addition, the University won a tender called "Elite-cooperation for Promoting the Greatest Talents" in the year 2011. Since then, the university has developed a talent-promoting, elite-building program project (SER 1.2.7).

The study program follows the examination regulations set by the University defining the assessment methods, grading system and criteria for obtaining ECTS credits (Annex 16); which complies with the current requirements of the ECTS Users' guide. It is based on two types of grading systems, the first evaluating the students' performance on a five-grade scale (excellent (5), good (4), satisfactory (3), pass (2), fail (1)) and the second on a three-grade scale (excellent (3), satisfactory (2), fail (1)) (SER 1.2.3).

The differentiated use of the two different grading systems varies in the clinical complexity of the subject to be graded. In the case of the last complex clinical practices (“Nursing Practice in Internal Medicine II”, “Nursing Practice in Surgery II” and “Professional (Nursing) Practice”) the three-grading scale is applied for the students’ evaluation. All further subjects in the study program are evaluated through the five-point grading scale (SER 1.2.3; AOQ 16; Annex 3).

Assessment methods applied at the Faculty include a total of 56 examinations plus the Bachelor thesis. Forms of assessment, which are mentioned in the module descriptions (Annex 6) and outlined in the “curriculum” document, include colloquiums (40 x; may be oral or written and/ or practical), written tests (2 x) and written reports (3 x), end-of-term test (1 x), reports (1 x) and practical exams (9 x).

The specific form of examination for each course is specified in the “curriculum” (Annex 3) and “study plan” (Annex 2). Courses which are made out of a theoretical and practical block, are usually examined by an oral and practical colloquium. Solely theoretical courses are evaluated by a written form of examination. Students are to hand in written reports after internships and specialty practices.

Examination periods are defined for each academic year in the academic calendar, starting after the last day of the term-time of every semester and comprising six weeks. The examination period is followed by a remake examination week; this week is expressly for retake exams.

Examination grades are listed publicly, unless noted otherwise by students, in which case they will be kept confidential. Students will also have the chance to review the corrected exams for a period of two weeks following the publication (Annex 27: Student Requirement System, p. 54).

In general, students of the program are allowed to retake an examination for a specific study unit up to two times during one examination period. In case a student should fail his/her second repeat exam, he/ she shall register for the subject again if it was registered as a compulsory subject and pay fees accordingly (Annex 27: Student Requirement System, Chapter 6, VI.). A final

exam may not be repeated during the examination period when it was failed (ibidem).

In view of their disabilities, students with impairments may request the permission of the University to be exempted from fulfilling academic requirements, taking exams or certain parts of exams as well as to take exams in a different form or seek assistance at exams (Annex 10: II.I). Conditions for studying and taking exams shall be adjusted to the given disability. Moreover, disabled students shall be provided assistance to fulfill obligations ensuing from their status as students. In justified cases, disabled students shall be exempted from taking certain modules, studying certain units or taking exams and being tested. If required, disabled students shall be exempted from taking language examinations, or a part of the language exam or its level. A longer preparation period shall be ensured during exams. The use of technical aids (e.g. laptop without Internet access) shall be ensured for compiling reports in writing, or by substituting a written exam with an oral one and vice versa. Regulations, in terms of timeline and formal guidelines for studies, concerning the compensations for students with disabilities and chronic illnesses can be found in the "Regulation pertaining to the provision of equal opportunities for students with disabilities" (Annex 10).

The recognition of credits transferred from other universities (domestic and abroad) is regulated in the Student Requirement System, Appendix 4, Chapter 8, II. (Annex 27) according to the Lisbon Convention. According to that, students may apply for the recognition of ECTS earned at any higher education institution if the contents of the course-units compared are identical to an extent of at least 75%. The credit-transfer Committee is responsible for this procedure. Previously completed studies and work experiences may be subject for credit transfer accreditation as well (Annex 27: Student Requirement System, Appendix 4, Chapter 3, III.).

2.2.4 Admission requirements

In case of Hungarian students/applicants:

The procedures pertaining to the admission procedure are centrally regulated and executed by the Educational Authority and correspond with the provisions

of Government Decree 423/2012 (XII.29.) on the Higher Education Admission Procedure (Annex 12).

The applicant has to submit the application documents to the Education Authority (Annex 12: "Government Decree on Higher Education Admission", Sec. 9). The applicant may issue an application request for up to six programs or faculties, put in the rank-order in which he/she requests the application to be evaluated. The Authority then establishes the central registry of the applicants (cf. Annex 12, Sec. 12). The applicants are ranked according to points awarded for school performance and/ or study points (Annex 12, Sec. 15). An applicant for a Bachelor program may acquire a total of up to 200 study points. Either, his/her study points and his/her school leaving points are added up or his/her secondary school leaving points are doubled. The Education Authority will individually choose the calculation method that is most favorable for the applicant.

Study points are calculated from the secondary school grades of years 9 to 12 (or 9 to 13 in case of a foreign language preparatory year) following a legally set calculation method also described in the Government Decree 423/2012 (XII.29.) (Annex 12). Extra points can be awarded for "excellent", "good" and "satisfactory" results in the final examination. According to the University, it has the right to decide its own minimum points of admission, which cannot be lower than the points set in the Government Decree 423/2012.

During the admission procedure and if normatively defined in the regulations of the higher education institution, a health test, an aptitude test, an English language aptitude test for non-Hungarian nationals or a verbal aptitude test may be organized. In order to be admitted to the Bachelor study program in "Nursing and Patient Care" the applicant has to complete a registered state language exam at B2 level or hold an equivalent school leaving certificate or certificate from either one of the official languages of the European Union or Russian or the language of a national or ethnic minority of Hungary (Annex 12, Sec. 10).

In case of non-Hungarian students/applicants:

The University defines and describes the admission requirements for non-Hungarian students in the document "Admission procedure of international

students" (Appendix 14) and in Appendix 2, Chapter 6 of the Student Requirement System (Appendix 27).

International students apply to the International Training Centre of the University by submitting above all

- The copy of the secondary school-leaving certificate/the or the copy of the diploma obtained at a higher education program and the copy of the grades of the final examination;
- The copy of the translation of the secondary school-leaving certificate in case the certificate was not issued in the English or Hungarian language;
- The document certifying a successful English language examination;
- The document certifying the payment of the application fee;
- The survey on the applicant's health status.

It is the student's responsibility to obtain the necessary visa and residence permit. The International Training Centre shall make the decision on the approval of the application. The International Training Centre shall issue the final and valid admission decision based on the document certifying the payment of the tuition fee.

Grounds for disqualification of all applicants related to health may include a functional disorder of the upper limbs, severe lesions of the static system in a resting position, disorders of the heart, the circulatory and respiratory systems, hearing weaker than 30 dB in the speech zone, such disorder of visual acuity that interferes with the student's communication, vision defects indicated by the Ishihara color perception test and limitations of spatial vision (SER 1.5.4 and AOQ 41).

2.3 Study conditions and quality assurance

2.3.1 Human Resources

As the study program "Nursing and Patient Care" is going to be launched in 2017, not all lecturers are employed yet. The University states to have the appropriate number of lecturers for the first two semesters of the program (SER 2.1.1). In total, 27 lecturers will be needed for the successful implementation of the study program. At the time, eight lecturers are already employed as full-time teachers at METU (AOQ 19). 11 lecturers and instructors have

declared their intention to join the University as full- or part-time employees in autumn semester 2017, another eight will start teaching in the present study program in May 2018 (AOQ 19 and Annex 8: CVs and letters of intent of the lecturers). According to the University, all lecturers and teachers who have a signed letter of intent will be present by the time the first semester of the program starts. The University states, that the weekly work load of instructors in Hungary is as follows (AOQ:19):

Hours	Instructor Type
16 contact hours	Senior Lecturer
12 contact hours	Associate professors
10 contact hours	College associate professors
8 contact hours	professors

The selection of the teaching staff is based on a “multi-step selection process”, during which professional and academic suitability, as well as functional and behavioral competences are examined (SER 2.1.2). During the selection process for a full time teaching position, the final decision is always made by the head of the institute and/or the person exercising employer’s rights. The recruitment of – and/or cooperation with – a part-time instructor is the responsibility of the heads of the institute.

The University offers further training, skills and competence development for staff members. In order to identify existing training needs, the Human Resource Manager develops annually a training plan for the upcoming year. The planning process is based on a survey and assessment of needs conducted with the help of the heads of organizational units. The determination of “deficiencies” takes place in accordance with the short-term and long-term objectives of the organization and also in line with relevant legal rules and regulations of the University.

Additionally, instructors may apply for support for conference participation in both the autumn and the spring semester to provide faculty members the opportunity to receive up-to-date information about developments in their field of studies. Similarly, an internal “Teachers’ Day” is organized every January to offer a platform to teachers to share their experience in teaching, methodology and to develop and exchange ideas in workshops (SER 2.1.2).

Further human resources foreseen to work at the study program are firstly a laboratory assistant who assists with the practical teaching of the subjects "Biology", "Biochemistry" and "Microbiology". Additionally, a health care supervisor, who will be a professional worker at a health care institution with a higher-level degree in nursing, will teach, supervise and evaluate students in accordance with the protocol of the institution. Further on, an IT assistant will attend during clinical simulations (SER 2.2.1).

2.3.2 Facilities

The University buildings provide lecture halls and classrooms, equipped with a computer and a projector and free WIFI access. Different types of devices can be provided for the educational demand (Cameras, TV sets, video players, interactive smartboards, flipcharts and technical devices for amplification) (SER 2.3.3).

According to the University, the cooperation partners ENKK Health Registration and Training Center and the Medical Center of the Hungarian Defense Forces and National Institute of Rheumatology and Physiotherapy provide the classrooms necessary for conducting foundational subjects (Anatomy, Physiology, Microbiology etc.) as well as laboratories required for conducting practice hours as well as demonstration rooms with state-of-the-art equipment (SER 2.3.1).

Students studying "Nursing and Patient Care" have access to the Central Library and the Art Library. Both institutions offer access to academic journals and literature. In addition to the resources in print, students may also access an e-library with online publications. In addition, students may access the ENKK Health Registration and Training Center Library, which has a healthcare specific stock.

The Central Library (including the collection of the Art Library) offers in total 30,400 units of library material, thereof 75% are specialist titles being published after 2000. The collection grows annually by about 1,700 titles (SER 2.3.2). Regarding the program-related acquisition of learning material, METU follows the guidelines given by the central library: "purchasing compulsory and recommended literature" (Annex Q). In accordance to this regulation the

library is required to provide literary resources of a minimum amounting 10% of the actual number of students (AOQ 22).

The Central library is open Monday – Thursday from 9:00 to 18:00. On Fridays the opening hours go from 9:30 to 18:00 and Saturdays from 9:30-16:00. The library is suitable for 100 people at a time. The students also have access to the cooperation partners' specialized libraries Monday-Thursday from 9:30 to 12:30 and 13:30-16:30 and Fridays 9:30 to 12:30 (AOQ 23).

The library works with the University's online catalogue, which lists all documents kept at the University. Students may also work with KisTeka (The Health Registration and Training Center), a catalogue with 3087 documents. Both catalogues may be accessed online or through the 27 computers (5 for staff, 22 for students) with access to the internet in the main library.

In addition to the library's computers, there is a computer room equipped with 24 computers. Moreover, there are two heavy-duty copying machines/ scanners for students to use.

2.3.3 Quality assurance

The University states that annual self-evaluation is conveyed and self-evaluation reports are produced which constitute the framework necessary to define the desirable level, assess strategic achievements, and design an action plan for the upcoming academic year (SER 1.6.1 and 1.6.2). Data for such a report is collected with the help of anonymous questionnaires (SETP²-Questionnaires) that serve to monitor and evaluate foremost lecturers, seminar leaders and trainers. Quality assurance of education at the University rests on the concepts outlined in the Quality Management Handbook (Annex 18) of the University³.

Students are integrated in the quality process through the SETP evaluation procedure, as students fill in the questionnaires, to express their satisfaction with the quality of the study program, teaching staff, and their workload of courses (Annex 19). Surveys can be made either electronically or in written form. The Head of the Accreditation and Quality Management Office is re-

² Student Evaluation of Teacher Performance

³ The full *Quality Management Handbook* has not been provided by the University, as it is only available in Hungarian

sponsible for the evaluation of the Questionnaires, as well as publicly announcing the results. In addition, students are given the choice to evaluate internships through the "Student Questionnaire on Internship" which is completed online (AOQ 34).

In the case of an instructor scoring less than a 4 on a scale form (1 to 5), the heads of institute discuss these results with the teacher concerned. If necessary (during the semester following the evaluation) in the frame of a peer examination, the quality and standard of the given lecture will be examined. By these means the University seeks to validate and develop their teaching staff, as well as assuring the quality of the different study plans (SER 1.6.1).

In addition to the process pointed out above, faculties organize middle management meetings, in which instructors and middle and senior management members can share experiences, in addition to defining further tasks and potential ways and directions for development (SER 1.6.2).

An evaluation on the practical relevance of the study program will be provided by the labor market at the time of evaluating the internship and the performance of students participating in internships. The information provided by the evaluation of students at the end of internships serves as a basis for identifying competences that need further improvement and it gives an insight into the expectations of the University's partners.

Student work load has been measured by legal as well as educational and study administrations. As the program has not been launched yet, there is no given information regarding practical feasibility. The University claims, that once the study program is launched, measures will be taken, should students claim to have too much work to do. Due to the fact that the study program is being designed to be newly accredited, statistical data is not available yet. The University plans to include the "Hungarian Graduate Career Tracking System" (HGCTS) to their strategy in order to do "follow-ups" on their graduate students (AOQ 39).

Each subject starts with a group consultation where students are informed about the knowledge that is to be acquired during the semester including assigned tasks, assessment methods and the criteria for performance evaluation.

The University ensures equal opportunities for all students, including students with chronic illnesses and disabilities. The Equal Opportunity Committee operates at the University in order to assure this. Preparatory courses are offered for the staff in order to help them prepare for any potential challenges in this field (SER 1.6.10). In addition, when applying for the program, students have to fill out a form, stating their health status, so that necessary adjustments can be made, at the time of application as well as during the studies. (Annex 10; Annex 17). These include changes in the examination criteria, adaptation of textual material, and the choice of particular locations and equipment adapted to the needs of these students (Annex 10).

According to the University, the administration of student affairs is facilitated through different electronic channels (ETR, Coospace, Modulo). The administration of study-related affairs takes place at the Student Information Centre, where teachers are available online, via telephone or personally. Additionally, students may contact instructors, heads of institutes and program during their office hours. Appointments for the administration of study affairs can be made in advance through the so-called TimeR system. Issues related to internship and job opportunities are handled by the Career Center. Personal casualties can be brought forward at the Mental Health Counseling Center, where students are offered guidance and advice (SER 1.6.8).

Lastly, the University states to be a tolerant and open-minded institution where gender equality and equality in every respect are fully ensured both for students and employees. Students and employees distribution by sex is 60/40 with 60% of students/employees being female and 40% being male (SER 1.6.9).

The essential principles and information underlying student life (student side) and employment (employee side) are recorded in our rules and regulations. The revision of these documents is implemented from time to time, and both students and employees receive full-scale information about the effective documents.

2.4 Information about the University

The Budapest College of Communication (that was the original name of the University) was established in 2000 with a state accreditation. It has provided

higher educational, adult educational and advanced vocational training courses, with a high international and European Union standard in the field of applied communication and business sciences since 2001. The Metropolitan University was officially granted the status of a University of applied sciences on January 1, 2016.

The University is made out of five buildings: the Nagy Lajos király street campus, the Rózsa Street Campus, the Egressy Road Campus, the Rottenbiller Street Campus and the Regional Knowledge Center.

The Metropolitan University has a total of 5,120 enrolled students as of March 2016. The University offers 21 Bachelor programs, 12 Master programs, 7 higher education vocational training courses and 80 registered specialist post graduate courses at nine following institutes:

- Institute of Economics and Business
- Institute of Marketing
- Institute of Methodology
- Institute of Applied Arts
- Institute of Media Arts
- Institute of Communication Studies
- Institute of Foreign Languages
- Institute of Social Sciences and International Relations
- School of Tourism, Leisure and Hospitality.

With the launching of the Bachelor study program "Nursing and Patient Care" an Institute of Health Sciences is going to be founded.

3 Expert report

3.1 Preliminary remarks

The Accreditation Agency in Health and Social Sciences (hereupon, the AHPGS) was commissioned by the decision of Budapest Metropolitan University (hereupon, the University) for the accreditation of the study program "Nursing and Patient Care" (Bachelor of Science). For external evaluation, the University can propose any full member of the European Association for Quality Assurance in Higher Education (ENQA). The AHPGS was proposed by Budapest Metropolitan University and invited by the Hungarian Educational Authority to provide a program accreditation expert opinion on the "Nursing and Patient Care" study program.

The on-site visit evaluation of the study program "Nursing and Patient Care" offered at the Budapest Metropolitan University (METU), was carried out on November 16-17, 2016 at the central campus of Budapest Metropolitan University. Additionally, the expert group visited the Health Registration and Training Center, Budapest, and the Hungarian Defense Forces Medical Center, Budapest.

The documents of the University, the feedback from the experts to the documents and the results of the discussions with the representatives of the University during the on-site visit serve as basis for the statements made in the expert report.

The following experts were appointed by the accreditation commission of the AHPGS for the evaluation of the study program and signed a declaration of unbiasedness:

As representatives of higher education institutions:

Mr. Prof. Dr. Johannes Keogh

Professor of Nursing Sciences

Fulda University of Applied Sciences, Germany.

Mrs. Prof. Dr. Michaela Röber

Professor for Health Care Management

Frankfurt University of Applied Sciences, Germany.

Mrs. Prof. Dr. Birgit Vosseler

Professor for Nursing Sciences

University of Applied Sciences, St. Gallen, Switzerland.

As representative of professional practice:

Mrs. Sarah Hermann, BSc⁴

Health Care Manager

Geriatric Psychiatry Landwasser, Freiburg, Germany.

As student representatives:

Mrs. Franziska Jagoda, BSc

Master studies in Nursing Sciences

University of Witten/Herdecke, Germany.

According to the *Rules for the Accreditation of Study Programs and for System Accreditation* (determined by the decision of the Accreditation Commission, of December 8, 2009 in the version of February 20, 2013, Drs. AR 20/2013), the task of the experts in the accreditation procedures is to evaluate the education concept of a specific study program as well as to estimate the possibility of its successful implementation. This concerns, in particular, qualification objectives of the study program, its conceptual integration into the system of education, the concept of the study program, feasibility of the content and scope of studies, the examination system, study-relevant collaborations, personnel, material and space resources, transparency and documentation, application of the results of quality assurance for further development of the study program (it is especially important to present the analyses and evaluation results of student workload, academic accomplishments and employment of graduates, which are to be documented and taken into account within the framework of continuous development of the study program), as well as the provision of gender equality and equal opportunities.

The on-site visit of the experts is carried out in accordance with the *Criteria for the assessment and accreditation procedures of study programs at foreign higher education institutions* developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in

⁴ The persons in italics did not take part in the on-site visit.

the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). After the announcement of the accreditation decision by the Accreditation Commission of the AHPGS, the expert report will be published as a part of the final Assessment Report and be forwarded to Budapest Metropolitan University as well as to the Hungarian Educational Authority.

3.2 Basic information about the study program

The main objective of the bachelor study program "Nursing and Patient Care" offered at the Budapest Metropolitan University is to train such nurses and patient care specialists who are able to participate with individual responsibility in the prevention, curing, caring and rehabilitation tasks on every level of health and social care. The study program requires the obtainment of 240 credit points (CP) according to the European Credit Transfer System (ECTS). One CP is equal to 30 workload hours.

The total workload of the program constitutes 7,200 hours, of which 1,320 are contact hours, 1,650 are training/internship hours and 4,230 are hours of independent study. METU gives additional 60 hours of professional practice in the last semester. "Nursing and Patient Care" is a full-time study program with a regular duration of four years/eight semesters. The program curriculum consists of 56 courses and the final thesis. All courses are obligatory. Additionally, students choose optional modules amounting to 12 credits value. The program will be launched in Hungarian and in English language.

Admission requirements of the program include a secondary school leaving certificate, a health test, an aptitude test and a language aptitude test in Hungarian or English. Students are informed about the amount of the tuition fees in advance. The University has determined tuition fees for native and international students. Upon completion of the study program, students are awarded with the academic title "Bachelor of Science". There are 30 study places annually available in the program, 15 for Hungarian students and 15 for international students. Admission takes place every winter semester. The first batch of students will be admitted to the program in the academic year 2017/2018.

3.3 Expert Report

The on-site visit was carried out on November 16-17, 2016, according to the previously agreed schedule. Representatives from the head office of the AHPGS accompanied the expert group.

The expert group met on November 16, 2016 for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation as well as the uprising questions. Furthermore, they prepared the plan of the on-site visit at the University.

In the course of the on-site visit, experts conducted discussions with the University management, the head of the program and the teaching staff of the program "Nursing and Patient Care" as well as with Hungarian and international students currently studying at Budapest Metropolitan University. Furthermore, they inspected the learning premises, especially the Skills Labs and the cooperating hospital where the trainings take place.

The expert report is structured in compliance with the accreditation criteria of the AHPGS approved by the Accreditation Commission of the AHPGS of September 30, 2015 in the version of July 21, 2015. The study program will be described and analyzed below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the on-site visit, results of discussions with the representatives of the University and the program representatives serve as the basis for the statements made in the expert report.

3.3.1 Program aims and their implementation

The study program's qualification objectives are based on the Hungarian Ministerial Decree No. 15/2006. (IV.3), section IX./1.. According to this regulation, the study program pursues specific and clearly defined professional qualification objectives. The students get equipped with knowledge, skills and necessary techniques needed to work as a nurse in the fields of health protection of the individual, family, community and society and the rehabilitation of health and health care provision. The students recognize the correlations between professional fields and are able to evaluate results and experiences. They gain knowledge about the scientific foundations of health protection and the organizational structure of health and social care provision, its IT founda-

tions and the financing systems. On site, the University explains that nursing education in Hungary is started with a generalist profile; further specialization, such as intensive care, follows in Master programs, although introductions to related special areas, such as midwifery, physiotherapy and dietetics, are already given during the Bachelor studies. From the experts' perspective the learning outcomes of the study program are clearly defined and correspond to the pursued academic degree as they cover professional and interdisciplinary aspects and refer to the domain of academic competencies.

The program's qualification objectives aim also at enabling students to take into account ethical and behavioral principles during work and to protect the rights of the individual and the community. With regard to the aspect of interpersonal skills and responsibilities, students learn to work in multidisciplinary teams and to engage in collaborative activities while practicing their profession in a holistic, tolerant and sensitive manner.

METU will be the seventh university in Hungary that offers a study program in nursing. Registered nurses in Hungary need a Bachelor degree; qualified nurses and nursing assistants absolve a vocational training. As the nursing profession is affected by a labor shortage in Hungary and Europe, the labor market status of nurses is above average. As a whole, the experts see adequate competencies provided as well as excellent circumstances for a qualified employment of the program's graduates.

As the University intends explicitly to qualify (international) nurses for the European besides the Hungarian labor market, the experts consider it, however, necessary to document clearly how the requirements of the Directive 2005/36/EC of the European Parliament and of the European Council are met in order to guarantee a successful recognition and employment of the nursing graduates all over Europe (see also Criterion 2).

Certainly, the experts conclude that the bachelor program "Nursing and Patient Care" pursues realistic educational goals. The educational objectives of the program cover essential professional and interdisciplinary aspects as well as competencies required for academic work and scientific research, competencies necessary for qualified employment, skills of social commitment and personal development. The national legal requirements (Ministerial Decree

15/2006) regulating the establishment of the study program have been observed.

From the experts' point of view, the requirements of the criterion are fulfilled.

3.3.2 Structure of the study program

The Bachelor program "Nursing and Patient Care" at Budapest Metropolitan University is designed for a duration of eight semesters and comprises 240 credit points. The curriculum contains 56 courses and a Bachelor thesis that comprises 20 credit points according to the Ministerial Decree No. 15/2006. Each semester is designed with a 30 CP scope which may deviate by a maximum of 3 CP. In addition to the 56 modules, students may take optional modules amounting 12 credit points. The study program has a modular structure according to the European Credit Transfer System (ECTS). The module descriptions contain all necessary information, as required in the ECTS User's Guide, particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload.

The curriculum is built upon three types of compulsory course units to assure that all required competencies will be acquired.

- 1) Foundational studies (31 CP) that comprise introductions to related disciplines, such as psychology, (health care) law, sociology, philosophy and ethics, information technology, politics, Latin, public health and first aid, are studied during the first three semesters.
- 2) Professional core studies (65 CP) are carried out during the first five semesters and cover medical and health science related core subjects and nursing basics. In the fifth semester, some courses already include first practical trainings.
- 3) In the fourth semester, students start studying more differentiated professional subjects (112 CP) that contain more practical hours than other courses. Students pass internships in different basic nursing fields, such as internal medicine, surgery, pediatric care, psychiatry, obstetrics and gynecology, neurology and geriatrics.

From the experts' perspective, the combination and the succession of the modules of the study program are consistent with the specified qualification

objectives described in Criterion 1. The study program aims at providing students with specialized and interdisciplinary knowledge as well as professional, methodological and general competencies. This is also due to the design of the curriculum in line with the Hungarian Ministerial Decree No. 15/2006 on the program completion requirements of Bachelor and Master Courses in the medical and health science educational field. However, the experts consider the program structure with 56 courses as too fragmented and overloaded with examinations. Although the modules reflect in a very detailed way the national requirements of a nursing study program as laid down in the Ministerial Decree No. 15/2006, the experts suggest the academic staff to combine the courses into larger units or modules that are completed with a single examination and that pursue compatible and coherent learning objectives. By doing so, the University could reduce the workload pressure on students, make the study program more competency-oriented and, at the same time, foster cooperation of teachers across disciplines. The integration of courses into larger coherent entities would enhance the interdisciplinary capacities of the study program in general.

The Bachelor program "Nursing and Patient Care" of Budapest Metropolitan University intends explicitly to qualify for the Hungarian labor market, and, additionally, for the European market. Therefore, the University provides the program in Hungarian and in English language and holds study places for both Hungarian and international students. The fulfillment of the Hungarian requirements is clearly documented. But as mentioned above (Criterion 1), the experts consider it necessary to expose as well the fulfillment and the consideration of the European Directive 2005/36/EC in order to guarantee the recognition of the nursing graduates in other European countries.

With regard to competencies described in the course descriptions, the experts identified further room for enhancement of the study program. As already mentioned, the study program and its course descriptions are more knowledge-oriented than competency-oriented. Although the experts do not doubt an understanding and the implementation of the nursing program corresponding to the Bachelor level, they determined that the course descriptions do not consequently reflect the academic level for a Bachelor program which is level 6 according to the European Qualifications Framework (EQF). However, as the program has a strong focus on international students and on the

qualification for the whole European labor market and in order to enhance the program in line with European standards according to the Bologna idea, the experts strongly recommend reviewing the course descriptions with regard to the EQF, taking into account the key role of learning outcomes instead of input. Relying on *Bloom's Taxonomy* could be helpful from the experts' perspective.

The practical training of the students is mostly included into the modules in order to link theoretical knowledge with practical experience. For the practical training the study program builds up the competencies in five steps passing four teaching levels. Starting with gaining practical knowledge through class demonstrations by an instructor, students carry out activities more and more independently in Skills Labs until they are involved in real life situations under supervision of their instructor. During their practical trainings students are instructed and supervised by university instructors first, and, entering the clinical settings, by physicians, nurses and team leaders. The last semester comprises a professional intensive internship that comprises 13 credit points. Overall, the students pass 1,290 hours of practical training, thereof 450 hours in skills and demonstration labs and 840 hours of clinical practice. From the experts' point of view the practical training is well structured. The arrangement of internships in the study program allows the acquisition of ECTS credits. However, the experts consider it necessary to make sure that the students complete their real setting practical training not only in the areas of surgery and internal medicine. They should experience real life situations throughout the fields treated theoretically and in the demonstration labs, such as pediatrics, obstetrics and gynecology, neurology, psychiatry, intensive care, geriatrics and with chronic patients. Additionally, parts of the 450 hours internship in the last semester are absolved in non-clinical but nursing relevant areas, such as elderly homes, home care and community health care. To assure that students go through all necessary areas of nursing practice, the experts consider it necessary elaborating a detailed practice curriculum that determines explicitly the (specialized) competencies and at what point of the internships they are gained. This should also serve as a basis of understanding with the cooperating institutions and instructors in charge of the clinical training. Furthermore, the detailed practice curriculum and an elaborated theory-practice-correlation should clearly visualize the fulfillment of the requirements not only

on Hungarian level but also according to the European Directive 2005/36/EC (see above).

Furthermore, the experts strongly recommend not only focusing on acquiring knowledge and professional competencies but also on building up reflective and scientific competencies. The experts underline that it is important for the program to introduce the elements of self-reflection, which will consequently contribute to the development of a unique professional identity of a nurse with an academic education. Therefore, the experts recommend reviewing the modules and the study program itself regarding their scientific understanding.

The University assures that students receive sufficient academic as well as personal support and guidance they need for the organization and accomplishment of assignments and the learning process in general. Apart from the experts' impression of a highly motivated and engaged teaching staff, the students on site confirm a well working supporting system at Budapest Metropolitan University.

Recognition procedures and responsibilities are regulated in the Student Requirement System of the University. Credit recognition, which is based on the course-unit program, shall be granted only by comparing the knowledge content on the basis of which the credit points are given. The credit points shall be granted if the contents of the course-units compared are identical to an extent of at least 75%. The credit-transfer committee may also acknowledge previously completed studies and work experiences for credit transfer.

From the experts' point of view, the requirements of the criterion are partially fulfilled. The compliance of the study program with the Directive 2005/36/EC has to be clearly laid out. A detailed practice curriculum has to be elaborated to determine explicitly the (specialized) competencies to be gained at certain points of the internships.

3.3.3 Admission and Feasibility

The admission procedure for Hungarian applicants is centrally regulated and executed by the Hungarian Educational Authority applying a calculation system determined in the Government Decree 423/2012 on the Higher Education Admission Procedure. In case of international applicants the University undertakes the admission procedure itself. All applicants for the study program

must hold a high school certificate. Additionally, the University requires a health test, an aptitude test, an English language aptitude test for those who want to study the program in English or a verbal aptitude test.

From the experts' point of view the admission requirements for the "Nursing and Patient Care" study program are appropriate to the level and the requirements of the study program.

Regarding the feasibility of the study program, the experts refer to the recommendation made under the second criterion: Due to the high amount of modules (56) that have to be completed with at least one exam the study program demands a high workload of the students from the experts' point of view. Therefore, the teaching staff should review the curriculum in order to identify courses that could be combined into larger units or modules that are completed with a single examination.

Nevertheless, the experts consider the feasibility of the study program as guaranteed. This is also due to the highly engaged teaching staff and well working student support services which is confirmed by the students on site. The University disposes a Student Information Center, an International Office and a Career Center. Additionally, the University has partners that support students in legal matters and in finding accommodation. Budapest Metropolitan University also provides scholarships for talented students and for international programs. International students are offered free Hungarian language courses. As the University applies three online platforms for administrative and educational tasks the students explicitly value the introduction that is offered to every new student at METU. Thus, from the experts' point of view student support is provided in a sufficient and appropriate manner.

Through a public academic calendar students are informed early about the semester cycle and examination periods. As a whole, the experts conclude that the organization of the education process ensures the successful implementation of the study program.

Thus, from the experts' point of view, the requirements of the criterion are fulfilled.

3.3.4 Examination system and transparency

Students' performance is assessed in the study program by means of final examinations carried out at the end of each semester. Hence, 56 examinations and the Bachelor thesis have to be passed. Course instructors are responsible for the preparation of the schedule and content of the examinations. In addition to the Bachelor thesis and the practical exams, students' assessment is carried out through colloquiums, written exams and reports. Reports are usually to be handed in after internships and specialty practices and thus stimulate the reflective competencies of the students.

Students, who have failed an examination after the first attempt, may retake the exam up to two times during one examination period. In case of failing the second reexamination they have to repeat the respective course in the next semester. The Bachelor thesis may be submitted for defense only three times on condition that the special procedure fee is paid each time. The University has regulations and procedures enabling students with impairments taking exams in a different form or under certain assistance.

The experts concluded that the examinations, although numerous, serve to determine whether or not the envisaged qualification objectives have been achieved. The experts got the impression that these examinations are focused mainly on students' knowledge instead of being more skill-oriented to stimulate the development of competencies (see also Criterion 2). As already mentioned, the large number of courses leads to a high examination load for students. Such a fragmentation of modules prevents also the continuous and coherent teaching of professional competencies. Therefore, the experts strongly encourage the academic staff of the department to combine the program courses into larger units or modules, which are completed with a single examination. This will enable the academic staff to reduce the examination load in the program. Furthermore, through the incorporation of individual courses into modules based on common learning objectives and outcomes, the study process will be made more systematic and competency-oriented. The experts believe that this will lead to the development of a more student-centered examination system. Having said that, they are however aware of the existing national regulations that could to some extent hinder such modifications.

As the study program “Nursing and Patient Care” did not start yet, there is no program-specific information available on the University’s website. However, the Student Information Center as well as the website provides all official documents. Especially the Students Requirement System contains relevant information about the examination system, credit transfer, and compensation regulations for students with disabilities. Prospective students are provided with information about the application procedure and admission requirements and about tuition fees. Furthermore, they are provided with a credit transfer request form and the relevant information. Also practical information, e.g. about health insurance, residence permit and visas, dormitories and accommodation etc., is given.

From the experts’ point of view, the requirements of the criterion are fulfilled.

3.3.5 Teaching staff and material equipment

As the study program did not start yet, the teaching staff is not completely employed. The University plans to employ up to 27 lecturers to cover the 56 courses of the nursing program in Hungarian and in English. So far, eight people are already employed as full-time lecturers, among them the program manager. All of them hold a PhD. The program manager is a registered nurse with an academic career and responsible for the new Bachelor program “Nursing and Patient Care” including the nursing specialization only. The program manager holds a PhD as well and is a full-time employee who confirmed in writing to be employed exclusively at METU. 12 more people signed a letter of intent to be employed by the University as soon as the study program is accredited. The letters of intent also indicate the courses that are going to be taught. METU makes sure that the lecturers are responsible for no more than three courses each, required at multiple programs where applicable, at the institution. The provided CVs of the (future) lecturers show their academic and professional qualification to carry out the respective courses. From the experts’ perspective, the qualifications of the teaching personnel correspond to the requirements of the study program. On site, five more academic professionals joined the future teaching staff. So far, 21 of the 25 prospective lecturers hold a PhD. The request for two more lecturers is still in progress. 18 persons are listed to be responsible for the teaching of practical classes (not including the clinical practices held at off-site premises). 50 % of them have committed

themselves to full-time employment at the University. With regard to the teaching personnel, the experts consider the University to be ready to start the program in autumn term 2017 and provide the courses at least of the first three semesters. Furthermore, the University gained professional and specialized persons ready for teaching in the ongoing program. Thus, more than 75 % of the persons responsible for the core courses are going to be the institution's lecturers.

The University's Quality Management Handbook includes the recruitment and selection process of teaching staff. Given that all the requested persons will be employed, the experts conclude that professionalism and sufficient numbers with regard to human resources assure the successful implementation of the study program. Also Hungarian national requirements regarding teaching staff were taken into account by the University. However, the experts request an updated plan indicating the whole prospective teaching staff, their academic title, the date of their (prospective) employment at the University, courses to be taught and job scope.

The Human Resources Office of the University carries out trainings for the teaching staff every year. The trainings are planned based on a survey and assessment of needs conducted with the help of the heads of the organizational units. Instructors may also ask for support for conference participation to receive up-to-date information in their fields. Hence, the experts can conclude that measures for the professional and personal development of the teaching personnel are provided.

On site, the University also laid out its perspectives for interdisciplinary links with the new programs. A possible cooperation is considered especially with the University's study programs in tourism, promoting the focus on health tourism. Recently, Budapest Metropolitan University has won a 300 million research tender following the application for the open call by the Research and Technology Innovation Fund. The research project aims at discovering the values of the countries of the Balkan region that may serve as a basis to formulate new concepts of tourism services focusing on preserving health.

The experts look favorably upon the fact that the University realizes the practical part of the study program in close cooperation with the local health care institutions. For the practical training the University won significant and capa-

ble cooperation partners: the Health Registration and Training Center (ENKK), Budapest, the Hungarian Defense Forces Medical Center (MHEK), Budapest and the National Rheumatology and Physiotherapy Institute (ORFI). Apart from the clinical training at MHEK and ORFI, all institutions dispose well equipped skills labs including a care demonstration sick-ward, an anesthetic-intensive-emergency demonstration room and a simulation room, allowing students to gain the required competencies before entering the clinical setting. Additionally, MHEK is an established and experienced teaching hospital. During the on-site visit the experts had the chance to visit the ENKK and the MHEK and confirm adequate facilities for practical nursing education.

The University comprises a Central Library and an Art Library that possess over 30,000 publications, accessible also for the students of the new Bachelor program "Nursing and Patient Care". Moreover, the University provides students with access to academic journals, digital books and several databases, e.g. EBSCO Academic Search Complete and Elsevier SciVerse e-book. With regard to the new study program, the University started to build up a stock of health care relevant literature. In addition, the students may also access the catalogues of the cooperating institutions, such as ENKK's KisTeka, a catalogue of more than 3,000 healthcare related documents.

Although the experts conclude that qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program, they strongly point out that the University has to follow its annual library development plan in order to complete and complement an up-to-date and program-specific inventory.

From the experts' point of view, the requirements of the criterion are partially fulfilled. An updated plan indicating the whole prospective teaching staff, their academic title, the date of their (prospective) employment at the University, courses to be taught and job scope (full-time/part-time) has to be provided.

3.3.6 Quality assurance

Budapest Metropolitan University has developed a concept of quality assurance in the education process, in teaching and in research which is documented in the University's Quality Management Handbook. The Quality Management handbook is based on EN ISO 9001:2009. Quality management

processes are under continuous monitoring and control coordinated by the Accreditation and Quality Management Office. The University regularly conducts surveys among students and teaching staff. In addition to the members of the management, each respondent and participant of the surveys receives the report on the findings from the questionnaires. The regular surveys include a complete Student Evaluation of Teacher Performance (SETP) and career tracking of active and graduate students.

As the study program "Nursing and Patient Care" will start in September 2017, statistical data about the demand for the program, workload experiences, dropouts and graduates' careers are not available yet. However, the new Bachelor program "Nursing and Patient Care" is going to be incorporated in the University's quality assurance procedures. In doing so, the University may take into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates that are considered absolutely essential with regard to the University's development of a completely new sector of health sciences and the opening of a new study program.

The students on site confirm a very well working consultation and advising system. The teaching staff is easily approachable and students are provided with academic support and guidance required for the accomplishment of the program-related assignments.

The experts got the impression of a strong commitment to quality management and quality assurance in higher education at Budapest Metropolitan University.

From the experts' point of view, the requirements of the criterion are fulfilled.

3.3.7 Gender equality and equal opportunities

Budapest Metropolitan University does neither follow an explicit gender equality concept nor a concept for promotion of equal opportunities for students with particular living circumstances. However, on site the experts got the impression that the University commits itself to provide an embracing environment for academic creativity and development, while respecting diversity and multicultural understanding. According to the University's Student Re-

quirement System, all students have the right to receive provisions and services in accordance with their condition, personal capabilities, or disability.

On site, the experts had the opportunity to speak to male and female students with different nationalities. The students report to have chosen Budapest Metropolitan University, among other reasons, for the competitive tuition fees. As mentioned above (Criterion 3), the University additionally provides various kinds of scholarships for talented and international exchange students.

Especially for the program to be accredited, the University has a strong international focus with regard to students as well as to the targeted labor market. Foreign students at METU receive language courses for free.

From the experts' perspective, gender equality and promotion of equal opportunities for students with particular living circumstances are implemented as a matter of course at Budapest Metropolitan University, although not determined as part of a concept. This may have room for some improvement. Measures for promoting gender equality and equal opportunities for students with particular living circumstances should be conceptualized.

From the experts' point of view, the requirements of the criterion are fulfilled.

3.4 Summary

Budapest Metropolitan University presents itself convincingly as a dynamic institution with willingness to receive recommendations for further enhancement. With opening a new study program for "Nursing and Patient Care", the University develops the new area of health sciences within its portfolio and shows its striking distance to the labor market and its current developments. The cooperation with local health care institutions, such as the Health Registration and Training Center, the Hungarian Defense Forces Medical Center and the National Rheumatology and Physiotherapy Institute, assures excellent practical training resources. A number of additional favorable characteristics of the study program and the University were demonstrated by the management of the University, the teaching staff as well as of the student body, such as interdisciplinary perspectives, correlation between theory and practice and a young and highly engaged teaching staff. Criteria that revealed room for improvement were recorded attentively from all professionals in charge across the organizational hierarchy.

Based on the information from written documents and the results of the on-site visit, the experts came to the conclusion that the study program "Nursing and Patient Care" offered at the Budapest Metropolitan University fulfills for the most part the above described criteria. Hence, the experts decided to submit a recommendation to the Accreditation Commission of the AHPGS for a positive decision regarding the accreditation of the study program.

However, the experts recognize the fact that, from the perspective of European standards for higher education programs, the program "Nursing and Patient Care" leaves some room for enhancement, especially in order to assure the Europe-wide competitiveness of the program's graduates.

Based on these observations, the experts recommend the accreditation of the study program on the following conditions:

- The compliance of the study program with the Directive 2005/36/EC has to be clearly laid out.
- A detailed practice curriculum has to be elaborated to determine explicitly the (specialized) competencies to be gained at certain points of the internships.
- An updated plan indicating the whole prospective teaching staff, their academic title, the date of their (prospective) employment at the University, courses to be taught and job scope (full-time/part-time) has to be provided.

From the perspective of the experts, these conditions can be fulfilled within nine (9) months after the announcement of the accreditation decision.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The courses should be combined into larger units or modules that are completed with a single examination and that pursue compatible and coherent learning objectives.
- The course descriptions should be reviewed with regard to the European Qualification Framework, focusing learning outcomes and competencies instead of input and knowledge.
- The development of a unique professional identity of a nurse with an academic education should be promoted along the study process.

- The library should put emphasize on building up a health care relevant stock.

Measures for promoting gender equality and equal opportunities for students with particular living circumstances should be conceptual

4 Decision of the accreditation commission

The resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the on-site visit covered in the expert report. Moreover, the Accreditation Commission takes into account the response opinion and the additional documents of the Budapest Metropolitan University (METU) regarding the study program submitted on January 25, 2017.

The on-site visit of the University took place on November 16 and 17, 2016, according to the previously agreed schedule.

The accreditation decision is based on the Accreditation Criteria developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents, the vote of the expert group and the response opinion of the University regarding the expert report and the additional documents:

- updated plan related to lecturers and their status,
- letters of intent of lecturers.

In the response opinion, the University points out that the fields treated theoretically and in the demonstration labs, such as pediatrics, obstetrics and gynecology, neurology, psychiatry, intensive care, geriatrics and care of chronic patients are part of the clinical practice scheduled for the last semester and thus are experienced in real-life situations. Although the correlation between theory and practice has been clearly described, the competence-oriented outcome of the practical cause as well as the structure of the clinical practice needs to be described in detail. Therefore, the Accreditation Commission follows the experts' statement and considers it necessary to elaborate a detailed practice curriculum that determines explicitly the (specialized) competencies to be gained at certain points of the internships/clinical practice.

Moreover, the University provided an updated plan of the currently employed and the prospective teaching staff encompassing the 27 full-time positions planned for the study program. 14 positions are already filled. The 13 vacant positions are going to be filled by August 30, 2017, with personnel that already signed a letter of intent, assuring their disposition for employment and responsibility of certain courses in case of successful accreditation of the study program. The updated plan indicates the academic title and qualification, the courses to be taught by each person and the job scope of the 27 employed and intended lecturers. According to the updated plan, 19 of 27 lecturers hold a PhD. The core courses of the program fall within the competence of 12 lecturers of which 9 are the institution's lecturers. 18 persons are responsible for the teaching of practical classes (not including the clinical practices held at off-site premises), of which 9 have committed themselves to full-time employment at METU. Each lecturer responsible of the core courses is responsible for no more than three courses each. The Accreditation Commission welcomes the plan of the University. Based on the updated information provided by the University, the Accreditation Commission sees the University well-staffed to run the study program and desists from imposing a condition regarding the teaching staff.

The study program "Nursing and Patient Care" is a full-time bachelor study program with a regulated study period of eight semesters. The study program comprises 240 ECTS credit points (CP), distributed into 208 CP for program-specific modules, 12 CP for optional modules and 20 CP for the Bachelor thesis according to the Hungarian Ministerial Decree No. 15/2006 (IV.3.) on the program completion requirements of bachelor and master courses. The bachelor study program "Nursing and Patient Care" is completed with awarding the academic degree "Bachelor of Science" (B.Sc.).

The Accreditation Commission of the AHPGS adopts the following decision:

The Bachelor study program "Nursing and Patient Care" is accredited for the duration of five years, until September 30, 2022.

Based on the expert report, the Accreditation Commission outlines the following conditions:

1. The compliance of the study program with the Directive 2005/36/EC has to be clearly laid out.
2. A detailed practice curriculum has to be elaborated to determine explicitly the (specialized) competencies to be gained at certain points of the internships.

The evidence that the formulated conditions have been fulfilled by the study program "Nursing and Patient Care" must be provided by November 16, 2017.

According to accreditation standards, in case of non-fulfillment of the conditions the accreditation of the study program will be revoked.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the expert report.