

Doc. Number: 300.1.1

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

**Institution: University of Nicosia
Program of Study: BSc in General Nursing**

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INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Heiko Herwald	Professor of Medical Microbial Pathogenesis	Lund University, Sweden
Christoph Steininger	Associate Professor of Internal Medicine	University of Vienna,
Debbie Carrick-Sen	Professor of Nursing and Midwifery	University of Birmingham, UK
Panayiota Konstantinou	Student Nurse	Cyprus University of Technology
Mrs Maria Evangelou	Nurse	Cyprus Nursing and Midwifery Council, Ministry of Health Cyprus

INTRODUCTION:

I. The External Evaluation procedure

Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

- **Programme application**
- **CV's of all teaching personnel**
- **Programme structure and module outline including learning outcomes**
- **Copy of three presentations given by University of Nicosia**
- **Clinical placement guide booklet**
- **List of programme structure by module, ECTS and allocated hours of study**

Site visit included:

- **Extensive meeting with all senior and junior staff including rector, programme lead and programme staff**
- **Meeting with two current nursing students**
- **Viewing of teaching rooms, stimulation lab, computer labs, biochemistry/anatomy labs and library**

II. The Internal Evaluation procedure

Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

- **Initial documentation was very lengthy (over 530 pages) and a substantial proportion was initially provided in Greek. In addition the internal assessment scores were in the incorrect format. These issues were rectified and correct documentation was received in English two days prior to the planned visit.**
- **Majority of CV were extremely lengthy, making it difficult to select and retain important information. Short CVs of 2 pages would be much more beneficial.**
- **It would have been helpful if a section on the application form, that explained the context and rationale of the proposed programme within the university, internationally and professionally (where relevant), had been included either within the grant application and/or as a separate document.**
- **Presentations and discussion at the site visit were extremely helpful to provide context and rationale of programme. However it would have**

been more helpful if sites did a presentation aligned to the EEC assessment form highlighting key opportunities and challenges.

- A couple of EEC panel members felt that there was some confusion during the site visit regarding the existing nursing programme being offered and the proposed new programme.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
 - **Teaching**
 - **Teaching personnel**

1.1 The organization of teaching work appears appropriate, no concerns were identified regarding this. The proposed teaching team is of moderate to large size with the availability of appropriate human resource including teaching and administration personnel. There was evidence of some interpersonal tension between a number of senior staff regarding department strategy goal and objectives. There was evidence of an appropriate teaching and learning focus. Evidence of research activity was limited to one individual.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

2.1 The EEC had major concerns regarding the purpose, objectives and learning outcomes of the planned program of study. It would appear that the department had a relatively successful current programme of nursing study based on the UK model with 100% employability. The current programme is taught in English with optional Greek writing and communication sessions available for registered students. The proposed new programme was well structured and had a progressive linear learning plan. However, the EEC felt the proposed content was inappropriate, over loaded and too ambitious for the planned workforce and intended award. The proposed programme has 45 compulsory and 4 optional modules. Each module had been allocated a small number of ECTS credits and a large number of expected learning outcomes. These were felt to be too ambitious and unachievable and would put the student under immense unrealistic pressure.

2.2 A further and significant concern relates to the proposed language of study. The programme seeks approval for it to be taught in Greek with supplementation of two English language modules towards the end of the programme. The rationale given for this was the intended target population, which the teaching team suggested was students from predominately, Cyprus and Greece, who plan to register as a nurse

and work following the programme in Greece. Although the application and site visit indicate that a market feasibility study has been undertaken to confirm assumptions, no written figures/documents were provided. The EEC noted that student nurse training was available at no cost to students in Athens and in addition, there was evidence that the recent global economic crisis had, had a significant impact on the recruitment and retention of qualified nurses in Greece. These factors were of substantial concern to the EEC who suggests that further and in depth feasibility is required.

2.3 The international dimension of the program of study and connection with the labor market and the society was discussed in great detail during the site visit. The rationale provided, focused on a need to meet/map the academic requirements for the professional registration of a Nurse in Greece. Should the requirement not be met, then the lower registration of an assistant nurse is given and limits employability of the student in Greece. However, the legal entity of this process was questioned by the ECC. All nursing programmes should align to the standards and guidelines for quality assurance in the European Higher Education Area and be relative to the EU Directive for Nurse Education. Therefore in the view of the EEC the proposed programme has been developed to map to informal requirements in Greece, which do not in our opinion align to EU Directive for Nurse Education requirements.

2.4 The EEC acknowledges that the role of the registered nurse globally is changing and opportunities for nurses to work at a higher level are becoming available. However, Greece and Cyprus do not currently have these roles available within their healthcare system and therefore the EEC questions the feasibility of the proposed complex and ambitious academic programme for the market in Greece. The EEC does acknowledge that there is a role for the advanced academic nurse, however a programme developed to meet this need, would be best placed in English, where employability is more assured.

2.5 The quality assurance of the proposed program was good with no concerns identified. Regarding the management of the program of study, the EEC felt that the current and proposed programme would be much better aligned within the medical school rather than life sciences. The EEC recognised the cultural challenge that this may present, however this would be more in line with international standards and practice and would be more appropriate as healthcare personnel move towards a multi disciplinary approach.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

3.1 The proposed team and programme is appropriately focused on teaching and learning with very limited research active teaching personell, therefore research teaching synergy is limited.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

4.1 The administrative mechanisms and financial resources appear appropriate and adequate. Infrastructures were adequate, although IT and teaching rooms were outdated in comparison to other international similar organisations. Updating and modernizing faculties and equipment (especially IT and stimulation labs) would assist in the attraction and retention of high quality students. Proposed support of students was good to excellent.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The proposed university and department have a number of positive strengths including a current successful nursing programme (ranked as 5* the highest available), which are taught in Greek and English. The university has a strong profile in e-learning and has won a significant number of awards for its e-learning activity. The planned strategy is to decrease and withdraw its Greek language pathway in the current nursing programme and replace it with the proposed new programme. The application and site visit suggests that a feasibility study regarding intended potential student population and employability has been undertaken. However the ECC has additional major concerns regarding the complexity, fragmentation of modules into small components and over ambitious number of extensive learning outcomes. The EEC feels that this will result in unrealistic, unachievable expectations for students.

In addition, the rationale for the proposed complex structure is based on the mapping of academic components to meet the requirements of professional registration of the nurse within Greece. There is a EU directive that guides this (see comment above) and the EEC suggests that current processes in Greece are informal (and potentially illegal) and require exploration and resolution at National level. The EEC suggests

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

that a potential solution rather than the proposed new programme would be to enhance their current successful nursing programme and embed it within the medical school.

Minor concerns related to a need to update IT, teaching accommodation and stimulation labs to remain competitive within the international market. There was evidence of some misalignment of strategic goal and objectives; this is likely to impact on leadership and effective communication internally and externally. There is a need develop a consensus on common purpose and strategic direction. The team is currently focused on teaching and learning and evidence of active research activity was limited to one person. To build and retain successful internationalization, the team may wish to consider expanding its visiting professor programme and enhance current international links and collaborations.

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia
Program of Study: BSc in General Nursing
Duration of the Program of Study: 4 years
Evaluation Date: 4th May 2018

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Heiko Herwald	Professor of Medical Microbial Pathogenesis	Lund University, Sweden
Christoph Steininger	Associate Professor of Internal Medicine	University of Vienna,
Debbie Carrick-Sen	Professor of Nursing and Midwifery	University of Birmingham, UK
Panayiota Konstantinou,	Student Nurse	Cyprus University of Technology
Mrs Maria Evangelou	Nurse	Cyprus Nursing and Midwifery Council, Ministry of Health Cyprus

Date and Time of the On-Site Visit: 4th May 2018 09:30 to 15:30 hours

Duration of the On-Site Visit: 6 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study are based on specific regulations, which are adhered to in a consistent manner.	x				
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					x
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
	1.1.3.1 The implementation of a specific academic calendar and its timely publication.					x

	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training			X		
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment –			X		
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities				X	
	1.1.4.2	library				X	
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X

1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic workload.					X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Regarding:</p> <p>1.1.1. The rationale for the proposed language in Greek only is of major concern for the EEC. See section 2.2 for more detail.</p> <p>1.1.3.4/5 The EEC felt the proposed assessment of learning outcomes were limited (mostly essay, MCQ and/or presentation) in comparison to other international organisation. The EEC suggests that the programme team should consider extending the range and type of assessment to include for example clinical portfolios, clinical case studies and use of reflection.</p> <p>1.1.4.1/2/3 There is a need to modernize/update teaching and learning facilities including IT and stimulation labs to assist in the recruitment and retention of high quality students and inline with comparable international programmes of study. The library is positioned a substantial distance from the teaching buildings and even further from the new student accomadation.</p> <p>1.1.5 Regarding effective communication, there was evidence of a lack of effective communication between senior leads which resulted in a lack of consense regarding stragegic goal and objectives. It is likely that this results in inconsistent messages and leadership in relation to current and proposed travel of direction.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. 30-60/annum</p> <p>β) the countries of origin of the majority of students. Greece</p> <p>γ) the maximum planned number of students per class-section. 30</p>						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.	x				
1.2.2	The methodology of each course is suitable for adults.					X

1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities, which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			X		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Regarding:</p> <p>1.2.1 The EEC has major concerns regarding proposed course purpose and objectives including individual modules. The subjects are too fragmented and over ambitious for the allocated ECTD allocated. A number of subjects are not felt to be relevant in the depth proposed including biochemistry, pharmacology and microbiology. Because of the fragmentation of the proposed programme, there are multiple and extensive proposed learning outcomes in comparison to other similar programmes internationally. The EEC feels that these result in unrealistic unachievable expectations for the students.</p> <p>1.2.5 The EEC feels that the proposed educational activities especially assessments of learning outcomes are limited see comment in 1.1.3</p> <p>1.2.6 The EEC felt the teaching resources and infrastructure lacked the use of modern educational technologies. This was surprising especially as the university has extensive e-learning programmes in place and has a number of prestigious awards for this activity. The e-learning must utilize modern technology, however there was no evidence of a similar investment being made for face to face students. Majority of comparable international organisation have modern IT facilities (e.g.: white interactive boards) and advance simulation labs for nursing students.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X

1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				X	
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.			X		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	N/A				
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.	N/A				
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X			
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
Justify the answer you have provided and note the additional comments you may						

have on each standard / indicator.

1.1.3 During the site visit, the programme team mentioned that they were in the process of reducing/stopping visiting professors. The EEC felt that the role of visiting professors was important and if ceased would limit student experience and leaning.

1.3.9 The proposed team and programme are appropriately focused on teaching and learning with very limited research active teaching personell, therefore research teaching synergy is appropriately limited.

1.3.10 Regarding future redundancies/retirements, expected recruitment and promotions of academic personnel within a five-year span, the EEC had some concern regarding the potential consequence of employed current staff should the new proposed programme not run. However, the EEC felt that the current nursing programme could/should be enhanced and should be ideally situated within the medical school and be available in both English and Greek languages. This would utilize current employed staff. There is an international market for the advance academic nurse but this would need to be available in English to ensure employability. The EEC recommends that the team carefully consider the format and structure of an enhanced programme and that they avoid an over ambitious and fragmented approach similar to that proposed in this application.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.	x				
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.	x				
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.	x				
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.	x				
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					x
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			x		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.		x			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Regarding all of the allocated scores in section 2.1.</p> <p>The EEC had major concerns regarding the purpose, objectives and learning outcomes of the planned program of study. It would appear that the department had a relatively successful current programme of study based on the UK model with 100% employability. The current programme is taught in English with optional Greek writing and communication skills sessions available for registered students. The proposed programme was well structured and had a progressive linear learning plan. However, the EEC felt the proposed content was inappropriate, over loaded and too ambitious for the planned workforce and intended award. The proposed programme had 45 compulsory and 4 optional modules. Each module had been allocated a small number of ECTS credits and a large number of expected learning outcomes. These were felt to be too ambitious, unachievable and would put the student under immense unrealistic pressure.</p>						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.		X			
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.	X				
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		X			
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.		X			
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.				X	
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities, which should be acquired by students.	X				
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.	X				
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				X	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	X				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

With regard to all of the scores in 2.2.

The EEC had major concerns regarding the purpose, objectives and learning outcomes of the planned program of study. It would appear that the department had a relatively successful current programme of study based on the UK model with 100% employability. The current programme is taught in English with optional Greek writing and communication skills sessions available for registered students. The proposed programme was well structured and had a progressive linear learning plan. However, the EEC felt the proposed content was

inappropriate, over loaded and too ambition for the planned workforce and intended award. The proposed programme had 45 compulsory and 4 optional modules. Each module had been allocated a small number of ECTS credits and a large number of expected learning outcomes. These were felt to be too ambitious, unachievable and would put the student under immense unrealistic pressure. The proposed programme is very inflexible and limited and is not adaptable to the personal needs or to the needs of students.

In summary, this is a major concern, the proposed programme is over ambitious, too fragmented and has too many learning objectives (including many in the view of the EEC to be not relevant to the intended award) and would lead to raised unrealistic and unattainable expectations for students.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.			X		
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel				X	
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Regarding 2.3.1 The EEC had some concern regarding a potential lack of consistent leadership and effective communication regarding common purpose and strategic direction.

2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, it's monitoring and its review, is in place.			X		
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.	X				

2.4.3	It is ensured that the program's management and development process is an academic process, which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						
2.4.5.1	The provisions regarding unit credits						X
2.4.5.2	The expected learning outcomes						X
2.4.5.3	The methodology						X
2.4.5.4	Course descriptions						X
2.4.5.5	The program's structure						X
2.4.5.6	The admission requirements						X
2.4.5.7	The format and the procedures for student assessment						X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					X	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.						X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.						X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Regarding:

2.4.1 The EEC had some concern regarding a potential lack of consistent leadership and effective communication regarding common purpose and strategic direction.

2.4.2 This was a major concern – see comments above in 2.2

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training 7 ECTS credits were proposed for practical training
- In which semester does practical training takes place? Practical training is proposed in each semester

- Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification NA						
2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.	x				
2.5.2	The program attracts Visiting professors of recognized academic standing.		x			
2.5.3	Students participate in exchange programs.	N/A				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.	x				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Regarding section 2.5</p> <p>The EEC had major concerns regarding the international dimension of the program of study. The intended student population will predominately be from Greece and Cyprus. The proposed language is Greek. However there was a lack of evidence of appropriate feasibility of potential students and employability post award. The proposed programme has been developed to map to requirement in Greece for registration of a qualified nurse as opposed to the lower qualification of an assistant nurse. However, the legal entity of this process was questioned by the ECC. All nursing programmes should align to the standards and guidelines for quality assurance in the European Higher Education Area and be relative to the EU Directive for Nurse Education. Therefore in the view of the EEC the proposed programme had been developed to map to informal requirements in Greece, which do not in our opinion align to EU Directive for Nurse Education requirements.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank. See comment above.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.	x				
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.	x				
2.6.3	Benefits, for the society, deriving from the program are significant.	x				
Justify the answer you have provided and note the additional comments you may have on						

each standard / indicator.

Regarding 2.6

The EEC felt that the proposed programme would lead to students being over qualified for the award and intended profession. The EEC felt strongly that further in depth feasibility is required regarding employability of graduates. There were significant concerns regarding proposed benefits to society. See comments above in section 2.5.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.	N/A				
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.	N/A				
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	N/A				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.	N/A				
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.	N/A				
3.1.9	Student training in the research process is sufficient.	N/A				
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
Regarding section 3.1:						

There was evidence of an appropriate teaching and learning focus. Evidence of research activity was limited to one individual, this limits research teaching synergy and suggests a passive approach to research informed teaching. Majority of teaching personnel international engagement related to attendance at conferences rather than international research collaborations. There was very limited evidence of significant departmental external research funding and limited internal funding. To remain competitive within the international arena, the department may wish to consider expanding research and teaching collaborations with international experts and leaders in the field.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					x
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					x
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					x

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

No concerns were identified within this area.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					x
4.2.2	There is a supportive internal communication platform.					x
4.2.3	The facilities are adequate in number and size.					x
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				x	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					x
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					x

4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>In the main these aspects were felt to be satisfactory to good, apart from a need to explore potential investment to update and modernize IT equipment, teaching rooms and stimulation labs.</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					X
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				X	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Regarding 4.3.2/4 the department should be supported to identify financial support and resource to modernize IT equipment, teaching rooms and stimulation labs to remain competitive with other international organisations. The proposed fee is reasonable and competitive.</p>						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.	N/A				

5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.	N/A				
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.	N/A				
5.4	Student performance monitoring mechanisms are satisfactory.	N/A				
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.	N/A				
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.	N/A				
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.	N/A				
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.	N/A				
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.	N/A				
5.10	The supporting infrastructures are easily accessible.	N/A				
5.11	Students are informed and trained with regards to the available educational infrastructure.	N/A				
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.	N/A				
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.	N/A				
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.	N/A				
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.	N/A				

5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.	N/A										
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:</p> <table border="1" data-bbox="193 658 1420 1131"> <tr> <td data-bbox="193 658 1276 748">The maximum number of students per class-section, should not exceed 30 students.</td> <td data-bbox="1276 658 1420 748"></td> </tr> <tr> <td data-bbox="193 748 1276 981">The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.</td> <td data-bbox="1276 748 1420 981"></td> </tr> <tr> <td data-bbox="193 981 1276 1131">The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.</td> <td data-bbox="1276 981 1420 1131"></td> </tr> </table>							The maximum number of students per class-section, should not exceed 30 students.		The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.		The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	
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The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.												

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY NA	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.	N/A				
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision	N/A				

	of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.	N/A				
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A				
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.	N/A				
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.	N/A				
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.	N/A				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Section 6 is NA

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The proposed university and department have a number of positive strengths including a current successful nursing programme (ranked as 5* the highest available), which are taught in Greek and English. The university has a strong profile in e-learning and has won a significant number of awards for its e-learning activity. The planned strategy is to decrease and withdraw its Greek language pathway in the current nursing programme and replace it with the proposed new programme. The application and site visit suggests that a feasibility study regarding intended potential student population and employability has been undertaken. However the ECC have additional major concerns regarding the complexity, fragmentation of modules into small components and over ambitious number of extensive learning outcomes. The EEC feels that this will result in unrealistic, unachievable expectations for students.

In addition, the rationale for the proposed complex structure is based on the mapping of academic components to meet the requirements of professional registration of the nurse within Greece. There is a EU directive that guides this (see comment above) and the EEC suggests that current processes in Greece are informal (and potentially illegal) and require exploration and resolution at National level. The EEC suggests that a potential solution rather than the proposed new programme would be to enhance their current successful nursing programme and embed it within the medical school. The EEC further recommends that the programme should be run by the School of Medicine and not by the School of Science.

Based on the above statements we (the ECC) do not recommend approval in its current proposed format.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Debbie Carrick-Sen	
Heiko Herwald	
Christoph Steininger	
Panayiota Konstantinou	
Debbie Carrick-Sen	

Date: May 6, 2018