

/Doc. 300.3.2

Higher Education Institution's Response (Departmental)

Date:

- **Higher Education Institution:**
Name
- **Town:** Town
- **School/Faculty:** School/Faculty
- **Department:** Department/Sector
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

Programme Name

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name

- **Department's Status:** Choose status



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 2021 [L.136(I)/2015 – L.132(I)/2021].

A.

Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1.

Department's academic profile and orientation

Sub-areas

1.1 Mission and strategic planning 1.2 Connecting with society 1.3 Development processes

1.1 Mission and strategic planning

“1.1.7 The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective - Score 3 (p.7)”

RESPONSE

The strategic plan of the Dpt, so far, was developed and monitored by the Council of the Department (Dpt's Council), also submitted and revised to the School of Health Sciences Council. Following the comments provided by the EEC, the following have been made:

- 1) The Dpt has been now supported by an administrative officer to act as a liaison between the Dpt and the Rector office of the CUT in terms of the strategic planning (development and follow up).
- 2) The Departmental Council approved the establishment of an Ad-hoc committee supported by this administrative officer to further enrich the strategic plan of the Department according to the strategic planning of the CUT, mainly in terms of students' and stakeholders' input, as suggested by the EEQ. Specifically, the committee will be comprised by an administrative office worker, the chair and visechair of the Dpt, the Dean of the School, a post-graduate student and a graduate, a member of the Council of Nurses and Midwives (professional association) and a member of the Cyprus Association of Nurses and Midwives (scientific association).

Moreover, all members of the academic staff have been organized in five working groups according to the arms of the strategic plan suggested by the CUT, also entitled to provide additional arms, as well. Each working group includes one student. The input by each working group is encompassed in the final report, further revised by the Council of the Dpt and the School of Health Sciences.

- 3) The strategic plan of the Dpt will be provided in English, since so far it was in the Greek language.

Moreover, the Departmental Council approved the establishment of a forum to discuss issues related to the strategic planning of the Dpt. This forum will be open to the public, and the comments are expected to be revised once a year by the Ad-hoc committee.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

“Although clear robust processes in place for student evaluation, analysis of student achievement and other feedback, the process for identifying challenges and/or concerns or details of resolution and ongoing improvement lacked transparency. Students appeared to be required to evaluate their

learning in order to receive their grades, and indicated that they just completed the form ('ticked the boxes') rather provide any meaningful evaluation. That said also indicated that they could readily approach individual members of staff to discuss teaching and learning but they had little understanding of whether any concerns were acted upon and/or were publically available." (p8)

RESPONSE

The students are involved in every senate committee of the CUT, there are three nursing students elected as members of the Dpt's Council, who are entitled to participate at the development of the agenda, and to vote for relevant issues. To support their role according to the suggestion of the EEC we have now introduced:

- 1) one students' representative by each year of studies to facilitate the communication between students and i) academic staff for teaching/studies issues/challenges, ii) the Council of the Dpt via the student member of it, iii) the internal QAS of the Dpt.
- 2) the Departmental Council approved the establishment of a committee to develop a standard process for recording students' evaluation input, universally. This committee will comprised by two academic staff members, two students (one pre-graduate and one post- graduate student) and an administrative officer from the Students Welfare Service. This committee is expected to be entitled by the Council of Dpt to provide suggestions/ feedback (to be linked with) to the senate committee for students' affairs and to the Council of the Dpt.

Additionally, the Dpt, so far, run an internal Quality Assurance Committee (QAC) which was comprised by a faculty member, the vice-chair, and an elected (by the students) pre-graduate student, aiming to review the pre-graduate program every 3 years. In light of the suggestion of the EEC to revise the process of identifying challenges and areas of improvement by increasing students' input to the strategic planning of the Dpt/ programs of studies, the internal QAC is now:

- 1) enriched by an elected post-graduate member,
- 2) as mentioned above, a representative for year of studies is now elected by the students, and each one of them needs to contact the student member of the QAC at the end of each semester to provide input (formally). A form is expected to be developed for this purpose. This QAC is also entitled to further develop qualitative and quantitative assessment indicators. These indicators are expected to be assessed once a year,
- 3) the CUT established the communication between students and academic advisors obligatory and proceed with the integration of this process in sis (student information system). Additionally, the senate of the CUT reported and initiated a working group to evaluate and to accordingly transform students' input evaluation process.
- 4) It is also worth mentioning that the CUT has established an official policy on conflict resolution between students and academic staff (students' ombudsman).

1.2 Connecting with society

The EEC suggested that the Dpt needs to take initiatives which will enable it a) to provide leadership in terms of health agenda regionally in Eastern Mediterranean area by providing global impact of

research findings provided by the Dpt/ CUT, and b) to become a world leading research center (p.9-10)

RESPONSE

An arm on the issue raised by the EEC has been introduced to the strategic planning of the Dpt. An Ad-hoc committee (as mentioned above) to develop relevant initiatives, and to further include this suggestion in the strategic planning of the Dpt, has been established.

Regarding the Dpt's effective communication mechanism with its graduates, in parallel with the Learning network service of the CUT, the Service for Studies and Students' Welfare has introduced a series of workshops on students' support, including topics on how to support graduate students to apply for a job (<https://www.cut.ac.cy/news/article/?contentId=502990>)

1.3 Development processes

1.3.2 Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan – Score 3. (p.9)

RESPONSE

Regarding the comment provided by the EEC on the professional development of the faculty members, in terms of establishing institutional qualifications in pedagogy

The Dpt has already communicated this suggestion to the Learning network, which enriched its program to include topics relevant to this, such as the use of rubrics for assessment and learning (date: 19th of October, 2022) <https://www.facebook.com/learningnetworkcut/>

The above link may provide more information about this newly developed service by the CUT to support the professional development of the faculty members.

In relation to the comment on the amount of funding for professional development, the Dpt has applied for and established an additional amount for continuing education of the internal funding (3/319 fund)

1.3.3 The Department applies an effective strategy of attracting high-level students from Cyprus and abroad – Score 3. (p.9)

Areas of improvement and recommendations

Recruitment of students both on undergraduate and for some of the master programmes could be improved. The inability to fill all student places may be related to high requirement from the nursing department and an decreasing interest in Cyprus in the nursing profession. (p.10)

RESPONSE

Regarding the comment posed by the EEC on the number of international students, a total of 6% in the undergraduate program are from abroad (Greece), while following the suggestion of the EEC we introduced a PhD student from Lithuania in the doctoral program. Yet a number of actions have been taken to increase these numbers.

Specifically, since the EEC underlined the need to increase requirements in English in the undergraduate programmes, as well as in the Masters/ PhD programs to attract international students, the Dpt established the following:

- 1) The number of modules provided in English in the pre-graduate program has been increased from three (3) to eight (8). This is expected to attract more Erasmus students, and to further introduce the Dpt and the pre-graduate program to a wider audience.
- 2) It is our goal to increase the number of modules provided in English in the pre-graduate program to 12 in the next two years. This goal has been included in the strategic planning of the Dpt (long term goal).
- 3) In terms of the PhD program, it is included now in the strategic planning (long term goal) that in the next three years at least two modules are going to be held in English (50%).

Moreover, the following have been established to follow this requirement (attracting international students):

- 1) The promotion strategy of the CUT abroad has been enriched by faculty members of School of Health Science for the first time. So far, promotion strategies abroad included only administrative staff. Specifically, the chair of the Dpt attended the promotion strategy group at the Thessaloniki International Exhibition in September 2022, where the CUT participated (<https://www.cut.ac.cy/news/article/?contentId=496400>).
- 2) The Dpt has incorporated into the strategic planning the participation of at least on faculty member to at least one promotion campaigns abroad the coordinated by the International Relations & Promotion Service of the CUT.
- 3) The Dpt has scheduled a meeting with the coordinator of the International Relations & Promotion Service of the CUT to introduce him to the goals of the Dpt in terms of attracting more students, nationally and internationally. The 1st meeting is scheduled in 23 of November, and this meeting will take place annually (during November each year) (Decision: School of Health Science Council meeting, 19/10/2022).
- 4) The Dpt has incorporated into the strategic planning the following goal: to establish at least two new collaborations with Nursing Departments/ Faculties of Health Sciences abroad. Specifically, we contacted the Linneous University in Sweden on October 2022 (the momentum agreement is under discussion), while an agreement has been with the Lithuanian University of Health Sciences in 2022.
- 5) Establishing online Master's programs is now included in the strategic plan of the Dpt (long term goal)
- 6) The Dpt also started a conversation with the relevant senate committee to establish the parttime mode of studies in both pre-graduate and post -graduate programs.
- 7) Since the CUT is part of the European University of Technology, the Dpt of Nursing attended the meeting which took place at Limassol in the week 10-16 of October, where the chair and the faculty members of the Dpt had the chance to discuss cross-institutional collaborations, mainly in post-graduate programs. Specifically, a meeting took place with representatives from the participating countries and an open discussion on topics which would be of interest for Master's studies (<https://www.cut.ac.cy/news/article/?contentId=498450>), (<https://www.cut.ac.cy/news/article/?contentId=499700>)
- 8) The CUT/ Dpt of Nursing established a collaboration agreement momentum with the Cyprus

Association of Nurses and Midwives in 19th of October 2022 (<https://www.cut.ac.cy/news/article/?contentId=499860>). In this memorandum there is a priority regarding the collaboration of both parties with the Ministry of Health for the development of a campaign aiming to attract more pre-graduate students in Nursing. Moreover, the issue of finalising the legal requirements for the development of a registry for Advanced Nurses has been set in high priority within this agreement, aiming to increase the number of Master's students.

2.

Assurance

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

2.1 System and quality assurance strategy

Students' evaluation and feedback – Score 3 (p.12)

RESPONSE

The Dpt run an internal Quality Assurance Committee (QAC) [comprised by a faculty member, the vicechair, and an elected (by the students) pre-graduate student] has been enriched by an elected post-graduate member, following the suggestion of the EEC. The aim of this committee is to review the pre-graduate program every 3 years. Representatives of the Cyprus Council of Nursing and Midwifery and from the Cyprus Association of Nurses and Midwives also participate in this committee to provide feedback. Moreover, a representative for year of studies is now elected by the students, and each one of them needs to contact the student member of the QAC at the end of each semester to provide input (formally). A form is expected to be developed for this. This QAC is also entitled to further develop qualitative and quantitative assessment indicators. These indicators are expected to be assessed once a year.

Regarding strategies on the continuous improvement of the quality of our programs, we now introduced a strategy supporting the faculty member to visit distinguished universities abroad. Specifically, a team comprised by four academic members travelled to the UK at the end of September 2022 to visit the distinguished Kingston and St' Georges university to exchange teaching methods, mainly in relation to clinical and laboratory teaching in light of the development of a new Master's program in Paediatric Nursing (N Middleton, O. Kolokotroni, C. Nikolaou)

2.2 Quality assurance for the programmes of study

Areas of improvement

We failed to interrogate processes in place for data management and storage during and following completion of research in line with legal and regulatory requirements for research. Hence, we are unclear if the University has a secure data repository and systems in place for requests to access data for secondary analysis and/or meta-analysis and of transparency in research. How this is managed and who is responsible for access, archiving and ultimately destruction of data. We recommend going forward if policies are in place that compliance monitoring through audit is undertaken

Given the workforce projections and failure to recruit to target numbers we recommend the Department develops a strategic communication plan to disseminate their work in a way that positively projects the impact and value of the profession and contribution that nurses can make to the health and wellbeing of the population. (p.15)

RESPONSE

Following the suggestion of the EEC to develop a strategic communication plan to disseminate the research work of faculty members, the CUT runs the Ktisis platform, which is the official repository of data produced in the Dpt/ The CUT. Specifically, publications and relevant research work produced by the faculty members is uploaded in this platform. Revision of the material of this platform by faculty members is a prerequisite for internal research funding (<https://ktisis.cut.ac.cy/?locale=en>).

Moreover, the research work of the faculty members is published at the Social Media (twitter, facebook, etc). Specifically, the Dpt runs a twitter and facebook page, where the research work of the Dpt is uploaded, as well as relevant activities and participation in scientific events (<https://www.facebook.com/profile.php?id=100060583014218>)

Moreover, the research work of the Dpt is systematically published at the pedeia-news.com [<https://paideianews.com/tepak-b/2022/10/12/tepak-kai-record-symmetexoyn-stin-ekstrateia-eyaisthitopoiisis-giareymatikes-kai-myoskeletikes/>].

Following this suggestion by the EEC, the CUT recently coordinated a meeting of the chair/ deans of the CUT and the press to introduce the Schools of the CUT to them, as well as their research work and opportunities for collaboration in promoting this work. [<https://www.cut.ac.cy/news/article/?contentId=499180>]

Additionally, the majority of the faculty members are now included in the editorial board of the official journal of the Cyprus Association of Nurses and Midwives, which is the Cyprus Nursing Chronicles. The aim is to promote the research work of both the Dpt's students (pre-graduate/ post-graduate) and the faculty members.

We also suggested to the Senate Committee for Research via the Dpt's representative at this committee, the establishment of a universal data base.

3. Administration

Areas of improvement and recommendations

3.5 We recommend in future reviews access is given to documents and/or information about decisions and how stakeholders can access outcomes of decision-making processes.

The Department in conjunction with stakeholders including students develop a strategic communication plan to influence the public image of nursing in Cyprus. This may require outreach to Schools as well as media outputs. (p.18)

RESPONSE

Since the comments of the EEC on this topic regarded lack of access to the minutes/ action notes of the meetings the Council of the Dpt, the Council of the Dpt agreed to upload the decisions and minutes, accessible by the faculty members by the moodle platform.



Moreover, the development of a forum attached to the publication of the strategic planning, allowing the public/ stakeholders to provide feedback has been confirmed by the Council of the Dpt.

4.

Learning and Teaching

Sub-areas

4.1 Planning the programmes of study 4.2 Organisation of teaching

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4.1 Planning the programmes of study

4.1.2 Students and other stakeholders, including employers, are actively involved on the programmes' review and development – Score 3

RESPONSE

Following the suggestion by the EEC regarding the involvement of students and other stakeholders, including employers, on the programmes' review and development, the students have already an involvement in the review of the recent programme. Moreover, following a Departmental Council decision the students will be involved in the process the annually review of the programme through their participation in the QAC.

Additionally, the stakeholders are actively involved on planning and reviewing of our programmes every 3 years (Cyprus Nursing and Midwifery Council, Cyprus Nurses and Midwives Association, The Ministry of Health, State Health Services Organisation) (see also previous response to this issue).

4.2 Organisation of teaching

Areas of improvement and recommendations

In future reviews we recommend staff present examples of processes in use to listen and act on student evaluations – in effect illustrate how the quality loop function.

Due to time we were unable to access the virtual learning environment MOODLE, but recommend in future reviews reviewers are given access to the platform in advance of any visit or more time is allocated in the programme to navigate and assess the quality of content and processes embedded in the system for assesment. (p.20)

RESPONSE

Following the suggestion by the EEC regarding examples of processes in use to listen and act on students' evaluation, the internal QAC is entitled by the Council of the Department to review this process. Additionally, the CUT established the communication between students and academic advisors obligatory and proceed with the integration of this process in sis (student information system) and the senate of the CUT reported and initiated a working group to evaluate and to accordingly transform students' input evaluation process.



Concerning Moodle, it is fully functional, and the Department organized a demonstration for the courses included. The true is that the EEC didn't have assess before their visitation and we will discuss this with IT department

5.

Teaching Staff

Areas of improvement and recommendations

It was noted that a number of Speciality Teachers were employed in the Department, were PhD prepared but have different contractual arrangements and employment status. Given their role and preparation as researchers it seemed unfortunate that they did not have access to similar benefits for example start up research monies. This may be a missed opportunity in terms of talent management and development as they often function as the bridge between academic and practice settings. This could be exemplary practice, and in many countries joint appointments are in place, this might be a solution.

There is a lack of opportunity for interprofessional learning since nursing (and midwifery not the focus of our visit) is one of two health professional programmes offered at CUT, the other being Speech and Language Therapy. However, opportunities for interprofessional learning in collaboration with other universities for example in clinical practice should be explored.

Systematic pedagogical education for higher education for staff is recommended to be developed.

RESPONSE

In this section, we would also like to thank the EEQ for the high scores provided.

However, in relation to the comment on Speciality Teachers were employed in the Department and their have different contractual arrangements and employment status, following the suggestion of the EEC, the department has already made a proposal to the Ministry of Education, Ministry of Health and the Ministry of Economics for the possibility of transferring the Special Teaching Staff to our Department. Additionally, a working committee is preparing a job description and discuss the new role and the new name (University Clinical Educators) of Speciality Teachers in order to better express their role.

In relation to the comment on the lack of opportunity for interprofessional learning in terms of teaching staff, the Department:

- has a cooperation with the Medical School of the University of Nicosia, offering opportunities for common clinical courses focused on OSCEs
- contributes with many theoretical courses to the Master's program in Midwifery.
- has a cooperation with the Department of Rehabilitation Sciences offering a common course titled "Research Methodology"

6. Research

Findings

During our visit and from the associated review materials presented it is clear the Department is becoming a centre for research in the Eastern Mediterranean. On the metrics supplied it is impressive performance over a relatively short period of time. This performance trajectory bodes well. However to compete internationally requires multiple investments not just human capital and investment at individual endeavour. We did not see the Departmental Research Strategy (in English) but did see the SWOT analysis. As the documents were prepared in 2019 and though some updates were presented in powerpoint presentations we failed to identify if the Department had targets even if self determined and how they were performing

equivalent benchmarked institutions. The volume of multi-authored publications, many in high impact and/or open access journals, is laudable. Likewise the success in external awards (5% of income) as CI/PI or Co-I. This along with the volume of postgraduate research students indicates there is a platform to accelerate position as a leading Department of Nursing in the region. That said as described in other sections of this report there appeared to be a lack of clear focus on a small number of areas with density of researchers at all levels. Further the support centrally to researchers to operationally deliver research – ‘do the science’ – whilst supported by professional research services appeared limited to costing expertise. These issues may require attention if the Department is to maximise the evident talent and aspiration of students and faculty. (p.25)

RESPONSE

In this section, we would also like to thank the EEQ for the high scores provided.

Regarding the Departmental Research Strategy that it was provided in the Greek language, we would like to inform the EEQ that the next strategic plan of the Dpt (2024-2028) will be provided in English.

Department’s research activity during the first phase of expansion (from 3 faculty members in 2007 to nowadays) resulted in six main research pillars (or axes) - as presented in the Application, namely:

- a) Excellence in clinical practice
- b) Biological and bio-behavioural research in nursing
- c) Core issues in nursing
- d) Public health and Community well-being
- e) Health services research and quality management
- f) Nursing education and the educational role of nurses

Since these are not formal research groups as suggested by the EEQ, but represent the research themes that are currently developed in the Department, we underline the following:

The University and Department formulate their strategic planning every four years. The next programme period is for 2024-2028 and the Department is currently in the process of setting its strategic goals. For the next programme period, the Department will review and update these research priorities, given the fact that the Department is expanding (new faculty positions).

Entering the next phase of maturity, the goal will be for some, if not all, of these research directions, to evolve into formal research groups which will each shape their research agendas. Two of these in particular are expected to evolve naturally due to already set strategic planning goals. Specifically, “Excellence in Clinical Practice” is expected to mature into a “Trial Research Group”, with reach across all Departments to evaluate current state of affairs, assess training, administrative and infrastructure needs, and make suggestions and recommendations, while “Public Health and Community Well-being” will transition into the planned inter-Departmental Research Centre in Public Health.

Furthermore, the Departmental Council has re-iterated the commitment to embed Public Integration, Participation and Engagement in all activities, as high-priority for the new Strategic Plan. Admittedly, active involvement, of service-users is not a strong element in Cyprus and the ‘voice’ of service-users is not often represented beyond ‘tokenism’ in either research or quality improvement activities. In the over-medicalised

setting
Cyprus,
Nursing
already



of
the Dept
is

pioneering in this respect at a national level. While involvement (e.g. patient/service-user organisations as partners in research projects) and community engagement (as evidenced by the range of outreach activities) are somewhat stronger elements, much more needs to be done, especially with regard to the aspect of involving service-users as co-participants in the research process. This 'shift' concerns both research activities (at all stages: participant-led research agenda/ questions, experience-based co-design, community engagement) as well as educational activities (e.g. from curriculum design to service-user involvement in teaching and feedback).

Areas of improvement and recommendations

The infrastructure for research requires strengthening in order to increase the quality of applications, optimize collaborations, and ensure delivery in order to attract more national and international grants.

Faculty conduct research in many different areas. We suggest a more focused approach is adopted around topic, concepts (e.g. self care) or methodological areas of strength and depth to develop concentrations of researchers and resources into research groups with more than one senior CI/PI.

We recommend a shift away from research replication in Cyprus of interventions already found to be effective in other settings unless using implementation science methodology.

A more clear career plan for PhD students, junior and senior staff to increase planned and programmatic international mobility (post doc, visiting researcher/sabbatical), grants, collaborations and improve academic development starting prior to PhD until full professor.

Development of a strategic research plan and benchmarking with equivalent and 'aspiring to' departments following consolidation of staff into focused research groupings. (p.25)

RESPONSE

We hope that the comments about strengthening the infrastructure for research and research groups have been addressed in the previous section.

In relation to the comment on exchanging experiences/ learning opportunities for PhD students, junior and senior staff, we are now member of the European University of Technology, an alliance of eight European partners who share in common the vision towards a human-centred approach to technology, while there are exchange opportunities through the Erasmus program in the fields of education and training where overall objectives of the mobility, added value of the mobility and activities to be carried out on a daily basis are arranged and agreed before the mobility.

Finally, with regard to the development of a strategic research plan and benchmarking with equivalent and 'aspiring to' departments following consolidation of staff into focused research groupings see above (the answer for research groups)



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



7.

Resources

The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies - Score 4 (p.27)

RESPONSE

In relation to the transparency enhancement comment, we underline that there is an internal audit office, which independently coordinates economic issues.

Areas of improvement and recommendations

Development of a strategic plan for research

Benchmark department against equivalent (size/outputs/reputation) and aspiring to AEIs.

Creation of research groupings around research strengths

Clear workforce model for senior leadership positions (p.27)

RESPONSE

We thank the EEQ for the extremely high scores provided in this section.

The first three suggestions have been answered in previous section.

In relation to the comment on education in leadership, we have developed a proposal to the Learning network of the CUT to include workshops on leadership.

Moreover, since there is not an institutional policy for peer-to-peer training, the Dpt has now implemented a relevant policy, according to which the current chair of the Dpt will always be the next vice-chair aiming to support the new, elected chair, as well as to support continuity in the strategic planning of the Dpt.

B. Conclusions and final remarks

Conclusions and final remarks

The Department of Nursing is well organised providing a high quality theoretical and clinical educational experience at bachelors, masters and doctoral level, for students. The pedagogical education is aligned with appropriate national, professional and EU standards and frameworks.

The number of PhD prepared staff is high. Many faculty actively seek to encourage PhD and master students to align with their research interests. This may contribute to the range of interests evident in outputs. As faculty conduct their personal research in a number of different areas we recommend the adoption of a more focused approach. We suggest attention is given to mapping in order to create research groupings around topics possibly conceptual (in order to aggregate specialities) this achieving concentrations of researchers and resources including more than one senior CI/PI. We recommend



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from

research replication in Cyprus of interventions already found to be effective in other settings unless using implementation science methodology.

The infrastructure for research requires strengthening in order to improve the ability of individuals, the department and institution, to attract and successful deliver more national and international collaborative multicentre grants (p.29)

RESPONSE

All the suggestions here have been answered in previous sections.

The EEC marked all the assessment areas as Compliant, and we would like to thank them for their valuable comments focused on further improvement of our Department.

C. Higher Education Institution academic representatives

Name	Position	Signature
FullName	Position	
FullName	Position	
FullName	Position	
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FullName	Position	
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Date:



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