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Doc. 300.3.2

Higher Education Institution's Response (Departmental)

Date: Date

- **Higher Education Institution:** Frederick University
- **Town:** Nicosia
- **School:** Health Sciences
- **Department:** Nursing
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1 (Bachelor)

In Greek:

Νοσηλευτική (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc))

In English:

Nursing (4 academic years, 240 ECTS, Bachelor (BSc))

Programme 2 (Master)

In Greek:

Προηγμένη Φροντίδα Υγείας (3 ακαδημαϊκά εξάμηνα, 90 ECTS, Master (MSc))

Κατευθύνσεις:

1. Κοινωνική Φροντίδα Υγείας,
2. Επείγουσα Φροντίδα Υγείας

In English:

Advanced Health Care (3 academic semesters, 90 ECTS, Master (MSc))

Specializations:

1. Community Health Care
2. Emergency Health Care

Programme 3 (Doctorate)

In Greek:

Επιστήμες Υγείας (3 ακαδημαϊκά έτη, 180 ECTS,
Διδακτορικό (PhD))

In English:

Health Sciences (3 academic years, 180 ECTS, Doctorate
(PhD))

Department's Status: Currently Operating

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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

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

Areas of improvement and recommendations

- 1.a. *Review and submission guidelines for the PhD was the area that attracted most concern. This needs to be addressed so that the quality of theses can be improved and comparable with the standard of other institutions.*

Department's Response:

We accept and adopt the recommendation of the EEC. The PhD Thesis Guidelines have been reviewed and revised to be comparable with the standard of other institutions. (please refer to Annex 01 – PhD Thesis Guidelines).

- 1.b. *EEC encourages the University also to consider the use of small plastic water bottles and instead explore alternatives.*

Department's Response:

Frederick University is fully committed in its mission in achieving the United Nations Sustainable Development Goals ([Link](#)). This commitment is evident by the awards received regarding its environmental actions and networking such as: [Top 101 Universities in World at the Times Higher Education Impact Rankings 2022](#), [Green Dot Award in the Category "Green Environmental Institution"](#) etc. That said, any plastic water bottles (or any individual wrapped snacks) that were provided to the members of the External Evaluation Committee were used as a pre-caution measure against Covid-19.

2. Quality Assurance

Sub-areas

2.1 System and quality assurance strategy

2.2 Quality assurance for the programmes of study

Areas of improvement and recommendations

2.a. Enhance the expectations and guidance given to doctoral candidates. The quality of the thesis needs to be subjected to closer scrutiny and examiners should be informed about what is expected.

Department's Response:

Doctoral candidates are expected to acquire specific knowledge and skills in the research methods and carry out innovative and original research being exposed to challenging research questions. They also should develop a more scientific and evidence-based point of view in Health Sciences through their overall course in the doctoral studies programme and the interaction with other PhD candidates, faculty members, external visiting researchers and academics.

According to Doctoral Studies Regulation of the University (please refer to Annex 02), the Doctoral Program Committee has the overall responsibility of the quality assurance of the doctoral program. The requirements for the successful completion of a doctoral program are disseminated both to the PhD candidates and the Doctoral Dissertation Evaluation Committee (examiners) from the Doctoral Program Committee sharing the Doctoral Studies Regulation of the University.

In order to ensure the quality of Doctoral thesis and enhance guidance given to Doctoral candidates and compliance with Doctoral regulations, the PhD Thesis Guidelines were revised to adopt the recommendations of the EEC and the following forms were added. Please refer to:

- Annex 03 - PhD Thesis Requirements Checklist: The check list will be used both from PhD student and Research advisor to check that all the requirements are met in order to submit the PhD thesis for defence.



- Annex 04 - Doctoral Dissertation Evaluation Form: Consisting of comments, both descriptive and scaled, on the Dissertation's content and structure.
- Annex 05 - A PhD thesis sample: It is a guide to the best formatting and presentation of the PhD thesis.



3. Administration

Areas of improvement and recommendations

3.a. *No areas of concern.*

Department's Response:

We would like to thank the External Evaluation Committee for their positive remarks.



4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Areas of improvement and recommendations

4.a. *No comments.*

Department's Response:

We would like to thank the External Evaluation Committee for their positive remarks.

5. Teaching Staff

Areas of improvement and recommendations

5.a. *Enhance numbers of social scientists and qualitative teachers.*

Department's Response:

We have adopted the recommendation of the External Evaluation Committee. The Department programmes are further enhanced by both social scientists and qualitative teachers both from the University and visiting staff, offering their specialized knowledge and expertise in the courses taught.

Specifically, the Department programmes are supported by:

- Dr [Erodotou Stylianos](#), who teaches Courses in **Sociology, Philosophy** and in other Social Sciences at Frederick University.
- Dr [Panayiotou Andreas](#), with the Specialization in **Sociology**, teaching in Psychology and Social Sciences Department of Frederick University.
- Professor [Jelastopoulou Eleni](#), with the Specialization in **Epidemiology and Research Methodology, Professor, University of Patras.**
- [Professor Charalampos Economou](#) specialized in **Sociology and Health Policies, Professor, Panteion University.**
- [Dr Petros Galanis](#), specialized in **Public Health and Research Methodology., Assistant Professor, National and Kapodistrian University of Athens.**

Please refer to Annex 6 for the staff recruitment confirmations and CVs.

6. Research

Areas of improvement and recommendations

6.a. *Research strategy and focused themes would be a valuable addition, better evidence of ethics in the PhD studies would be useful.*

Department's Response:

The appropriate research strategy not only provides a direction to the study but also helps in choosing the right methodology for collecting and analysis the data for the research. The main types of research strategies - Qualitative and Quantitative- and other strategies on the basis of the research type, such as Descriptive, Analytical, Applied, Fundamental, Exploratory, Critical, Interpretive and Predictive have been more analysed in Postgraduate Seminar 1: RESEARCH METHODS (please refer to Annex 07 - PHDHM116.ENG and Annex 06 - CV_Petros_Galanis). Also, more examples and guidance on topic selection and more focused themes are given through the meetings of each PhD student with the Research advisor and Doctoral courses. The themes of the PhD program concern the fields of research in the broader field of Health Sciences, based on the research interests and activities of the faculty members who support the program. With the revised PhD program in Health Sciences, new fields are expanded beyond Health Management, into areas such as Advanced Health Care, Emergency Health Care, Management of Chronic Diseases, Community Health Care, Critical Care, Mental Health, Trauma Management, Epidemiology, Public health.

The doctoral candidates at the University have to ensure that their research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards. The Frederick University, as Code of Conduct for Research Integrity, adopts the guidelines of The European Code of Conduct for Research Integrity from ALLEA (All European Academies organization (please refer to Annex 08 - ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017 and <https://allea.org/research-integrity-and-research-ethics/>) having been attached in Regulations and Procedures for Research (please refer to Annex 02 - Doctoral Studies Regulation). The Research Ethics & Integrity Committee of Frederick University is responsible for implementing all the appropriate procedures before and during the research, as well as for the approval for research. The form "Internal Request for Review of Research Proposals" has been attached (Annex 09).

7. Resources

Areas of improvement and recommendations

7.a. *No major problems but investment must be balanced by the risks of market pressures and the need for more international students.*

Department's Response:

The University identifies and understands the need for balancing investment with risks. It welcomes the note of the Committee that there are no major problems with respect to resources and this reflects the Department's position of prioritizing quality over merely financial criteria. We expect that in the coming years and with the 100% employability of our graduates the student numbers will increase to make further investments more financially sound. We also note the need for international students, something that is in line with the University's strategic plan and we expect a significant increase in the next five years, given the global demand for high quality nursing education.

B. Conclusions and final remarks

Areas of improvement and recommendations

7.a. *Frederick University, School of Health Sciences, Department of Nursing is responsible for bachelor's, master's and doctoral education. The university has **good quality assessment methods, a clear mission and vision, and the unit under assessment is in line with the university's strategy.** The unit's educational programmes are generally **up-to-date and the learning environment is excellent.** A particular strength of the unit is the scientific orientation of the teachers (**all have PhDs**), the good team spirit and the highly student centred teaching. Students have **excellent support** systems and very personalised support at all levels of education. Practical training is based on theory and science. Students are satisfied with the education they receive and many go on to study for masters and doctorates in the same unit after their undergraduate degree. **Teaching resources are excellent** and it was welcome that they had considered sustainable development goals to protect the environment. It would be good to see more of this across the different programmes in Health Sciences.*

It is important to maintain a good ratio of permanent and visiting teachers. Practical training and theoretical teaching are mutually supportive. A clear area for improvement is the PhD dissertation requirements, the implementation of which needs to be monitored more closely. In addition, the EEC recommends that the unit could have a research programme under specific research themes based on the expertise of the faculty where students at different levels of education could also participate in relevant research projects. In this way, the unit will strengthen its own level of expertise and knowledge and its reputation would be enhanced.

Staff are motivated and enthusiastic about their work and were very welcoming and open to suggestions. The unit was well prepared for the evaluation and the necessary information was at hand. The unit has excellent opportunities to develop and become more competitive.

Department's Response:

The Department of Nursing wishes to express its gratitude to the members of the External Evaluation Committee for their thorough and insightful evaluation of the Department and its programmes, as well as their fruitful comments and constructive discussion. The accreditation

process provided the opportunity to the Department and the Program Coordinators to obtain the objective views of external and independent peers, as well as examine aspects of the program from a different perspective. The Department has already considered the issues raised, as well as the recommendations of the EEC and has already acted upon, in terms of implementing the Committee's recommendations as shown in sections 1 to 5.

The Department also wishes to thank the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, as well as the members of staff of the Agency that facilitated the organisation and implementation of the External Evaluation Committee's visit.

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. George Demosthenous	Rector	

Date: 14/09/2022

