



Doc. 300.3.1

Date: 29/07/2025

External Evaluation Report (Departmental)

- **Higher Education Institution:**
National and Kapodistrian University of Athens (NKUA) – Cyprus
- **Town:** Nicosia
- **School/Faculty:** Nursing Department/ School of Medical Sciences
- **Department:** Nursing
- **Department's Status:** New

- **Programme(s) of study under evaluation:**
Name (Nursing, 4 years, 240 ECTS, Bachelor)

Programme 1

In Greek:

Nursing

In English: Nursing Degree / Nursing – Undergraduate

Programme Name

Programme 2

In Greek:

Programme Name

In English:

Programme Name

Programme 3

In Greek:

Programme Name

In English:

Programme Name



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].



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Nursing	Nursing – Bachelor



A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit began with a joint presentation to two accreditation groups. There followed seven presentations and visits to the teaching facility. All sections of assessment were covered that relevant to undergraduate programmes. The staff were very welcoming and appreciative of our input and there was an opportunity to meet the Rector Gerasimos Siasos. We learned about the history, strategy and philosophy of the university and their motivation to establish a branch in Cyprus. There has been a longer lead into this assessment visit which meant that accommodation has already been secured in the old city of Nicosia. This accommodation would provide a suitable space for study and is still in the final stages of being refurbished. We met faculty, stakeholders and some students. The visit provided insights into the plans to revitalize this part of the city. We were able to put questions to the Vice rector for academic affairs, international relations and extroversion. We were able to question the Chair of the Department and seek assurance for future investments as the programme develops.

It was a very useful onsite visit that clarified some incomplete information within the application documents. For instance, it was important to hear that the course will initially be delivered in the Greek language. This was not clear from the application.

We hope the feedback provided is helpful and we can see many opportunities for the future. Our suggestions are intended to build on existing strengths and that include structural changes to strengthen academic excellence in the Cyprus branch.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Daniel Kelly	Professor	Cardiff University
Mari Kangasniemi	Professor	University of Turku
Miriam Peters	Professor	Frankfurt University of Applied Sciences
Georgios Efstathiou	Representative	Professional Association
Ioanna Papaioannou	Student	Cyprus University of Technology
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)**
- 1.2 Connecting with society**
- 1.3 Development processes**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant*
- 3: Partially compliant*
- 4 or 5: Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 – 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	3
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	5
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
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.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

They have not defined in full which staff and resources will be invested in for the short and long term. Clinical training is less well defined, only a small number of local senior nurses were not present as stakeholders.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

No issues with compatibility.

Provide suggestions for changes in case of incompatibility.

None

1. Department's academic profile and orientation

1.2 Connecting with society

1 – 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	3
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The lower scores where more detail would be helpful- such as planned interaction with local society.

1. Department's academic profile and orientation

1.3 Development processes

1 – 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	3
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3

1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The partial scores align with our request for more detailed information on staff and student recruitment including long and shorter-term plans. The fees aligned to the course may serve as a barrier to some students, although some scholarships would be available. The numbers per year, however, are not provided. There may be a need to support more people in the early years of the programme.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

60 planned in year one. International students not relevant at this point.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The site visit provided access to the buildings that have been made available, however, the lack of laboratory and skills spaces was noted. There were panels of stakeholders and former students who spoke positively about the university. The parent university has an established faculty, but they need to provide more information on development planning in the short term. There are positive relationships with the city and the basic funding is secured. Strategic additional funding will rely on investment (such as provision of additional buildings). This will require more detail in investment over a five year period.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

There is available a mission statement that serves to underline the philosophy of the department. The faculty appears committed and there is strong support from the Rector and his team.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The mission statement and goals of the department should better reflect the needs of the Cypriot students. A risk analysis for the first three years should be provided. Stronger connections with Cypriot society should be developed to assure mutual benefit and improve the impact of this branch.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Partially Compliant
1.2 Connecting with society	Partially Compliant
1.3 Development processes	Partially Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	4
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	5
2.1.6	Students' evaluation and feedback	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The involvement of local stakeholders could be strengthened by detailing their support from a variety of health services. Research activity for students and staff was not always clear. Funds are provided but how they are used is unclear. Publication details of staff were not ranked in terms of journal quality, external research funding and international collaborations

2. Quality Assurance

2.2 Quality assurance for the programmes of study		1 – 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	3
2.2.10	The Department flexibly uses a variety of teaching methods.	4

2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	3
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	4
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	3
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	3
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is a lack of current information on the Cyprus programme and the facilities available. The links to staff profiles did not work which was disappointing. The admission criteria need to be made clearer. Employment information for graduates was not provided. The lower scores also reflect the lack of laboratory rooms on campus currently. We also identified the need for a stronger diversity strategy, and more accurate information on staff- student ratios as number of students will increase. Mentoring for

practical training is also an area to clarify. A policy for authorship and intellectual property rights was not available.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

There were a number of strengths in terms of the proposed new department drawing on the experience in Athens. We identified the need for additional information as listed above. The enthusiasm for the programme was very clear and quality assurance was established in the parent university.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Established processes exist, students were content with processes. The current staff member for quality assurance was willing to move to Cyprus. Staff were willing to learn from student feedback and they also took our suggestions for future curriculum development on board.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Clarity needed on how they prepare clinical mentors. Policies to detail authorship and intellectual property. Links to staff need to be made available for potential students and quality assurance mechanisms may need to adapt to meet the needs of students in Cyprus.

Please ✓ what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

3.11 Internationalization of the Department and external collaborations. 3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

We assume that the procedures above function as listed. In future it would be valuable to see evidence of how student feedback impacts teaching activity.

Protocols do exist for student complaints and misconduct.

The lower score for internationalization reflects the need to make clear how they have effectively developed collaborations. This would be an area to strengthen in the future.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

We were assured in most areas that policies and procedures were appropriate.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The positive attitude of admin staff was noted. The senior staff were also open to our suggestions. Although a large group, their different perspectives met to support the development.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Internationalization strategy (inward and outward) would be helpful. The quality of these experiences need to be ensured and publicised. Meeting the required practical hours must be balanced with overseas visits. This is a major opportunity for the students.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching
 (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study**
- 4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant*
- 3: Partially compliant*
- 4 or 5: Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	3
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
The number of theoretical modules do not always link with competencies.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 – 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	3
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	3
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Admission criteria are currently unclear.

In the documents and presentations student centered learning was clear but its role in the current curriculum is not so clear.

There is a need for a policy for students to use prior learning in order to join the programme (for example from another university in Cyprus or elsewhere).

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Click to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

A range of policies and procedures support the quality of the student's experience. Resources are dedicated to delivery of these services. Communication with students is regular and mutual. The faculty are open to use of innovative teaching techniques as well as research activities. Student experience is mentioned as a recurring theme.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

There is a wide variety of modules taught at present. Exams feature highly. There is a need to develop more competency based education and to assess this appropriately. Criteria for admission and credit transfers are needed. International experience should be more transparent in the future.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Partially Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
 3: *Partially compliant*
 4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	3
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	3
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	3
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The above scores reflect the need for more information on the number of staff that will be full time in the branch, and those visiting from Athens. There is not enough information to comment on the qualification of visiting professors or experts. The ratio will depend on having sufficient numbers of staff to students as numbers grow.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work

- Number of visiting Professors
- Number of special scientists on lease services

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The staff seemed keen to support the decision to establish this programme, and the recruitment of new Professors was a good strategy.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

There are high quality staff available in Athens and the reputation of the university is high. Whilst some staff are willing to travel it is important to take into account staff wellbeing.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Needs a clear plan for recruitment of future faculty that reflect the specialisms within the local health system. This should include visiting professors and could assist with the staff student ratio.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Partially Compliant
Teaching staff recruitment and development	Partially Compliant
Synergies of teaching and research	Partially Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	3
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Research in the home department is apparent and some highly active faculty are employed. However, it is not made clear how the undergraduate curriculum incorporates research into the student experience. This could be clarified. Research priorities relevant to Cyprus need to be emphasized.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strong academic faculty. Committed to European research standards. Funding success from external sources is evident. Staff publish in high quality journals.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

Develop an independent research strategy to support this undergraduate research programme. Give details on how to implement research of relevance to Cyprus.

Future curricula could make research more student centered as an activity rather than theoretical.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Partially Compliant
External and internal funding	Compliant
Motives for research	Partially Compliant
Publications	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	5
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	3
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>No risk assessment was offered and an alternative budget for fewer numbers would be sensible, especially in the early years.</p>		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

High level support from the university and the church, as well as the city of Nicosia. The rent free accommodation is a real plus, and should help to make the venture successful. Student fees will be used to support the enhancement of the department in the future. A non-profit approach is being applied.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

String external support, ability to cover early shortfalls. Willing to invest as necessary.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The budget relies on recruiting sufficient students so a risk assessment for alternative situations would be helpful.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

This is an ambitious and timely initiative that extends the opportunities for people to study nursing at a highly reputable university – Cyprus branch. This is a strength of the proposal. Everyone is highly supportive of the goals. There are good links already established with the city of Nicosia and with the church that have provided facilities.

Links with the other departments will help to use resources wisely and will develop a unique education and research identity in Cyprus.

Administration committee is well-established.

A Cyprus- focused research programme is required.

The programme is well established and reviewed and accredited at regular intervals and opportunities to reshape this in the future according to changes in local society as well as global shifts in nursing science.

This USP could be stronger both for the programme and for the department. This could be leadership for the future, health innovation or community engagement, as examples.

We have provided a list of recommendations; some are immediate and some longer term.

Immediate (1-12 months):

Risk assessment for budget and staffing is also needed.

Staffing plan.

Recognition of prior studies and experience needed in line with European standards.

Links between the different departments establish to use resources effectively.

Marketing material needs to be developed.

Longer term (3-5 years):

More precise market analysis as the expansion is being planned. This should include the competitors in the market.

Strategic plan for research appropriate to Cyprus.

International collaborations strengthened.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Daniel Kelly	
Mari Kangasniemi	
Miriam Peters	
Giorgis Efstathiou	
Ionna Papaioannou	
FullName	

Date: 29/07/25

