

Doc. 300.1.2

Date: 30/11/2022

Higher Education Institution's Response

- **Higher Education Institution:**
Cyprus University of Technology

- **Town:** Limassol

- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Διδακτορικό Νοσηλευτική (3 έτη, 240 ECTS)

In English:

PhD in Nursing (3 years, 240 ECTS)

- **Language(s) of instruction:** Greek/English

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<ul style="list-style-type: none"> Suggest introduction of a maximum word limit on the thesis. 	<p>Thanks for the recommendation. Indeed, only a minimum word limit for doctoral theses was specified in the Departmental Rules-Regulations at the time of EEC evaluation (<i>note: it is up to the individual Departments/Schools to specify word limits for BSc/MSc/PhD theses</i>). The Department has now reviewed the internal Rules-Regulations, as well as Quality Assurance Framework for Doctoral Thesis, and introduced, to quote,</p> <ul style="list-style-type: none"> “a maximum word limit of 80 000”, as well as a “<i>recommendation for including supplementary material in Appendices rather than the main body of the thesis</i>”. <p>The requirement to include published articles, manuscripts to be submitted and list of conference presentations in the Appendices remains.</p>	<p>Choose an item.</p>
<ul style="list-style-type: none"> Encourage greater immersion of nursing postgraduate research (PGR) students in the wider University PGR community. 	<p>Since the application was submitted, the University has established the <u>Learning Development Network</u> (LDN). LDN designs, develops and delivers skills building seminars to enhance (A) the learning journey of the students and (B) teaching of the faculty. Through the Network, doctoral students across all Schools/ Departments come together and interact in workshops seminars and other activities. Over the past 2 years, the LDN has offered skills building seminars to doctoral students in the following areas:</p> <ul style="list-style-type: none"> written and oral presentation skills of scientific work (systematic reviews, original research papers, thesis writing, presentation skills for conferences), teaching and learning skills, soft skills (IT, time management, social skills), self-care, innovation and entrepreneurship. <p>Sessions are recorded and available online. Furthermore, among the exciting new initiatives the LDN has organised to further promote interaction and integration of doctoral students in the PGR community include</p> <ul style="list-style-type: none"> The annual “<i>From zero to PHinished Summer School for doctoral students</i>” – more details https://ldn.cut.ac.cy/summer-school/ “<i>Share your research in 3 minutes</i>”: a scheme for cross-departmental sharing among PhD students <p>Also, the University is in the process of developing a <u>School of Postgraduate studies</u> to further promote the integration of the PG community within CUT. It will also</p>	<p>Choose an item.</p>

	<p>collaborate with the Postgraduate Schools of the other 7 European Universities, as part of the European University of Technology EuT+ consortium that CUT is a member. This will create mutual learning opportunities and further enable cross cultivation of knowledge and skills between students of within and across disciplines but also across different countries.</p>	
<ul style="list-style-type: none"> Consider more interdisciplinarity in supervision teams beyond the discipline of nursing. 	<p>The CUT General Rules-Regulations for doctoral studies are <u>largely supportive of interdisciplinarity</u> in advisory committees. Specifically, the three-member Advisory Committee, comprises of:</p> <ul style="list-style-type: none"> The Main Advisor, a Department Faculty member, along with Two members from the Department, or other Department of the University, or other academic institution/ research centre – local or international <u>on the basis of the relevance of their research experience to the topic of the thesis.</u> <p>While general CUT rules allow both members of the Advisory Committee to be external, the Dept NUR currently restrict participation of external members to NUR/CUT to one, not both.</p> <p>As the EEC recognizes in their report: “<i>There is across the faculty considerable, <u>breadth and depth</u> of subject expertise and methodological strength</i>”. This richness extends to academic background and training beyond Nursing (i.e. Medicine, Midwifery, Psychology, Biology/ Microbiology, Epidemiology/ Public Health, Management, ICT, etc), while multidisciplinary within the Department is expected to strengthen further with new faculty positions (currently open positions in Pharmacology and Ethics).</p> <p>Several Advisory Committees include members from other CUT Departments as well as other academic institutions (more common in externally funded projects).</p> <p>Also, as part of University policy for strengthening the links with clinical settings and industry, CUT Rules-Regulations also provide for nominating two additional <u>Expert Advisors</u> without the requirement of an academic affiliation. This provision is often utilized by NUR/CUT with the strategic goal of further strengthening the multi-disciplinarity as well as cross-sectorality of supervision teams.</p>	<p>Choose an item.</p>

Further to the recommendations of the EEC, we would like to address a number of points in the findings, mainly for clarification purposes:

- **EEC comment:**

“The quite high number of students who seem to seamlessly progress from Bachelor in Nursing, to MSc and ultimately PhD is a **strength** of the programme; However, could be perceived as a **weakness** in terms of over acculturation to a particular education process/faculty and diminish potential as critical enquiring clinical academic scholars.”

Department’s response: A clarification may be necessary. Among active students,

- 14/41 (about one in three) are BSc and MSc graduates of the Department and a further 7/41 are graduates of one programme but not the other (i.e. BSc but not the MSc programmes, or vice-versa).
- the other 20/41 are not graduates of either the undergraduate or any of the postgraduate programmes of NUR.

As the statistics above show, currently about half the current body of students have graduated from the BSc and/or MSc programmes. This is, indeed, a strength, as the EEC identifies, in terms of both (a) having a well-trained pool of candidates supporting the sustainability of the programme, and (b) maintaining high quality. While there is often a noticeable difference in the level of preparedness among candidates, the Department/programme welcomes the mix and variation in prior academic and clinical experience, which promotes cross-fertilisation and critical enquiry, and diminishes over-acculturation.

- **EEC comment:**

“PhD education should involve **training**, but it was unclear whether the full raft of skills such as group thinking and working, peer support and review, collective endeavour were fully developed”

Department’s response: Undoubtedly, group work and peer-review are important aspects, and these are well-embedded in the two seminar courses “Research in the Health Sciences I & II” (10 ECTS). Beyond scientific writing and presentation skills, the emphasis on these modules is on cultivating critical thinking and appraisal skills, community-building, experience sharing and group problem-solving through an integrative approach of the research process and interaction between instructors- invited speakers-students. The most critical component, and one that admittedly poses the biggest challenge but also the biggest gains, is peer-feedback; an essential skill for future researchers. Through the ‘PhD journey’ each doctoral attends the seminar-series module twice as an enrolled student, and at a later stage, all students participate again, this time as invited speakers. This is at least twice and they present their work to their peers and receive feedback from the group and instructors for their (a) research protocol, preliminary results and challenges and (b) research findings, commonly in preparation of the public defence. Beyond the taught component of the programme, putting emphasis on building and enhancing research skills. doctoral training also has an informal dimension which incorporates academic and peer-to-peer feedback (e.g. requirements for participation/presentation in conferences, manuscript preparation, open-day seminars, doctoral students’ colloquia and outreach/ dissemination activities). The above activities are instructor-led at Departmental level. In parallel, there are activities that are student-led (e.g. journal clubs) and University-led (e.g. the Mock Viva scheme, Present your work to your peers in 3 minutes, and other schemes from the LDN see <https://ldn.cut.ac.cy/mock-viva/>).

- **EEC comment:**

“The requirement to publish whilst completing PhD studies is excellent as demonstrated through metrics supplied. However, it is in addition to the production of a thesis. In many other institutions internationally, these outputs are embedded into the body of the work (chapter) or if all published the actual thesis. We different appreciate this was the institutional approach, but the team may wish to consider **alternate formats...**”

Department’s response: Thank you for pointing out what we also think is an important consideration to explore further. However, according to University Rules-Regulations, obtaining a PhD through publications is currently not supported. We nevertheless advise students to build their thesis in a way that it consists of multiple components/chapters that can be easily edited and submitted as manuscripts for publication. We should mention that there is an ongoing discussion about this at the University level and we will ensure to transfer the EEC recommendations to the relevant University boards

2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<ul style="list-style-type: none"> As PhD is research training we were unclear how the student undertook doctoral training in the School of Nursing fitted into the University infrastructure for developing the skills and occupational intelligence for a career as a research scientist. We would recommend the School and University consider the PhD journey as preparation for as <u>future researcher leaders</u>. 	<p>We agree that the PhD journey should prepare doctoral students for a career as research leaders by providing them with relevant skills and competencies. Since the submission of the application, and as described earlier, the University has established the Learning Development Network. The Network is composed of three Support Groups: Academic Group, Student Learning Support Group and Educational Technology Group. In its short life, the network has offered an impressive range of <u>skills building activities</u> and provided a variety of opportunities to the doctoral students in order to expose them to the <u>occupational demands and needs</u> required for their future careers. For instance, an exciting new initiative is the Learning Café - a radio talk show where topics related to the Network's activities are presented and exchange of good teaching/ research practices are promoted through public dialogue.</p> <p>It is also important to clarify that our PhD students have the opportunity to attend and present their work at <u>European and International conferences</u>, thus gaining invaluable exposure to the wider research community. Conference presentations and publications are a formal requirement for doctoral students at the Dept NUR, and there is adequate <u>financial support</u> for both. The CUT scheme for publications in open-access journals is extended to doctoral students. In terms of conferences, each doctoral student is entitled to financial aid (once during their studies/ up to 1000 euro) from the University upon application, and students from NUR make good use of this scheme. Doctoral students have additional financial aid (a) from supervisors' (<i>internal-external</i>) research funds and (b) Department/ School budget (<i>annual call</i>).</p> <p>Lastly, we should mention that beyond the compulsory courses, students can further customize their training. Students' needs for training/ professional development is an integral part of the <u>annual progress report</u> where both students and advisors make recommendations. This is achieved through elective courses offered in other NUR postgraduate programmes, other CUT Departments and/or other institutions.</p>	<p>Choose an item.</p>

Further to the recommendations, we would like to address a number of points in the findings, mainly for clarification purposes:

- **EEC comment:**

“It would appear few roles exist outside academia that meet the educational capabilities developed through doctoral study – the healthcare context is not yet ready for **PhD prepared nurses** and no roles or career structure such as a clinical/research pathway exists.”

Department’s response: The EEC has accurately identified the current state of affairs in terms of the readiness of the existing healthcare context to absorb and capitalise on PhD-prepared nurses. This concerns both the current infrastructure, settings and roles as well as, more importantly, the weak research and quality improvement culture within healthcare organisations. Even in this climate, there were several successful pathways for the graduates of the doctoral programme to pave their way into academia (CUT, other academic institutions/ Research Centers in Cyprus or abroad) or management positions in Nursing/ Healthcare Research and Education. Partly this is attributed to the fact that the Department, being the point-of-reference of Nursing education in Cyprus, has been fortunate in attracting competent candidates that had already held leadership positions in Nursing/ Healthcare education, practice or policy, further influencing this change and “*leading the development of the healthcare system*”, as the EEC very accurately point out in their report.

In recent years, the general climate has been changing towards the right direction, and indeed at a much faster pace since the transition to the new General Healthcare System (GeSY). This transition has brought about the strengthening of existing structures or the establishment of new within clinical settings, such as Quality Assurance, Research and Development, Continuous Education Offices. There is also change at the national/ policy level. New structures/competent authorities have been established (e.g. the Health Insurance Organisation, responsible for the monitoring of the General Health System) or are planned (e.g. Institute of Clinical Excellence, responsible for Guidelines and Protocols). It is expected that this will increase the need for research-prepared healthcare professionals in clinical roles/settings and/or healthcare planning authorities, providing opportunities for PhD prepared nurses (*it is of note that at the moment more nurses are actually PhD trained in Cyprus than medical doctors*).

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<ul style="list-style-type: none"> Unclear if institutional training for the role of supervisor is available but the Department may want to consider introducing a group to share learning from and through supervision and peer support. 	<p>Training for the role of supervisor was not institutionally supported in the early days of the Department/University. To support junior/ newly appointed Faculty members, it was 'good practice', at Departmental level to include at least one internal member with prior experience in PhD supervision to act as <u>peer-mentor</u>. The Departmental Council has now reviewed this aspect and formalized it as a <u>requirement</u> for the composition of Doctoral Advisory Committees for all newly appointed Faculty members.</p> <p>At University level, an important move towards supporting a University-wide long-term educational policy was the establishment of the Learning Development Network – ldn.cut.ac.cy, This valuable resource creates a learning space for both students and academic/ teaching staff alike. The LDN has been very active from the onset, organising so far over 50 seminars, workshops, learning cafes and other activities in a short-period of time since its establishment. These cover a range of topics related to the doctoral process, also providing an excellent resource for supervisors, and not just doctoral students. Workshops are recorded and offered online to all faculty should they are unable to attend.</p>	<p>Choose an item.</p>
<ul style="list-style-type: none"> Staff may require ongoing funding to facilitate further methodological expertise. 	<p>The LDN <u>Academic Group</u> of the CUT Learning Development Network has developed a series of <u>continuous professional development (CPD) workshops</u> for faculty members over a range of areas such as:</p> <ul style="list-style-type: none"> design and development of university programme curricula, pedagogical skills (for onsite, online, hybrid teaching), assessment principles, use of technology and innovation in teaching, incorporating research into teaching and other areas. <p>In addition to training offered by the Learning Network, the Dept NUR performed, in October of 202, a <u>structured Needs Assessment exercise</u> with regards to CPD needs of faculty members. Since then, three workshops were offered in the areas of student-centre learning, clinical curricula and assessment of clinical skills. Our Department will</p>	<p>Choose an item.</p>

	<p>continue to work closely with the Learning Network to offer CPD workshops in other areas that emerged from the needs assessment exercise such as: writing skills for external grant applications, project management, leadership skills etc. The Learning Network receives annual funding from the University to offer CPD and the Department of Nursing also has its own funds that can be dedicated to this end.</p> <p>In regards to CPD/training on research methods, the <u>Research Seminar Series</u> modules are open to all Faculty members providing the opportunity to learn about new approaches to research from other colleagues within our Department, School and University as well as invited speakers from other organisations. Finally, <u>Erasmus staff visits</u> outwards (CUT academics visiting academic institutions abroad) as well as inwards (visiting academics to CUT) are also an important resource that can support the exchange of good practices and facilitate further methodological expertise. CUT has a long list of Erasmus agreements with several academic institutions</p>	
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Further to the recommendations, we would like to address a number of points in the findings, mainly for clarification purposes:

- **EEC comment:**

Catering for students who wish to bring **their own research topic** is accommodating but may stretch resources.

Department's response: We acknowledge the risk that this approach entails, as identified by the EEC. To meet this challenge, and prepare for the next phase of maturity, the Department has initiated a discussion for the next Strategic Plan period (2024-2028) which will aim to bridge clinical and academic settings and shape a common research agenda. This can (a) strengthen the Department's ability to expand its implementation/ improvement research (also see *relevant recommendation below*), (b) allow the Department to have a bigger role in health services research and evaluation and (c) make the research agenda of the Department more focused so that students can work synergistically in a range of topics that the Department will prioritise.

4. Student admission, progression, recognition and certification
 (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<ul style="list-style-type: none"> Recommend staff look externally for best practice in doctoral supervision and training to enhance the capabilities of staff in supporting the doctoral journey and ensuring consistency of experience. 	<p>We would like to thank the EEC for this important recommendation. As already mentioned, the Department, in collaboration with the Learning Network (LDN), is in the process of incorporating doctoral supervision training skills in the CPD programme offered to NUR/ CUT academics. Despite its short life, the LDN has been very active and has already designed and offered a number of workshops on mentoring skills. In collaboration with the Department, these can be enriched further, with invited external speakers to provide further training and exchange of good practice.</p> <p>Lastly, we should mention that participation in training/ CPD activities internationally is also institutionally supported via at least three routes:</p> <p>(a) through <u>Erasmus staff exchanges</u> for teaching and/or training,</p> <p>(b) attending <u>pre-conference Courses, Seminars and Workshops</u> while attending a European/International conference, and</p> <p>(c) directly registering in special <u>training courses for continuous education and professional development</u>.</p> <p>Both (b) and (c) are eligible costs under the Personal Research and Travel budget. This is an annual budget assigned to each CUT academic member from University and Departmental own-revenue, which typically ranges between 2500-4000 euro/person, calculated on the basis of a set of agreed scholarship performance indicators in the preceding three-year period.</p>	<p>Choose an item.</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<ul style="list-style-type: none"> The infrastructure to support clinical practice of part-time postgraduate students was not clear and should be developed. 	<p>The majority of doctoral students at the Department of Nursing are in clinical practice. In a number of cases, the research topic and setting are directly related to the student's work context, making the integration of the research work easier, and the Department is supportive of that. Nevertheless, there is no doubt that it is still demanding, and mainly the reason why the median duration for completion of the requirements of the doctoral programme is currently at 5 years (IQR: 4.5-6 years), as presented at the meeting with the EEC. According to CUT Rules-Regulations, the minimum duration for the doctoral programme is 3 years (6 semesters/ FT equivalent) and the maximum 8 (16 semesters/PT equivalent). This allows students to develop their work at a slower pace, which is more conducive to their work requirements and family life. In terms of the taught component, students may register to a maximum of two courses per semester, or a minimum of one, further catering for part-time students.</p>	<p>Choose an item.</p>

6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<ul style="list-style-type: none"> The scholarship whilst of high standard did not seem innovative or use creative patient centred methods. Likewise the infrastructure for research did not include (to our knowledge) any requirement or commitment to public participation and involvement and engagement in research as co-participants in the process. We recommend that PPIE is embedded in research and methods such as experience based co design are explored as part of the raft of methods for <u>contemporary healthcare research</u>. 	<p>We thank the EEC for this valuable recommendation which reinforces the Departments strategic ‘point of view’ and provides a clear path for the future. While in recent years, there has been a move towards <u>participatory and open research</u> in the Department, this is not a formal requirement nor a standard practice for doctoral theses, many of which follow ‘traditional’ research approaches and methods. Admittedly, active involvement of service-users is generally not a strong element in Cyprus and their ‘voice’ is not often represented beyond ‘tokenism’ in research and quality improvement activities. In the over-medicalised setting of Cyprus, the Dept Nursing is pioneering in this respect at a national level. Recently, academics from NUR were invited to participate in the “Scientific Understanding and Provision of an Enhanced and Robust Monitoring system for RRI (SUPER MoRRI)” – an EU Horizon project on researchers’ views and practices of principles of Open Science and Responsible Research and Innovation, which includes Public Engagement in Research, While involvement (e.g. patient/service-user organisations as partners in research projects) and community engagement (as evidenced by the volume and range of outreach activities) are somewhat stronger elements, much more needs to be done, especially with regard to involving service-users as co-participants in the research process. This ‘shift’ concerns both research (at all stages: participant-led research agenda and experience-based co-design, community engagement) as well as educational activities (e.g. from curriculum design to service-user involvement in teaching and feedback).</p> <p>The University and Departments 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. The Departmental Council has re-iterated the <u>commitment to embed PPIE</u> in all activities, as high-priority for the new Strategic Plan. Some first steps already taken towards a more extrovert outlook:</p> <ul style="list-style-type: none"> The Department, through the School of Health Sciences, has extended an open-call to all Departments at CUT to discuss potential inter-disciplinary collaborations. This meeting is 	<p>Choose an item.</p>

	<p>planned for 12 December 2022. Items in the agenda include:</p> <p>(1) inter-departmental synergies under the newly established <u>Research Unit for Public Health</u>, and (2) open a dialogue on the potential interest for other academic units University to participate in the establishment of a <u>Centre for Public Engagement in Research</u>.</p> <ul style="list-style-type: none"> This first step will be followed by a series of workshops with stakeholders in health and healthcare, including of course patient/service-user organisations, with the aim of appointing a Steering Committee, identifying research priorities and shaping the future research agenda of the Department. <p>It is indicative to mention that Dept NUR enjoys a very close relationship and is very active in organizing outreach activities in partnership with patient associations. Several academic members of NUR already sit on Scientific Advisory boards of professional and patient associations or NGOs in the field of healthcare, and are also involved in policy-level quality improvement initiatives..</p>	
<ul style="list-style-type: none"> Whilst we applaud students embarking on trial methodology this needs to be embedded in frameworks for development of <u>complex interventions</u> in healthcare. This may require infrastructure beyond the department but will be significant for advancement of the science that is produced. 	<p>We would like to thank the EEC for this observation and recommendation. Indeed, the Department has led the development of the field of clinical/ community trials at a national level, as evidenced by the complete absence of trials, let alone nurse-led, in the published output originating from Cyprus prior to the Department's establishment. As the Department is transitioning into the next stage of maturity, the infrastructure for trial design and methodology needs to be institutionalised.</p> <p>With an increase in number as well as type of trials (clinical/community) conducted, not only at the Department of Nursing but across the School of Health Sciences, the Strategic Plan for 2020-2024 included the establishment of a Clinical Trials Office within the School of Health Sciences with the aim of providing support for training, trial protocol development, bioethics approval, registration in international registries, monitoring of progress and outcomes. However, since this required institutional funding support, this target hasn't been realised due to budget restrictions. While efforts towards this target will continue into the next Strategic programme period, the School of Health Sciences will, as a first step, establish a <u>Trial Research Group</u> with reach across all Departments to evaluate current state of affairs, assess training, administrative and infrastructure needs, and make suggestions and recommendations.</p>	<p>Choose an item.</p>

<ul style="list-style-type: none"> • Lastly we could see few examples of evaluation and implementation methods which help us in our endeavour to develop the insights to change practice and speed research to bedside practice. We would encourage staff to consider widening the curriculum in line with this direction internationally if they wish to compete on the global stage. 	<p>Indeed, several ongoing projects and research theses in the Department fall within implementation/ improvement science and employ mixed-methods with elements of PIPE at different degrees and stages (also see related point below). Examples of are many to list; some characteristic examples include:</p> <p>(1) the “Baby Buddy Forward” project – a participatory action research programme with a formative dimension (<i>to co-create a digital educational tool for the transition to pregnancy with parents and health professionals</i>) and an implementation dimension (<i>assess barriers to embedding the tool in routine practice</i>),</p> <p>(2) establishing a peer support group for people with bipolar disorder as part of the “Management Of my Bipolarity-MoB” project with qualitative (formative) elements to gain an in-depth understanding of the experience and needs of people with bipolar disorder and evaluative dimensions to assess the effectiveness of a complex intervention with professional- and peer-support, for improving self-management.</p> <p>Strengthening implementation/ improvement science forms part of the Strategic Planning of the Department for the next programme period (2024-2028). Steps have already been taken towards this direction as also evidenced by the establishment of the Center for Translational Research in Health Care BRIDGES within the Department of Nursing. This will can act both as an umbrella internally to unify efforts towards this direction as well as a bridge between the Department- Healthcare settings.</p> <p>Maximising the impact of research on practices has always been high on the Department’s agenda. Currently, such efforts are purely academia-led and the weak research/quality improvement culture within clinical settings poses the biggest challenge. The ongoing discussion about University Hospitals presents both opportunities (<i>for instance, through the establishment of Research and Quality Improvement Offices within clinical settings</i>) but also threats (<i>in further reinforcing a medically-oriented research agenda, creating power dynamics and sidelining Nursing from the set of actors</i>). Medical schools, even though only recently established in the country, currently lead this discussion, with a focus on legally regulating the dual role of academic clinicians, rather than on quality improvement. However, the success of the Department in establishing itself in its short life as a national point of reference in health/healthcare research, with a trajectory of increasing international recognition, place it in a good position to be influential in this conversation.</p>	<p>Choose an item.</p>
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7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p>Our review concludes that these are excellent, well structured, managed programmes that meet institution, regulatory and international standards.</p> <p>The staff showed real commitment to their students and were committed to facilitating <u>high quality learning and teaching</u>.</p> <p>We were impressed by the human, financial and physical support and resources provided by the institution and the State to ensure the quality and feasibility of these programmes.</p> <p>This indicates the platform is in place for the next stage of development as a Centre for Excellence for Nursing in the Eastern Mediterranean but they should reach out and learn from elsewhere to ensure they <u>contemporary and striving for excellence</u>.</p>	<p>We would like to thanks the EEC for their constructive feedback. Their valuable recommendations will guide the Department into the next stage of maturity into a <u>Centre of Excellence for Nursing Education and Research</u>.</p> <p>With respect to the doctoral programme, we greatly appreciate that the EEC have found the governance robust (to quote “<i>No concerns regarding the processes relating to the governance of postgraduate research were evident in our discussions. Recruitment processes, support and performance monitoring were clear and documented throughout. A process of internal and external review annually in place which seemed robust</i>”).</p> <p>Indeed, the Doctoral programme is governed by</p> <ul style="list-style-type: none"> • <i>Postgraduate Rules-Regulations</i> of CUT, and further regulated by • <i>Internal Departmental Rules and Regulations</i>, and • <i>Quality Assurance Framework</i> requirements for doctoral theses. <p>These are very comprehensive and formed part of supplementary material submitted with the Evaluation Application. They are periodically reviewed, both internally by University and Departmental Committees, and externally as part of Quality Assurance/ Accreditation process.</p> <p>Academic and welfare services are available to students of all levels. Conference presentations and publications are a formal requirement for doctoral students at the Department of Nursing, and there is adequate financial support for both. The CUT scheme for publications in open-access journals is also extended to doctoral students. In terms of conferences, each doctoral student is entitled to financial aid (University. School/ Department). The University puts a lot of emphasis on support systems, including pastoral care.</p>	<p>Choose an item.</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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