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Date: 2022-07-01

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

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

- **Town:** Limassol

- **School/Faculty:** School of Health Sciences Department

- **Department:** Department of Nursing

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Bachelor programme in nursing (4 years)
In Greek:
ΠΡΟΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΤΗ ΝΟΣΗΛΕΥΤΙΚΗ
In English:
 Bachelor programme in nursing (4 years)
Language(s) of instruction: greek

Programme 2 – Master programme in nursing (2 years)
In Greek:
Programme Name
In English:
 Master's of Science in Advanced Nursing and Health Care Practice with specialities
Language(s) of instruction: : Greek/English

Programme 3 – PhD programme in nursing (3 years)
In Greek:
Διδακτορικό - Νοσηλευτική
In English:
 Phd in nursing
Language(s) of instruction: Greek/English

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A.   Introduction

This part includes basic information regarding the onsite visit.

The evaluation committee were invited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education to evaluate the Department of Nursing at the Cyprus University of Technology (CUT), in Cyprus. The committee did a site visit between June 28 and 29, 2022 at the School of Health Sciences at the CUT campus in Limassol. An evaluation of the department as well as the programmes for undergraduate education in nursing, master programmes in advanced nursing and health care practice with specialities in Advanced Emergency Intensive and Care/Cardiology Care, Advanced Community Nursing and Health Care, Advanced Mental Health Nursing and Health Care, Advanced Oncology Nursing and the PhD programme in nursing.

Summary of day 1: Initially, we received a brief introduction of the University, the quality assurance and of the Department of Nursing Science (Mission and strategic planning including SWOT analysis), connection with local society, and developmental processes. We discussed with staff members at the Services for Academic Affairs and Student Welfare, Library, and IT. We visited the library, some learning environments (auditoriums), anatomy and physiology lab, and nursing skills labs. We were also shown the IT Unit. In addition, we were presented the standards of the programmes, admission criteria for students, learning outcomes, the content and the persons involved in the programmes on advanced and PhD level, and some information about methodology and equipment used in teaching and learning. Furthermore, the content and structure of PhD Programme were presented. We were also able to discuss with graduated and ongoing PhD students. After that we were introduced to the Master of Science in Advanced Nursing and Health Care Practice. We had an opportunity to discuss with current and graduated Master students and explore their opinions of the quality of the education, current practices, and ideas for the future. And the end of the day, we met members of the teaching staff on the PhD and master level.

Summary of day 2: We started the day with a visit to Limassol General Hospital to explore the clinical learning environment, and to discuss with those responsible for the clinical education of the students (university staff, hospital matron, staff nurses and mentors). We were able to interview students on their perceptions of the clinical education. After the visit to the hospital we went back to the university were we visited offices of teachers and the working environment of PhD students. Further, we had an introductory session about the undergraduate programme in Nursing, and the standards of the program, admission criteria, the learning outcomes and ECTS. We had also a change to discuss with the members of the teaching staff on each course for all the years of study (without the leaders of the department and program coordinators): In the last session we also included the leaders and programme coordinators for a final discussion.

The evaluation is based on material sent to us before the onsite visit, power point presentations, and discussion with university staff members from the nursing department, hospital staff from orthopaedic and surgical wards at Limassol General Hospital and nursing students in the second semester. It is noteworthy that the report we received was from 2019 so some of the literature as well as publications were a bit outdated.

B.   External Evaluation Committee (EEC)

Name	Position	University
Anna Strömberg	Professor, associate dean	Linköping University
Annie Topping	Professor, dean	University of Birmingham
Maritta Välimäki	Professor	University of Turku
Maria Christoforou	Student representative	University of Cyprus
Andreas Andreou	Representative professional organisation	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) sub-areas
  (b) standards which are relevant to the European Standards and Guidelines (ESG)
  (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  Findings

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

1.1. **Policy for quality assurance**
1.2. **Design, approval, on-going monitoring and review**
1.3. **Public information**
1.4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelors Degree in Nursing 4 Years Full time *Bachelor programme in nursing (4 years)*
The Programme was developed followed transition from a School of Nursing based in the Ministry of Health and sited at Cyprus University of Technology in 2011 and this is the second review on behalf of the CYQAA. The programme is delivered in line with EU and Cyprus Nursing and Midwifery Council and Cyprus Ministry of Health regulations, laws and policies. The programme requires students to complete 2300 hours of theoretical instruction including simulation-based learning and skills development and 2300 hours of supervised practice experience in health and social care settings. Since opening for registration in 2011 approximately 500 nurses have graduated and approximately 90% of them have entered the workforce. Many also go on to study to Master and PhD education. The design and delivery of the programme complies with standards and policies for quality assurance of the programme of study. The requisite hours of study are sufficient in relation to the European Quality Framework and professional regulators. Course information regarding entry requirements, course structure, assessment and quality are available in full on the University website some in English and all in Greek.

Findings for Masters (MSc) in Advanced Nursing and Health Care *Master programme in nursing (2 years)*
The Masters programme offers specialisation in five areas (intensive care, cardiovascular care, oncology, community and mental health care), but only two are consistently offered.
The portfolio of awards recruits students who have recently qualified as well as experienced registered nurses. This was identified as a strength in terms of peer support and enrichment of the clinical discussion. The students are clearly educated to a level of advanced practice, as recognised internationally, through the programmes, but the clinical settings and employers are not yet ready to accommodate these advanced practitioners to work to the level of their award and qualifications.

The marketing brochure is published in both Greek and English is clear and informative to potential students and other stakeholders. Given the projected national workforce shortages for nurses and particularly in mental health settings it is concerning that recruitment is low and in some fields insufficient to deliver the programme every year. Given the limited recruitment to some pathways offering short courses or the ability to register for single modules or attend course units on a non-assessed continuing professional basis may provide tasters and ultimately student entry.

Findings for Doctoral Programme *PhD programme in nursing (3 years)*
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. Some students appeared to have initiated the topic of their research already during their master study and then expand this work through the doctoral endeavour whereas others were aligned with expertise (subject and or methodological) of academic staff and their ongoing projects. 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,

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collective endeavour were fully developed. It appeared that the team was the PhD student and supervisors and each grouping were discrete. We would encourage greater mutuality, cross fertilisation in order to facilitate the development of robust critical appraisal and defense capabilities through peer and academic support. 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 for students who are particularly productive or their work is more conducive to multiple publications such as systematic review, protocol, methodological debate, findings, theoretical concepts, etc to build a body of work.

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

Strengths for Bachelors Degree in Nursing 4 Years Full time
Bachelor programme in nursing (4 years)
Students (who participated in this review) indicated that they had access to and received all information they required to successfully achieve in the programme learning outcomes.
The infrastructure for supported learning in theory and practice was robust and enables fitness for practice and registration.

Strengths for Masters (MSc) in Advanced Nursing and Health Care
Master programme in nursing (2 years)
The masters thesis (ECTs 25) appears for some to serve as a bridge to doctoral studies for many creating a clinical academic pathway.

Strengths for Doctoral Programme
PhD programme in nursing (3 years)
The programme allows students to immerse themselves in the work and outputs of the Department gaining experience in real world scholarship
Quality assurance and monitoring is particularly robust and ensures student performance has both external to the team monitoring ensuring consistency.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Bachelors Degree in Nursing 4 Years Full time
Bachelor programme in nursing (4 years)
Although theory practice support was structurally excellent students, and some academic staff, expressed some concerns about the gap between evidence practice taught in the University and observed and/or practiced in some clinical settings.

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The course structure with numerous small course units, each requiring summative examination, creates a high assessment burden and may prevent integration of theory and application to practice.

Explicit signaling to students of where theoretical learning in for example pathophysiology in year 1 will link with more applied learning in subsequent study units.

Need to increase use of case/problem-based approaches which are now embedded in many programmes to even more clearly integrate theory and practice by linking academic, skills and real world cases.

Teaching needs to incorporate interprofessional education. Whilst appreciating only two healthcare disciplines are currently in the University many providers look to cross-Institutional learning opportunities to maximise benefit to students of some learning that reflects the multidisciplinary teams they encounter in clinical practice.

Areas of improvement and recommendations for Masters (MSc) in Advanced Nursing and Health Care *Master programme in nursing (2 years)*

Marketing strategy possibly in conjunction with healthcare providers to ensure a consistent number of high-quality applicants.

A strategic plan with stakeholders (Government and employers) is needed to create the workplace cultures and career framework to optimize these talented practitioners

Areas of improvement and recommendations for Doctoral Programme *PhD programme in nursing (3 years)*

Suggest introduction of a maximum word limit on the thesis.

Encourage greater immersion of nursing postgraduate research (PGR) students in the wider University PGR community.

Consider more interdisciplinarity in supervision teams beyond the discipline of nursing.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		Bachelor in Nursing Bachelor programme in nursing (4 years)	*Masters in Advanced Nursing & Health Care*	*Doctoral Programme*
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Compliant	Compliant

1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

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

> **Sub-areas**
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelor in Nursing *Bachelor programme in nursing (4 years)*

The programme meets EU regulation of 2300 hours of clinical practice. This is structured throughout each academic year. Students are supernumerary when in practice. They are prepared in clinical skills environments prior to practice. Whilst in practice are supported by a salaried mentor who provides supervision, learning opportunities and formative assessment. This was very student-centred with real opportunity to re-visit nursing interventions and gain confidence and competence. The multi-agency tripartite arrangement for practice oversight ensures standardization across programmes and students.

Findings for Masters in Advanced Practice in Nursing and Health Care *Master programme in nursing (2 years)*

This raft of awards was built around international definitions of advanced practice. However, one leads to a regulated registration (mental health) and others were linked with field of specialisation. The amount of practice seems limited to develop the required skills associated with comprehensive assessment, diagnosis, managing complex patient situations and influencing treatment decisions and/or prescribing. As there are few advanced practitioners in country to role model and currently the regulatory framework is unclear some international student exchange or virtual learning would enrich the programme.

Findings form Doctoral programme *PhD programme in nursing (3 years)*

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.
Students are not restricted to particularly methodological approaches however we were unclear if students were exposed to mixed methods, advanced systemic reviews, complex intervention design, and improvement science.

Strengths

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

Strengths for *Bachelor programme in nursing (4 years)*

Thread of evidence-based practice and skills to underpin evident throughout the programme

Strengths for Masters in Advanced Practice in Nursing & Healthcare *Master programme in nursing (2 years)*

Commitment, enthusiasm of students who want to change the structure of clinical roles to meet health care needs through their education.

Strengths for Doctoral Programme *PhD programme in nursing (3 years)*

The School is building a cadre of PhD prepared clinicians, managers, policy makers and academics that potentially could collectively drive change and lead the development of the healthcare system.

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Areas of improvement and recommendations

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

Areas of improvement and recommendations for Bachelor programme in nursing (4 years)

Make explicit the connections and linkages between and across course units so students are clear about how the knowledge underpinning nursing interventions and evidence-based practice build to develop them as a competent practitioner fit for award.

Areas of improvement and recommendations for MSc Advanced Practice in Health and Social Care Master programme in nursing (2 years)

As there are few advanced practitioners in country to role model, and currently the regulatory framework is unclear and there appears to be some resistance to new roles, partnering with an established programme(s) internationally to foster student exchange and/or virtual critical case reviews or other learning opportunities would enrich the programme.

Areas of improvement and recommendations for PhD programme in nursing (3 years)

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 future researcher leaders.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Bachelor programme in nursing (4 years)	*Master programme in nursing (2 years)*	*PhD programme in nursing (3 years)*
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Compliant	Compliant	Not applicable
2.3	Student assessment	Compliant	Compliant	Compliant

3. Teaching staff *(ESG 1.5)*

Sub-areas

    3.1.Teaching staff recruitment and development
    3.2.Teaching staff number and status
    3.3.Synergies of teaching and research

3.1.Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2.Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3.Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelor in Nursing Bachelor programme in nursing (4 years)
Staff profiles appear strong. Clearly much investment in staff who transitioned from the Ministry of Health School of Nursing and now make a substantial contribution to Bachelor of Nursing programme. Clear recognition of the value of teaching and appeared committed to their students development and future careers. Staff all worked full time (we understand) and therefore there was continuity and evidence of a coherent team working with similar vision.

Findings for Masters in Advanced Practice in Nursing and Healthcare Master programme in nursing (2 years)
The staff were clearly competent to deliver high quality evidence-based teaching and learning experiences for their students. Despite some students coming almost directly to the Masters programme from undergraduate studies, and other students being experienced clinicians, this was used to enrich learning and teaching. Specialisation of staff linked to their research interests and then advanced practice was clear.

Findings for Doctoral Programme PhD programme in nursing (3 years)
The team approach to supervision clearly has benefits in terms of staff engagement in doctoral supervision. There is across the faculty considerable, breadth and depth of subject expertise and methodological strength. However there seemed from the publications to be some methodological gaps particularly advanced techniques in systematic reviews, methodology for development of complex interventions and improvement science. Catering for students who wish to bring their own research topic is accommodating but may stretch resources.

Strengths

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

Strengths for Bachelor in Nursing Bachelor programme in nursing (4 years)
Click or tap here to enter text.

Strengths for Masters in Advanced Practice in Nursing and Healthcare Master programme in nursing (2 years)
Click or tap here to enter text.

Strengths for Doctoral Programme PhD programme in nursing (3 years)
Syngergies of research team

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Bachelor in Nursing Bachelor programme in nursing (4 years)
Need to keep in touch with pedagogical enhancements of pre-registration programmes internationally to enrich the teaching and learning of staff competencies of staff to meet needs of next generation students
Case based and/or problem based learning may require facilitation skill development if implemented as we recommend**.**

Areas of improvement and recommendations for Masters in Advanced Practice in Nursing and Health Care Master programme in nursing (2 years)
Given the commitment to advanced practice roles there may need to be investment going forward in staff exposure and skill development to support ongoing development of these roles in practice.

Areas of improvement and recommendations for Doctoral Programmes PhD programme in nursing (3 years)
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. Staff may require ongoing funding to facilitate further methodological expertise.

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

Sub-area	*Non-compliant/* *Partially Compliant/Compliant*

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		Bachelor programme in nursing (4 years)	Master programme in nursing (2 years)	PhD programme in nursing (3 years)
3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Compliant	Compliant	Compliant

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

> **Sub-areas**
>
> **4.1.Student admission, processes and criteria**
> **4.2.Student progression**
> **4.3.Student recognition**
> **4.4.Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelor in Nursing Bachelor programme in nursing (4 years)
Admission to the programme is determined by grade on national examinations. This is clearly articulated on the University website and in materials. The standard does effect recruitment to target numbers and may ultimately impact on supply of graduate nurses for national needs.

Findings for Master programme in nursing (2 years)
Click or tap here to enter text.

Findings for PhD programme in nursing (3 years)
Click or tap here to enter text.

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

Strengths for Bachelor in Nursing Bachelor programme in nursing (4 years)
Students believed they were fully aware of all requirements, admission process, timetables, assessments, etc. Comfortable with navigating the VLE MOODLE.

Strengths for Masters in Advanced Practice in Healthcare Master programme in nursing (2 years)
Click or tap here to enter text.

Strengths for Doctoral Programme PhD programme in nursing (3 years)

Click or tap here to enter text.

Areas of improvement and recommendations

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

Areas of improvement and recommendations for Bachelor of Nursing Bachelor programme in nursing (4 years)

Students described ticking the boxes when evaluating course units because it was linked with accessing results. This may mean student evaluations are unreliable data to base programme review. A different to evaluation may be required to capture authentic student experience. Likewise students were unaware of how the results in their evaluations fed into changes. Staff may want to think about how the evaluation cycle is notified to the student body**.**

Areas of improvement and recommendations for MSc Advanced Practice in Nursing and HealthCare Master programme in nursing (2 years)

Click or tap here to enter text.

Areas of improvement and recommendations for Doctoral Programme PhD programme in nursing (3 years)

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.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

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5. Learning resources and student support *(ESG 1.6)*

> **Sub-areas**
>
> **5.1. Teaching and Learning resources**
> **5.2. Physical resources**
> **5.3. Human support resources**
> **5.4. Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelor of Nursing
Excellent facilities. Evidence of appropriate physical and digital resources to support learning and teaching. Library housed in a building but there did seem to be limited student study space. Also book stock looked a little old but these may be superseded by an eCollection. Excellent library support for learning skills including preparation for dissertation. No students raised the issue of digital poverty but is an issue in many places due to social inequality. Unclear of approach to disability and/or student learning assessments and reasonable adjustment plans.

Findings for Masters in Advanced Practice in Nursing and Healthcare
Excellent facilities. Evidence of appropriate physical and digital resources. No discussion about learning assessments and reasonable adjustments for students if required for dyslexia or other learning needs.

Findings for Doctoral Programme
Excellent facilities including study space for on campus working. Access to appropriate databases and library and infrastructure support to enable doctoral studies. Opportunities to undertake paid employment to gain real world research experience.

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

Strengths for Bachelor of Nursing
Wellbeing services and other services available to students and well signposted
Student accommodation was available to the few students who were not living at home. This reportedly was economically viable despite local inflated private sector accommodation.

Strengths for MSc Advanced Practice in Nursing and Healthcare
Wellbeing and other services available to students and well signposted. All aspects programe appeared well supported.

Strengths for Doctoral Programme
Wellbeing and other services available to students and well signposted. Access to financial to attend conferences and open access publication.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for Bachelor in Nursing

Unclear of referral process from academic mentor to wellbeing services and this may need to be clearer
Likewise unclear of systems and infrastructure in place for mental health first aid, referral to wellbeing, reasonable adjustments and confidentiality.

Areas of improvement and recommendations for Masters in Advanced Practice in Health and Social Care Master programme in nursing (2 years)

Many students commence doctorate programme on a full time basis but are in studying part time. To reduce student anxiety appropriate governance around progression and achievement for postgraduate research part time students is required. This may require adapting ordinances and regulations.

Areas of improvement and recommendations for PhD programme in nursing (3 years)

The infrastructure to support clinical practice of part time postgraduate students was not clear and should be developed.

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

Sub-area		*Non- compliant/ Partially Compliant/Compliant*		
		Bachelors in Nursing	MSc Advanced Practice in Nursing & Healthcare	Doctoral Programme
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

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6. Additional for doctoral programmes *(ALL ESG)*

> **Sub-areas**
>
> **6.1. Selection criteria and requirements**
> **6.2. Proposal and dissertation**
> **6.3. Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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. Outputs including publications often in high quality open access journals suggesting work achieved by students and supported by supervisors meets international professional standards of scholarship.

Strengths

Low attrition from the PhD programme reflects the support provided to keep students on programme and performing at the required standard.

Publications outputs from PGR students in excess of minimum requirements and again should be applauded.

The expectations of PGR students is clear but only having a minimum word requirement may encourage students not to edit their work or maintain focus on communicating their contribution to knowledge.

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

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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 contemporary healthcare research.
Whilst we applaud students embarking on trial methodology this needs to embedded in frameworks for development of complex interventions in healthcare. This may require infrastructure beyond the department but will be significant for advancement of the science that is produced.
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.

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

Sub-areas		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

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## D.	Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Our review concludes that these are excellent, well structured, managed programmes that meet institution, regulatory and international standards. The staff showed real commitment to their students and were committed to facilitating high quality learning and teaching. 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. 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 remain contemporary and striving for excellence.

E.   Signatures of the EEC

F.

Name	Signature
Anna Strömberg	
Annie Topping	
Maritta Välimäki	
Maria Christoforou	
Andreas Andreou	
FullName	

G.

Date: 2022-07-01