

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].

Doc. 300.1.1

Date: 13<sup>th</sup> April 2022

### External Evaluation

#### Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:** European University of Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** Health Sciences
- **Department/Sector:** School of Sciences
- **Programme of study - Name (Duration, ECTS, Cycle)**  
**In Greek:** Μαιευτική (2 Έτη/120 ECTS, Μεταπτυχιακό)  
**In English:** Midwifery (2 Years/120 ECTS, Master of Science)
- **Language(s) of instruction:** Greek
- **Programme’s status:** Currently Operating
- **Concentrations (if any):** None

## A. Introduction

The MSc in Midwifery programme at the European University Cyprus (EUC) combines theoretical training with laboratory classes and clinical practice for students to acquire the necessary practical skills in accordance with the recommendations of the International Confederation of Midwives, the EU Directives for Midwifery Practice and the Professional Statutory Regulatory Board to fulfil the relevant legal obligations of the profession. At the end of the program, students will be able to offer health care to the mother, the newborn and the family, in order to improve perinatal mortality and morbidity indicators, through critical analysis and application of current scientific/research-based knowledge and in working collaboratively with other health care professionals.

The visit to the EUC was undertaken on **Wednesday 13<sup>th</sup> April 2022** by the five members of the External Evaluation Committee (EEC), accompanied by Emily Mouskou, Education Officer from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

### Meetings took place with the following:

Prof Loizos Symeou – Vice Rector of Academic Affairs, Chair of University Committee of Internal Quality Assurance

Prof Marios Vryonides – Vice Rector of Research and External Affairs

Dr Marios Pangiotis Papageorgis – Associate Professor, Dean of School of Sciences

Dr Chryssoula Thodi – Associate Professor, Chair of Departmental Committee of Internal Quality Assurance

Dr Irene Polycarpou – Assistant Professor

Mr Yiannis Tsiapini – Student Representative

Prof Stavroula Apostolidou – Programme Coordinator

Dr Maria Prodromou – Assistant Professor

Dr Konstantinos Giannakou – Lecturer

Dr Ioannis Mamais – Lecturer

Dr Anna Deltsidou – Scientific Collaborator

Dr Andri Christoforou - Scientific Collaborator

Dr Marios Vasiliou - Scientific Collaborator

Mr Christos Vrakas – Special Scientist, Coordinator of Clinical Practice

Eleni Markantoni – Director of the Office of Student Affairs

Loutsia Nardi – Head of Admissions

Christina Kolatsi – Department of Enrolment

Michalis Georgiou – MIS Department

Maria Panayiotou – Librarian

The EEC also met with seven student midwives (including one who attended remotely) who are currently studying on the MSc Midwifery programme and two graduates of the programme who are now working as practising midwives, to discuss their learning experiences at EUC and within clinical practice.

An excellent range of midwifery related teaching aids and equipment were also evident at our visit to the simulation laboratories within the University's Medical School.

The EEC wishes to extend their gratitude to staff at EUC for their hospitality and co-operation in facilitating this visit as part of the quality assurance and accreditation of the MSc in Midwifery programme.

## External Evaluation Committee (EEC)

Name	Position	University
Jayne Marshall	Professor of Midwifery	University of Leicester
Valerie Smith	Professor of Midwifery	Trinity College, Dublin
Kleanthi Gourounti	Associate Professor,	Department of Midwifery, University of West Attica
Andreas Andreou	Professional Statutory Regulatory Body	Nursing and Midwifery Council
Ioanna Papaioannou	Student Representative	Cyprus University of Technology

## B. 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:*
  - sub-areas*
  - standards which are relevant to the European Standards and Guidelines (ESG)*
  - 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 the 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

- **Policy for quality assurance**
- **Design, approval, on-going monitoring and review**
- **Public information**
- **Information management**

### Findings

#### 1.1 Policy for quality assurance

This current accreditation is the programme's second accreditation. Internal Quality Assurance (QA) for programmes is in line with expected standards. A comprehensive evaluation review procedure is in place for all programmes, involving an advisory board, expert panel, and Department, School and University QA Committees. Comprehensive professional development processes are also available to Department staff. The University additionally has in place annual excellence in teaching and research awards

#### 1.2 Design, approval, on-going monitoring, and review

The programme of study, including learning objectives, is designed to meet the legal obligations of the Profession of Midwifery as set down in the European Directives. The modules are provided across four Semesters; with supplementary modules specific to midwifery offered prior to entering the programme.

During the site visit, it became clear that the programme operates two student intakes per year. Applications to the programme, however, has witnessed a reduction in recent years. The curriculum design was described during the site visit as a spiral curriculum, utilising problem-based learning; from speaking with current and past students during the site visit, and with subsequent clarification by teaching staff, the sequence in which modules are taken, appears to depend on the Semester that the students enter the programme. This leads to an illogical roll out of some midwifery modules (e.g., Midwifery 1 could be taken after Midwifery II), which is not in line with a Spiral Curriculum whereby subsequent modules build on the content and knowledge attained from previous modules; that is the supplementary modules, for students wishing to enrol in the Register of Midwives and to obtain a license to practice should be pre-requisites to modules within the 120 ECTS offering.

Learning outcomes are aligned with those expected of a Master level programme. Postgraduate (PG) students participate in the Department's PG Committee although there appears limited direct involvement of other important stakeholders in the design of the programme (e.g., clinical midwives from student placement areas of practice, or women and their families as recipients of midwifery care). Graduate employment is largely assured. The module descriptors require further detail to clarify that the assignment burden in some modules corresponds to the programme level and the number of ECTS; that is the minimum word count for assignments should be documented in the module descriptors and appropriately aligned with the weighting allocated to the assignment and ECT load. It is evident that staff members in the Department are highly research active; this helps ensure the use of up-to-date evidence for programme content; however, most of the staff teaching on the programme are research active nurses rather than midwives (see Section 3 for further comment). The language used in some of the module descriptors is largely nursing orientated. These should be reviewed for midwifery inclusivity. In addition, the reading lists of some modules (e.g., Clinical Training for Midwives 1) list medical/obstetric textbooks, mainly. These should be reviewed

and replaced with physiological/normal birth Midwifery textbooks, and textbooks that are reflective of the module content in line with a developing Spiral Curriculum.

### 1.3 Public information

Selection criteria and relevant information about the course (including staff, services, etc.) is available on the webpages of the Department via the University website. The advertised programme, and the publicly available information on the University website, however, describes the MSc in Midwifery as being of 18 months duration and 90 ECTs (<https://euc.ac.cy/en/programs/master-midwifery/#tab-learn-more>). This does not align with the information provided to the EEC in the application for evaluation-accreditation document. The information provided to the EEC (Table 1 application document) presents modules totaling 120 ECTs with a further 30 ECTs gained in taking the supplementary modules.

### 1.4 Information management

Student progression is monitored and documented, as well as the employment status of graduates. End of Semester evaluations are collected and reviewed (in line with international expected standards). The programme is delivered in Greek, although some consideration to offering the programme in English in the future was discussed.

#### **Strengths**

- Comprehensive Quality Assurance and programme review procedures are in place at the University
- The University values staff through excellence in research and teaching awards
- Student awards are also in place
- The University has in place a supportive staff development programme
- The University has excellent laboratory facilities for simulation training in midwifery

#### **Areas of improvement and recommendations**

- The programme information that is publicly available on the University website needs to be reviewed and amended so that it aligns with the information provided in the application document.
- The supplementary modules should be embedded in the programme as pre-requisite modules and delivered in a logical sequence in line with a Spiral Curriculum. The two intakes per year appear to confuse the sequence of module delivery for students; the EEC suggests that an annual intake only should be considered to resolve this issue.
- Consideration should be given to introducing a separate module on Gynaecology and reproduction inclusive of content related to fertility, ARTs, etc.)
- Module descriptors need to be reviewed to ensure that the language used is Midwifery-orientated specifically.
- Appropriate Midwifery textbooks should be included in the Clinical Practice reading lists of the respective Module Descriptors
- Details of assignment word count so that this aligns with ECT load should be included in Module Descriptors, where relevant.
- Consideration can be given to the involvement of other important stakeholders in the content and design of the programme (e.g., clinical midwives from student placement areas of practice, or women and their families as recipients of midwifery care).



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Partially compliant
1.4	Information management	Compliant

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

### **Sub-areas**

- **Process of teaching and learning and student-centred teaching methodology**
- **Practical training**
- **Student assessment**

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

Teaching and learning is underpinned by problem-based learning. Therefore, the process of teaching offered in EUC is considered suitable specifically for health and maternity care professionals as it encourages a sense of student autonomy, while ensuring adequate guidance and support from the teacher. This process enables flexible learning paths by respecting students' needs and using critical clinical incidents as part of teaching methods.

Teaching and learning is flexible, considerate of different modes of delivery, and uses a variety of pedagogies for facilitating the achievement of planned learning outcomes. For example, the academic staff of the EUC uses independent study, projects, assignments, laboratory and practical learning, e-learning, lectures, critical analysis of research data, learning through research. The methods of teaching and learning are innovative and diverse, and collectively facilitate a student-friendly learning environment.

In addition, the teaching methods, tools, and material used in teaching are modern, effective and support the use of modern educational technologies. The teaching staff use a web platform to assist effective teaching (Blackboard).

The EUC technical staff support and help students to develop their digital skill competencies by offering tutorials and workshops by the Librarian and by offering IT support. In addition, the EUC is equipped with innovative and effective midwifery simulation technologies (Victoria birth simulator, birth model sets), and essential equipment for laboratory learning of midwifery skills (female pelvises, fetuses, placentas, resuscitation equipment).

It has been noted that students are encouraged to take an active role in contributing to the learning process by incorporating the procedure of having internal feedback from the students and facilitating an internal evaluation procedure by the students at the end of every module.

### **2.2 Practical training**

Practical training within the programme is offered in three modules (MID 625, MID 640 and MID 655) running from the second to the fourth semester. However, the learning outcomes of these three modules are the same (according to the application document provided to the EEC) and this should be explicitly specified, i.e., what are the learning outcomes specific to each practical module. The academic staff revealed that they offer laboratory exercises in the midwifery-oriented modules in order to provide an opportunity for students to demonstrate their theoretical knowledge and skills related to a particular topic. However, it should be explicitly specified in which module and for how many hours these laboratory exercises are offered (review Module Descriptors).

The clinical education is coordinated by the Department and is supervised by selected midwives in their capacity as mentors. The practical training of the programme includes practical exercises providing an opportunity for students to demonstrate their competency in midwifery autonomous practice, in real situations, under the guidance of

mentors, experienced clinical midwives and the clinical coordinator. The practical training is incorporated by offering students' placements in 4 public and in 5 private hospitals/clinics (antenatal, intrapartum, postnatal, neonatal, ultrasound, NICU, theatre community, gynaecology) and it should be specified whether the practical training is structured according to a spiral curriculum, i.e., from the physiological to the more pathological and urgent clinical situations. The content of the Midwifery programme offers an integrated theoretical and practical training that supports the planned learning outcomes meeting the standards of the EE directive 2013/55. Some of the examined competencies include antenatal, intrapartum, and postnatal examinations, breast feeding, neonatal and pregnant resuscitation, and midwifery emergencies.

Based on our meeting and conversations with the 9 students currently on the programme, albeit from different cohorts and the 2 graduates during our site visit, the EEC notes that these students expressed their dissatisfaction related to an extensive delay in being able to complete their studies. This delay is due to a difficulty fulfilling the necessary number of normal births during their practical training. According to the students' verbal reports the delay ranged from one up to two and a half years. The students revealed that the possible reasons for these delays are associated both with external factors (e.g., a change in the structure of G.E.S.Y. and the COVID pandemic) and internal factors (e.g., the lack of a midwifery advocate on the midwifery programme). The delays were confirmed by the teaching staff, and they were attributed mainly to the external factors. The program would benefit further from involvement of stakeholders (e.g., pregnant women, breastfeeding women) to meet stakeholder needs comprehensively.

### **2.3. Research Involvement**

Based on our external evaluation and site visit, the EEC concludes that the students are involved in research by a variety of methods, including a) attending one fundamental module about "research methodology and biostatistics", and two elective modules "Guided study in Health Sciences", "Evidenced Based Clinical Midwifery", b) writing a Master thesis in Midwifery, and c) participating in national/international conferences/workshops and conferences.

### **2.4 Student assessment**

The overall assessment process appears consistent, is fairly applied to all students, and is carried out in accordance with the stated procedures. Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved by having end of module exams/assessments. Assessments correspond to the European Qualifications Framework (EQF) and are incorporated by a variety of methods: a) written exams (open questions, multiple-choice questions), b) quizzes, c) essays and projects, d) laboratory work, e) oral presentations.

#### **Strengths**

- Teaching and learning is based on a problem-based learning procedure, orientated by incorporating diverse learning and educational methods and activities.
- The program uses innovative and effective midwifery simulation technologies. The practical training is incorporated by offering students' placements in hospitals/clinics, in real situations, and it is structured according to the relevant EE directives (2013/55).
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved by having a mid-term and a final exam and corresponds to the European Qualifications Framework (EQF)



### **Areas of improvement and recommendations**

- Teaching and learning should adhere to spiral development (in line with a Spiral Curriculum) which begins with physiology and basic knowledge of reproduction, midwifery and neonatology and continues to pathology and to high-risk situations in reproduction, midwifery, and neonatology accordingly. The proposed order of a spiral development of teaching and learning should be clearly maintained for all student cohorts and should be clearly presented in the programme curriculum.
- The learning outcomes of the three practical training modules (MID 625, 640 and 655) are the same (according to the application document provided to the EEC). These should be explicitly specified and different based on acquiring increasing practical skills (e.g., the learning outcomes specific to each practical module), from the physiological to the more pathological and urgent clinical situations.
- The EEC recommends the Department to consider a student cohort intake of every two years (or at a minimum an annual cohort intake) for the viability and sustainability of the practical component of the programme (i.e., attaining the necessary number of normal births). It is additionally recommended that the midwife coordinating the practical training of the students is employed on a full-time basis to ensure consistency and continuity of midwifery support for the programme.
- Although, the EUC is fully equipped with innovative and effective midwifery simulation technologies (Victoria birth simulator) it was not explicitly defined in which semesters and for how many hours the students have access to this equipment. Therefore, it is recommended that the hours allocated to simulation are explicitly detailed in the relevant Module Descriptors and in which semesters the midwifery simulation equipment is used.
- The programme should make use in an explicit way of the midwifery simulation technologies (Victoria birth simulator), for laboratory learning of midwifery skills in high-risk situations and emergencies in midwifery (e.g., breech birth) which are rare in real life situations and which students may not experience in the clinical setting.
- The programme should be appraised by and include the views of important stakeholders nationally (e.g., midwives, pregnant women, breastfeeding women, NGOs) to ensure it meets the learning needs of the profession in comprehensive way.

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>2.1</b>	Process of teaching and learning and student-centred teaching methodology	Partially compliant
<b>2.2</b>	Practical training	Partially compliant
<b>2.3</b>	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

- **Teaching staff recruitment and development**
- **Teaching staff number and status**
- **Synergies of teaching and research**

#### **Findings**

##### **3.1 Teaching staff recruitment and development**

The MSc in Midwifery programme is currently supported by a range of academic staff with an overall broad range of experience and expertise to support the objectives and planned learning outcomes of the study programme, ensuring quality and sustainability of the teaching and learning, however there are only two members who hold a midwifery qualification – both being employed on a part-time basis. We are aware that the Department are aiming to address this in their long-term strategy by recruiting graduate midwives from this programme and encouraging them to further study at doctoral level.

The documentation received does not give any clear detail as to how new permanent academic positions are approved per Department and sanctioned by the university, nor does it define the essential criteria for each grade and the actual process of selection and recruitment of academic staff. However, we were informed that students are involved in the interview process, but this was not substantiated by the students we met with in relation to the recruitment of academic staff to the MSc in Midwifery programme.

While it is noted that a pre-requisite for an academic role is to possess a doctoral degree, having a teaching qualification is not considered essential, nor is possessing a teaching qualification / fellowship of the Higher Education Academy to raise the profile of the teaching component of the role.

Student midwives assess the quality of teaching by online evaluations per teaching session and for each module at the end of each semester to aid further development of the programme. It is pleasing to hear that peer observation of teaching is undertaken as part of the academic's professional development and that workshops are initiated to support both academic and administrative staff within the Department with ongoing learning needs.

There are annual awards for Excellence in Teaching and Research that can be initiated by self, peer, or student nomination – the latter requiring a nomination from five students for the nomination to be considered.

##### **3.2 Teaching staff number and status**

There are currently nine student midwives on the MSc in Midwifery some of whom began the programme in 2018 (see Section 2.2). It was noted that recruitment is twice-yearly; but the number of applications has declined considerably over the past couple of years (Section 4.1). Although the department's staff: student ratio appears appropriate, this does need to be improved in terms of students being supported by midwifery specific academics, especially once recruitment figures begin to improve. It is noted that the majority of midwifery specific support comes from the part-time Special Scientist midwife who is also currently a doctoral student.

### 3.3 Synergies of teaching and research

The majority of current staff appear to be research active which enables them to embed their work in their teaching activities, ensuring the student midwives are at the receiving end of innovations in midwifery and related health practices. This also assists in maintaining their own continuing professional development in writing for publication, presenting at conferences and undertaking short courses etc.

#### Strengths

- All teaching staff engage in peer observation of teaching to aid professional development and enhance quality of teaching.
- It was good to see the Department utilising the knowledge and skills of the Special Scientist (a midwife) undertaking a doctoral study in facilitating the teaching and learning of the student midwives, particularly in clinical skill development and support in the clinical placements

#### Areas of improvement and recommendations

- Academic staff to be supported to undertake a teaching qualification and / or Fellowship of the Higher Education Academy to improve the standing of their teaching profile.
- Develop a recruitment strategy for midwives with potential to develop an academic career in order to support the ongoing development of the MSc in midwifery programme (currently the one part-time midwife is not sustainable long-term).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Compliant

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

##### **Sub-areas**

- **Student admission, processes and criteria**
- **Student progression**
- **Student recognition**
- **Student certification**

##### **Findings**

###### **4.1 Student admission, processes, and criteria**

There are pre-defined and published regulations regarding student admission, and these are in line with expected standards. Minimum eligibility criteria for applying to the programme is in place (clarified during the site visit, e.g., minimum 2.1 BSc award). Demand for the programme appears to have reduced considerably in recent years, although demand for midwives in Cyprus is high. The Department may wish to consider the marketing/advertising strategies and in responding to graduate student feedback to maximize future recruitment to the programme. Sufficient student numbers in a cohort are also critically important for the student experience (e.g., peer-to-peer support, etc.), and this should be considered during intake/application processes each year.

###### **4.2 Student progression**

Progression is based on students passing all assessments in each semester. At the site visit, teaching staff clarified that the pass mark was 70%. This appears high with respect to other international MSc courses that the EEC are familiar with; that is, pass cut-off grades of 50%. Few students fail modules, and for those that do, the students may repeat the failed module in the next Semester, and once passed, can then continue with their studies. Student drop-out was noted each year; although few students drop-out, reasons for drop-out should be explored to minimize attrition in the future. Few students fail modules. Progression of the current cohort has been excessively delayed; specifically related to students attaining their required number of births to register as a midwife (see Section 2.1 for further information). In the programme module descriptors, the supplementary modules should be pre-requisite modules to all of those taken within the programme (see Section 1 in relation to further recommendations regarding the Module Descriptors).

###### **4.3 Student recognition**

All students at the University may avail of financial support via state or University students aid/support services. To expand midwifery student mobility, recognition and networking, the Department could consider further supporting students to attend international Midwifery conferences where they could present their research projects. A highest in class award is in place for students, however, additional student prize processes could be considered; some examples include, student advocacy awards, excellence in peer support award, etc.

###### **4.4 Student certification**

Student certification is in line with expected standards.

##### **Strengths**

- Transparent admission and progression processes that are aligned with international standards and processes.

- The Department staff are collaborating on various projects internationally, which will have a resulting impact for student learning through the sharing of ideas gained from this collaborative mobility.
- Additional private clinics have now been secured to help ensure that the students can progress with their clinical requirements on time.
- Transparent and standardised student certification processes that is aligned with expected and international standards and processes.

#### **Areas of improvement and recommendations**

- To ensure the programme module descriptors are complete and comprehensive, the EEC recommends that the supplementary modules are embedded as pre-requisite modules to those modules taken subsequently.
- Student progression requires careful monitoring and advocacy at the clinical level.
- A module pass mark of 70% could be reviewed in line with pass marks for other international MSc courses
- To advance student mobility, trans-institution exchanges and international elective placements (e.g., 1-week self-organised by students (albeit supervised and approved by Department staff) should be further considered.
- Unique and innovative midwifery student prizes and/or support for midwifery conference attendance could be considered.

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

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

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

### Sub-areas

- Teaching and Learning resources
- Physical resources
- Human support resources
- Student support

### Findings

#### 5.1 Teaching and learning resources

There are adequate and readily accessible teaching and learning resources, such as midwifery relevant equipment and tools. The laboratory the EEC visited is equipped with midwifery simulation technologies (Victoria birth simulator, birth model sets), and essential materials for laboratory learning of midwifery skills (female pelvises, fetuses, placentas, resuscitation equipment). The materials, equipment and the tools provided to the students are adequate for supporting the achievement of the objectives of the midwifery programme (e.g., exercising on normal birth, breech presentation, neonate resuscitation, mechanism of labour/birth, etc.) and are fit their purpose. The laboratory resources are adequate for the number of the students on the programme. However, the students voiced dissatisfaction with access to the laboratory teaching and learning resources. The teaching staff noted that now, the students are being timetabled for hours in which they can use the labs, and for some labs they can access any time they wish.

#### 5.2 Physical resources

There are adequate and readily accessible physical resources, such as libraries, study facilities, IT infrastructure to support the programme. More specifically, there is access to midwifery scientific journals. There are available modern educational technologies to enhance distance learning and to enhance the feasibility and the effectiveness of the teaching. The technical staff support and help students to develop their digital skill competencies by offering tutorials and workshops by the Librarian and by offering IT support.

#### 5.3 Human support resources

The course is comprehensively supported with appropriate resources, including library (e.g., midwifery specific databases as well as general health and nursing databases), student affairs and IT support. Reassuringly, during the meeting with the student group, it is evident that the students are aware of the resources available to them.

#### 5.4 Student support

The students that the EEC met during the site visit are from diverse geographical locations. All have completed their UG Nursing Degree. Each student who enters the midwifery programme is assigned an advisor to support them in navigating academic and pastoral affairs.

### Strengths

- Financial support to students and responsible awareness of potential needs

- Resources support students' clinical skill development and assimilation of knowledge in terms of physiological processes and mechanism of birth.
- Information Technology infrastructure support the programme with students having access to a specific midwifery portal and scientific journals

**Areas of improvement and recommendations**

- Resources should be readily accessible to students and wide-ranging including midwifery simulation technologies (Victoria birth simulator, birth model sets).

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

**C. Conclusions and final remarks**

The EEC would like to thank the staff at EUC for their warm welcome during the accreditation site visit. The EEC has noted strengths and positives in respect of the MSc in Midwifery programme. The EEC also notes areas for improvement and recommendations to be taken on board. Specifically, the following:

- The programme information that is publicly available on the University website needs to be reviewed and amended so that it aligns with the information provided in the application document.
- The supplementary modules should be embedded in the programme as pre-requisite modules and delivered in a logical sequence in line with a Spiral Curriculum.
- Consideration can be given to the involvement of other important stakeholders in the content and design of the programme (e.g., clinical midwives from student placement areas of practice, or women and their families as recipients of midwifery care).
- The learning outcomes of the three practical training modules (MID 625, 640 and 655) are the same (according to the application document provided to the EEC). These should be explicitly specified and differentiated based on acquiring increasing practical skills.
- The EEC recommends the Department to consider a student cohort intake every two years (or at a minimum an annual cohort intake) for the viability and sustainability of the practical component of the programme.
- Academic staff to be supported to undertake a teaching qualification and / or Fellowship of the Higher Education Academy to improve the standing of their teaching profile.
- Develop a recruitment strategy for midwives with potential to develop an academic career in order to support the ongoing development of the MSc in Midwifery programme (currently the one part-time midwife is not sustainable long-term).



### C. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Jayne E Marshall	
Valerie Smith	
Kleanthi Gourounti	
Andreas Andreou	
Ioanna Papaioannou	

**Date:** 14<sup>th</sup> April 2022