Doc. 300.1.1

Date: 29/07/25

External Evaluation Report

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

- **Higher Education Institution:**
  National & Kapodistrian University of Athens (Cyprus Branch-Nicosia)

- **Town: Nicosia**

- **School/Faculty (if applicable): Nursing, School of Health Sciences**

- **Department/ Sector: Nursing**

- **Programme of study- Nursing (4 academic years, 240 ECTS, Bachelor)**

  In Greek:

  Programme Name

  In English:

   Nursing

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

- **Programme's status:** New

- **Concentrations (if any):**

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

In Greek: Concentrations
In English: Concentrations

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A. Introduction

This part includes basic information regarding the onsite visit.

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

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

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

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B. External Evaluation Committee (EEC)

Name	Position	University
Daniel Kelly	Professor	Cardiff University
Mari Kangasniemi	Professor	University of Turku
Miriam Peters	Professor	Frankfurt University of Applied Technology
Giorgos Efstathiou	Representative	Professional Association
Ioanna Papaioannou	Student	Cyprus University of Technology
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report 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 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

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:*
    - *is a part of the strategic management of the program.*
    - *focuses on the achievement of special goals related to the quality assurance of the study program.*
    - *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*
        - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
        - *integrates employer surveys to adapt to evolving workplace demands.*
        - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
        - *is published and implemented by all 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*

- o *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- o *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- o *is designed by involving students and other stakeholders*
- o *benefits from external expertise*
- o *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)*
- o *is designed so that it enables smooth student progression*
- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *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*
  - ▪ collaborates with industry experts for curriculum development.
  - ▪ conducts joint reviews with external academic specialists to maintain academic rigor.
  - ▪ performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
  - ▪ establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
  - ▪ conducts regular feedback sessions with local community leaders for societal relevance.

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*

In addition, the program has established mechanisms of transparency & communication to ensure that
o Professional bodies validate program descriptions and outcomes.
o Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
o External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
o Industry-specific & societal information is regularly updated with expert inputs.
o Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  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*
  o *industry trend analysis.*
  o *feedback mechanisms from external partners/stakeholders*
  o *data exchanges with professional networks*
  o *employer insights concerning career readiness*

- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.

The HEI has policies and procedures to assess and assure quality. These all seem appropriate. Quality staff from Athens mentioned that they would be willing to transfer to Nicosia.

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

Students from Athens assured us that they were involved in giving feedback to teachers. They were content with this process and also mentioned that they were part of the General Assembly. They have an established curriculum that is reviewed every 4 years and a routine is established to conduct this review. It is also multi-disciplinary and brings different perspectives to the teaching.

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.

There will be a need for local representatives to assure that nearby hospitals and other stakeholders. This will ensure that local service needs are considered when assessing the quality of the programme. It could be beneficial to update the programme to emphasise advances in nursing sciences and policy changes, such as the recent redefinition of nursing from the International Council. Current factors that impact nursing and healthcare such as AI, sustainability and workforce retention need to be considered. There is a need to clarify that this application is only for the Greek language version of the programme. However, the application suggests Greek and English were covered.

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

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

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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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 the 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.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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.

There was evidence in the application regarding student-centred philosophy underpinning the teaching. The students felt that their needs were considered, and that their views were taken into account. The student representatives were highly positive about their experiences.

Strengths

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

Students organise a conference each year which emphasise topical issues in nursing. The Faculty and senior staff were focused on the students and were willing to invest in new posts and resources to improve the student experience.

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.

There was a lack of clarity regarding ECTS calculations. These should be confirmed- and in future versions of the curriculum practical training should also attract ECTS. There is a need for competency-based assessment such as OSCE and these should be introduced at an earlier stage in the programme. Practical placements should address EU regulations, including a wider range of clinical experiences such as home care nursing. A significant issue was the clinical support and mentoring offered in the placement hospitals. Only a small number of private hospitals were mentioned and by expanding the hospitals it would be possible to gain broader clinical experience. The committee felt that the need for qualified clinical mentors would be essential to ensure competency-based learning outcomes. It is not clear what range of clinical experience will be available in the private hospital mentioned. Also in future

versions of the curriculum the number of examinations should be reduced and replaced by alternative assessment approaches such as projects, presentations or assessed groupwork.

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

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

3. **Teaching staff** *(ESG 1.5)*

<u>**Sub-areas**</u>

   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

<u>Standards</u>

- *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

<u>Standards</u>

- *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.

The staff numbers need to be clarified to cover the Cyprus branch. This should include short and longer term planning. Qualifications and experience of permanent staff in Cyprus should be considered as well as career planning and development of faculty (such as in-service education). Recruitment of professors was mentioned but we were unable to clarify the numbers needed in relation to an appropriate staff – student ratio. This should be clarified.

Staff from Athens were said to be willing to cover aspects of the teaching but there should be a detailed plan available so that their workload can be rebalanced accordingly.

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

The staff (Faculty, administrative and senior leaders) seemed very committed to this development. Administrative staff were willing to act as mentors to new staff recruited in Nicosia. When the introduction of fees was discussed, staff felt could be a positive shift as it would ensure they focused on the student experience.

The public profiles show that the majority of faculty have active research profiles and we would hope this would be brought to their roles in Nicosia.

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 university should consider Faculty's work- life balance and ongoing development needs. There should be a staff development plan for the Cypris branch, especially during the transition phase. There is a need for competency-based education for staff. It was not clear how the day-to-day governance and management would be provided. It was mentioned that a manager would be appointed but the professional leadership needs to be clarified. There should be a strong nursing presence in the leadership of the programme. The ratio between online and in-person teaching in Nicosia by Athens staff needs to be clarified. Allocation of duties (teaching, research and other aspects such as administration needs to be calculated to ensure appropriate and sustainable use of resources.

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

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

The application provided two numbers in terms of intake – 40 and 60. The exact number must be clarified and related to staff plan mentioned above.

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

The students and external stakeholders were very supportive of this development. They felt that local students would benefit from studying at home in Cyprus. There is a clear certification process, and the reputation of the mother university is strong. The dropout rate fir Cyprus was low at around 10%.

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.

There is a need to develop clear criteria for student admission to the Cyprus branch. This should be available for the first intake. A clear recruitment plan is needed (defining eligibility criteria, development of appropriate publicity materials, interview guide and assessment criteria). There is no strategy that we could identify for students with

additional needs. Although this application for a Greek language programme we need to be clear whether the English language assessment is self-evaluated or tested by external agency.

It could be made clearer the link between award of the degree and professional registration process for registered nurses to work in Cyprus.

The necessary attendance of students at courses needs to be highlighted, and whether lectures are available are always available online.

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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	Partially compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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?*

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.

The visit allowed us to see the buildings that will be available. They are located in the older part of Nicosia and the hope is that they will help to regenerate this part of the city. Classrooms were almost complete and should be sufficient for year one students. These buildings are being provided for free, although no written evidence was provided for this arrangement or whether additional costs would be incurred in the future. The teaching environment was light and attractive, and a library has been made available to be shared with the public. As the programme develops there will be a need for additional resources, as detailed below, but we were assured that the university is willing to invest to ensure the success and independence of this branch.

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

Planning has been successful to acquire facilities such as teaching spaces and a library, and arrangements have been made with the university of Cyprus to provide access to laboratories and simulation equipment. Students are required to attend practical session as which is a positive finding.

IT and software are modern and updated for current student needs. In fact, this is more than some other universities currently provide and is a real strength. Plagiarism is addressed in the application.

AI use is mentioned and a responsible approach to teaching of AI is included. Access to laptops was assured which ensures equity.

Overall, there were very positive messages about this development and a willingness to make it succeed.

There is a strong history and reputation on which this programme will be built. There is also support from the city of Nicosia and this a unique aspect of the development.

Some links do exist with overseas universities, but details were not provided.

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.

Although buildings were being refurbished there are currently no resources for laboratory or clinical simulation. The proposal is to use the facilities of the University of Cyprus, however this is some distance from the main campus.

We recommend that the expectations of students are considered and that transport is made available to use time effectively and reduce environment impact. In the longer we would like to see plans for a dedicated space within the campus envelope.

Spaces for faculty do exist but we were unclear whether they were sufficient as numbers grow. Similarly, access for people with mobility needs is limited and needs to be considered in the longer term.

Strengthen the international aspects of the programme by detailing existing links and opportunities for students and faculty.

Also clarify who will be responsible for student support in the branch. The application details four people but we were not clear if this was in collaboration with the parent university, or alongside support for the other programmes being offered at the branch. It was felt for nursing students that this should involve a nurse to help understand the student's experiences.

These issues need to be addressed before recruiting students.

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

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

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*

- o *reports per semester and feedback from supervisors*
- o *support for writing research papers*
- o *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?*
- *Are the criteria reflected in 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.

Click or tap here to enter text.

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

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.

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

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

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

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

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

Immediate:

Admissions criteria and protocol for student admission developed.

Planning workload for new and current staff to meet the needs of the first two years.

Webpages with qualifications and profile of staff and facilities for students available.

List of collaborating hospitals and assurance that 60 students can be given a variety of experiences and adequate clinical mentoring.

Ensure transport is available to move students between buildings at a distance.

Longer term (2-3 years):

Updating the curriculum.

Expanding numbers.

Staff competency development plan.

Invest in buildings for skills and laboratory training.

Take the opportunity to strengthen research activity whilst reviewing the curriculum.

E. Signatures of the EEC

Name	Signature
Daniel Kelly	
Mari Kangasniemi	
Miriam Peters	
Giorgos Efstathiou	
Ioanna Papaioannou	
Click to enter Name	

Date: 29/07/2025