

Doc. 300.1.1

Date: 11<sup>th</sup> April 2022

# External Evaluation Report

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

- **Higher Education Institution:**  
Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty (if applicable):** Health Sciences
- **Department/ Sector:** Nursing
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

Midwifery (2 years) 145 ECTS /MSc

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating

**Concentrations (if any):** None



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Introduction

The MSc in Midwifery programme at Cyprus University of Technology (CUT) aims to enhance students to acquire midwifery competencies (Knowledge-Skills-Behaviours) for self-reliant, effective, safe and quality practice and leadership as required by current legislation, international standards of midwifery science and codes of conduct of midwifery professionals. In addition, the programme aims to develop students' critical and creative thinking in solving health issues, conducting projects, managing change for better quality and to design and conduct methodologically valid research studies and to monitor and improve the health care outcomes in their field of expertise. The programme is structured to ensure that the midwifery graduate has acquired the postgraduate level of competencies and is able to fulfil the relevant legal obligations of the profession as they stem from the European Directive, the global educational standards for midwifery education and practice by the International Confederation of Midwives and standard academic programs in Europe.

The visit to CUT was undertaken on **Monday 11<sup>th</sup> April 2022** by the five members of the External Evaluation Committee, accompanied by Emily Mouskou, Education Officer from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education.

### **Meetings took place with the following personnel:**

Dr Panagiotis Zaphiris – Rector of CUT

Dr Nicos Souleles – Internal Evaluation Committee

Rodia Patsalidou – Internal Evaluation Committee (administration)

**Dr Eleni Hadjigeorgiou – Coordinator of the MSc Midwifery programme**

Dr Maria Karanikola – President of the Nursing Department

Dr Andreas Charalambous – Vice President of the Nursing Department

Dr Ekaterini Lambrinou – Dean of the School of Health Sciences

Dr Nicos Middleton – Associate Professor

Dr Anastasios Merkouris – Associate Professor

Mrs Maria Papadopoulou – Assistant Professor

Dr Ourania Koloktroni – Assistant Professor

Dr Angelos Kassianos - Lecturer

Maria Kyprianou – Librarian

Andria Iapona – Research Services

Lefteris Michael – IT Services

Andri Kyriacou – Student Welfare Services and Information Centre

We also observed a short lecture on *Ethics and Women's Rights in Midwifery* and spoke with eight student midwives on the current programme who were attending as well as **Emanouela Manoli**, a graduate of the programme, practising midwife and PhD student, about their learning experiences at CUT and in clinical practice. A diverse range of midwifery related teaching aids and equipment were also evident at our visit to the clinical teaching laboratory.

The External Evaluation Committee (EEC) wishes to extend their gratitude to the staff at CUT 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)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Jayne Marshall</b>	Professor of Midwifery	University of Leicester
<b>Valerie Smith</b>	Professor of Midwifery	Trinity College, Dublin
<b>Kleanthi Gourounti</b>	Associate Professor	Department of Midwifery, University of West Attica
<b>Andreas Andreou</b>	Professional Statutory Regulatory Body	Nursing and Midwifery Council
<b>Maria Christophorou</b>	Student Representative	University of Cyprus
<b>Name</b>	<b>Position</b>	<b>University</b>

## 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:*
  - (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

- **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. Quality Assurance (QA) via the QA Committee of the University and the QA Committee of the Nursing Department are established (in line with expected standards). A Manual for QA is currently being developed by the University Committee. The QA office has staff with expertise who are available to provide QA advice and support to Department. Students, as stakeholders, are members of QA committees.

#### 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 the four Semesters of the programme in line with a Spiral Curriculum, with subsequent modules building on the content and knowledge in previous modules. Learning outcomes are aligned with critical and analytical thinking as expected of a Master level programme. Postgraduate (PG) students participate in the Department's PG Committee which is the decision-making body about the content, processes, and outcomes of the PG programmes. Although staff in the Department are active with maternity NGOs, which can indirectly inform the content and direction of the programme, 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 excellent and largely assured. This is supported by appropriate and considerate caution of the student numbers at each programme intake. 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 (see section 4 for further details). It is evident that staff members in the Department are highly research active; this helps ensure use of up-to-date evidence for informing the content of the programme, although some book edition references are out of date. Innovative plans for meeting societal needs are in development (e.g., motherhood clinic); if such an initiative comes to fruition, this will offer and excellent alternative placement for students at the community level.

#### 1.3 Public information

Selection criteria and relevant information about the course (including staff, services, teaching model, etc.) is publicly available on the webpages of the Department of Nursing, via the University website.

#### 1.4 Information management

Student progression (100% to date) is monitored and documented, as well as employment status of post-graduates. End of module and end of programme evaluations are collected and reviewed (in line with international expected standards). The programme is delivered in Greek, although consideration is being given to offering the programme in English.

### **Strengths**

- Students are actively engaged in the Quality Assurance procedures of the programme at several levels (e.g., University, Department, Senate, Council).
- Staff enthusiasm for the programme and for the development of midwifery and midwifery education was very evident during the site visit. Staff are to be commended and admired in this regard.
- Comprehensive information and supports available to the students via the Department website, and well as verbally (formally/informally) via course teaching staff.
- Obvious care and attention given by teaching staff to societal healthcare/maternity care needs, although the medicalised model of midwifery in Cyprus poses a challenge for programme teaching and learning with respect to the clinical mandatory requirements of the programme. The programme co-ordinator and other staff members are highly cognisant of this and are actively viewing future possibilities and alternatives for clinical placements.

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

- The bibliographies of all module descriptors should be reviewed to ensure latest editions are referenced and available to the students, and versions in the Greek language are noted where available
- The EEC recommends that module MID\_218 Writing and Presentation Skills of Research Work, which consists of 1 hr and 3 ECTS is combined with the MID\_114 Research Methodology module
- The EEC commends and encourages staff to continue to pursue the possibility of establishing the *Motherhood University Clinic*. If established, this will offer an excellent, alternative placement opportunity for the programme students.
- Ongoing care and attention should be given the clinical requirements of the programme, especially to enhance workforce mobility, and in being readily adaptable to future maternity care needs and provision.
- Assignment burden reflective of ECTS load should be detailed in the relevant module descriptors (see also recommendations, section 4).
- 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	Compliant
1.3	Public information	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 and a spiral curriculum which begins with physiology and continues to pathology. Therefore, the process of teaching offered in CUT 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 CUT uses: seminars and tutorials, independent study, projects, assignments, laboratory and practical learning, e-learning, lectures, reflective feedback on specific clinical experiences, critical analysis of research data, learning through research. It should be noted that they incorporate a fostering critical thinking method of learning and teaching. 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 variety of web platforms to assist effective teaching (Zoom, Microsoft teams, Moodle) and they offer visual posters, infographics, webinar materials, and a midwifery portal.

The CUT academic and 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, they use innovative and effective midwifery simulation technologies (Noele 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 creating 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**

Based on our external evaluation and on findings from the onsite visit, we conclude that the practical and theoretical studies are interconnected as the majority of modules combine theoretical and practical-laboratory parts. The academic staff offer laboratory exercises in the midwifery-oriented modules in order to provide an opportunity for students to demonstrate their theoretical knowledge, attitudes and skills related to a particular topic, including soft skills (communication, empathy, professional behaviors).



The clinical education is coordinated by the Department and is supervised by selected midwives in their capacity as mentors. The practical training of the program includes practical exercises providing an opportunity for students to demonstrate their competency in all 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 4 private hospitals/clinics (antenatal, intrapartum, postnatal, neonatal, ultrasound, NICU, theater, community, gynecology) and it is structured according to the curriculum spiral development from the physiological to the more pathological and urgent clinical situations, autonomous decision making and practice.

The content of the Midwifery programme offers an integrated theoretical and practical training that supports the planned learning outcomes meet 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. The students are provided with specific scripts and instructions about the laboratory exercises which they undertake, and their progress is monitored until they acquire the expected competency. The programme additionally incorporates recommendations from some relevant Cypriot NGOs (e.g. Birth Forward) as stakeholders. However, the program would benefit further from involvement of other stakeholders (e.g., pregnant women, breastfeeding women) to meet stakeholder needs comprehensively.

The clinical education is coordinated by the Department and is supervised by selected midwives either in their capacity as mentors or as experienced midwifery staff. For the practical assessments students are assigned and are provided with appropriate clinical cases to care for in a clinical environment of hospital working in real situations and their progress is monitored until they acquire the expected competency (by keeping a clinical practice record referring the cases of pregnant women, intrapartum women, postpartum women, neonates).

### **2.3. Research Involvement**

Based on our external evaluation and onsite visit, the EEC concludes that the students are actively involved in research with research potential cultivates at national and international level, since teachers and students of the program are actively involved in several research projects. The students are involved in research by a variety of methods, including: a) attending four modules about “research methodology”, “biostatics-epidemiology”, “writing a research protocol” and “writing and presentation skills of research work”, b) writing a master thesis in midwifery and involved in ongoing research via their thesis, c) having laboratory assignments based on case-scenarios from research work, d) participating in national/international conferences/workshops and conferences e) participation and involvement in Department staff research projects and e) publishing their research in scientific peer-reviewed journals. Students of the programme submit a research thesis of 30 ECTS in the final semester; students may choose primary (‘field’) research or systematic review.

### **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 a mid-term and a final exam. 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, on a spiral development which begins with physiology and continues to pathology, on innovation and on research orientation by incorporating diverse learning and educational methods and activities.
- The program uses innovative and effective midwifery simulation technologies, and the practical and theoretical studies are interconnected as the majority of modules combine theoretical and practical-laboratory parts. 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).
- The students are actively involved in research and there is a cultivation of research potential
- 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**

- The programme should be appraised and evaluated by other important stakeholders (e.g., midwives, pregnant women, breastfeeding women) in order to meet their needs in a more 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	Compliant
<b>2.2</b>	Practical training	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.

It is noted that applications by Faculty Departments, regarding the approval of new permanent academic positions per Department, are sanctioned by the Senate (“Economics and Personnel” Committee) and the Council of the CUT and relate to the Faculty’s Strategic Plan. New staff are sought through announcements of the vacancies in Greek and English to attract candidates from a broader academic field. Each vacancy has to determine the prerequisites for application for the post, and details on the specific criteria and payment scale. The specific criteria are set by the Departmental Council depending on the specific needs for teaching staff. The post must define the academic qualifications, experience in academic teaching and research- however of the current staff, not all possess a teaching qualification, although fellowship of the Higher Education Academy is obtained by a few members.

In certain positions which are to fulfil also professional and/or clinical qualities, the professional registration and clinical experience is also required. A Doctoral degree in the field of study is always asked for theoretical teaching; while for laboratory teaching a Master’s Degree in Midwifery. For the position of mentor, a Master’s degree in Midwifery is considered an extra qualification, albeit this does not prevent experienced midwives with exceptional professional qualifications adopting this role, without this academic attainment. Candidates must have a very good knowledge of the Greek and English language and registration and licensure with the Nursing and Midwifery Council to practise midwifery. The composition of the Special Selection Committee for recruiting academic staff differs depending on the seniority of the position applied for.

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. However, peer observation of teaching is not currently evident.

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

For the current cohort size of 10 student midwives recruited every two years, the department’s staff: student ratio would seem appropriate. However, should student numbers increase, or the department develop an undergraduate programme, then the SSR would need further consideration. The academic team is supported by practising midwives who are undertaking doctoral studies.

##### **3.3 Synergies of teaching and research**

All 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 CUTing edge 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**

- It was good to see the Department utilising the knowledge and skills of midwives undertaking doctoral studies in facilitating the teaching and learning of the student midwives, particularly in clinical skill development.
- Experts in the field support the programme- Lactation Consultant – that can further strengthen the Department’s vision in becoming a UNICEF Baby Friendly University, enhancing the quality of programme delivery in the areas of infant feeding practices.
- The Department boasts a commendable list of publications in the field and students are supported in presenting their work by academic staff.

**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.
- Academic staff to take on external examining roles / visiting lecturer roles in other universities to further extend the quality of their teaching and standard of assessment in the wider field.
- All teaching staff to engage in peer observation of teaching at least once per semester to aid professional development and enhance quality of teaching.

- **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	Compliant
3.2	Teaching staff number and status	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 are established with details available on the CUT website. Demand for the programme is high, with more applicants than places available for each intake. This likely results in high quality applicants being admitted to the programme (supported further by verbal discussions during the site visit). The interview component of the admission process is standardized with good efforts made to minimize bias, thus ensuring fairness and transparency (e.g., objective scoring system, ranking and minute taking, with minutes submitted to the Department's PG Committee and to the Council of the Department).

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

Progression is based on students passing all assessments in each semester. Although the range of student grades was not made available or sought at the site visit, verbal feedback indicated that the pass rate for previous cohorts was 100% and students are supported well in preparing for assessments. In the programme module descriptors, pre-requisites for modules taken in later semesters are not detailed (e.g., a pre-requisite of MID\_322 should likely be MID\_221, and so forth for other modules), nor are the word count limits/guides for submitted written assignments. For completeness and clarity in module descriptors, this information is required (see recommendations).

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

Midwifery students on the programme are supported to attend midwifery conferences, through sponsorship, in as far as possible; additional student prize processes could be considered; some examples include, student advocacy awards, excellence in peer support award, academic achievement award (top student), 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.
- Staff support and facilitation of student mobility via conference networking and attendances
- Transparent and standardised student certification processes that are highly 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 pre-requisite modules to those modules taken subsequently (e.g., year 2) in the programme should be documented in the module descriptors.
- To ensure the programme module descriptors are complete and transparent the EEC recommends that the maximum word count for submitted written assignments should be included in the module descriptors. This information is required to illustrate that the assignment burden with respect to word count is aligned with the ECT load for the relevant modules.
- 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) can be further considered.
- Unique and innovative midwifery student prizes could be further developed.

**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	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 we visited is equipped with midwifery simulation technologies (Noele birth simulator, birth model sets), and essential materials for laboratory learning of midwifery skills (female pelvices, 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 delivery, etc) and it were in a good condition, fit their purpose. The laboratory resources are adequate for the number of the students on the programme. The classroom, the material and the laboratory equipment are in the same room for purposes of interaction. However, it is recommended to transfer the classroom and the laboratory equipment to a bigger room to ensue space for mobility around the equipment and improve esthetically the environment of the classroom. There is positive student feedback on support services with students appearing satisfied by the teaching and learning resources accessible to them.

#### 5.2 Physical resources

There are adequate and readily accessible physical resources, such as libraries, study facilities, IT infrastructure and are adequate to support the study programme. More specifically, there is access to a midwifery portal and to scientific journals. There are available modern educational technologies to enhance distance learning and to enhance the feasibility and the effectiveness of the teaching. The Department academic and 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 relatively recently. Due to the academic and clinical load in the programme students are recommended not to work externally. This is likely to present a challenge for many students, financially. The

Department is cognisant of this, and staff noted that students are financially supported if required. Students are also supported in attending conferences by the Department. This also helps with student mobility, although areas for improvement are noted (see section 2).

### **Strengths**

- Financial support to students and responsible awareness of potential needs
- Resources are readily accessible to students and wide-ranging including midwifery simulation technologies (Noele birth simulator, birth model sets), and essential materials for laboratory learning of midwifery skills and emergencies (female pelvises, fetuses, placentas, resuscitation equipment).
- 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**

- The classroom, the material and the laboratory equipment are in the same room for purposes of interaction. However, it is recommended to transfer the classroom and the laboratory equipment to a larger room to provide more space for mobility around the equipment and improve esthetically the environment of the classroom.

**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

Overall the EEC is happy to conclude that the programme is of a high standard and is compliant the requirements for accreditation.

We refer to our recommendations in each for the five sections, drawing particular attention to the following:

- The bibliographies of all module descriptors should be reviewed to ensure latest editions are referenced and available to the students, and versions in the Greek language are noted where available.
- The EEC recommends that module MID\_218 Writing and Presentation Skills of Research Work, which consists of 1 hr and 3 ECTS is combined with the MID\_114 Research Methodology module.
- Assignment burden reflective of ECT load should be detailed in the relevant module descriptors (see also 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.

The academic and administrative team are very enthusiastic and motivated in delivering this programme and further developing midwifery education provision at CUT – potentially with a future undergraduate degree in midwifery to more effectively increase the number of practising midwives in Cyprus.



### C. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Jayne E Marshall</b>	
<b>Valerie Smith</b>	
<b>Kleanthi Gourounti</b>	
<b>Andreas Andreou</b>	
<b>Maria Christophorou</b>	
Click to enter Name	

**Date:** 12<sup>th</sup> April 2022