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Date: Date.

External Evaluation Report

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

- **Higher Education Institution:**
  European University Cyprus

- **Town: Nicosia**

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

- **Department/ Sector: Nursing Science**

- **Programme of study- Bachelor of Nursing (240 ECTS, First Cycle)**

  In Greek:

  Πτυχίο Νοσηλευτικής

  In English:

   Bachelor of Nursing

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

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

- **Concentrations (if any):**
  In Greek: Concentrations
  In English: Concentrations

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REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit was performed from 08/02/2022 to 09/02/2022 in the premises of the European University Cyprus in Nicosia, and in the Nicosia General Public Hospital. Two international members of the EEC (Prof. Sanna Salanterä and Prof. Margarita Giannakopoulou) participated in vivo; however due to the current pandemic restrictions of Coronavirus (COVID-19) Prof. Daniel Kelly participated remotely. Moreover, 2 local EEC members were also present; Mr Andreas Andreou (representative of the Nursing and Midwifery Council of Cyprus) and Miss Ioanna Papaioannou (representative of Cyprus Nursing students). The onsite visit was supported by Mrs Emily Mouskou, from the CYQAA.

The European University Cyprus buildings are modern and include several spaces and classrooms which are large and adequate for educational purposes. Also, there is a library, a cafeteria as well as welfare and sport facilities for the students. During the visit, the EEC members had the opportunity to meet the Vice Rector of Academic Affairs and Chair of the University Committee of Internal Quality Assurance, the Vice Rector of Research and External Affairs, the Dean of the School of Sciences, the Chairperson of the Nursing Department, the faculty tutors/academic staff, the administrative staff and a group of undergraduate nursing students and MSc graduates.

More specifically, on 08/02/2022 the agenda included a variety of power point presentations, and interactive conversations with all aforementioned people. However, it became clear that some data, such as numbers of visiting professors and dropout rates were not presented, and had to be requested. It should be said that the conversation was mainly conducted through the chairperson of the department (Dr. Thodi) and the Program coordinator of BSc in Nursing (Dr. Prodromou). The staff seemed hesitant to communicate their ideas and in general they did not offer suggestions about how to improve in the future. We were not able to observe live courses in nursing, because this was an exams period and no courses were being delivered. However, a link was provided to the EEC members, with two prerecorded courses. Moreover, on 08/02/2022 the agenda included visits to Labs and classrooms. The nursing labs are up-to-date, well organized and equipped with whole body mannequins, and simulation areas. According to BSc nursing students, their laboratory training is linked with theoretical courses and clinical placements and they feel this is adequate and prepares them well for the modern clinical care environment. However, they did not suggest many areas for improvement. One suggestion was that bachelor students would like to be more involved in research projects.

On 09/02/2022 the EEC members visit the Nicosia General Hospital and met with the responsible stakeholders for the nursing students' clinical placement experience, the Program coordinator of BSc in Nursing (Dr. Maria Prodromou), some of the clinical mentors and also with undergraduate students. In Cyprus the procedure for these placements is determined by law and it is arranged for the HEI through the sector of nursing services and education of the Ministry of Health in Cyprus. According to information provided to EEC, 4 students per mentor are usually assigned. In general, the environment was very hospitable for clinical training and the students seemed content and satisfied. During the placements there are on-going evaluations of the student's clinical development from the tutors, and from the University. Based on the aforementioned, it seems that the clinical placement component of the BSc Nursing program under evaluation is well planned and organized.

Also, on 09/02/2022 the EEC members visited the library of the University. A variety of nursing books were available and students have access to them and can borrow them for personal study. However, the organization of these textbooks seemed somewhat random and there was not a specific area with all nursing books gathered together, which is EEC's recommendation for the future.

The visit was well organised for the evaluation and university staff were helpful and friendly overall.

B. External Evaluation Committee (EEC)

Name	Position	University
Sanna Salanterä	Professor of Clinical Nursing Science, Vice Dean	University of Turku, Finland
Margarita Giannacopoulou	Professor of Fundamentals of Nursing	National Kapodistrian University of Athens, Greece
Daniel Kelly	Royal College of Nursing, Professor of Nursing Research	Cardiff University, UK
Andreas Andreou	Representative	Cyprus Council of Nurses and Midwifes, Cyprus
Ioanna Papaioannou	MSc, midwifery student	Cyprus University of Technology, Cyprus
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.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

- 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*

1.3 Public information

Standards

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

1.4 Information management

Standards

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

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

You may also consider the following questions:

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

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 programme has a very clear quality assurance programme that is followed by all programmes at the university. It is visible, appropriate, supportive for teachers, administration and students. There is also visible information and protocol for academic fraud. The university uses Turnitin programme for plagiarism. The quality assurance programme covers both internal and external processes.

The programme has goals that are in line with the institutional strategy. Students and other stakeholders have the possibility to give feedback about the programme. The programme is traditional nursing programme and supports the higher education of the Council of Europe. The drop out numbers are around 10 %, which maybe a concern. Most students normally graduate in the desired time. The programme is reasonable in the amount of work compared to the ECTS. The ECTS are explicit and clear to the students. The qualification is at the correct level. The students, staff and external evaluators evaluate the programme regularly.

The selection criteria, learning outcomes, awarded qualifications seem to be clear and up-to date. The students understand their assignments. Students have good learning opportunities and their relationship with their teachers is good. The majority of students are employed within one month from graduation

Student progression, success rates and drop-out rates seem to be in balance. The student profiles are known. Students are very satisfied with their programme and have few suggestions for improvement. Students are aware of their possible career paths.

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

The programme has a very clear quality assurance programme that is followed by all programmes at the university. It is visible, appropriate, supportive for teachers, administration and students.

The programme has goals that are in line with the institutional strategy. Students and other stakeholders have the possibility to give feedback about the programme. Most students graduate in the desired time. The programme is reasonable in the amount of work compared to the ECTS. The ECTS are explicit and clear to the students. The qualification is at the appropriate level.

The selection criteria, learning outcomes, awarded qualifications seem to be clear and up-to date. Students have good learning opportunities and their relationship with their teachers is good. The majority of students are employed within one month from graduation

Students are very satisfied with their programme and have few suggestions for improvement.

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 drop out numbers are around 10 %, which may be a concern.

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	Compliant
1.4	Information management	Compliant

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

Sub-areas

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

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for 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.*

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.

The process of teaching progresses towards more complex material and it supported in the teaching and learning approaches. However, it appears very traditional, and lacking in innovation. Students are able to be active, but the education is mostly led by teachers. The teaching methods are mainly traditional. The teaching tools are modern and up to date. Students claim to be listened to. However, they did not suggest many areas for improvement. One suggestion was that bachelor students would like to be more involved in research projects. The staff did not offer suggestions about how to improve in the future.

Practical and theoretical studies appear to be connected. In the Bachelor programme the provision of practical skills teaching appears to focus on precise techniques. However, it is not clear how the realities of practice settings, such as competing demands, are accommodated. The practical training is well organised and supports the learning in the class rooms. Practice education is twofold; there is clinical training and clinical practice. This seems to offer a good model of learning. There is no course in palliative care, and if this is not integrated in the cancer care content, the EEC recommends this topic to be added to the curriculum.

Student assessment seems consistent and fair. Students claim to be happy with the way they are evaluated. Students who are not progressing according to the schedule are supported and special learning needs are taken into consideration. The administrative faculty was well specialised and enthusiastic in their work and in student support. The thesis process is well formulated and internal and external evaluation is in place. The level of written exams and student assessment was comparable with other institutions offering bachelor education. The use of new technology is emerging and applied especially in simulation labs. Teachers claim to receive regular education on teaching methods that is partly mandatory. However, lectures seem to dominate and innovative teaching methods such as patient involvement in theoretical teaching or flipped classrooms, are not widely used.

Strengths

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

The process of teaching progresses towards more complex material and it supported in the teaching and learning approaches. The teaching tools are modern and up to date. Students claim to be listened to.

The practical training is well organised and supports the learning in the classrooms. Practice education is twofold; there is clinical training and clinical practice. This seems to offer a good model of learning.

Student assessment seems consistent and fair. Students claim to be happy with the way they are evaluated. Students who are not progressing according to the schedule are supported and special learning needs are taken into consideration. The administrative faculty was well specialised and enthusiastic in their work and in student support. The use of new technology is emerging and applied especially in simulation labs.

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.

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Education is mostly led by teachers and methods are mainly traditional. Neither students nor teachers recommended any improvements. The EEC recommends more emphasis on creative thinking and student- oriented approaches in education.

Lectures seem to dominate as teaching methods and more innovative teaching methods such as patient involvement in theoretical teaching or flipped classrooms, are not widely used. The EEC recommends to use methods that enhance critical thinking skills and decision-making skills in addition to technical skill into clinical practice education.

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	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Compliant

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3. Teaching staff *(ESG 1.5)*

> **Sub-areas**
>
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

The teaching staff appear competent although fairly young in their careers. Research is supported throughout the university and publications and funding are rewarded with fewer teaching hours. Almost all the staff members claim to be involved in research. Teaching faculty are well qualified and have undertaken both mandatory and voluntary education. They also have the possibility to participate in conferences and symposia at the expense of the school. There was a lack of clarity of visiting professors and teachers and there seemed to be a lack of international perspective in spite of some EU-level projects in research. This may be because of language restrictions. Most of the teaching staff were at the rank of lecturer, which might limit their opportunity to innovate and make use of possibilities such as external funding.

The number of teaching staff is around 20 and for the time being this appears sufficient. The workload of the teachers is acceptable according to their own opinion. This varies from 3-12 teaching hours per week, with an average of 9 hours. The proportion of permanent staff is higher than the visiting staff, which seems appropriate. The teachers have to master several fields of nursing which can be challenging. It would be appropriate to have clear lines of expertise within the faculty which reflects its future strategic direction.

Most of the teachers also do research and they are able to teach in the fields of their research. However, there is no overall research programme within the faculty and the research is mainly conducted on an individual basis and collaborators are from other international universities or from other disciplines. The research activity seems scattered and would benefit from stronger thematic group.

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

The teaching staff appear competent although fairly young in their careers. Research is supported throughout the university and publications and funding are rewarded with fewer teaching hours. Teaching faculty are well qualified and have undertaken both mandatory and voluntary further education. They also have the possibility to participate in conferences and symposia at the expense of the school.

Most of the teachers also do research and they are able to teach in the fields of their research.

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.

Most of the teaching staff were at the rank of lecturer, which might limit their opportunity to innovate and make use of possibilities such as external funding. The teachers have to master several fields of nursing which can be challenging. It would be appropriate to have clearer lines of expertise within the faculty which reflects its future strategic direction. There is no overall research programme within the faculty and the research is mainly conducted on an individual basis and collaborators are from other international universities or from other disciplines. The research activity seems scattered and would benefit from stronger thematic groups.

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	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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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:*	

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○ *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.

Students are admitted when they fulfil the criteria of having graduated from secondary school with English skills above 5.5. The annual intake is about 20-25 students. The admission criteria are transparent. However, since there is no admission screening, there are some dropouts.

There are pre-defined and published regulations regarding student progression. There are clear ways to collect and monitor student's progression in their education. There is an administrative office that follows student progress.

Student recognition process seem to be in line with the Lisbon Recognition Convention. The EUC is regularly evaluated against other similar universities to ensure coherent recognition across the country and the world.

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

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Student recognition process seem to be in line with the Lisbon Recognition Convention. The EUC is regularly evaluated against other similar universities to ensure coherent recognition across the country and the world.

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.

Since there is no admission screening, there are some dropouts. This could be addressed by interviewing candidates to assess their abilities and motivation.

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

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

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

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

You may also consider the following questions:

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

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 teaching and learning resources are very good. Teachers are encouraged to use new teaching methods however some of the newest pedagogical innovations are still to be implemented. The university supports teacher's further education. The students are supported to be able to study independently. The library has good reading material and current scientific literature but the nursing material in the library was located in several places and could be better organised. The administrative staff supports students in many ways and with good resources. There is a special programme for students with special educational needs. Also, there is support for students who are not able to progress within the normal schedule. It was claimed that student Mobility is encouraged, but no statistics were available to support this. The students are encouraged by the university to participate in voluntary work.

The learning environment is pleasant, with spacious class rooms and several amphitheatres. Also, the nursing laboratories are modern, up to date and well equipped, organised appropriately and easy to use. The university has been adapting their education provision well during the Covid-pandemic.

There is a programme for students with learning problems. Several counsellors are available for these students. However, a mentoring programme drawing on Alumnus could be developed for the students. The teaching, administrative and physical resources are generally good and support the bachelor student progression in a positive manner.

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

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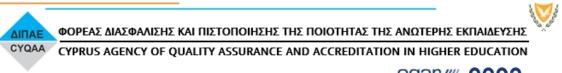
The learning environment is pleasant, with spacious class rooms and several amphitheatres. Also, the nursing laboratories are modern, up to date and well equipped, organised appropriately and easy to use. The university has been adapting their education provision well during the Covid-pandemic.

There is a programme for students with learning problems. Several counsellors are available for these students. The teaching, administrative and physical resources are generally good and support the bachelor student progression in a positive manner.

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.

Nursing material in the library appeared to be located in several places and could be better organised.

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	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	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?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

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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.

The Bachelor programme in Nursing is well established. The programme has policies for quality assurance, and monitoring systems in place. There is public information available and the information management systems are relevant. The programme has a clear structure. The education is relevant, but lacks innovation. Teaching methods appear mainly teacher led. Teaching tools and materials are modern, and supportive. Appropriate methods for student complaints are in place. Teaching staff is competent and their qualifications are adequate. Teachers have fairly heavy teaching load, but they say they are able to do research and are satisfied. There was no information on visiting experts. Students have good facilities and support for their progress. This is a pleasant campus, lot of opportunities for clinical practice and well-established protocols for admission, progression and evaluation. The teaching and learning resources are good.

E. Signatures of the EEC

Name	Signature
Sanna Salanterä	
Margarita Giannokopoulou	
Daniel Kelly	
Andreas Andreou	
Ioanna Papaioannou	
Click to enter Name	

Date: 12.02.2022