Doc. 300.1.1

Date: 12.2.2022

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: Department of Nursing Science**

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:
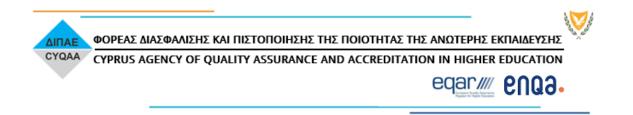
  Νοσηλευτική (3 Έτη/180 ECTS, Διδακτορικό)

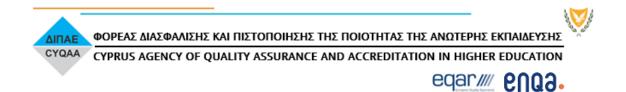 **In English:**

   PhD in Nursing (3 years, 180 ECTS, Third cycle)

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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.
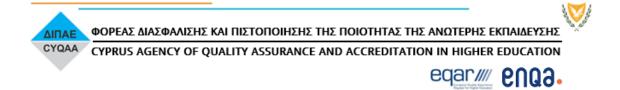
The "Nursing (3-6 years/180 ECTS, PhD programme)" was presented to the ECC members and discussed at the 2nd day of the onsite visit (09/02/2022). The PhD programme coordinator is Prof. Stavroula Apostolidou. The agenda included a power point presentation and interactive conversations with the faculty tutors/academic staff but no students. So the interaction with PhD students was not possible.

The presentation was performed by Dr. Maria Prodromou and included information about the programme standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development.

The programme is provided in Greek. The facilities are the same as for master's students. The university does not provide a graduate college.
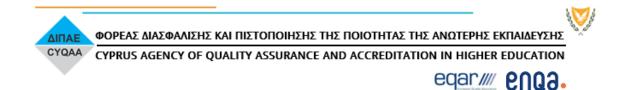
There were currently eight active PhD students.

This programme offers great potential but it needs to be developed inline with the thematic vision that the EEC mentioned for the master's programme. The PhD programme needs a clear identity to distinguish it from the MSc education.

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 Papaoannou	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.
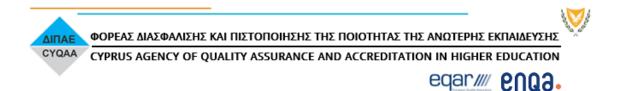
Strengths

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.***

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?*

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Findings

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

The University has a quality assurance policy that is followed in all disciplines. Quality Assurance at European University Cyprus is developed in accordance with the European Standards and Guidelines and local legislation about the Quality Assurance 136 (I)/2015. The Internal Quality Assurance, of the Programs of study, is ensured and conducted on the basis of the Quality Management Handbook, approved by the Committee on Internal Quality Assurance (CIQA).

It is not clear to the EEC whether and how the students are involved in developing the PhD programme. The teachers ask students after each course if there are any suggestions for improvement. This seems limited in terms of student engagement.

The PhD programme has goals that are very similar to the master's programme. At doctoral level, we would expect more differences between all levels of education. The doctoral programme lacs distinct focus and does not follow a programmatic approach. This makes it difficult to understand why a student might choose EUC for their doctorate. The curriculum has some courses that are not actual courses, but are important parts of education, also there were some misinformation concerning the ECTS. These should be corrected.

The programme lacks a clear vision and mission. It is not clear what is the research specialisation for nursing in this department.

The PhD programme is mainly based on the interests of the teachers. However, only some of these teachers have or have recently had external funding for their research topics. Some topics might therefore not be obvious or attractive to doctoral students. Some of the money is Erasmus+ funding that is not intended for research. However, such projects also do have research linked to them, which is good. In Cyprus, there are no national funding bodies that would support only nursing research and the department could benefit from some extra internal input from the university to strengthen their research endeavours.

Although small in number, the department faculty has been very active in publishing in scientific journals and this is a key strength that should be encouraged to attract PhD students.

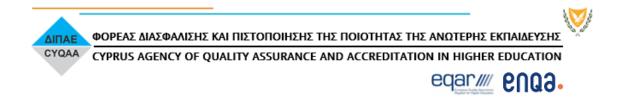The department has mechanisms which ensure compliance with the rules of research ethics.

The external funding obtained is comparable with other similar departments in Cyprus.

There was no data provided but based on the university information, the quality of the PhD programme is evaluated systematically internally and externally.

In addition to theoretical teaching the PhD students also have mandatory field work, which is relevant. How this was taught was not clear. There was a lack of specific courses on qualitative research that EEC sees as a major weakness.

Students are rewarded with the costs been partly covered if they publish in scientific journals.

Students could benefit from attending international nursing PhD short courses (online if possible), to widen their view of nursing research and to have an opportunity to discuss their work with international peers.

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No students have yet graduated from the PhD programme, but there are already some recent publications by doctoral students.

Public information is available on the web site and the EUC has also a facebook page where information about the university is shared.

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

The University has a quality assurance policy that is followed in all disciplines.
Some teachers have succeeded in achieving external funding. This is vital for an active research faculty.

Although small in number, the department faculty has been very active in publishing in scientific journals and this is a key strength that should be encouraged to attract PhD students.

The department has mechanisms which ensure compliance with the rules of research ethics.

The external funding obtained is comparable with other similar departments in Cyprus.

Students are rewarded with the costs being partly covered if they publish in scientific journals.

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.

It is not clear to the EEC whether and how the students are involved in developing the PhD programme. The PhD programme has goals that are very similar to the master's programme. At doctoral level, we would expect more differences between all levels of education. The doctoral programme would benefit from a clear vision, mission, a distinct focus with a programmatic approach. The curriculum has mentioned some courses that do not appear to be actual courses, but are important elements of doctoral education. Also, there were some misinformation concerning the ECTS. These should be clarified and corrected.

In Cyprus, there are no national funding bodies that would support only nursing research and the department could benefit from some extra internal input from the university to strengthen its research endeavours. This would be especially helpful to new faculty members.

Although the programme demanded fieldwork, it was not clear how this element is taught. In addition, there was a lack of specific courses on qualitative research that EEC sees as a major weakness. These all could be strengthened.

Students could benefit from attending international nursing PhD short courses (online if possible, or European Academy of Nurse Scientists EANS summer school), to widen their view of nursing research and to have an opportunity to discuss their work with international peers.

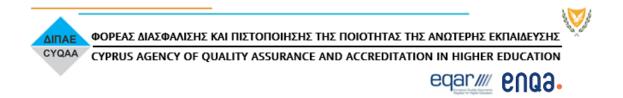**Please select what is appropriate for each of the following sub-areas:**

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Partially 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.*
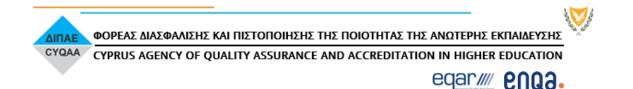
2.2 Practical training

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.*

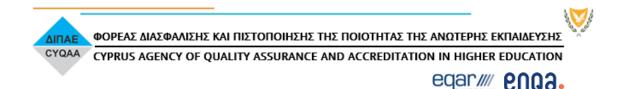**2.3 Student assessment**

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.

Students involvement in teachers' research projects is not evident.

The student assessment in the PhD programme is based on their academic achievements, such as published articles. The evaluation of the PhD-thesis appears to follow the guidelines of the university and is similar across all disciplines.

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

The university has a long tradition in PhD training across disciplines.
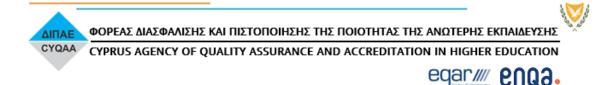
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The Phd-programme in nursing is still emerging and would benefit from special support from the university to become stronger. Some teachers have interesting research projects, but perhaps a more focused programme (linking with the advanced practice elements of the master's programme) with fewer research areas and larger research groups that could help to strengthen the PhD programme. This requires a clear vision and mission for the future of this faculty and all the programmes within it. Without this there is a risk of drift and not standing out in the market place.

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	Not applicable
2.3	Student assessment	Compliant

3. Teaching staff *(ESG 1.5)*

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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- *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.

As staff in the PhD programme are all PhD's they are in good position to supervise doctoral students. The reason why more students are not recruited may be due to lack of marketing, poor awareness about the subject specialisms on offer or lack of resources.

Cross disciplinary teaching should be increased.

Teachers are involved in research projects close to their teaching topics which is positive. Research is supported by the university and teachers are rewarded based on their research achievements.
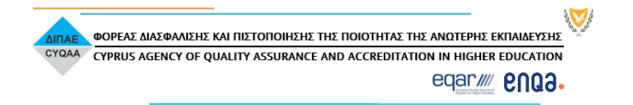
Based on the teachers' opinion, the time available for research activities is in balance with their teaching load. However, and especially for the younger members of the faculty, the teaching load is fairly large (12 hours/ week). Taking on more doctoral students need to be considered alongside other demands on their time.

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

As staff are all PhD's they are in good position to supervise doctoral students.

Some teachers are involved in research projects close to their teaching topics which is positive. Research time is supported by the university and teachers are rewarded based on their research achievements.
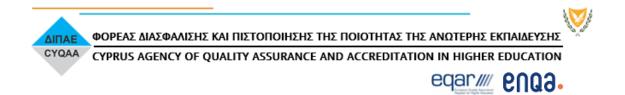
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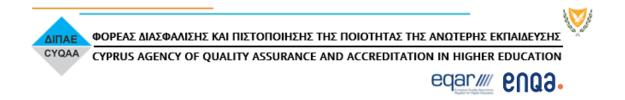
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Since the resources of the faculty are still limited in supervising PhD students, the EEC recommends more cross disciplinary teaching and research time to be increased. Especially for the younger members of the faculty, the teaching load is fairly large (12 hours/ week). Taking on more doctoral students will need to be considered alongside other demands on their time to maintain quality.

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	Partially compliant
3.3	Synergies of teaching and research	Partially 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.

There is a predefined and published protocol for student admission. PhD's are required to hold a master's degree relevant to the programme and the grade point average must be B or higher. Student recruitment seems to be ad hoc at present, with little attention on how to recruit students across all levels of study.
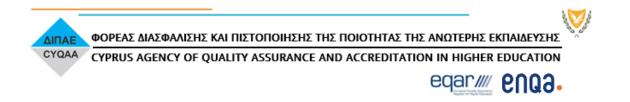
There is a student welfare programme available. Students are supported in their intellectual, emotional and recreational development as well as in career growth. There is a Student affairs office that helps students with various problems and when obstacles occur.

Help is available for students with learning difficulties or health problems. The university administration appears well resourced and there is evidence of support and recreational opportunities for the students during their studies.

Strengths

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

There is a predefined and published protocol for student admission. PhD's are required to hold a master's degree relevant to the programme and the grade point average must be B or higher. There is a student welfare programme available. Students are supported in their intellectual, emotional and recreational

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development as well as in career growth. There is a Student affairs office that helps students with various problems and when obstacles occur.

Help is available for students with learning difficulties or health problems. The university administration appears well resourced and there is evidence of support and recreational opportunities for the students during their studies.

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.

Student recruitment seems to be ad hoc at present, with little attention on how to recruit students and retain them across all levels of study. With more master's students they would be able to recruit these students to the doctoral programme.

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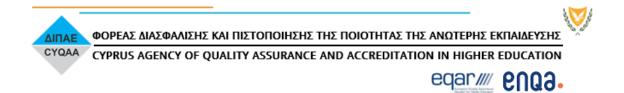ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Please select what is appropriate for each of the following sub-areas:

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	Not applicable

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

Sub-areas

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

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

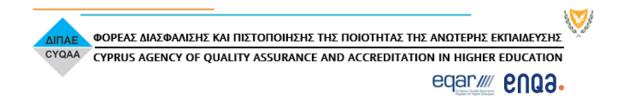## 5.4 Student support

Standards

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

You may also consider the following questions:

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

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.

Library services appear well established. A vast amount of international literature is available for the students, since the university belongs to a national coalition that offers scientific literature in electronic format for students of all disciplines.

IT infrastructure is current and available across the campus. There are high quality nursing labs and simulation labs. However, the simulation labs are not planned to be used in the master's programme.

Most of the teaching staff are full time. The same teachers cover all programme levels from bachelor's to PhD. Teachers are qualified in their fields, but as in many small disciplines, the same teachers have a variety of teaching responsibilities. There are no details of visiting professors provided. Students have the opportunity to give regular feedback to their teachers both orally and in written form.

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

The library and IT facilities are good and could support PhD -students well. Teachers are PhD's and all have research interests and an active publication history in recent years.
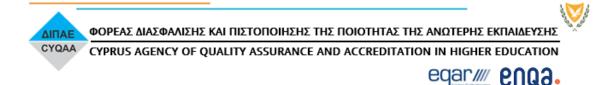
Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

There is a lot of potential in this faculty that needs to be realised. There was no evidence of a graduate school of the university where students across disciplines could learn together and from each other.

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	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*
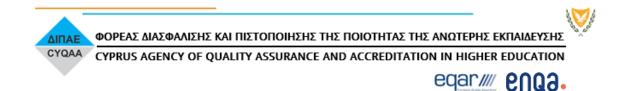
6.2 Proposal and dissertation

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*

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- - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

The PhD programme is three years full time (180 ECTS) in the School of sciences (health sciences). Students may use more time due to the structure of the programme, field work, and other duties.

The proposal for research is equivalent to 30 ECTS and there are guidelines available on how to produce it. This may limit students' individual creativity.

Each student has assigned one main supervisor, two other supervisors and there is also an advisory committee monitoring the progress. There are regular meetings, a reporting system, and support for writing scientific articles. However, there were no research seminars, nor a specific course on scientific writing. The EEC did not find information on the maximum number of PhD students one can supervise at the same time.

The PhD programme is recent (started in 2015) and was also difficult to assess, since we did not meet any PhD nursing students, which made it difficult to define areas that could be improved.
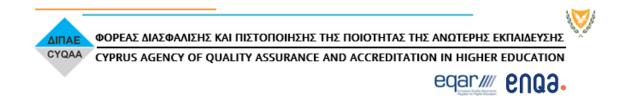

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The PhD programme is three years full time (180 ECTS) in the School of sciences (health sciences). Students may use more time due to the structure of the programme, field work, and other duties.

The proposal for research is equivalent to 30 ECTS and there are good guidelines available on how to produce it.

Each student has assigned one main supervisor, two other supervisors and there is also an advisory committee monitoring progress. There are regular meetings, a reporting system, and support for writing.

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 PhD programme is three years full time (180 ECTS) in the School of sciences (health sciences). It was not clear if the students are able to finalise their PhD in three years or if it always takes longer.

The proposal for research is equivalent to 30 ECTS and there are guidelines available on how to produce it. Such strict guidelines may limit students' individual creativity.

There were no research seminars, nor a specific course on scientific writing also there is no doctoral college in the university. The EEC did not find information on the maximum number of PhD students one can supervise at the same time.

The PhD programme is recent (started in 2015) and was also difficult to assess, since we did not meet any PhD nursing students, which made it difficult to define additional areas that could be improved.
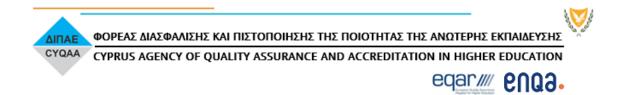
Please select what is appropriate for each of the following sub-areas:

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

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 university should establish a doctoral college. The PhD programme at the department of Nursing Science is still fairly new and will need extra support from the EUC to get stronger. The programme could benefit from a clearer vision for future development and focus as well as more cross-disciplinary collaboration within the university. The teachers appeared enthusiastic, well qualified and with a good track record of publishing in international scientific journals.

E. Signatures of the EEC

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

Date: 12/02/2022