Doc. 300.3.1/1

Date: Date.

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
University of Nicosia

- **Town: Nicosia**

- **School/Faculty: School of Life and Health Sciences**

- **Department: Health Sciences**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – Bachelor of Nursing
In Greek:
Νοσηλευτική (πτυχίο)
In English:
 Nursing, 4 years, 240 ECTS, First sycle
Language(s) of instruction: Greek, English

Programme 2 – Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
In Greek:
Σύγχρονη Νοσηλευτική MSc
In English:
 Master of Science in Contemporary Nursing
Language(s) of instruction: Greek

Programme 3 – Nursing, PhD, 3 years, 180 ECTS, Third Cycle
In Greek:
Νοσηλευτική PhD
In English:
 Nursing PhD
Language(s) of instruction: Greek

A.   Introduction
This part includes basic information regarding the onsite visit.

The onsite visit took place from 02/11/2021 to 03/11/2021 in the premises of the University of Nicosia in Cyprus and in the Nicosia General Public Hospital. The onsite visit was performed by all 5 members of the EEC with the support of Mrs Emily Mouskou, and Mrs Emily Alexandrinou from the CYQAA. During the visit, the EEC members had the opportunity to meet the Rector-Head of the Institution, the Vice Rector of Academic Affairs, the Acting Dean of the School of Life and Health Sciences (in which the under evaluation programs are embedded), the Acting Head of the Department of Health Sciences, most of the faculty tutors/academic staff, representatives of administrative staff and a group of undergraduate nursing students and MSc/PhD candidates and graduates.

More specifically, on 02/11/2021 the agenda included a variety of power point presentations, and interactive conversations with all aforementioned people, as well as, live attending of a theory nursing course, visits to classrooms, to Labs and to research facilities.
The University of Nicosia buildings include several spaces and classrooms/labs which are large and adequate for educational and research purposes. It seems that the University is well organized, the environment is hospitable, the staff was open to questions, there is a good range of students, and the students were informative and open about their experiences. Moreover, in the discussions with the senior staff, they seemed receptive and open to advice.
However, the EEC Committee noted a difference of the facilities between the different programs. The nursing lab seemed out of date compared to other labs, with the exception of the 2 whole body mannequins. Moreover, it seemed not so much in regular use. Thus, we suggest more up to date training equipment is provided in the future, for the nursing lab in the new building in order that nursing students can be better prepared for the modern health care environment.

On 03/11/2021 the EEC members visit the Nicosia General Hospital and met with the responsible stakeholders for the nursing students' clinical placement experience, the chief nurse officer of the Hospital, the university tutor responsible for the clinical training of students, some of the clinical mentors and also with undergraduate students with whom we had the opportunity to observe in practice. According to information provided to EEC, up to 5 students per mentor can be assigned which is a strength of the program. In general, the environment was very hospitable for clinical training and the students seemed enthusiastic. 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.

B. External Evaluation Committee (EEC)

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

  <u>Findings</u>

  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.

  <u>Strengths</u>

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

  <u>Areas of improvement and recommendations</u>

  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 each programme of study as a whole.*

- *<u>The report may also address other issues which the EEC finds relevant.</u>*

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*
    - *includes well-structured placement opportunities where appropriate*
    - *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.*

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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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.

Findings for Bachelor of Nursing
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The quality assurance processes are described within the application. Based on the self-report they appear to support students, faculty, and organisation of the University. Students are active participants of the community. They have a board of studies that meets regularly to improve the education. Students are able to give feedback after each course. However, this opportunity is not obligatory and not always used by the students.

The standards; selection criteria, intended learning outcomes, qualifications awarded, assessment procedures, pass rates, learning opportunities available to the students and graduate employment information materials were comparable with other universities and fulfill the standards of education provision.

The program follows the European ECTS system and Framework for qualifications. The program is traditional and contents cover relevant topics for nursing but may not in its current format fully answer to the newest challenges in society.

Student workload is appropriate, students are mainly satisfied with the education and find it relevant, and interesting and they value the enthusiasm of their teachers both in theoretical education as well as in clinical practice.

Findings for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
The quality assurance processes follow the University guidelines. It is not quite clear how much the students and other stakeholders such as service users or patients are involved in the curriculum development or teaching. The program could benefit from international collaboration. The program is supporting smooth progression of students if they choose the practical path. But if they choose the scientific path the study duration might be prolonged and not as attractive. It could be beneficial to reconsider the structure of this path so that it is a real option for students who want to graduate in time. In the content of the research path other options such as research proposal, systematic review or a business case for service innovation could be considered as options instead of empirical research. The program is following the European standards and the ECTS system is used. The graduates have good work opportunities.

Findings for Nursing, PhD, 3 years, 180 ECTS, Third Cycle
The quality assurance of the PhD program is well established and follows the general guidelines of doctoral programs at the University of Nicosia. The program is very much individual based and students work in close contact with their supervisors. The programme structure is well described from the individual perspective, but lack a school-level structure (e.g. special research programmes or themes, research seminars, international visiting professor lectures). Nursing would benefit from a clear research programme with a strategy, vision and steps of action. This will need investment.

Strengths

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

<u>Strengths for</u> *Bachelor of Nursing*
Close and friendly atmosphere. Teacher – student interaction is good. The whole school is small and people know each other. Teaching is student friendly and very interactive.

<u>Strengths for</u> *Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle*
Close and friendly atmosphere. Teacher – student interaction is good. The whole school is small and people know each other. Teaching is student friendly and very interactive.

<u>Strengths for</u> *Nursing, PhD, 3 years, 180 ECTS, Third Cycle*
Small numbers allow individual attention.

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.

<u>Areas of improvement and recommendations for</u> *Bachelor of Nursing*
Student feedback should be obligatory. Students and other stakeholders could be more involved in the development of the curriculum.

<u>Areas of improvement and recommendations for</u> *Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle*
The current development especially in the area of oncology nursing could benefit from visiting professors and close connection with the European Society of Oncology Nurses.

<u>Areas of improvement and recommendations for</u> *Nursing, PhD, 3 years, 180 ECTS, Third Cycle*

Nursing could benefit from stronger structure of PhD programme that would integrate students to the scientific society in stronger way than just with their own research team (supervisors).

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

Sub-area	*Non-compliant/* *Partially Compliant/Compliant*		
	Bachelor of Nursing	*Master of Science in Contemporary Nursing,*	*Nursing, PhD, 3 years, 180 ECTS, Third Cycle*

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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			1,5 years, 90 ECTS, Second Cycle	
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant	Partially compliant	Partially compliant
1.3	Public information	Partially compliant	Partially compliant	Partially compliant
1.4	Information management	Partially compliant	Partially compliant	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.*

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

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- *The criteria for and 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.

Findings for Bachelor of Nursing

The process of teaching and learning support students' individual and social learning. The University has well established systems for supporting students that have learning difficulties. The education could benefit from modern teaching methods, such as flipped class room, learning cafes, patient led teaching etc. Students are active participants and feel confident, which is good. The current classrooms are up to date and spacious. However, the nursing laboratories were not the same standard as other labs in the university. Also, the equipment was not in full use and the laboratory seemed disorganized. The students and teachers seemed to have very good relationships and teachers were ready to support students that needed extra help. Students can give feedback anonymously. Student evaluation is fair, appropriate, transparent and objective. Students could benefit from the use of self-evaluation in clinical practice, so that they could learn to self-evaluate their skills that need improvement also in the future as practicing nurses.

Findings for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

The process of teaching and learning support students' individual and social learning. The University has well established systems for supporting students that have learning difficulties. The education could benefit from modern teaching methods, such as flipped class room, learning cafes, patient led teaching etc. Students are active participants and feel confident, which is good. The current classrooms are up to date and spacious. However, the nursing laboratories were not of the same standard as other labs in the University. Also, the equipment was not in full use and the laboratory seemed unorganized. The students and teachers seemed to have very good relationships and teachers were ready to support students that needed extra help. Students can give feedback anonymously.

Practical and theoretical studies were not well-integrated in all places. It seemed that the students saw them as separate rather than integrated.

Student evaluation is fair, appropriate, transparent and objective.

Findings for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

The process of teaching and learning support students' individual and social learning. The University has well established systems for supporting students that have learning difficulties. The education could benefit from a structured PhD-school with seminars, visiting professors etc. Students are active participants and feel confident, which is good. The current classrooms are up to date and spacious. The students and teachers seemed to have very good relationships and teachers were ready to support students that needed extra help. Students can give feedback anonymously. Student evaluation is fair, appropriate, transparent and objective.

Strengths

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

Strengths for Bachelor of Nursing

Friendly atmosphere, supportive environment. Fair and clear evaluation of progress of the students.

Strengths for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
Friendly atmosphere, supportive environment. Fair and clear evaluation of progress of the students.

Strengths for Nursing, PhD, 3 years, 180 ECTS, Third Cycle
Good supervision. Friendly and supportive environment. Good possibility to progress.

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.

Areas of improvement and recommendations for Bachelor of Nursing
 The education could benefit from modern teaching methods, such as flipped class room, learning cafes, patient led teaching etc. Nursing laboratories were not the same standard as other labs in the university. Also, the equipment was not in full use and the laboratory seemed disorganized. Students could benefit from self-evaluation in clinical practice, so that they could learn to self-evaluate and improve their skills in the future as practicing nurses.

Areas of improvement and recommendations for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
The education could benefit from modern teaching methods, such as flipped class room, learning cafes, patient led teaching etc. The nursing laboratories were not the same standard as other labs in the University. Also, the equipment was not in full use and the laboratory seemed unorganized. Practical and theoretical studies could be integrated so that they are not seen as opposites but rather the science as the basis for high quality practice.

Areas of improvement and recommendations for Nursing, PhD, 3 years, 180 ECTS, Third Cycle
The education could benefit from structured PhD-school with seminars, visiting professors etc.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant		
	Bachelor of Nursing	*Master of Science in Contempor*	*Nursing, PhD, 3 years, 180*

			ary Nursing, 1,5 years, 90 ECTS, Second Cycle	ECTS, Third Cycle
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Compliant	Compliant
2.2	Practical training	Partially compliant	Partially compliant	Not applicable
2.3	Student assessment	Compliant	Compliant	Compliant

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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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.

Findings for Bachelor of Nursing
Teaching staff include permanent Faculty and visiting Faculty members. This is appropriate when seeking clinical expertise in a diverse subject such as Nursing. It is not clear, however, whether all Faculty possess teaching qualifications, but some do according to their CV.

Feedback is provided by students at the end of each course and the staff claimed to have altered some teaching approaches as a result. This suggests that the staff are reflexive and are willing to change to meet the different needs of students.

There seems to be at least some linkage at present with research with some faculty interests, but having key research themes would assist with this.

Recruitment of new Faculty follows an appropriate process with a committee. New faculty start on a specific grade and are then assessed for promotion after an agreed time period. This seems to be fixed as a process, rather than flexible. External assessors are used when considering promotion applications from Faculty.

The criteria for promotion appear to be focused on research activity which underlines the need for more attention to be paid to this issue (using research themes and investment in new or visiting faculty). Otherwise promotion to full professor may become very challenging and ambitious nursing faculty may choose to take up positions elsewhere.

The same issue is true for publications by students at BSc or MSc level. Faculty publications are not always high in numbers, or very current, so promoting publications in students may be more difficult. Annual appraisals that set targets and provide support, linkage with research themes and

involvement in international research project teams might help to promote more research papers in nursing.

Findings for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

This is a key area for future development at UNIC. We suggest that research themes would enhance research and teaching links and would also encourage faculty to research and publish in relevant areas. Faculty numbers appear adequate for current student numbers but will need to increase and diversify if MSc intakes increase in the future. Visiting faculty does not currently exceed, but is close to, the permanently employed number.

It is not clear whether visiting expert nurses are given honorary titles if they contribute a lot to the Nursing team at MSc or BSc level.

It would be good to see some innovations such as clinical professors in oncology nursing, for example, jointly employed with the hospital sector in the future.

The MSc students may wish to progress to PhD so some exposure to research-related activity might be very useful. The current option of choosing research or more clinical courses is unusual at Master's level and we suggest some alternatives to address this (producing research proposals, business cases for innovations or literature reviews, for example).

Findings for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

This is a key area for future development at UNIC that requires a stronger thematic approach to research. We suggest that such themes would enhance research and teaching links and might also encourage faculty to conduct research in groups and publish more papers in relevant areas. A professor of nursing with a focus on research leadership (e.g. as Director of Nursing Research) could co-ordinate this initiative and encourage a stronger academic culture in nursing.

The research themes could be used to teach about research, using actual examples, in the BSc and MSc programmes, and PhDs could certainly align with the research themes also.

Without this change the teaching across BSc/MSc/PhD programmes will remain quite traditional in approach and the marketing of the programme will not stand out as unique. Given the established nature of the programme and faculty we suggest that this would be possible with some investment and a strategic vision that links nursing with the department's goals and with UNIC's ambitions as a whole.

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

Strengths for Bachelor of Nursing

Good links with practice, small group size, popular faculty.

Strengths for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

Clear programme structure with some faculty also teaching on PhD.

Strengths for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

Small numbers of students, supervision arrangements work well. Some progress from MSc to PhD.

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.

Areas of improvement and recommendations for Bachelor of Nursing

Need to expand faculty if numbers increase, ensure faculty are developing or maintaining their academic and clinical expertise in tandem.

Areas of improvement and recommendations for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

Ensure changes to final project to encourage new options that link with research themes and may help more students to transition to PhD. Some seem to think research is not as relevant as practice which is concerning at Master's level.

Areas of improvement and recommendations for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

Ensure more seminars are provided by faculty and external experts. Link PhD topics with research themes.

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

	Non-compliant/ Partially Compliant/Compliant		
Sub-area	_Bachelor of Nursing_	_Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle_	_Nursing, PhD, 3 years, 180 ECTS, Third Cycle_

3.1	Teaching staff recruitment and development	Compliant	Compliant	Compliant
3.2	Teaching staff number and status	Compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Non-compliant	Non-compliant	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.

Findings for Bachelor of Nursing
The admission processes for student admission are appropriate and clearly defined. The processes are transparent. There are clear regulations for student progression and students are aware of them. The regulations regarding student recognition are in place. The recognition is in line with the Lisbon Recognition Convention. The student certification is appropriate.

Findings for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
The admission processes for student admission are appropriate and clearly defined. The processes are transparent. There are clear regulations for student progression and students are aware of them. The regulations regarding student recognition are in place. The recognition is in line with the Lisbon Recognition Convention. The student certification is appropriate.

Findings for Nursing, PhD, 3 years, 180 ECTS, Third Cycle
The admission processes for student admission are appropriate and clearly defined. The processes are transparent. There are clear regulations for student progression and students are aware of them. The regulations regarding student recognition are in place. The recognition is in line with the Lisbon Recognition Convention. The student certification is appropriate.

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

Strengths for Bachelor of Nursing

The admission processes for student admission are appropriate and clearly defined. The processes are transparent. There are clear regulations for student progression and students are aware of them. The regulations regarding student recognition are in place. The recognition is in line with the Lisbon Recognition Convention. The student certification is appropriate.

Strengths for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

The admission processes for student admission are appropriate and clearly defined. The processes are transparent. There are clear regulations for student progression and students are aware of them. The regulations regarding student recognition are in place. The recognition is in line with the Lisbon Recognition Convention. The student certification is appropriate.

Strengths for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

The admission processes for student admission are appropriate and clearly defined. The processes are transparent. There are clear regulations for student progression and students are aware of them. The regulations regarding student recognition are in place. The recognition is in line with the Lisbon Recognition Convention. The student certification is appropriate.

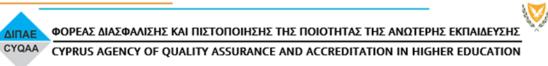**_Areas of improvement and recommendations_**

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for Bachelor of Nursing

-

Areas of improvement and recommendations for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

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Areas of improvement and recommendations for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

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

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Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Bachelor of Nursing	*Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle*	*Nursing, PhD, 3 years, 180 ECTS, Third Cycle*
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

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

> **Sub-areas**
>
> **5.1. Teaching and Learning resources**
> **5.2. Physical resources**
> **5.3. Human support resources**
> **5.4. Student support**

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

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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?*

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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.

Findings for Bachelor of Nursing

The general facilities and environment for teaching and learning are modern and comfortable across all nursing programmes. Classrooms are adequately furnished and pleasant to use. There were notable differences in terms of the general quality and storage of equipment in the nursing lab when compared with pharmacy and physiotherapy. It is necessary to store equipment in a way that make is easy to locate, and also prevents theft. This was not evident on the day of our visit. It was not clear to what extent any crossover teaching took place between the disciplines. This might make better use of resources and should be considered in the new building.

We did not see the library, but the students did not report any problems in this regard and mainly used digital access. In terms of human resources, it might be better to have a named educational expert to lead the nursing lab and simulation education. They would be able to introduce novel ways to make better use of resources if investment is made in new buildings. They should also learn from other centres where more innovative approaches are being taken. The students did mention that they feel nursing has fewer high quality physical resources (such as labs) but they do have excellent support from faculty.

Student mobility is low for undergraduates in nursing and space should be made in the curriculum for overseas visits or optional placements of special interest. This will require some thought about how to incorporate these innovations.

In terms of student-focused innovation it was felt that the 4th year nursing students should have a management-focused course with the opportunity to experience being in charge of a shift, other suggestions could be working with a nurse manager for the day, or with a professor or educator to experience what it is like to work at different levels in nursing. This is not unusual in other nursing departments.

We also would expect to see more blended teaching methods being used in the future with less need for traditional lectures and more use of digital and student-led seminars, workshops and presentations.

This needs to link closely with the overall strategy for nursing in the future at UNIC.

Findings for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle

The answers given above in 1.1 are also relevant here

Across undergraduate and post-graduate programmes the environment of the University is generally attractive and the use of planting of colourful trees added to this pleasant atmosphere. The restaurant was spacious, and the food was of a high quality with fresh ingredients. The need to rely less on paper will add to the sustainability profile of the University and this should be considered.

An important consideration is the need to review all physical resources if the nursing programme numbers are to be expanded. Larger lecture theatres, joint teaching of core courses and more modern nursing lab facilities would be essential issues to consider.

MSc final project should be expanded to allow for research proposal, business case or literature review to be undertaken instead of an empirical study which may be off-putting to clinical nurses.

Findings for Nursing, PhD, 3 years, 180 ECTS, Third Cycle

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The answers here relate to other sections of the report concerning UNIC's decision about whether to invest in nursing or not. At present it does not feel that there are any problems with supporting students across any of the programmes, indeed they did comment on feeling like they were part of a family. This is highly commendable, and is easier to achieve when numbers are low, but should not detract from the need to modernise and strategise for growth in numbers of PhD students across disciplines within the Department.

Recruitment information for all programmes, but especially for the PhD would benefit from a thematic approach and better information on the website.

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

Strengths for Bachelor of Nursing
The general environment is pleasant, Faculty are supportive, and the senior staff of the University and Department appear to be open to our suggestions from this evaluation. Links with clinical placements are strong and hospital staff are committed to providing a good student experience. This is an area to recognise and offer rewards with some prizes for clinical staff perhaps.

Strengths for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
Good staff and student relationship, students are ambitious and some wish to progress to PhD.

Strengths for Nursing, PhD, 3 years, 180 ECTS, Third Cycle
Good faculty/student relationships exist. Faculty are open to change but this will need leadership and a strategic approach to strengthen PhD and research links. This seemed to be a popular suggestion.

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.

Areas of improvement and recommendations for Bachelor of Nursing
Nursing lab did not appear very well organised and some equipment is old. The future of simulated skills education needs leadership and the incorporation of new ideas in this topic area. There is a need for simulated learning leadership. Review curriculum to allow the senior BSc nursing students to experience management or other career roles. Encourage more overseas visits. Classroom facilities are good but higher numbers will need more space.

Areas of improvement and recommendations for Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle
Offer more options for the final project as research path seems not to fit with student expectations.

Areas of improvement and recommendations for Nursing, PhD, 3 years, 180 ECTS, Third Cycle
Need to invest in research and opportunities (students and Faculty) to look outside of the immediate environment for new ideas. Market the programme better and make clear what is

different about UNIC. Use more seminars and external experts and visiting faculty (all programmes).

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		Bachelor of Nursing	Master of Science in Contemporary Nursing, 1,5 years, 90 ECTS, Second Cycle	Nursing, PhD, 3 years, 180 ECTS, Third Cycle
5.1	Teaching and Learning resources	Partially compliant	Partially compliant	Partially compliant
5.2	Physical resources	Partially compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

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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*
  - *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 recruitment of PhD students is not thematic and related to areas of strength in the department but instead seems rather ad-hoc. Numbers are small but satisfaction among students appears to be high. There are no concerns with the recruitment of students, but marketing of this programme (and some others) was only available in Greek on the UNIC website. This limits the available market.

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

Good rapport seems to exist between supervisors and students. There were no major concerns voiced by the doctoral students and they were enthused about 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.

We suggest that having a number of research themes - that would link to areas of strength in the faculty and are aligned with the University's priorities - would be a good 'home' for your PhD students. These themes could also accommodate MSc research projects (which may increase in number as a result) and provide some new undergraduate teaching opportunities.

There is a need for more seminars on research, both face to face and using Zoom to connect with wider international research networks such as exists in oncology nursing. It would also be good to see stronger links with other universities generally and to establish more adjunct visiting Professors to join the research themes as well as to feed into the doctoral programme, and the nursing research profile at UNIC more generally.

Arranging a student conference once a year would also allow them to share their work and encourage peer-review.

Making the website more welcoming to English speaking students might help with recruitment.

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

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

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D.   Conclusions and final remarks

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

All three programs have a strong ground and well-established platform for future development. The bachelor education is fairly traditional and has been running for quite a long time. The teachers appear committed and enthusiastic and seem to enjoy their work. The students appeared engaged, willing to learn and motivated.

The bachelor programme would now benefit from some modernisation to address current issues in the society such as digitalisation, aging population, and changing nursing roles.

The facilities were generally good for students and the environment was pleasant and welcoming. The senior members of the university were open to answering questions and willing to consider the opportunities. Whilst investment in the department was not discussed in detail it seemed that this might be possible to expand the nursing programmes at UNIC. The faculty responded in a positive way to questioning and students were enthusiastic about their learning experience.

We offer suggestions to strengthen the profile of nursing at UNIC. These include:
1- Expanding faculty as necessary.
2- Investing in new laboratory, simulation resources as well as faculty member to offer leadership in this field.
3- Maintain the strong links with clinical practice for nurse education and consider some joint appointments in the future linked to research priorities and strengths such as oncology nursing.
4- Strengthen international networks in nursing and interdisciplinary education and research at UNIC.
5- Research in nursing could be led by a high profile nurse academic and be arranged in a thematic way. This would allow faculty to develop their personal research interest within each theme, as well as attracting students with interest in these areas (e.g. oncology nursing, public health, renal nursing, digital nursing) This would also help in raising the number of research publications and grants in these thematic areas. A final benefit would be to raise the profile of nursing at UNIC.

E. Signatures of the EEC

Name	Signature
Sanna Salanterä	
Margareta Giannagopoulou	
Daniel Kelly	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: Click to enter date