

Doc. 300.3.1

Date: 2022-07-01

External Evaluation Report (Departmental)

- **Higher Education Institution:**
Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty:** School of Health Sciences
- **Department:** Department of nursing
- **Department's Status:** Currently Operating

- **Programme(s) of study under evaluation:**
Name (Duration, ECTS, Cycle)

Programme 1 – Undergraduate programme in Nursing

In Greek:

ΠΡΟΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΤΗ ΝΟΣΗΛΕΥΤΙΚΗ

In English:

UNDERGRADUATE PROGRAM IN NURSING

Language(s) of instruction: Greek

Programme 2 – Masterprogrammes in nursing

In Greek:

Programme Name

In English:

Master of Science in Advanced Nursing and Health Care Practice with specialities

Language(s) of instruction: Greek and English

Programme 3 – PhD program in nursing

In Greek:

Διδακτορικό - Νοσηλευτική

In English:

PhD in Nursing

Language(s) of instruction: English



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



Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation committee were invited by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education to evaluate the Department of Nursing at the Cyprus University of Technology (CUT), in Cyprus. The committee undertook a site visit between June 28 and 29, 2022 at the School of Health Sciences at the CUT campus in Limassol. The evaluation included a review of the department as well as the programmes for undergraduate education in nursing, master programmes in advanced nursing and health care practice with specialities in Advanced Emergency Intensive and Care/Cardiology Care, Advanced Community Nursing and Health Care, Advanced Mental Health Nursing and Health Care, Advanced Oncology Nursing and the PhD programme in Nursing.

Summary of day 1: Initially, we received a brief introduction of the University, the quality assurance and of the Department of Nursing Science (Mission and strategic planning including SWOT analysis), connection with local society, and developmental processes. We discussed with staff members at the Services for Academic Affairs and Student Welfare, Library, and IT. We visited the library, some learning environments (auditoriums), anatomy and physiology laboratory, and nursing skills and simulation laboratories. We were also invited to view the IT facilities. In addition, we were presented the standards of the programmes, admission criteria for students, learning outcomes, the content and personnel involved in the advanced and PhD level programmes, and provided with some information about methodological approaches, equipment and resources used in teaching and learning. Furthermore, the content and structure of PhD Programme were presented. We were also able to discuss with graduated and ongoing PhD students their experience. This was followed with an introduction to the Master of Science in Advanced Nursing and Health Care Practice with the various specialisations. We had an opportunity to discuss with current and graduated masters students their experiences and explore their perceptions of the quality of the education, current practice, and ideas for the future. And the end of the day, we met members of the teaching staff involved in PhD and masters level teaching.

Summary of day 2: We started the day with a visit to Limassol General Hospital to explore the clinical learning environment, and to discuss with those responsible for the clinical education of the students (university staff, hospital matron, clinical staff and mentors). We were able to interview students on their perceptions of the clinical education. After the visit to the hospital we went back to the university where we visited faculty offices and the working environment provided for PhD students. Further, we had an introductory session about the undergraduate programme in Nursing, the standards of the program, admission criteria, the learning outcomes and ECTS. We had a change to the programme to allow us to discuss with members of the teaching staff involved in each course for all the years of study (without the leaders of the department and program coordinators). In the last session we also included the leaders and programme coordinators for a final discussion.

The evaluation is based on material sent to us before the onsite visit, power point presentations, and discussion with university staff members from the nursing department, hospital staff from orthopaedic and surgical wards at Limassol General Hospital and nursing students in the second semester. It is noteworthy



that the report we received was dated 2019 so some of the included information as well as publications were a little outdated and may not fully represent the contemporary situation and evolution of the programmes under review since that time.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Anna Strömberg	Professor, Associate Dean	Linköping University
Annie Topping	Professor, Head of School	University of Birmingham
Maritta Välimäki	Professor	University of Turku
Maria Christoforou	Student representative	University of Cyprus
Andreas Andreou	Representative professional organisation	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*
- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - 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 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.***
- *The report may also address other issues which the EEC finds relevant.*

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
1.1 Mission and strategic planning (including SWOT analysis)		1 - 5
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

Click to enter text.

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Although clear robust processes in place for student evaluation, analysis of student achievement and other feedback, the process for identifying challenges and/or concerns or details of resolution and ongoing improvement lacked transparency. Students appeared to be required to evaluate their learning in order to receive their grades, and indicated that they just completed the form ('ticked the boxes') rather provide any meaningful evaluation. That said also indicated that they could readily approach individual members of staff to discuss teaching and learning but they had little understanding of whether any concerns were acted upon and/or were publically available.

Provide suggestions for changes in case of incompatibility.

Clear Feedback loop required to show response to challenges and communication with students (and possibly publically available).

1. Department's academic profile and orientation

1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The commitment to serving the population of Cyprus through the development of future nurses, leaders and researchers was clear. Their research endeavours were linked with the existing health priorities and members of faculty were contributing to policy at a state level. This commitment is exemplary however this may spread the capabilities of faculty to meet a broad health agenda may not facilitate the aspiration to become a world leading research intensive department of international renown. Greater focus may enable the department to provide leadership to priority setting and provide the underpinning evidence. Further greater focus may enable leadership regionally (Eastern Mediterranean) and provide global impact of their findings.

1. Department's academic profile and orientation

1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	5
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Building and establishing nursing and nursing academic departments is complex and influenced by numerous global economic forces. Many staff had trained or undertaken study abroad and returned which will undoubtedly enrich the Department and enable networks and collaborations to be maintained. Many staff hold positions in European and international professional organisations demonstrating the reach and connectiveness of the Department. The University requirements for English language in the undergraduate programme and Masters/PhD taught largely in English may be something to capitalise on to attract International students. Student mobility may be a valuable strategy for facilitating greater internationalisation across the undergraduate, masters and PhD programs enriching the experience for both incoming and outgoing students. The years before the pandemic there were between 16-20 undergraduate students going overseas as part of mobility programs. Advanced Practice in nursing is in many jurisdictions moving towards professional regulation. Likewise many programs internationally are offered part-time and/or with placements. These logistical and regulatory challenges can make mobility difficult but not insurmountable. Short visits abroad may be more feasible and beneficial and or developing cross institutional program collaborations with opportunities for shared learning may provide an alternative virtual experience. Although provided with little information on budgets, through discussion the University appears highly supportive of students and staff endeavours through start up funds, annual investment in research, funding for research to attend conferences, etc. However, a limitation seems to be that this funding for faculty is restricted to research. Funding for professional development and/or training for example in advanced research methodologies/techniques or pedagogical innovations appeared to be restricted. This may be something the University wishes to explore to further develop. The reimbursement to the Department of a percentage of fee income from the Master programs demonstrated the commitment of the University to incentivising the work of the Department and should be commended this might possibly

be a source for supporting continuing professional development. There does appear to be a consensus that there is an institutional need to enhance the quality of learning and teaching through formal staff development. Institutional qualifications in pedagogy are becoming the norm across the higher education sector and a requirement for ending of probation and promotion. We would strongly urge the Department to advocate for this within institutional structures and we perceive would be able to make a contribution to its development of such an initiative given the experience of staff who have returned to the University from overseas where these programs are an expectation. Approximately 5% of the Department budget seems to be from external Funding e.g. FP7, we noted infrastructure for research seemed very limited and this not only places an administrative burden on faculty, but may create challenges to increase that percentage going forward.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

From the report we could not find the number of international undergraduate students at present, this was also not presented during the site visit. There were no international undergraduate, masters or PhD students involved in the meeting with us.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The teaching staff of the department consists of 36 members. 12 elected faculty members, 12 transferred faculty members, 9 seconded members of the special scientists from the Ministry of Health and 6 special scientists. Recently two senior academic staff have been promoted to full Professor. These positions are the first full professor positions in the Department of Nursing.

Strengths

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

Completion rates from all the programmes are excellent.

An alumni tracking process in place and significant for staff to maintain contact with postgraduates who often held leadership positions with healthcare providers and government agencies.

The University approach to interrogating feedback and identifying strengths and weaknesses of their provision illustrated an evidence-based approach.

No unfilled teaching positions. There appeared to be no problems recruiting high quality staff which may be due to reputation and growing international esteem of the University and department.

Areas of improvement and recommendations

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

Recruitment of students both on undergraduate and for some of the master programmes could be improved. The inability to fill all student places may be related to high requirements from the nursing department and a decreasing interest in Cyprus in the nursing profession.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	3
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	5
2.1.4.3	The connection with society	5
2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	Students' evaluation and feedback	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.1.2 We could not identify if external stakeholders (healthcare providers, policy makers, public or patients) are involved in governance and this was not explored in discussion. University governance is in place.

2. Quality Assurance		
2.2 Quality assurance for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	5
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.10	The Department flexibly uses a variety of teaching methods.	4
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5

2.2.12	The Department analyses and publishes graduate employment information.	5
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	5
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	5
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	5
2.2.20	There is a clear policy on authorship and intellectual property.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The University infrastructure for the support of student's wellbeing, development of scholarship skills, access to resources to support their studies, and other aspects such as accommodation and financial support are available. More than 90% of graduates gain employment according to recent

data. The projected workforce needs suggest that the numbers in undergraduate training (whether at CUT or other Universities in Cyprus) compared with healthcare system requirements suggests a national shortfall (to 2027 forecast). The challenge of recruiting an adequate number of suitable candidates to the undergraduate program is apparent. Likewise the Masters with specialization and registration in mental health has small number of graduates. This may going forward have national implication. The Department is aware that making a career as a nurse needs to be attractive to potential applicants and the Department is working to influence Government in terms of improving the public image of the profession.

Strengths

The ability to access support for students to attend national and international conferences to present work and network is exemplary.

Support for students both in the Department and in clinical practice (paid mentorship) was excellent and in comparison, with many countries better than average.

In comparison with other Departments of Nursing in Europe, the number of PhD prepared staff members is above the norm. This must impact positively on the quality of evidence-based teaching, role modelling research relevant to patient care and accelerate knowledge that has meaning to the population to implementation in care delivery.

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

Student volunteering with healthcare agencies during the Covid-19 Pandemic
 Publications first authored by PhD students are frequently published in discipline high impact journals.

Areas of improvement and recommendations

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

We failed to interrogate processes in place for data management and storage during and following completion of research in line with legal and regulatory requirements for research. Hence, we are unclear if the University has a secure data repository and systems in place for requests to access data for secondary analysis and/or meta-analysis and of transparency in research. How this is managed and who is responsible for access, archiving and ultimately destruction of data. We recommend going forward if policies are in place that compliance monitoring through audit is undertaken

Given the workforce projections and failure to recruit to target numbers we recommend the Department develops a strategic communication plan to disseminate their work in a way that positively projects the impact and value of the profession and contribution that nurses can make to the health and wellbeing of the population.

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

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant



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



2.2 Quality assurance for the programmes of study	Compliant
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3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	N/A
3.6	Statutory sessions of the Department are held and minutes are kept.	N/A
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	N/A
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

3.11 Internationalization of the Department and external collaborations. 4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

3.5 We did not see minutes or action notes from the governance structures and/or were not made aware of how staff and students could gain access to information about decisions and rationale and therefore cannot comment.

Strengths

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

The Department appeared to function with a coherent vision and plan

Areas of improvement and recommendations

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

3.5 We recommend in future reviews access is given to documents and/or information about decisions and how stakeholders can access outcomes of decision-making processes.

The Department in conjunction with stakeholders including students develop a strategic communication plan to influence the public image of nursing in Cyprus. This may require outreach to Schools as well as media outputs.

Please select what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click or tap here to enter text.		
4. Learning and Teaching		
4.2 Organisation of teaching		1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	N/A
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	5
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

[Click to enter text.](#)

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

As described in our Summary of our visit we feel confident that institution and regulatory requirements for design, content and assessment are managed robustly by the Department of Nursing. Students and staff appeared to hold shared vision and purpose.

Strengths

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

Students perceived they fully understood program expectations and were supported in their development.

Areas of improvement and recommendations

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

In future reviews we recommend staff present examples of processes in use to listen and act on student evaluations – in effect illustrate how the quality loop function.

Due to time we were unable to access the virtual learning environment MOODLE, but recommend in future reviews reviewers are given access to the platform in advance of any visit or more time is allocated in the programme to navigate and assess the quality of content and processes embedded in the system for assesment.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
 3: *Partially compliant*
 4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	Choose mark
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

5.3 Not aware of any Visiting Professors
 5.6 Part time working was not explored

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

Click to enter text.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The teaching team irrespective to their contractual position appeared enthusiastic towards student learning and committed to teaching and learning excellence. The investment in training to support the introduction of objective structured clinical examinations appeared to be relished by staff. This illustrated the commitment to improvement.

Strengths

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

Ratio of PhD prepared staff

Investment in training of staff in preparation of introduction of objective structured clinical examinations (OSCEs) in 2022

Research enriched teaching evident throughout curriculum.

Areas of improvement and recommendations

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

It was noted that a number of Speciality Teachers were employed in the Department, were PhD prepared but have different contractual arrangements and employment status. Given their role and preparation as researchers it seemed unfortunate that they did not have access to similar benefits for example start up research monies. This may be a missed opportunity in terms of talent management and development as they often function as the bridge between academic and practice settings. This could be exemplary practice, and in many countries joint appointments are in place, this might be a solution.

There is a lack of opportunity for interprofessional learning since nursing (and midwifery not the focus of our visit) is one of two health professional programmes offered at CUT, the other being Speech and Language Therapy. However, opportunities for interprofessional learning in collaboration with other universities for example in clinical practice should be explored.

Systematic pedagogical education for higher education for staff is recommended to be developed.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	5
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	5
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	5
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	5
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click to enter text.

Findings

During our visit and from the associated review materials presented it is clear the Department is a becoming a centre for research in the Eastern Mediterranean. On the metrics supplied it is impressive performance over a relatively short period of time. This performance trajectory bodes well. However to compete internationally requires multiple investments not just human capital and investment at individual endeavour. We did not see the Departmental Research Strategy (in English) but did see the SWOT analysis. As the documents were prepared in 2019 and though some updates were presented in powerpoint presentations we failed to identify if the Department had targets even if self determined and how they were performing against equivalent benchmarked institutions. The volume of multi-authored publications, many in high impact and/or open access journals, is laudable. Likewise the success in external awards (5% of income) as CI/PI or Co-I. This along with the volume of postgraduate research students indicates there is a platform to accelerate position as a leading Department of Nursing in the region. That said as described in other sections of this report there appeared to be a lack of clear focus on a small number of areas with density of researchers at all levels. Further the support centrally to researchers to operationally deliver research – ‘do the science’ – whilst supported by professional research services appeared limited to costing expertise. These issues may require attention if the Department is to maximise the evident talent and aspiration of students and faculty.

Strengths

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

Click to enter text.

The number of PhD prepared staff is high.

Many faculty have active research involving PhD students and master students.

Clear and focused nursing profile and emphasis on clinical context of the research in projects.

Areas of improvement and recommendations

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

The infrastructure for research requires strengthening in order to increase the quality of applications, optimize collaborations, and ensure delivery in order to attract more national and international grants.

Faculty conduct research in many different areas. We suggest a more focused approach is adopted around topic, concepts (e.g. self care) or methodological areas of strength and depth to develop concentrations of researchers and resources into research groups with more than one senior CI/PI.

We recommend a shift away from research replication in Cyprus of interventions already found to be effective in other settings unless using implementation science methodology.

A more clear career plan for PhD students, junior and senior staff to increase planned and programmatic international mobility (post doc, visiting researcher/sabbatical), grants, collaborations and improve academic development starting prior to PhD until full professor.

Development of a strategic research plan and benchmarking with equivalent and 'aspiring to' departments following consolidation of staff into focused research groupings.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Compliant
External and internal funding	Compliant
Motives for research	Compliant
Publications	Compliant

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	5
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	N/A
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. Click to enter text.		

Findings

We did not review budgetary evidence as part of this review. However the quality and number of staff including administrative support appeared more than adequate to deliver the current level of educational activity within institutional workload requirements. Institutional commitment to individual academic staff to pump prime and support academic mobility and publication appeared at or above sector norms. The return of a percentage of masters fee income to support departmental activity again seemed fair and brings with it incentives to staff to promote student recruitment and engage in program delivery to enrich student experience. The physical environment was good and appeared conducive to staff and students and potentially enables thriving at work. That said the absence of a

clear workload model for senior leadership/management responsibilities may mean some senior staff are over-burdened and this may require attention if their personal research activity is diminished as a consequence. Some balancing of workload needs to occur. Moreover leadership roles appeared to be of short tenure. This may have been a local solution to burden but may work against development of a clear vision, and achievement of departmental aspirations.

As A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Click to enter text.

Strengths

Institutional approach to departmental and individual investment to support development

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

Click to enter text.

Areas of improvement and recommendations

Development of a strategic plan for research

Benchmark department against equivalent (size/outputs/reputation) and aspiring to AEs.

Creation of research groupings around research strengths

Clear workforce model for senior leadership positions

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	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 Department under review may be achieved.




Click to enter text.

The Department of Nursing is well organised providing a high quality theoretical and clinical educational experience at bachelors, masters and doctoral level, for students. The pedagogical education is aligned with appropriate national, professional and EU standards and frameworks.

The number of PhD prepared staff is high. Many faculty actively seek to encourage PhD and master students to align with their research interests. This may contribute to the range of interests evident in outputs. As faculty conduct their personal research in a number of different areas we recommend the adoption of a more focused approach. We suggest attention is given to mapping in order to create research groupings around topics possibly conceptual (in order to aggregate specialities) this achieving concentrations of researchers and resources including more than one senior CI/PI. We recommend students and Faculty move away from research replication in Cyprus of interventions already found to be effective in other settings unless using implementation science methodology.

The infrastructure for research requires strengthening in order to improve the ability of individuals, the department and institution, to attract and successful deliver more national and international collaborative multicentre grants.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Anna Strömberg	
Annie Topping	
Maritta Välimäki	Maritta Välimäki
Maria Christoforou	
Andreas Andreou	
FullName	

Date: 2020-07-01

