

Doc. 300.3.1

Date: Date

# External Evaluation Report (Departmental)

- **Higher Education Institution:**  
University of Nicosia
- **Town:** Nicosia
- **School/Faculty:** School of Life and Health Sciences
- **Department:** Department of Health Sciences
- **Department's Status:** Currently Operating
  
- **Programme(s) of study under evaluation:**  
Name (Duration, ECTS, Cycle)

**Programme 1, Bachelor of Nursing, 4 years, 240 ECTS,  
First Cycle**

**In Greek:**

Νοσηλευτική (πτυχίο)

**In English:**

Bachelor of Nursing

**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

**Programme 3, Nursing; PhD, 3 years, 180 ECTS, Third  
Cycle**

**In Greek:**

Νοσηλευτική PhD

**In English:**

Nursing PhD



**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**



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

DEPARTMENT	PROGRAMMES OF STUDY
Department of Health Sciences	Bachelor of Nursing
	Master of Science in Contemporary Nursing
	Nursing, PhD

## 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)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Sanna Salanterä</b>	Professor of Clinical Nursing Science	University of Turku, Finland
<b>Margarita Giannakopoulou</b>	Professor of Fundamentals of Nursing	National Kapodistrian University of Athens, Greece
<b>Daniel Kelly</b>	Royal College of Nursing, Professor of Nursing Research	Cardiff University, UK
<b>Ioanna Papaioannou</b>	MSc, Midwifery Student	Cyprus University of Technology
<b>Name</b>	Position	University
<b>Name</b>	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		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning (including SWOT analysis)</b>		<b>1 - 5</b>
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
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.	3
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.	4
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).

Other disciplines seemed to have developed their profile whereas nursing had reducing numbers and less investments over time. There was little evidence of cross disciplinary research or teaching. The mission statement is on the documents provided to us, however the website of the University does not offer this. There was a lack of awareness of the strategic plan of the department among faculty and students of nursing.

Provide suggestions for changes in case of incompatibility.

A clear vision, mission and strategy especially for nursing is needed and both long- and short-term goals for nursing.

### 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.	3
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

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

The information needed to answer these questions was not always available. In terms of social benefit, they do educate health professionals but the number of nurses is currently low. The website is not very informative especially for English speakers.

### 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.	3

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

It was not clear how professional development was addressed including career development and especially research profile. There is a plan in the documents, however it was not evident in discussions. The marketing planning does not involve nurses and the website is only partly accessible to non- Greek-speaking people. More information is needed on future plans and priorities and where nursing fits in this.

Additionally, write:

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

14 000 students, from 70 countries in the whole University. Internationalisation is clearly a priority. The projected student numbers were provided in the documentation, but no projected increase in faculty or resources were addressed. The planned numbers for nursing were not provided to the committee in the presentations, only on documents.

### Findings

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

This was very pleasant environment with good resources and scientific atmosphere for some disciplines. Positive faculty and students were encountered by the committee however some improvements for nursing are necessary.

### Strengths

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

Good atmosphere for students, pleasant environment and management with a willingness to listen to suggestions of improvements.

### Areas of improvement and recommendations

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

Investment in nursing in a same way as in other disciplines. Nursing could benefit from a clear research leadership, strategy and integration of theory and practice with future orientation.

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	Partially Compliant
1.2 Connecting with society	Partially Compliant
1.3 Development processes	Partially 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		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
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.	5
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	4
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	4

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

**We felt the anonymous student evaluation could be enhanced. More evidence of external stakeholders' role in quality assurance could be enhanced.**

<b>2. Quality Assurance</b>		
<b>2.2 Quality assurance for the programmes of study</b>		<b>1 - 5</b>
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.	4
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.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	4
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.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4
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.	4

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	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	3
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.	4
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.	4
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.*

Facilities for nursing skills development require modernization.

### Strengths

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



Processes for quality assurance are clear and were made available sufficiently. There is strong administrative support for the processes and departments.

Areas of improvement and recommendations

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

Nursing skills facilities are a weakness.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

### 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		
<b>3. Administration</b>		<b>1 - 5</b>
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.	4
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.	5
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.	5
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.	5

3.11 Internalization of the Department and external collaborations. 4

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

Erasmus exchange program for nurses was limited compared to other sectors. We were not able to locate how minutes of meetings are kept. We presume from other information that this is done.

### Findings

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

Quality assurance of the department seemed appropriate.

### Strengths

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

Quality assurance appeared well organized.

### Areas of improvement and recommendations

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

International exchange for nursing students should be a realistic option.

**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		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programmes of study</b>		<b>1 - 5</b>
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.		
Students and other stakeholders could be more actively involved in the programme's review and development.		
<b>4. Learning and Teaching</b>		
<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>

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.	5
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
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><a href="#">Click to enter text.</a></p>		

**Findings**

*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**

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

This aspect of the department functions well.

**Areas of improvement and recommendations**

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

[Click to enter text.](#)



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		
<b>5. Teaching Staff</b>		<b>1 - 5</b>
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.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

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

[Click to enter text.](#)

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

There were slightly more fulltime faculty members 33 as visiting teachers 30 and one visiting professor.

**Findings**

*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**

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

Faculty are engaged to the programme and willing to develop it further.

**Areas of improvement and recommendations**

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

Visiting professors could bring new ideas and help to develop the future potential of the department. This could include the use of digital visits and annual face to face meetings.

**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	Partially 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		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department has a research policy formulated in line with its mission.	2
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.	5
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	2
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.	3
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.	3
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.	1
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.	3

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 research activities of the nursing faculty are currently low. There is no evidence of funded research and little evidence of personal research used in teaching. Also, publication numbers and quality could be much stronger. There is not enough investment in nursing research compared to other disciplines.

### Strengths

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

There is interest in research in the faculty

### Areas of improvement and recommendations

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

The research leadership is needed and building research strategy linked with research themes and education are needed. Investment in this is crucial to the department.

**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	Non Compliant
Motives for research	Partially Compliant
Publications	Partially 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		
<b>7. Resources</b>		<b>1 - 5</b>
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.	N/A
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	N/A
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.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	N/A
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>We did not receive financial information in terms of budgets or predicted spends vs. income.</b></p>		

### Findings

*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

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



Click to enter text.

*Areas of improvement and recommendations*

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

Click to enter text.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Partially 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.*

The department as a whole appears to be managed appropriately and some disciplines are thriving. However, from our assessment of nursing it would appear that a decision has to be made about whether to strengthen its academic profile, or not. We have suggested several ways to achieve this. It is now the University's decision about which direction they wish to take. All three programs have a strong foundation 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 society such as digitalisation, ageing 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

<i>Name</i>	<i>Signature</i>
FullName	
FullName	
FullName	
FullName	
FullName	
FullName	

**Date:**

