

## Higher Education Institution's Response

- **Higher Education Institution:**  
**CYPRUS UNIVERSITY OF TECHNOLOGY**

- **Town:** Limassol

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

**In Greek:**

ΠΡΟΠΤΥΧΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΣΤΗ ΝΟΣΗΛΕΥΤΙΚΗ

**In English:**

Bachelor programme in nursing (4 years)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



**Doc. 300.1.2**

**Date: 23/11/2022**



**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].**

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

### 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
<p>Although theory practice support was structurally excellent students, and some academic staff, expressed some concerns about the gap between evidence practice taught in the University and observed and/or practiced in some clinical settings.</p>	<p>1. University Clinics Establishment – these have been proposed to the University centrally and are currently at the legal framework editing.</p> <p>2. New collaborations with clinical facilities – these employ new educational approaches that can contribute to closing the theory-practice gap</p> <p>There are plans for co-location and collaboration between the Faculty of Health Sciences, services of the SHSO (State Health Services Organisation) and the Ministry of Health. This will give the opportunity to students to have a more options for clinical placements and it will create conditions for extending educational and research activities. Moreover, the students will have the ability to support the services of the Ministry of Health as part of their academic and research activities. (See appendix 1)</p>	<p>Choose an item.</p>

<p>The course structure with numerous small course units, each requiring summative examination, creates a high assessment burden and may prevent integration of theory and application to practice.</p>	<p>We acknowledge this issue and it is something that has already been recognised internally. However, the Nursing and Midwifery Council of Cyprus, sets the distinct examination of the constituent parts of each module (e.g. theory, labs and clinical practice).</p> <p>In the clinical modules NUR 230 -Development of Clinical Competencies I (NUR 231), and NUR 330 – Development of Clinical Competencies II (NUR 331), formative assessment is used to evaluate students’ capacity to perform specific tasks during the provision of care. Feedback is given to students in order to improve their performance. (See appendices 2A, 2B, 2C )</p>	<p>Choose an item.</p>
<p>Explicit signaling to students of where theoretical learning in for example pathophysiology in year 1 will link with more applied learning in subsequent study units.</p>	<p>1. Every module incorporated in the curriculum will include (module description that is also uploaded in MOODLE) the links with concurrent and subsequent modules. 2. Already the basic modules of the Undergraduate Programme are interlinked with relevant modules. This is reflected for example in the interlink between Anatomy and Pathophysiology. Further example is the module NUR121 Communication (NUR 224) which runs through the modules of the Undergraduate Programme.</p>	<p>Choose an item.</p>
<p>Need to increase use of case/problem-based approaches which are now embedded in many programmes to even more</p>	<p><b>Laboratories</b> – Students practice in a controlled environment in addressing a specific problem. Group work will be instigated to allow for different thinking pathways to emerge. For example, during the course NUR 152 Fundamentals of Nursing (NUR 123), NUR 251” Essentials</p>	<p>Choose an item.</p>

<p>clearly integrate theory and practice by linking academic, skills and real world cases.</p>	<p>for Nursing Practice” I and II respectively (NUR 213), during the lab education students are presented a clinical scenario on which basic nursing skills are demonstrated and repeated by students. In the third year of the programme, during the course NUR 368, “Evidence-Based Nursing Practice (EBNP)”(NUR325) students follow a ProblemBased Approach and work in teams to answer a clinical question using the tools of the EBP approach. <b>Classroom/Theory</b> - Similar approach to resolving a problem via collective thinking as described above for the courses (NUR 152, 251, 368). Additionally, oral presentations are prepared by groups of students using theoretical approaches taught in each course and linking them to problem solving of real, everyday clinical problems encountered in students’ clinical practice.</p> <p>Additionally, time is allocated to discuss critical incidents deriving from students’ clinical placements. These incidents are handed by students in writing and discussed in the classroom – Positive and negative experiences serve as learning hubs. (See appendices 3A, 3B, 3C)</p> <p>Another example is teaching Medical Nursing (NUR 252) in the second year where students apply the problem-solving approach in the real setting during their clinical practice under the teaching, guidance and supervision of their mentors, with real patients. Actually, during the 3rd semester students practice this method and at 4th semester they have a clinical examination with real patients in the real clinical settings by two assessors, one from the academic staff and their mentor.</p>	
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<p>Teaching needs to incorporate interprofessional education. Whilst appreciating only two healthcare disciplines are currently in the University many providers look to crossInstitutional learning opportunities to maximise benefit to students of some learning that reflects the multidisciplinary teams they encounter in clinical practice</p>	<p>1. For the purpose of interprofessional education invited speakers are included in the syllabus of numerous courses. This for example includes modules NUR 152 (NUR 123), 251, " Essentials of Nursing Practice" I and II (NUR 213) respectively. A psychologist, nutritionist, and Nursing Officer from the Ministry of Health take part in lectures. Also, the course of Genetics, Pathophysiology and Nutrition have been taught by scientists of the respective fields (Biologist, Physician, Nutritionist). Another example, includes module NUR 459 "Specialties/Consolidation" (NUR 414), where a multidisciplinary consortium of experts is invited to contribute (See appendix 3D). Another example includes a physiotherapist teaching the theory and practice in laboratory (NUR152) regarding proper and safe lifting of patients in the clinical area where students apply this Knowledge firstly in lab and then in clinical area. With the School of Health Sciences, being expanded to include more than the two current disciplines, it is</p>	<p>Choose an item.</p>
	<p>envisioned that this will facilitate and allow the increased interdisciplinary exchange of knowledge and experiences. The Department is currently exploring the possibilities of adopting joint clinical training of nursing and medical students with other Universities. Furthermore, with reference to the Mental Health Nursing Module (PostGraduate Level), the department has already established collaboration with the University of Cyprus for a joint teaching approach (includes theory and practice). In the future it will be explored which other modules can be offered in this way, in collaboration with other Universities.</p>	

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For official use Only
Make explicit the connections and linkages between and across course units so students are clear about how the knowledge underpinning nursing interventions and evidence-based practice build to develop them as a competent practitioner fit for award.	<p>1. Every module incorporated in the curriculum will include (module description that is also uploaded in MOODLE) the links with concurrent and subsequent modules i.e. Module NUR366 Palliative Care (NUR 317) (See Appendix 4).</p> <p>2. Already the basic modules of the Undergraduate Programme are interlinked with relevant modules. This is reflected for example in the interlink between NUR 111/112 Anatomy (NUR 11/121) and NUR218 Pathophysiology (NUR 214) (See Appendices 5A ,5B). Further example is the module NUR 121 “Communication in Nursing” (NUR 224) which runs through the modules of the Undergraduate Programme. (See Appendix 5C).</p>	Choose an item.
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## 3. Teaching staff (ESG 1.5)

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<p>Need to keep in touch with pedagogical enhancements of pre-registration programmes internationally to enrich the teaching and learning of staff competencies of staff to meet needs of next generation students</p>	<p>At University level – the university has introduced a series for enhancing the teaching skills of faculty members (<b>Learning Development Network</b>. <a href="https://ldn.cut.ac.cy/">https://ldn.cut.ac.cy/</a>). These teaching series introduce an interprofessional approach and include numerous active learning methods/skills.</p> <p>At Department level – introduced an internal education committee to complement the work done by the centralised one. This serves as a means to emphasise on any gaps in the training and skills of faculty members within the healthcare context.</p> <p>The committee developed a continuous Professional development needs assessment exercise, with the use of a questionnaire, among the teaching staff. The findings appear in the attached file (εκπαιδευτικές ανάγκες.pdf) Based on the findings a series of courses was organized following a priority according to what the staff considered more important/essential/urgent.</p> <ul style="list-style-type: none"> <li>• On November 15th 2021, a 5-hour intensive course was organized, with the title “Course Design based on student-centered Learning”</li> <li>• On February 11th 2022, a 3-hour online course on “Basic Principles of Student Assessment”</li> <li>• On March 22nd 2022, a 7-hour course, for the teaching staff involved in Clinical Practice and Clinical Subjects, on “Design for the evaluation of Clinical competencies”</li> </ul> <p>The instructor was Professor Alexia Papageorgiou, Chair of the Centre of Medical Education of the University of Nicosia Medical School and Panayiota Andreou, Psychologist and Educator in the University of Nicosia Medical school.</p>	<p>Choose an item.</p>
<p>Case based and/or problem based learning may require facilitation skill development if implemented as we recommend.</p>	<p>On May and June 2022, the Department’s staff involved in Clinical Subjects and Clinical Practice, had the opportunity to attend as guests, in the OSCE (Objective Structured Clinical Examination) exam, at the Medical School of the University of Nicosia. The students’ communication and clinical skills were examined and the teaching staff was</p>	<p>Choose an item.</p>

	<p>able to observe how the students practice and demonstrate clinical skills in a standardized medical scenario.</p> <p>Moreover, the teaching staff can find resources and attend organized courses through the <b>Learning Development Network</b>. <a href="https://ldn.cut.ac.cy/">https://ldn.cut.ac.cy/</a> . The main objective of the Network is to enhance the educational experience of the students of the Cyprus University of Technology and to promote innovation in teaching and learning.</p> <p>The Network aims at: the design and implementation of seminars and workshops based on innovative teaching practices, the promotion of exchange of good teaching practices, the contribution to the design of a long-term educational policy of the University, the continuous support of academic practice, as well as the coordination and operation of new, creative learning spaces at the University.</p> <p>The Network is composed of three Support Groups: the Academic Group, the Student Learning Support Group and the Educational Technology Group.</p> <p>The Learning Development Network is organizing an online seminar on 19/10/2022 with title <b>“The use of rubrics for assessment and learning: Controversies, challenges, and possibilities”</b>, that will be presented by Anders Jönsson, Professor at the Kristianstad University of Sweden.</p>	
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

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<p>Students described ticking the boxes when evaluating course units because it was linked with accessing results. This may mean student evaluations are unreliable data to base programme review. A different to evaluation may be required to capture authentic student experience. Likewise, students were unaware of how the results in their evaluations fed into changes. Staff may want to think about how the evaluation cycle is notified to the student body.</p>	<p>The Departmental Internal Quality Assurance Committee (QAC) is being enlarged/expanded and is also including student representatives. The Department is introducing a qualitative element to its student evaluations rather than merely relying on Likert scales. Students will have the opportunity to express their concerns and ideas directly to the department. They will be able identify what they liked about the unit and what they would change for the next cohort of students. Additionally, students will be updated periodically (perhaps bi-annually) on the actions the Department has taken to address issues that arise from the student evaluations.</p>	<p>Choose an item.</p>
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## 5. Learning resources and student support (ESG 1.6)

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Unclear of referral process from academic mentor to wellbeing services and this may need to be clearer Likewise unclear of systems and infrastructure in place for mental health first aid, referral to wellbeing, reasonable adjustments and confidentiality.	The vice vector for academic affairs, with a circular on the 12th of September 2022, made a detailed and clear recording of the responsibilities and obligations of the Academic Mentors/tutors. In the circular it is made clear the advisory role of the academic mentor, the need for the students to get informed about their academic mentor and have set dates for meetings as well as for his/her role in referring students to the appropriate services of the university. The above was approved by the Senate on its 177th meeting on 15 June 2022, according to the article 3.2 in Rules and regulations for studies and academic affairs) <a href="https://www.cut.ac.cy/students/practicalinformation/policies-and-procedures/">https://www.cut.ac.cy/students/practicalinformation/policies-and-procedures/</a> (See Appendix 6)	Choose an item.
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## 6. Additional for doctoral programmes (ALL ESG)

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## 7. Eligibility (Joint programme) (ALL ESG)

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## B. Conclusions and final remarks

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#### D. Higher Education Institution academic representatives

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