

Doc. 300.1.2

Higher Education Institution's Response

Date: XX/03/2022.

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **Programme of study Programme(s) of study - Name (Duration, ECTS, Cycle)**

In Greek: Νοσηλευτική (4 έτη, 240 ECTS, Πτυχίο)

In English: Nursing (4 years, 240 ECTS, Bachelor of Science)

Language(s) of instruction: Greek, English

Programme's status: Currently Operating
- **Concentrations (if any):** N/A
In Greek
In 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].



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 300.1.1/2 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.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*



A. Introduction

We would like to thank the members of the External Evaluation Committee (EEC) for their valuable insights and thorough work during the evaluation of the BSc programme in Nursing, the MSc in Contemporary Nursing, and PhD in Nursing on November 2nd and 3rd, 2021.

We appreciate the comment of the EEC that the department as a whole appears to be managed appropriately and some disciplines are thriving. Additionally, we value the comment by the EEC that the three Nursing programs have “a strong ground and well-established platform for future development”. Taking into consideration the EEC’s comments for further improvement and strengthening the academic profile of the Nursing Programs, we have decided not to proceed with the accreditation of the MSc programme and thus focus on the other two programmes (BSc and PhD).

We would also like to express our appreciation for the collegial and constructive approach with which the EEC conducted the evaluation.

Below you will find detailed responses to all recommendations regarding the BSc Nursing programme whilst the findings of the EEC have been summarized. Any comments coming directly from the EEC are shown in italics.

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

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

Findings by the EEC:

- *“The quality assurance processes are described within the application. Based on the self-report they appear to support students, faculty, and organisation of the University. Students are active participants of the community.”*
- *“They have a board of studies that meets regularly to improve the education.”*
- *“Students are able to give feedback after each course. However, this opportunity is not obligatory and not always used by the students.”*
- *“The standards, selection criteria, intended learning outcomes, qualifications awarded, assessment procedures, pass rates, learning opportunities available to the students and graduate employment information materials were comparable with other universities and fulfill the standards of education provision.”*
- *“The program follows the European ECTS system and Framework for qualifications.”*
- *“The program is traditional and contents cover relevant topics for nursing but may not in its current format fully answer to the newest challenges in society.”*
- *“Student workload is appropriate, students are mainly satisfied with the education and find it relevant and interesting, and they value the enthusiasm of their teachers both in theoretical education as well as in clinical practice.”*

Strengths:

- *“Close and friendly atmosphere.”*
- *“Teacher – student interaction is good.”*
- *“The whole school is small and people know each other.”*
- *“Teaching is student friendly and very interactive.”*

Areas of improvement and recommendations made by EEC:

1.1 *“Student feedback should be obligatory.”*

Response/Action:

For every course offered, a formal structured student feedback questionnaire is administered centrally by the University administration. The questionnaire includes evaluations of both the faculty member (instructor) as well as the course.

The Office of the Vice Rector of Faculty and Research coordinates the procedure of student evaluation. As of Spring 2021 student evaluations were reactivated and are accessible through the UNIC Portal. Student evaluations are performed at the end of every semester. They are activated once 75% of the teaching period is completed, deactivated one day before the beginning of the examination period and the results are released 21 days after the end of the examination period.

Additionally, in the Department Council, there are elected students' representatives who are involved in the development of the programs and updating of the curriculum.

Furthermore, the programme committee which is composed of all full-time nursing faculty will be expanded to include one elected student representative from each year of study. These students will participate in regular program meetings and they will have the opportunity to provide their feedback.

1.2 *“Students and other stakeholders could be more involved in the development of the curriculum”*

Response/Action:

- Students and stakeholders are formally involved in the development and review of the curriculum through an internal mechanism described in Chapter 3 of Internal Regulations (Appendix 1).

In preparation for the re-accreditation of its programmes, the University of Nicosia conducts a 2-year Internal Programme Evaluation Process (IPEP) and appoints an Internal Team of Reviewers (ITR) and an External Team of Reviewers (ETR). The Internal Team of Reviewers consists of two senior teaching and research faculty from the programme (excluding the coordinator), and one senior student from the programme. The External Team of Reviewers consists of one faculty member from another University who is an expert in the programme area and one industry expert (stakeholder, where applicable).

The report from the ETR is incorporated into the report by the ITR, which is reported by the coordinator to the Department Council and the School Dean. Changes in the programme curriculum requested budget for the programme, hiring (if any) of new faculty members will take place, subject to the approval of the Department Council, School Council, Senate and University Council. It should be noted that students are represented in all these bodies. The final review report is submitted to the University Internal Quality Assurance Committee, where, among others, two students participate (one 1st cycle student and one 2nd cycle student).

- Similar processes are in place when the University of Nicosia considers the introduction of new programs.

Comments on the additional findings of the EEC

- *The program is traditional and contents cover relevant topics for nursing but may not in its current format fully answer to the newest challenges in society.*

Response/Action:

We appreciate the feedback of the evaluation committee regarding the structure of the programme. We have taken the necessary steps in order to update the content, making sure that it reflects the newest challenges in society.

- The Program is included in the Annex V of the Directive 2005/36EC and has been recognized through the Internal Market Information System (IMI), thus graduates are eligible to work in Europe.
- A Program Review Committee, which functions under the IPEP procedure, continuously monitor and update the program. This committee consists of members with academic expertise. We have also invited community stakeholders to participate in meetings in order to advice on societal needs. This will enhance our program to meet the newest challenges in society. The community stakeholders invited are the following:
 - Nursing Officer, Nursing Sector, Ministry of Health
 - Representative of Cyprus Nursing and Midwifery Council
 - Nurse Matron, Nicosia General Hospital
 - Nurse Matron, Anticancer Society, Arodafnousa Hospital
 - Director of Nursing, American Medical Center
 - Staff Nurse, Nicosia General Hospital
 - Staff Nurse, Hippocrateon Private Hospital
 - Director of Melathron Agapis- Nursing Home
 - Representative of Pancyprian Association of Friends of Kidney Patients
 - Representative of Cyprus Diabetic Association
 - Student representatives (BSc, MSc, PhD)

The committee will review the curriculum and content and suggest certain changes to meet the newest challenges of the society. An interim report will be sent to the agency when the process is completed.

2 Student-centered learning, teaching, and assessment

(ESG 1.3)

Findings by the EEC:

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

Strengths:

- *“Friendly atmosphere, supportive environment. Fair and clear evaluation of progress of the students”*

Areas of improvement and recommendations made by EEC:

2.1 *“The education could benefit from modern teaching methods, such as flipped classroom, learning cafes, patient led teaching etc.”*

Response/Action:

We value the recommendation from the EEC for introducing modern teaching methods which are in line with the more recent direction taken by the University of Nicosia. The University of Nicosia through the Pedagogical Support Unit, the e-Learning Pedagogical Support Unit, the Department of Education, the Technology Enhanced Learning Centre, and the Library offers 36-hours professional development seminars that lead to a certificate, in the areas of contemporary teaching methods, new technologies in learning and online education. One member of the Nursing faculty attended the seminars. Additionally, two members have successfully attended the Continuing Professional Academic Development programme (CPAD) by the University of Hertfordshire. The rest of the faculty will do the 36-hours professional development seminars during the next academic semester.

The content of the seminars is briefly indicated below:

- Developing Learners' 21st-century skills
- Cognitive and neuroscience research: Implications for education and learning
- Project and Problem Based Learning
- Developing a course with a critical and creative focus
- Measuring learning outcomes using Authentic Assessment, assignments, quizzes, tests and rubrics in online and face-to-face courses
- Developing effective learning environments
- Including students with diverse needs in a university classroom
- Online Learning and Adult Education
- Using video and multimedia in an online course
- Using interactive and collaborative tools in online learning
- e-Learning Authoring Software and the use of Moodle
- Library Resources & Open Educational Resources (OER)

Additional support was provided through training sessions set up by the TEL Centre. <https://telblog.unic.ac.cy/technology-enhanced-learning-portal/telc-training-sessions-support-during-the-pandemic/>

- We acknowledge the need for flipped classroom approach as it can be used by faculty in many courses, both in theoretical and in simulation unit scenarios. It will be implemented in the next academic year in a pilot format, evaluated and then will be expanded.
- We utilize all the features of the Moodle platform. The Open Source Learning Management System Moodle is used to offer/deliver courses online. By using this LMS we allow students to access their material 24/7 so they can study. Through Moodle, students are able to easily contact their lecturers or take part in discussions, forums, cyber cafes, etc with their peers regarding the course. Students can also submit their assignments electronically. Students can receive feedback for the assignments and answers to their queries. These answers can be sent via personal email or can be visible to all students that have access to the course. This way all students can benefit from the queries of their peers.
- Cisco WebEx teleconference system provides a way to create a virtual class online. Lecturers and students can meet online to discuss or collaborate in the context of their course materials.
- We take on board the suggestion by the EEC for learning cafes and patient-led teaching methods. The latter could benefit enormously our students in several nursing courses such as: NURS-220 Surgical Nursing, NURS-225 Medical Nursing, NURS-310 Growing Old in a Caring Community 1, NURS-315 Growing Old in a Caring Community 2, NURS-410 Care of Chronic Illness, and NURS-415 Acute Care.

2.2 *“Nursing laboratories were not the same standard as other labs in the university. Also, the equipment was not in full use and the laboratory seemed disorganized.”*

Response/Action:

- The Programme has taken seriously this recommendation and has taken the steps towards the modernization of the labs and acquisition of new equipment, with a budget approved by the Council. All items have already been ordered. (Appendix 2)
- Consumables and maintenance of existing equipment are included yearly through the budget of the Department.
- The position for a dedicated laboratory officer has been advertised by the University of Nicosia (see the attached job description and link- Appendix 3), who will be responsible for developing, implementing, and evaluating the quality of lab learning activities across academic programs. The vacancy is open- the link can be found here: <https://www.akadeus.com/announcement,a6861.html>

2.3 *“Students could benefit from self-evaluation in clinical practice so that they could learn to self-evaluate and improve their skills in the future as practicing nurses.”*

Response/Action:

- Students’ self-evaluation in clinical practice is already a requirement that is included in the student clinical practice handbook. Students are taught and guided to use a self-evaluation in their clinical practice, so as to be able to improve their clinical skills.
We have already included the Nurse Competence Scale (NCS) in the current student clinical skills handbook for the 4th year students. The Nurse Competence Scale (NCS) is provided in Appendix 4.

3 Teaching staff (ESG 1.5)

Findings by the EEC:

- *“Teaching staff include permanent Faculty and visiting Faculty members. This is appropriate when seeking clinical expertise in a diverse subject such as Nursing.”*
- *“Feedback is provided by students at the end of each course and the staff claimed to have altered some teaching approaches as a result. This suggests that the staff are reflexive and are willing to change to meet the different needs of students.”*
- *“There seems to be at least some linkage at present with research with some faculty interests, but having key research themes would assist with this”.*
- *“Recruitment of new Faculty follows an appropriate process with a committee. New faculty start on a specific grade and are then assessed for promotion after an agreed time period. This seems to be fixed as a process, rather than flexible. External assessors are used when considering promotion applications from Faculty.”*
- *“The criteria for promotion appear to be focused on research activity which underlines the need for more attention to be paid to this issue (using research themes and investment in new or visiting faculty). Otherwise, promotion to full professor may become very challenging and ambitious nursing faculty may choose to take up positions elsewhere.”*

- *“The same issue is true for publications by students at BSc or MSc level. Faculty publications are not always high in numbers, or very current, so promoting publications in students may be more difficult.”*
- *“Annual appraisals that set targets and provide support, linkage with research themes and involvement in international research project teams might help to promote more research papers in nursing”*

Strengths:

- *“Good links with practice, small group size, popular faculty.”*

Areas of improvement and recommendations made by EEC:

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

Response/Action:

- The University recognizes the need to expand faculty and we already proceed with the advertisement of two new positions: a Director of Nursing Research (see attached description- Appendix 5) and a laboratory officer (see the attached job description and link- Appendix 3). Also, we have appointed three international visiting professors who will leverage existing opportunities in research. Their CVs and credentials can be found in Appendix 10.
- Regarding the Continuous Professional Development (CPD), the University of Nicosia offers various opportunities:
 - The University runs centrally “The Research Skills Development Programme (RSDP)” which is a series of webinars that aims to enhance our university’s research culture. The seminars are open to all full-time and part-time faculty and staff, researchers.
 - Policy for the reimbursement of faculty for their professional memberships in professional associations. This allows the faculty to keep up to date with professional developments, attend conferences and interact with other peers thus enhancing continued professional development. All faculty members are members of international associations such as EDNA/ERCA, RCN, NANN, FEND among others.
 - Policy for reimbursement of faculty for attending and presenting at professional, scientific conferences. This allows the faculty to engage in continued professional development.
 - The CPD is presented and logged in the Annual Faculty Self-Assessment.
 - Faculty members with a final degree in Nursing are required by the National Regulatory Body (Nursing & Midwifery Council) to log their CPD in order to retain their registration.

- Three members of the faculty are Fellows of Advance Higher Education.

3.2 *“Faculty publications are not always high in numbers, or very current, so promoting publications in students may be more difficult. Annual appraisals that set targets and provide support, linkage with research themes, and involvement in international research project teams might help to promote more research papers in nursing.”*

In addition to the findings:

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

Response/Action:

- We thank the EEC for the recommendation regarding faculty publications and strengthening the research in Nursing. As such the following actions will be taken.
- At present, there are certain research interests based on the faculty background. According to these interests and taking into consideration the suggestions by the committee, the following key themes will be developed:
 - Cancer care and Oncology
 - Nursing Education, Clinical Communication and Health Psychology
 - Digital care
 - Management of Chronic diseases
 - Public Health Care
 - Infectious diseases & epidemiology

In addition, the University has approved a position for a Director of Nursing Research (see attached description- Appendix 5). The director will be responsible to coordinate and expand themes of research. More specifically will be responsible for: Providing leadership for research; Mentoring faculty in writing and submitting for publication and grant funding; Providing support to faculty, including pre- and post- grant award support and regulatory oversight; Gathering and reporting individual faculty and aggregate outcomes for scholarships to ensure compliance with internal and external regulatory and accrediting bodies. The vacancy is open- the link can be found here:

<https://www.akadeus.com/announcement,a6862.html>

- The Nursing program will also aim to expand its research network and has appointed three international visiting professors who will leverage existing opportunities in research. Their CVs and credentials can be found in Appendix 10.
- Annual or bi-annual appraisals are part of the faculty evaluation, where the three pillars (teaching/research/administration) are evaluated, and feedback and recommendations are put forward for each faculty. The University of Nicosia has set in place support for research in the form of funding to attend conferences, books and journal subscriptions, and faculty exchange through Erasmus mobility. In recognition of their research efforts,

the University offers a bonus for publications, in addition to a scheme of research time-release linked to research output.

- Additional research support is provided by the office of the Vice-Rector for Faculty and Research and together with Research and Innovation Office at the University, offers seminars, webinars and trainings where research funding opportunities and exchange and discussions with senior faculty and experts with research experience and successful grant applications take place.

Additional Findings

- *Recruitment of new Faculty follows an appropriate process with a committee. New faculty start on a specific grade and are then assessed for promotion after an agreed time period. This seems to be fixed as a process, rather than flexible. External assessors are used when considering promotion applications from Faculty.*
- *The criteria for promotion appear to be focused on research activity which underlines the need for more attention to be paid to this issue (using research themes and investment in new or visiting faculty). Otherwise promotion to full professor may become very challenging and ambitious nursing faculty may choose to take up positions elsewhere.*

Response/Action:

- The process of recruitment and criteria for promotion of faculty are set and guided by the Internal Regulations for the University of Nicosia. See attached document (Appendix 6).
- However, taking into consideration that research, promotion, and ranking of the staff are interconnected, the University has approved a position for a Director of Nursing Research (see attached description- Appendix 5). The director within others will be responsible to coordinate and expand themes of research. More specifically will be responsible for: Providing leadership for research; Mentoring faculty in writing and submitting for publication and grant funding; Providing support to faculty, including pre- and post- grant award support and regulatory oversight; Gathering and reporting individual faculty and aggregate outcomes for scholarships to ensure compliance with internal and external regulatory and accrediting bodies. The vacancy is open- the link can be found here: <https://www.akadeus.com/announcement,a6862.html>

4 Student admission, progression, recognition and certification (ESG 1.4)

Findings:

- *“The admission processes for student admission are appropriate and clearly defined. The processes are transparent.”*
- *“There are clear regulations for student progression and students are aware of them.”*
- *“The regulations regarding student recognition are in place.”*

- *“The recognition is in line with the Lisbon Recognition Convention.”*
- *“The student certification is appropriate”*

Strengths:

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

Areas of improvement and recommendations

No suggestions.

5 Learning resources and student support

(ESG 1.6)

Findings:

- *“The general facilities and environment for teaching and learning are modern and comfortable across all nursing programmes.”*
- *“Classrooms are adequately furnished and pleasant to use.”*
- *“There were notable differences in terms of the general quality and storage of equipment in the nursing lab when compared with pharmacy and physiotherapy. It is necessary to store equipment in a way that make is easy to locate, and also prevents theft. This was not evident on the day of our visit”.*
- *“It was not clear to what extent any crossover teaching took place between the disciplines. This might make better use of resources and should be considered in the new building.”*
- *“We did not see the library, but the students did not report any problems in this regard and mainly used digital access.”*
- *“In terms of human resources, it might be better to have a named educational expert to lead the nursing lab and simulation education. They would be able to introduce novel ways to make better use of resources if investment is made in new buildings. They should also learn from other centres where more innovative approaches are being taken. The students did mention that they feel nursing has fewer high-quality physical resources (such as labs) but they do have excellent support from faculty.”*
- *“Student mobility is low for undergraduates in nursing and space should be made in the curriculum for overseas visits or optional placements of special interest. This will require some thought about how to incorporate these innovations.”*
- *“In terms of student-focused innovation it was felt that the 4th year nursing students should have a management-focused course with the opportunity to experience being in charge of a shift, other suggestions could be working with a nurse manager for the day, or with a*

professor or educator to experience what it is like to work at different levels in nursing. This is not unusual in other nursing departments.”

- *“We also would expect to see more blended teaching methods being used in the future with less need for traditional lectures and more use of digital and student-led seminars, workshops and presentations. This needs to link closely with the overall strategy for nursing in the future at UNIC.”*

Strengths:

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

Areas of improvement and recommendations

5.1 *“Nursing lab did not appear very well organize and some equipment is old. The future of simulated skills education needs leadership and the incorporation of new ideas in this topic area. There is a need for simulated learning leadership.”*

In addition: “In terms of human resources, it might be better to have a named educational expert to lead the nursing lab and simulation education. They would be able to introduce novel ways to make better use of resources if the investment is made in new buildings. They should also learn from other centres where more innovative approaches are being taken. The students did mention that they feel nursing has fewer high-quality physical resources (such as labs) but they do have excellent support from faculty.”

Response/Action:

- The Programme has taken seriously this recommendation and has taken the steps towards the modernization of the labs and acquisition of new equipment, with a budget approved by the Council. All items have already been ordered. (Appendix 2)
- Consumables and maintenance of existing equipment are included yearly through the budget of the Department.
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5.2 *Review curriculum to allow the senior BSc nursing students to experience management or other career roles.*

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

Response/Action:

- The recommendation regarding management skills in senior students has been taken into consideration. Elements of management have been included in the course NURS-420 Comparative Health Care Contexts which is offered in the 4th year. Specifically:
 - NURS-420 (Care of Chronic Illness II) (Appendix 7)
 - Learning Outcome: Students will be able to discuss the skills required by nurse managers/leaders to create an effective work environment.
 - Additionally, management skills have been added to the clinical skills handbook of the 4th year as a required skill (Appendix 8) and to the skills practiced in the lab’s handbook (Appendix 9). Students will be practicing the skill in the labs as well in the clinical settings for 6 weeks. In the 7th week, students will spend a whole day acting as manager of the ward under the supervision of the Head Nurse/Charge Nurse. The assessor should indicate whether the competence on this skill has been achieved at the expected level or not achieved.

5.3 *“Encourage more overseas visits.”*

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

Response/Action:

- The University of Nicosia participates in the Erasmus program since its beginning and maintains numerous exchange agreements with other partner Universities.

Specifically, for nursing students, we have the following current Erasmus agreement with:

- Belgium - Haute École De La Province De Liège;
- Bulgaria - Trakia University;
- Greece – University of Thessaly;
- Greece - University of the Peloponnese;
- Italy - Università degli Studi di Foggia;
- Hungary - Pécsi Tudományegyetem - University of Pecs;
- Norway - University of Stavanger;
- Portugal - Instituto Politecnico Da Guarda;
- Spain - Universidad De Jaen;
- United Kingdom - The University of Nottingham;
- United Kingdom - Kingston University.

The reason for the low mobility of our students through Erasmus is that students are from third countries and there are restrictions on the mobility of non-EU citizens.

We have already contacted the Erasmus Office at our University and discussed ways to promote the mobility of our students in European Institutions. As an outcome, the Erasmus Office will provide extra Orientation days as well as Erasmus Info days to nursing students. Five BSc students have already arranged for Erasmus mobility (for clinical practice for two months) at the University of Stavanger in Norway in summer 2022.

Courses and clinical practice done under the Erasmus+ umbrella is fully recognized and count towards the students' credits.

5.4 *“Classroom facilities are good but higher numbers will need more space.”*

Response/Action:

- The University of Nicosia has large spaces classes and amphitheaters with the availability of seats up to 60 and 130, respectively which will be used when student numbers increase.

5.5. *“It was not clear to what extent any crossover teaching took place between the disciplines. This might make better use of resources and should be considered in the new building.”*

Response/Action:

One of the strategic aims of the School of Life and Health Sciences is the provision of interactive and/or interprofessional learning experiences to the students of the various healthcare disciplines (Medicine, Pharmacy, Nursing, Dietetics, Physiotherapy).

Through the Nursing curriculum, students are introduced to the roles of other members of the multidisciplinary health care team in their courses, such as NURS-110, NURS-115, NURS-225, NURS-315, NURS-410, NURS-420.

However, we acknowledge that further work is needed to provide a more systematic approach to Interprofessional Education. In order to achieve this, the Head of Interprofessional Learning for the Medical School and Dr Monika Nikitara from the Nursing programme have already begun to work on interprofessional educational activities. Such priority actions underway are:

- the interprofessional activities in the clinical setting of the UNIC Primary Care Clinic
- common PBL sessions in nursing courses between the nursing and pharmacy students

5.6 “We also would expect to see more blended teaching methods being used in the future with less need for traditional lectures and more use of digital and student-led seminars, workshops and presentations. This needs to link closely with the overall strategy for nursing in the future at UNIC.”

Response/Action:

We welcome the recommendation by EEC. The University of Nicosia through the Pedagogical Support Unit, the e-Learning Pedagogical Support Unit, the Department of Education, the Technology Enhanced Learning Centre, and the Library offers 36-hours professional development seminars that lead to a certificate, in the areas of contemporary teaching methods, new technologies in learning and online education. One member of the Nursing faculty attended the seminars. Additionally, two members have successfully attended the Continuing Professional Academic Development programme (CPAD) by the University of Hertfordshire. The rest of the faculty will do the 36-hours professional development seminars during the next academic semester.

The content of the seminars is briefly indicated below:

Developing Learners’ 21st-century skills

- Cognitive and neuroscience research: Implications for education and learning
- Project and Problem Based Learning
- Developing a course with a critical and creative focus
- Measuring learning outcomes using Authentic Assessment, assignments, quizzes, tests and rubrics in online and face-to-face courses
- Developing effective learning environments
- Including students with diverse needs in a university classroom
- Online Learning and Adult Education
- Using video and multimedia in an online course
- Using interactive and collaborative tools in online learning
- e-Learning Authoring Software and the use of Moodle
- Library Resources & Open Educational Resources (OER)

Additional support was provided through training sessions set up by the TEL Centre. <https://telblog.unic.ac.cy/technology-enhanced-learning-portal/telc-training-sessions-support-during-the-pandemic/>

6. Additional for doctoral programmes (ALL ESG)

N/A



B. Conclusions and final remarks

We would like to thank the members of the External Evaluation Committee (EEC) for their professional and detailed work during the evaluation of the BSc programme in Nursing on November 2-3, 2021.

The EEC noted that *“all three programs have a strong ground and well-established platform for future development.” All the comments regarding the strengths and recommendations were well received and the implementation of several suggestions is in process.*”

The EEC offered certain suggestions to strengthen the profile of nursing at UNIC. Taking into serious consideration the suggestions the programmes Coordinators and the faculty members, as well as the School of Life and Health Sciences of the University of Nicosia, have already taken immediate actions to adopt the EEC’s recommendations.

Concluding, we would like to thank once more the External Evaluation Committee for their valuable feedback and their evaluation of the BSc programme in Nursing, Master of Science in Contemporary Nursing and PhD in Nursing.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Philippos Pouyioutas	Professor, Rector	
Panayiotis Angelides	Professor, Vice Rector for Academic Affairs	
Kyriacos Felekis	Professor, Acting Dean, School of Life and Health Sciences	
Christos Petrou	Assoc. Professor, Acting Head, Department of Health Sciences	
Zoe Roupa	Professor, Co-ordinator of Nursing Program (BSc & PhD)	

Date: Click to enter date

List of Apprentices

Appendix 1 - Internal Regulations

Appendix 2 - Equipment Order

Appendix 3 - Academic Position in Nursing Leader for Nursing Simulation Labs

Appendix 4 - Nurse Competence Scale (NCS)

Appendix 5 - Academic Position in Nursing (Director of Nursing Research)

Appendix 6 - Chapter-6---faculty-matters-and-policies

Appendix 7 - Course Syllabus- NURS-420

Appendix 8 - Skills linked to practice and session requirements

Appendix 9 - Clinical Skills Handbook 4th Year, English – Updated

Appendix 10- Visiting Professors CVs