

Doc. 300.1.1

Date: 23/11/2024

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Cyprus University of Technology
- **Town:** Limassol
- **School/Faculty (if applicable):** School of Health Sciences
- **Department/ Sector:** Department of Nursing
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Μεταπτυχιακό στη Νοσηλευτική Φροντίδα Παιδιών και Εφήβων (2 έτη/120 ECTS, Μεταπτυχιακό επιπέδου Μάστερ, Συμβατικό)

In English:

Master in Nursing Care of Children and Adolescents (2 years/120 ECTS/convention)

- **Language(s) of instruction:** Greek
- **Programme's status:** New

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\]](#).

- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC had the opportunity to meet faculty and administrative members of CUT, representatives of students of CUT, members of the Ministry of Health and patient associations during an onsite visit on 22 November 2024, such as organized by the CYQAA.

The EEC had also the opportunity to see the library, amphitheatres, a computer room, and clinical laboratories.

Productive meetings were held throughout the day where the EEC had the opportunity to clarify details presented in the accreditation document.

Time for asking questions by EEC to presenters/stakeholders were facilitated.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Marie Friedel	Full Professor and Director of Programmes in Nursing Sciences	University of Luxembourg
Veronica Lambert	Full Professor of Children and Family Nursing, Head of School	Dublin City University
Katja Joronen	Professor of Nursing Science, Department of Nursing Science	University of Turku
Michaela Kyriakou	Cardiology Trainee in Clinical and Precision Medicine	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The application for external evaluation and findings from the onsite visit provided detailed information about the policy for quality assurance, design and monitoring of the programme, such as presented by members of the rectorate and faculty members.

Strengths

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

A feasibility study has been conducted (quantitative survey and focus groups) and showed that there is a clear need in the country to establish this program to train qualified pediatric nurses.

The EEC is impressed by CUT, which is a young university (20 years) and has already established programs for nurses, which lays the foundation to build new programs and offers complete academic programs from Bachelors, Masters to PhD.

The EEC acknowledges the connections made with the different stakeholders including nursing associations, patient representatives and local communities to align the course content to family and societal needs in regards to Nursing Care for Children and Adolescents.

The involvement of students within the university governance structures are clearly announced and implemented.

The EEC acknowledges that this new master programme addresses health care and society gaps in Cyprus, that will strengthen the future workforce in pediatric nursing to improve health care outcomes for children, adolescents and their families.

Areas of improvement and recommendations

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

To enhance the attractiveness of the new program, a clearer vision and a robust marketing strategy is needed to inform the potential employability opportunities and the career pathway for graduate students of this new programme.

Related to that, continuing the conversation with established stakeholders should be encouraged.

A clear design regarding the type (disciplines: neonatology, intensive care unit,...) of clinical internships provided to each student should be added.

A communication plan /information done to promote this new master among the public and nurses is needed, although it was stated that a communication plan was conducted in all hospitals in Cyprus. This suggests that CUT has important contacts already established.

The workload of students in regards of ECTS=hours should be prevented to avoid any potential academic burn-out , especially for nurses who are supposed to work full-time alongside their full-time announced programme.

The high number of learning outcomes presented in the current programme might be reconsidered to better align with the effective ECTS announced, the time available for students to realistically achieve this, within and across modules.

A clear distinction should be made among essential and optional readings asked to students.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Teaching staff express that they would like to have more resources and time dedicated to continuous education and may benefit from structured meetings to discuss evaluation criteria and innovative teaching methods.

Strengths

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

Student centred methodologies were well known and implemented by a committed and enthusiastic staff. Teaching staff are aware about the importance to organize specialize pediatric clinical labs and the necessary infrastructure and equipment. Innovative teaching methods such as blended learning, case-based studies, clinical reasoning seem integrated into the program.

Areas of improvement and recommendations

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

The EEC is concerned about the feasibility for full time working nurses to follow a full time designed Master programme. This concern was also raised by teaching staff and students representatives.

Regarding clinical competencies, EEC recommend defining clear competencies that should be reached by Master students at the end of the programme, through the implementation of a specific competency framework for

pediatric nurses. In accordance, clearly define the individual clinical placements pathways for each students, based on their previous professional experiences in pediatrics.

For eg. In neonatology, high clinical skills are needed for pediatric nurses. Will this program ensure that all master students reach these competences? Will CUT be able to ensure that all students will have the opportunity of a clinical placement in neonatology, NICU, pediatric emergency unit, which are mainly located in Nicosia?

We highly recommend additional resources in terms of infrastructures and medical equipment's to organize pediatric clinical laboratories within the teaching program. We were informed that one SIMbaby (Laerdal), an advanced pediatric simulation mannequin (Gaumard), 3 simulators of Pediatric Multi- Venous IV Training Arm/Leg to test injection and a patient monitor have been purchased.

Students should be clearly informed about the workload (ECTS-hours) regarding each module, given the diversity of assessment methods.

The vision of creating a university clinic in the future, such as it exists already in rehabilitation, is excellent and should be promoted and implemented with good governance.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*

- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*

- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Student's experiences and feedback are considered through their presence in academic decision entities. A structured feed-back process for students evaluation about each course is foreseen each semester.

Strengths

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

CUT is ranked in a good position according to international academic ranking categories (Shanghai and Times Higher Education). The University has succeeded to gain important funds for research projects regarding to innovative teaching methods.

Clear synergies between teaching staff and researcher are demonstrated through different research projects (international projects, master thesis of nursing students, publications). Access is provided for teaching staff and students to essential bibliographic database and Covidence ensuring optimal ground for research activities.

Teaching staff research projects and publications are closely related to the programme's courses.

Every new recruited staff member receives a mandatory introductory course about innovative teaching methods.

Areas of improvement and recommendations

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

Teaching staff need more structured time and space to interact and share their experiences and dedicate to continuous professional education to maintain the quality of teaching. Considering that existing teaching staff is already involved in other programs, it is highly recommended for strategic workforce planning to recruit additional human resources for the sustainability of the program: such as academic teaching staff specialised in pediatric nursing, clinical instructors specialised in pediatric nursing, clinical allocations officer (to plan, organize, and maintain accurate records of each individual student's clinical placements based on their previous professional experience in pediatrics. Regarding the supervision of students during their clinical internships and the current situation in which mentors do not have the qualification of master in pediatric nursing, we recommend to CUT to provide training to mentors in specific competencies in pediatric nursing. Furthermore, we recommend for collective oversight to ensure consistency of the training programmes of mentors provided from public or private sectors.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Pre- defined criteria for admission are clearly detailed in the documents the EEC received.

Strengths

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

For admission, an exam and an individualized interview is foreseen.

Each student at CUT is assigned to an academic advisor, as appointed since the first semester, to monitor student's academic progression through completing a performance report.

Criteria to evaluate students' progression within the programme are pre-defined.

The teaching staff did an important study (Australian study) to improve the qualitative student's feedback on courses.

Areas of improvement and recommendations

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

Given that the target market are nurses currently working in pediatric nursing, candidates should be screened at admission based on their previous professional experiences in pediatrics. It should be mentioned in the admission process that this criterion will be checked. Individualized clinical internships paths should be designed for each candidate to complement their skills in pediatric specialist area that there are not trained in yet. This would enable alignment to baseline skills and competences of the candidate and assist with mapping allocated placements for the clinical internships.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

EEC had the opportunity to acknowledge the wider university support provided to students.

Based on the site visit, the EEC has some concerns about the accessibility of infrastructures for students with physical disabilities, because of the rotation between different building required within the program.

Sufficient housing at accessible prices seems a problem for some students.

Strengths

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

Access to essential databases and covidence is provided to teaching staff and students .

IT infrastructures and IT support is well-organized by both IT staff and student peer-support.

Student centred learning and flexible models of learning and teaching are taken into account in the programme.

Modern amphitheatres and a computer room are provided to students.

A breastfeeding room was created. Physical activities are promoted. Free lunches are served to all students by a local community service.

International connections in research projects linked to innovative teaching methods such as virtual reality are established, giving the opportunity to promote future implementation of this teaching method at CUT.

EEC recognizes the strategic ambition of CUT related to the existing ERASMUS+ European university of technology campus (Universities of the future).

Areas of improvement and recommendations

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

EEC recommend to ensure sufficient space and specific medical equipment to organize the clinical laboratories to reach the necessary clinical skills required by a pediatric nurse.

EEC recommend to recruit progressively additional academic (specialised in pediatric nursing) and administrative staff to ensure the smooth running of this new programme and the sustainable well-being of the staff. The need for administrative support was mentioned by the SWOT analysis done by the internal quality committees.

Additional resources are potentially needed to implement in this new programme the innovative teaching methods (such as virtual reality) promoted through international research projects.

The EEC suggests, if this is possible, to share some transversal courses (eg. Research methods) among existing Masters programmes (MSc Advanced Practice Nursing, MSc in Midwifery) to increase efficiency of human resources in teaching staff.

EEC recommend to add progressively courses provided in English to gradually promote mobility.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC received information during the site visit about the process of announcements and admission, but no elements on the content of the doctoral programme and the potential market opportunities a PhD could give.

Strengths

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

CUT gives the opportunity to offer a full academic path (Bachelors, Masters and PhD) in Nursing Sciences. Common mutualized courses are provided in English to students of different specialities.

Areas of improvement and recommendations

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

Information for master students to be admitted to a doctoral programme should be improved, in order to explicitly encourage master students to engage into a PhD.

The EEC suggests to consider involving potential master students in parts of PhD research projects.

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

Sub-area	Non-compliant/ Partially Compliant/Compliant
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6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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 programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The EEC congratulates the huge efforts made by all stakeholders involved in the preparation of this new Master's Programme in Nursing Care of Children and Adolescents.

The documents received showed thorough attention to the necessary teaching contents in alignment with international standards for the nursing profession (International Council of Nurses).

The EEC committee acknowledges the real advances made in a short time period for a young university to offer a full programme in Nursing, from Bachelors, to Masters and PhD.

The intertwined relations between education and research is clearly demonstrated and to be commended through research projects, publications and teaching contents related to research and implementation of results. This gives the full potential to increase the quality of care provided to patients and their families.

The EEC committee is convinced about the necessity to offer a Master in Nursing Care of Children and Adolescents, which would be the unique and first one to train pediatric nurses in Cyprus. This is hugely important to fill in the current gap in upskilling high qualified specialised pediatric nurses.

Please find here recommendations to enhance the design, attractivity and quality of the Master programme:

1. Clinical laboratories and clinical placements in highly specialised clinical pediatric units must be ensured to reach specific competencies for all master students, such as neonatal intensive care unit (NICU), pediatric intensive care units (PICU).
2. Specific infrastructure (eg.clinical labs) and specific pediatric equipment must be ensured.
3. Sufficient human resources, such as skilled pediatric nursing teaching staff and a dedicated clinical allocation officer must be ensured.
4. At the admission process, previous professional experiences in pediatrics must be screened among each candidate to individualize the clinical placements pathways (disciplines to consider for the clinical placements: neonatology, pediatric intensive care units, pediatric emergency)
5. A competency guide/framework specific to pediatric nursing should be progressively implemented to align learning outcomes/courses content to each competency that a pediatric nurse in Cyprus should reach, especially if there is currently no existing regulation for pediatric nurses.
6. Considering that potential students will be full-time working nurses, and following an announced full-time Master program, the workload of students regarding the proportion of lessons (Hours/ECTS) should be carefully analysed towards feasibility and well-being.



E. Signatures of the EEC

Name	Signature
Marie Friedel	
Veronica Lambert	
Katja Joronen	
Mikaella Kyriakou	
Click to enter Name	
Click to enter Name	

Date: Limassol, November 23th, 2024