Doc. 300.3.1/1

Date: 6.8.2021

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
Philips University

- **Town: Nicosia**

- **School/Faculty: School of Health Sciences**

- **Department: Department of Nursing**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**
Programme 1 – BSc in Nursing
In Greek:
Programme Name
In English:
 BSc in Nursing (4 years, 240 ECTS, 1st Cycle)
Language(s) of instruction: English

Programme 2 – [Title 2]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

A.   Introduction

This part includes basic information regarding the onsite visit.

The onsite visit was performed from 02/8/2021 to 03/8/2021 in the premises of the Philips University in Nicosia, Cyprus and in the Nicosia General Public Hospital. Due to the current pandemic situation of Coronavirus (COVID-19) only one international member of the EEC, Prof. Margarita Giannakopoulou could participate in the onsite visit. Moreover, 2 local EEC members were also present; Mr Andreas Andreou (representative of the Nursing and Midwifery Council of Cyprus) and Miss Ioanna Papaioannou (representative of Cyprus Nursing students). The onsite visit was supported by Mrs Emily Mouskou, from the CYQAA. The EEC members had the opportunity to meet Mr Philippos Constantinou (President of the University), Prof. Andreas Pavlakis (Dean of the School of Health Sciences), Prof. Shiakallis Constantina (Vice Rector of Academic Affairs), Prof. Andreas Orphanides and Prof. Nikolaos Iriotis (Members of the Internal Quality Commiittee), and 2 of the Academic Tutors which will be involved in the under evaluation new program of BSc in Nursing (Dr. Karageorgou Konstantina and Dr. Georgiou-Kyriakou Mary). On 02/08/2021 the agenda included a variety of power point presentations concerning the History and scope of the University, the clinical placement policy in Cyprus, logistics of screen-based virtual reality simulation (presented remotely from the UK by Mr. Baz David, educational specialist of Oxford Medical Simulation-company in the UK), Management Information Systems used by the University, as well as visits to classrooms, the Nursing Lab and the Microbiology Lab. According to the information provided to EEC members, Philips University has been operating since 2019 from 3 private buildings located in Nicosia. Before 2019, it functioned as a college with a history and experience in private education in Cyprus, mainly in Business Studies, Accounting and Finance, Management, Information Technology, and Public Relations. The BSc in Nursing program under evaluation is the first in Health science subject to be offered by Philips University. It is an English-language conventional undergraduate program, structured on the basis of the European Credit Transfer System (ECTS). The duration of the program is 8 semesters of study (4 academic years) equivalent to a total of 240 ECTS. Philips University's buildings include several spaces with undetermined number of individuals, and the classrooms are large and adequate for educational purposes. There is a library, a cafeteria as well as welfare and sport facilities for the students. However, the EEC noted that the Nursing lab is very limited in terms of space. It is equipped at present with only one whole body mannequin, and two mannequin hands, hospital beds and examination beds, and a variety of devices for training in nursing interventions. According to a rough estimation the lab has room for no more than 10-15 students to be trained simultaneously, and comfortably, in this space. Therefore, based on existing facilities, the number of nursing students enrolled should be estimated with caution (we suggest that probably 50 students in total, trained in small groups, could be accommodated in the lab). In the case that a more spacious lab, with additional mannequins and training equipment, is provided in the future, then a higher number of students could be considered. On 03/08/2021 the EEC members present on site also had a meeting with the responsible stakeholders for the nursing students' clinical placement experience. In Cyprus the procedure for these placements is determined by law and it is arranged for the HEI through the sector of nursing services and education of the Ministry of Health in Cyprus. The HEI makes application for the number of students requiring clinical placements, and with reference to the objectives of the training program, a list of accredited clinical mentors is provided per hospital. No more than 5 students per mentor can be assigned. During the placements there are on-going evaluations of the student's clinical development from the tutors, and from the University. Based on the above, it seems that the clinical placement component of the BSc Nursing program under evaluation is well planned and organized.

B.   External Evaluation Committee (EEC)

Name	Position	University
Sanna Salanterä	Professor of Clinical Nursing Science	University of Turku, Finland
Daniel Kelly	Royal College of Nursing, Professor of Nursing Research	Cardiff University, UK
Margarita Giannakopoulou	Professor of Fundamentals of Nursing	National and Kapodistrian University of Athens, Greece
Ioanna Papaioannou	Student	Cyprus University of Technology, Cyprus
Andreas Andreou	Representative	Cyprus Council of Nurses and Midwifes
Name	Position	University

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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 each programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

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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:*
  - *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*

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*
  - *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*

- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *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?*

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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.

Findings for BSc in Nursing

The quality assurance processes are described within the application and they are based on the values of Accountability, Responsibility, Consistency, Transparency and Innovation. Based on the self-report they appear to support students, faculty, and organisation of the University. Students are active participants of the community and they are involved in the University processes. Philips University meets the requirements and the scope of the European Standards and Guidelines on Quality Assurance (ESG) utilizing a method of sustainable and Integrated Quality Management (IQM). It focuses both on institutional quality assurance and program quality management.

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.

Findings for [Title 2]
Click or tap here to enter text.

Findings for [Title 3]
Click or tap here to enter text.

Strengths

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

Strengths for BSc in Nursing

This is an exciting opportunity for Philips university to deliver an innovative nursing program. However, considering our recommendations will help to ensure ongoing success. One clear strength of the program is to combine nursing, health and social science education so strongly. The other is the planned international student profile which offers a unique opportunity to reflect on the cultural dimensions of health and wellbeing. The enthusiasm of the faculty and the whole University, including its willingness to invest in new facilities and human resources were also strengths.

The new BSc in Nursing is in line with the Philips University strategy and has been developed by the faculty of other disciplines together with input from Nurse educator staff. The program is mainly designed from a faculty perspective since it is new and no students were available. It 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). The content of the courses seems appropriate in correspondence to the ECTS. However, this has to be re-evaluated when the first students embark on this program. Based on oral

information, the availability of student placements is sufficient. The reading material in the curriculum is current and up-to-date.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for [Title 3]
Click or tap here to enter text.

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.

Areas of improvement and recommendations for BSc in Nursing
It is not fully clear how the needs for change in this curriculum will be assessed. A clearer structure for the curriculum might help identify milestones for student progression.

The placing of some of the elements of the curriculum should be replaced and some core courses and electives should change place; see suggestions below.

The structure of the curriculum could be presented in a way that shows professional development across the student journey to qualify to registered nurse.

The curriculum development should be guided by student experience in order to ensure its relevance and permitting some flexibility as the course develops. This can only happen if the students are invited to evaluate the program systematically and using regular written or electronic feedback.

The same should apply to clinical placements so that improvements can be made if necessary. There may be a risk as numbers of students increase, meaning that there will be lack of necessary placements of high quality.

Based on the challenges of a new program and ensuring the best quality we recommend starting with no more than 50 students. Thereafter this number may be increased when the program is strongly established, there is enough academic nursing staff and sufficient teaching simulation space to accommodate students comfortably. We were not convinced that the current laboratory facilities allow this expansion.

Some curriculum development ideas are listed below:
a. Anatomy, Physiology & Biology II course should precede the Fundamentals of Nursing course
b. Greek language should be a core course for the foreign students, to ensure effective communication with patients during clinical placement
c. Clinical Nursing Evaluation should be a core course, and Clinical Medical Evaluation could be an elective.

Consider the structure of the curriculum to include some subheadings that follow the key message of the curriculum and advance from basic and intermediate to advanced competency.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Nursing	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Choose answer	Choose answer
1.2	Design, approval, on-going monitoring and review	Partially compliant	Choose answer	Choose answer
1.3	Public information	Compliant	Choose answer	Choose answer
1.4	Information management	Compliant	Choose answer	Choose answer

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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.*

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.*

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 and 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.*

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.

Findings for BSc in Nursing

Both practical and theoretical evaluation criteria all appeared to be appropriate for a practical discipline such as Nursing. Some innovative teaching methods (such as screen based virtual reality and fully interactive simulation scenarios) are planned to be used. The current students emphasized the family-like atmosphere of the University. In a new course such as this, motivation will be high, and the faculty has demonstrated their passion towards the success of the program. It will be important to maintain this over time as numbers of students grow.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for BSc in Nursing

The mention by the President of the University that quality is above quantity was welcomed. This should remain the leading idea behind the development of this program. Innovative teaching methods were described as well as application of scientific knowledge in clinical settings. Evaluations by clinical mentors seem appropriate for skills acquisition.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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.

Areas of improvement and recommendations for BSc in Nursing

Strengthening the opportunities for student feedback, especially in the early days of the course, is important. There needs to be a flexible approach for the needs of a program like this. Special emphasis has to be invested in the international students e.g. language (Greek, English), and possible cultural challenges; especially during clinical placements. We have some safety concerns of the clinical placements when the students may not have the skills of communicating effectively in the language of the patients. It is not clear how much is expected from the students in language courses. Could an academic language summer school be offered to these students?

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Nursing	[Title 2]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Choose answer	Choose answer
2.2	Practical training	Partially compliant	Choose answer	Choose answer
2.3	Student assessment	Compliant	Choose answer	Choose answer

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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.

Findings for BSc in Nursing
The program has standards for ensuring the competence of the teaching staff. The recruitment processes are also clear. Teaching staff have appropriate experience and qualifications. The curriculum shows current and innovative teaching methods that are a proof of quality. Some the staff are very research oriented. The program uses a fair amount of visiting and part time teachers which could be a risk in terms of consistency and overall quality.

Findings for [Title 2]
Click or tap here to enter text.

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for BSc in Nursing
A solid recruitment process appears to be available to recruit faculty. The faculty seemed enthusiastic and willing to make the new program a success. It seemed that there was good collaboration between academic disciplines.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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.

Areas of improvement and recommendations for BSc in Nursing

We consider it important the department head should be a nurse and appointed at Professorial level. This will ensure that the discipline of nursing is recognized and provides leadership for the profession in the future. This is an important point, especially at the early phase of the development of a new program, and it will also help to raise the profile in international marketing.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		BSc in Nursing	[Title 2]	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Choose answer	Choose answer
3.2	Teaching staff number and status	Partially compliant	Choose answer	Choose answer
3.3	Synergies of teaching and research	Compliant	Choose answer	Choose answer

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*

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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.

Findings for BSc in Nursing
There appears to be a strong market for the program. The international nature of the program is both a strength and a risk. The processes for student recruitment seem appropriate. The level of student recognition is sufficient.

Findings for [Title 2]
Click or tap here to enter text.

Findings for [Title 3]
Click or tap here to enter text.

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

Strengths for BSc in Nursing
Student recruitment is well organized and there is good administrational support. The administration staff appear committed and ready to take on the new task.

Strengths for [Title 2]
Click or tap here to enter text.

Strengths for [Title 3]

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Click or tap here to enter text.

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.

Areas of improvement and recommendations for BSc in Nursing

Requiring an IELTS score of 5.5 is considered borderline and may be challenging in terms of student success on written assessments and clinical placements. Some students may struggle with the academic English. It will be very important to provide enough extra support for both spoken and written English for these students. Students from different cultural backgrounds will also need discussion about different health care system norms and there should be space for this in the curriculum.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
		BSc in Nursing	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Choose answer	Choose answer
4.2	Student progression	Partially compliant	Choose answer	Choose answer
4.3	Student recognition	Compliant	Choose answer	Choose answer
4.4	Student certification	Compliant	Choose answer	Choose answer

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.*

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.

Findings for BSc in Nursing

The facilities appear appropriate for delivery of theoretical education. Laboratory facilities are severely limited as is the simulation space. The library appears current and has good facilities as well as relevant electronic data bases for Nursing studies. Teaching philosophy is based on student-centred learning methods. IT-infrastructure seems appropriate. Students have a support system available. Special emphasis should be put on international diversity of the students and their support needs. An ERASMUS exchange programme will be provided to students, and they are encouraged to participate in international exchanges for one or two semesters.

Findings for [Title 2]

Click or tap here to enter text.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

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

Strengths for BSc in Nursing

There are several study scholarships available and students are encouraged to international exchanges.

Strengths for [Title 2]

Click or tap here to enter text.

Strengths for [Title 3]

Click or tap here to enter text.

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.

Areas of improvement and recommendations for BSc in Nursing

It might be relevant to support students to apply for scholarships also from their home countries. It will be important to develop good relations with these home countries, so that at least part of the education delivery could be online in the future.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc in Nursing	[Title 2]	[Title 3]
5.1	Teaching and Learning resources	Partially compliant	Choose answer	Choose answer
5.2	Physical resources	Partially compliant	Choose answer	Choose answer
5.3	Human support resources	Compliant	Choose answer	Choose answer
5.4	Student support	Compliant	Choose answer	Choose answer

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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?*
- *Can you please provide us with some 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.

N/A

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

N/A

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.

N/A

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

Sub-areas		Non-compliant/ Partially Compliant/Compliant
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 each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

This new program of BSc in Nursing at Philips University is very promising. It focuses on an international student population and extends education beyond the traditional roles of nursing. In this way it could offer the opportunity to develop strong Nursing leaders for the future. Its international focus and social perspective give a unique flavour to the program but will require careful consideration to ensure patient safety (in terms of language competence) as well as clinical and academic competence.
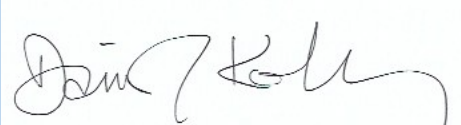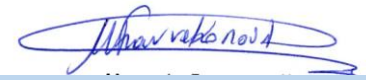
The program is offered in English, and this is likely to raise some challenges for students, and the faculty, that will need to be addressed over time if the quality is not to drop. We have suggested some approaches that could strengthen the language challenges within this programme. This is especially pertinent when students are in practice.
External assessment of the quality of this program will be important to address any areas of weakness or concern mentioned in our report.

Overall our considered opinion is that we recommend the accreditation but our concerns should be addressed. It would also be beneficial if the program is re-evaluated after a suitable time period to ensure that the quality remains high.

E. Signatures of the EEC

Name	Signature
Sanna Salanterä	
Daniel Kelly	
Margarita Giannakopoulou	
Ioanna Papaioannou	
Andreas Andreou	
Click to enter Name	

Date: 6.8.2021