

Doc. 300.1.1

Date: Date.

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

- **Higher Education Institution:** Larnaca College
- **Town:** Larnaca
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department of Health Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

ΠΤΥΧΙΟ ΝΟΣΗΛΕΥΤΙΚΗΣ BSc, 4 ΕΤΗ / 240
ECTS, 8 ΕΞΑΜΗΝΑ

In English:

BACHELOR OF SCIENCE IN NURSING (BSc IN NURSING

- **Language(s) of instruction:** Greece and English
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [[L.136\(I\)/2015 – L.132\(I\)/2021](#)].

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit to Larnaca College took place on April 20, 2026. All EEC members participated in the visit. Larnaca College has its own building in Larnaca. During the site visit, we met with the college director, the chair and members of the Internal Evaluation Group, the department head, those responsible for quality assurance, members of the Education Coordination Group, future teachers and other faculty members, members of the External Stakeholder Group, the head of IT support and members of the IT support team, the library manager, students from other educational programs, administrative representatives, and the teacher in charge of the laboratories. With the exception of one teacher on line, all college representatives, stakeholders, and students were present.

The program included several PowerPoint presentations and discussions on the college's future strategy, quality assurance, community relations, admission processes, and students' views on the college. In addition, the EEC had reviewed extensive background material, which served as the basis for our discussions and follow-up questions.

The classrooms we visited were well-equipped. They feature audiovisual equipment and desks. Additionally, the college has an IT classroom with 25 workstations. The college has brand-new simulation classrooms equipped for nursing education, featuring simulation dummies of various levels and designed for different purposes, well-equipped microscopes, and VR equipment for practicing various scenarios. The classrooms were clean and professionally equipped.

The reception was enthusiastic and positive. The college appeared to have already invested significantly in the new program. It is clear that the college is serious about implementing this program, and the investments have already been substantial. The leader of the new program is well-established both as an educator and a researcher.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Sanna Salanterä	Professor	University of Turku, Finland
Miriam Peters	Professor	Frankfurt University of Applied Sciences, Germany
Eileen Cowey	Professor	University of Glasgow, UK
Natalia Louca	Student	University of Cyprus, Cyprus
Andreas Krasias	Representative	Cyprus Nurses and Midwives Association
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.

Larnaca College has a valid quality assurance protocol in place, which is also followed in the new Bachelor of Science in Nursing program. The College is just over ten years old and has a growing student body in the business field. The quality assurance program is available on the college's website and follows a logical structure and existing European Union and Cypriot national quality assurance criteria. The quality assurance program provides clear guidelines for staff and students regarding the college's operating procedures.

The quality assurance program supports academic freedom and appropriately defines the consequences of academic misconduct. The quality of the College's education is monitored both internally and externally, as well as by external stakeholders. The college has its own AI guidelines, and students are guided in the use of AI.

The objectives of the new program are clearly defined and student-centered. They take the College's strategy into account. The courses in the program form a coherent whole. No elective courses are offered. The program appears feasible, but only practical implementation will show how the various courses support student learning and integrate theory and practice.

The course content appears up-to-date, with a few exceptions. Not all courses had a designated instructor yet.

Students have not been significantly involved in the planning of the degree program, as it is entirely new.

Practical training is integrated into the curriculum. It is not entirely clear how the training is organized or how many students there are per practical instructor. The exam schedule and workload have been planned, but only practice will show whether the workload has been correctly assessed in relation to the credits and the student's workload.

The course workload is planned to be monitored regularly. The program has been designed in collaboration with some practical training sites and other stakeholder groups, and its implementation will be monitored regularly. Students have a practical training logbook.

The college's website does not yet provide information about the program, its structure, and other matters relevant to students, since the programme is not yet available. The other programmes offered by the College are available.

The planned admission criteria include a certificate of the previous school certificate or equivalent and, for international students, a language test that meets Cyprus's general language requirements. Learning outcomes, the degree to be awarded, assessment criteria, and employment prospects are described in the application but are not yet visible.

The panel commends the College for its ambition to recruit and educate international students with local students, and for its intention to offer the programme in both Greek and English. However, delivering a new programme concurrently in two languages may present significant challenges during the early stages of implementation. These include an increased teaching and administrative workload at a time when the academic and clinical staff team is still being onboarded, and programme systems are being embedded. There may also be additional challenges relating to the consistency of student experience across language streams, and the coordination of assessment and quality-assurance processes. Collectively, these factors may place pressure on staff capacity and programme delivery during the critical initial phase of programme establishment.

The programme plans to enroll a significant proportion of international students, contributing to cultural diversity and preparing graduates for increasingly multicultural healthcare environments. In this context, effective student support extends beyond language preparation and includes attention to cultural integration, communication styles, and professional expectations within clinical settings.

The EEC underlines that, in order to ensure equitable learning conditions, patient safety, and positive clinical learning experiences, clinical mentors and supervisors should receive structured preparation in intercultural sensitivity. Such preparation is particularly important for mentors supervising international students, who may differ in communication patterns, prior educational experiences, and cultural perceptions of professional roles, hierarchy, and patient interaction.

Training in intercultural competence supports mentors in recognising and addressing potential misunderstandings, preventing unintentional bias or discrimination, and fostering inclusive learning environments. It also contributes to safe practice by improving communication between students, mentors, patients, and healthcare teams. The EEC therefore considers mentor preparation in intercultural sensitivity to be a key support mechanism for international students and an important component of fitness-to-practice assurance.

The Bachelor's program is monitored, and the audit methods have been described.

A clear need for the program has been identified. There is currently no Bachelor of Science in Nursing programme in the Larnaca area. There are no alumni testimonials yet, as the program is new.

The college has described how it monitors the quality of education, student profiling, and student satisfaction with the program. There is a monitoring mechanism for short absences, but the process for compensating for long absences has not been described in detail. Since the program is new, many aspects have not yet been concretely presented. For example, alumni perspectives, student experiences, career paths, and feedback systems have not yet been implemented.

The role of students as feedback providers is based on perspectives from other fields regarding Larnaca College's operations. However, students had a very positive view of Larnaca College, and the atmosphere was described as encouraging and inspiring.

Strengths

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

The educational program will comply with both EQF quality standards and national requirements.

The quality assurance program appears comprehensive. The external advisory group is comprehensive, and its members represent a diverse range of stakeholders. Follow-up meetings for the group were also scheduled after the EEC evaluation process is completed. Students are involved in all quality assurance bodies. There is a need for nursing workforce both in Cyprus and globally.

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.

It is essential that the selection criteria and the program's requirements for students are publicly available.

In student selection, care must be taken to ensure that students know, upon starting, what is expected of nursing students (e.g., vaccination coverage).

The quality assurance program included a description of the external verification process, which, however, is not currently in use at the college. The program should be updated in this regard.

In the future it is essential that the students have a possibility to participate in the curriculum development.

Each course must have a designated instructor in charge.

It is advisable for the educational program to have a plan for compensating for long absences. In nursing education, it is difficult or even impossible to skip a course. The studies are, at least in part, such that they must be completed in a specific order.

International students are not required to have Greek language skills, which could become a serious shortcoming in practice placements and if they plan to pursue a career in Cyprus. The language requirements for the workforce should be made clear to students as early as the application stage so that they can begin language studies as early as possible.

The EEC recommends strongly to consider starting the programme only with Greek language and only after a year or two expand to international students. This would ensure that the challenges associated with launching the new program can be addressed and that training, language proficiency requirements, and other factors can be carefully taken into account in the new program.

Recommendation: During the early implementation phase in the first year of the programme, student intake SHALL NOT exceed around 40 students per academic year. Serious consideration should be taken before increasing the number over 50.

This condition is imposed in order to safeguard the quality and availability of clinical placements, to ensure effective supervision by qualified clinical mentors, to maintain manageable academic and clinical staff workload, and to allow close monitoring of student progression, assessment standards and learning outcomes during the first cycles of programme delivery.

The EEC recommends the College to develop and implement formal training for clinical mentors and supervisors in intercultural sensitivity, with particular emphasis on supervising international nursing students and to ensure patient safety, professional conduct.

It is also important to monitor international students' clinical learning experiences and use feedback to continuously improve mentor preparation and support structures.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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1.1	Policy for quality assurance	Partially compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Not applicable
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.

The programme has planned to apply student-centred teaching methodologies, including problem-based learning, case studies, scenario-based learning, project work and role play. Teaching will be delivered face-to-face as required for a conventional programme, with extensive digital support through recorded lectures, online platforms and electronic learning materials.

Assessment strategies are rubric-based and include formative and summative elements such as case studies, projects, midterm examinations, and final assignments, aligned with intended learning outcomes at EQF Level 6. Approximately 10% of assessment weighting includes participation and attendance.

Both formative and summative assessments are planned to be used, and feedback will be mainly provided through direct interaction between teaching staff and students. Clinical and theoretical learning seem conceptually linked, although a fully articulated written clinical curriculum is still under development.

Strengths

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

Plans are in place for broad use of active and student-centred teaching methods.

At college level there is strong accessibility and responsiveness of teaching staff.

At college level consistent rubric-based assessment practices are used.

Effective use of digital learning tools is in place.

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.

Recommendations:

The EEC recommends to develop a written clinical curriculum framework mapping outcomes, supervision, and assessment. Additionally, formalising assessment moderation procedures, especially during early cohorts could be beneficial.

The EEC finds it important that the programme team monitor assessment density and workload systematically during the first academic year.

To increase student centeredness the EEC recommends to expand written feedback practices to complement oral feedback.

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.

The teaching team consists of a combination of permanent, part-time, and visiting staff, many of whom are practising clinicians and bring valuable professional expertise into the programme. The Programme Coordinator holds full academic responsibility for the nursing programme and plays a central role in ensuring academic coherence and alignment with professional standards. Recruitment of nursing faculty is recognised as challenging due to the national shortage of highly qualified nurses, and a temporary reliance on part-time and visiting clinical instructors is anticipated during the initial implementation phase.

At the same time, the EEC emphasises that the required balance between permanent and visiting staff, as well as between full-time and part-time staff, must be maintained in accordance with national legal provisions. This balance is essential to ensure continuity of teaching, consistency in assessment and supervision, effective student support, and the sustainable delivery of a regulated nursing programme. Reliance on visiting or part-time staff should therefore be carefully monitored and progressively reduced as the programme matures.

Professional development opportunities are available and include financial support for conference participation and collaboration with the education department. However, staff development activities are currently organised in a largely ad hoc manner. The EEC notes that systematic educational preparation—particularly in student-centred learning, competence-based education, assessment, and clinical supervision—should be formally embedded within an institutional staff development framework, rather than depending primarily on individual initiative.

It is important that research activities of the main teachers are supported and required, and that research is integrated into undergraduate teaching consistently. The EEC considers that gradual strengthening of research-teaching links will be important for the academic development of both staff and students.

Teaching workload is monitored, with approximately nine teaching hours per week considered appropriate. Nevertheless, formal succession planning and structured career development pathways for academic and clinical teaching staff are not yet fully articulated. The Committee underlines the importance of establishing clear career plans that support the long-term development, retention, and qualification of staff, thereby strengthening programme stability, academic leadership, and teaching quality over time.

Strengths

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

Based on the CV:s, strong clinical expertise is evident among the intended teaching staff. Research is part of the College culture. Institutional support for professional development is good. The teaching culture of the College is supportive.

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 recommends that the recruitment of permanent staff is prioritised to develop succession and contingency planning for key roles.

The strengthening of research-teaching integration is good to keep in focus.

It is important to systematically update teaching materials and literature to reflect the current knowledge base.

The EEC recommends that the College supports continuing professional development opportunities also for the part-time staff.

It will be important for the curriculum development that the part time staff is in reasonable proportion compared to the permanent programme staff and the recommended proportion of permanent staff is maintained.

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	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Not applicable

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.

The EEC found that admission and progression regulations are clearly articulated within the application documents and were communicated confidently and clearly by College staff during the visit. As the programme is newly developed, the EEC recognises that nursing-specific admissions and progression processes have not yet been tested in practice. The EEC therefore identifies this as an area where further development and refinement will be beneficial, particularly in relation to the additional requirements associated with professional nursing education.

Admission documentation and processes would benefit from greater clarity regarding discipline-specific requirements for nursing. Although criminal records/police checks and health screening (including vaccination status) are mandatory programme requirements, these could be stated explicitly in programme documentation to ensure applicants are fully informed prior to commencement. Further, while health screening and clearance are required before the first clinical placement, completing these processes before the start of the programme would enable any necessary adjustments to be put in place, thereby supporting students' learning from the outset.

Admission interviews are not currently required for entry to the nursing programme. The EEC notes that, in the absence of an interview process, opportunities may be limited to explore applicants' motivation, suitability for professional practice, and alignment with the values and expectations of nursing, particularly in a competitive or oversubscribed context.

While the English language requirement for international students meets the minimum standard, students undertaking a professional nursing programme may experience additional, discipline-specific challenges. These include developing a professional and clinical vocabulary while engaging with complex and demanding academic content.

Students are required to demonstrate a sufficient level of Greek language proficiency by the time of their first clinical placement to communicate safely and effectively with patients and members of the clinical team. The EEC recognises that achieving this level of proficiency, alongside the academic and professional demands of a bachelor's nursing programme, may present a significant challenge for some international students.

Strengths

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

Student representatives spoke positively about their experience of the admission process and felt it was well managed.

The EEC noted that clear and effective procedures are in place for the recognition of prior learning, supported by robust mechanisms for monitoring and responding to student progression.

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.

Recommendations by EEC:

Criminal records/police checks and health screening are completed prior to students entering the programme, with vaccination courses being commenced from admission onwards

The use of admission interviews be considered, particularly where the programme is oversubscribed, as a means of selecting candidates who demonstrate the highest aptitude for nursing, in line with clearly defined criteria.

A phased approach to recruitment, with initial intakes (first two years) focused on local students i.e. those fluent in Greek, to support programme stability and staff capacity during the early years, prior to expanding provision to international students.

The College should consider increasing the English language entry requirement for international students to IELTS 6, to better reflect the language demands of nursing education.

The College should consider offering pre-sessional Greek language provision for international students prior to programme entry, to support safe, effective communication in clinical settings and ease transition into practice learning.

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	Partially 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.

Since the Bachelor of Science in Nursing is a newly developed program, the EEC's findings are based on facilities' inspection and interviews with students from other existing programs. The EEC observed a remarkable level of enthusiasm and willingness from both faculty and administrative members to support students, a sentiment that was strongly echoed by the students themselves, who feel deeply supported in their academic journey.

The laboratory facilities for Nursing are fully equipped with modern simulation mannequins and clinical apparatus, providing a realistic environment for practical training. Regarding Learning Resources, the College provides a robust digital infrastructure; the library offers a range of online databases and electronic libraries, ensuring students have 24/7 access to specialized nursing journals and academic papers. The College also participates in the Erasmus+ program, offering students opportunities for international mobility and clinical placements abroad.

In terms of Student Support, students expressed high satisfaction with the approachability of both academic and administrative staff. However, while the College encourages the use of course evaluation questionnaires, there is a lack of data regarding actual student participation rates. Furthermore, a discrepancy was noted regarding Academic Advising: although internal stakeholders confirmed the existence of the role, students from other departments were unaware of having a specific assigned advisor.

Strengths

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

Technological Integration: The use of VR in labs and the provision of recorded lectures demonstrate a modern and flexible approach to nursing education.

Supportive Institutional Culture: A strong "open-door" policy and positive relationship between the administration and the student body.

Global Mobility: Participation in the Erasmus+ framework adds significant value to the Nursing program's clinical training options.

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.

Electronic Attendance System: It is recommended that the College transitions from paper logs to an electronic tracking system. This will ensure systematic monitoring of student participation in both lectures and labs, which is critical for a face-to-face Nursing curriculum. Implementing an electronic system will enhance the proactive support mechanism by identifying students at risk of falling behind due to absences. Attendance Policy: The College should clarify that while recorded lectures are a valuable study tool, they serve as a supplement and not a replacement for physical attendance in this face-to-face program

Formalisation of Academic Advising: The College must clearly communicate the Academic Advisor scheme during induction. Each student should be formally notified of their assigned advisor to ensure they know where to seek consistent professional guidance.

Participation Tracking in Evaluations: The administration should implement a method to track participation rates in student evaluations. This will help ensure that feedback is representative and statistically valid.

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	Partially compliant
5.2	Physical resources	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.

Click or tap here to enter text.

Strengths

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

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.

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
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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 External Evaluation Committee recognises the strong institutional commitment to addressing national nursing workforce needs and acknowledges the programme's potential to contribute positively to healthcare provision in Cyprus. The Committee also notes the programme's international orientation and the resulting cultural diversity among the student body as a potential strength, provided that appropriate support mechanisms are systematically implemented.

Given the patient-facing nature of nursing education and the programme's reliance on clinical placements as a core component of learning, the Committee emphasises that quality, safety, and professional standards must take precedence during the early implementation phase. In particular, the successful integration and progression of international students require clearly defined expectations and targeted support not only for students themselves, but also for clinical mentors and supervisors.

In this context, the Committee identifies the following obligations as integral to safeguarding patient safety, professional conduct, and fitness-to-practice:

The institution must develop and implement formal, structured training for clinical mentors and supervisors in intercultural sensitivity, with specific emphasis on supervising international nursing students in patient-facing environments.

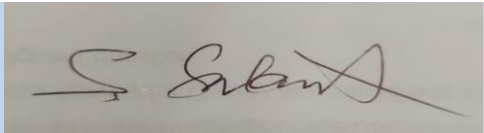
The institution must systematically monitor international students' clinical learning experiences, including supervision quality, integration into clinical teams, and communication challenges, and must use student feedback as part of its internal quality assurance processes to continuously improve mentor preparation and support structures.

The EEC considers the fulfilment of these obligations to be essential prerequisites for ensuring equitable learning conditions, safe clinical practice, and the responsible development of future nurses. Together with the imposed intake limitation to around 40 students with the ability to undertake the Greek version of the programme during the early implementation phase, these measures are expected to enable close oversight, early identification of risks, and continuous improvement of the programme.

The implementation of the curriculum should be followed carefully at the early stages of the programme. Special emphasis should be put to practice placements, their learning outcomes and evaluation.

Provided that the institution fully implements and documents these obligations, and systematically evaluates their effectiveness through internal quality assurance mechanisms, the programme is well positioned to achieve sustained compliance with EQF Level 6 standards and to graduate nurses who are professionally competent, culturally aware, and fit to practise in diverse healthcare settings.

E. Signatures of the EEC

Name	Signature
Sanna Salanterä	
Miriam Peters	
Eileen Cowey	
Natalia Louka	
Andreas Krasias	
Click to enter Name	

Date: 21.04.2026