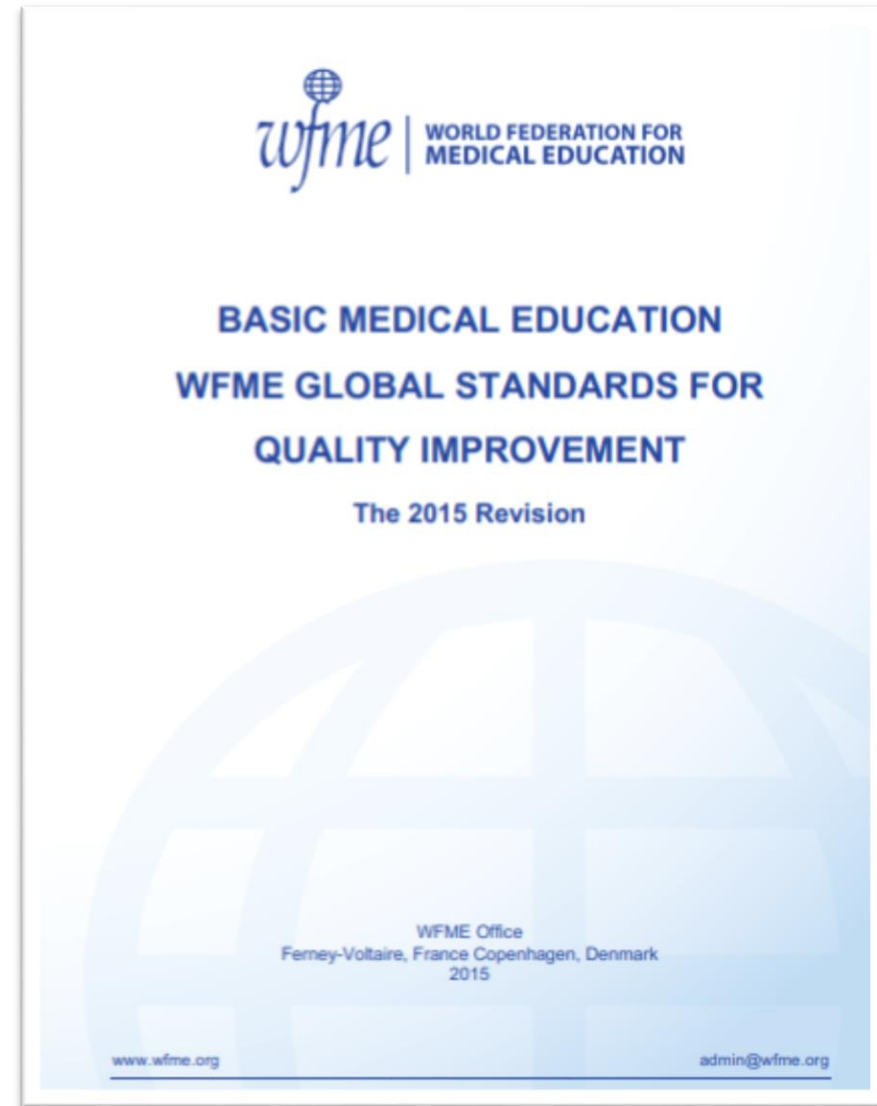
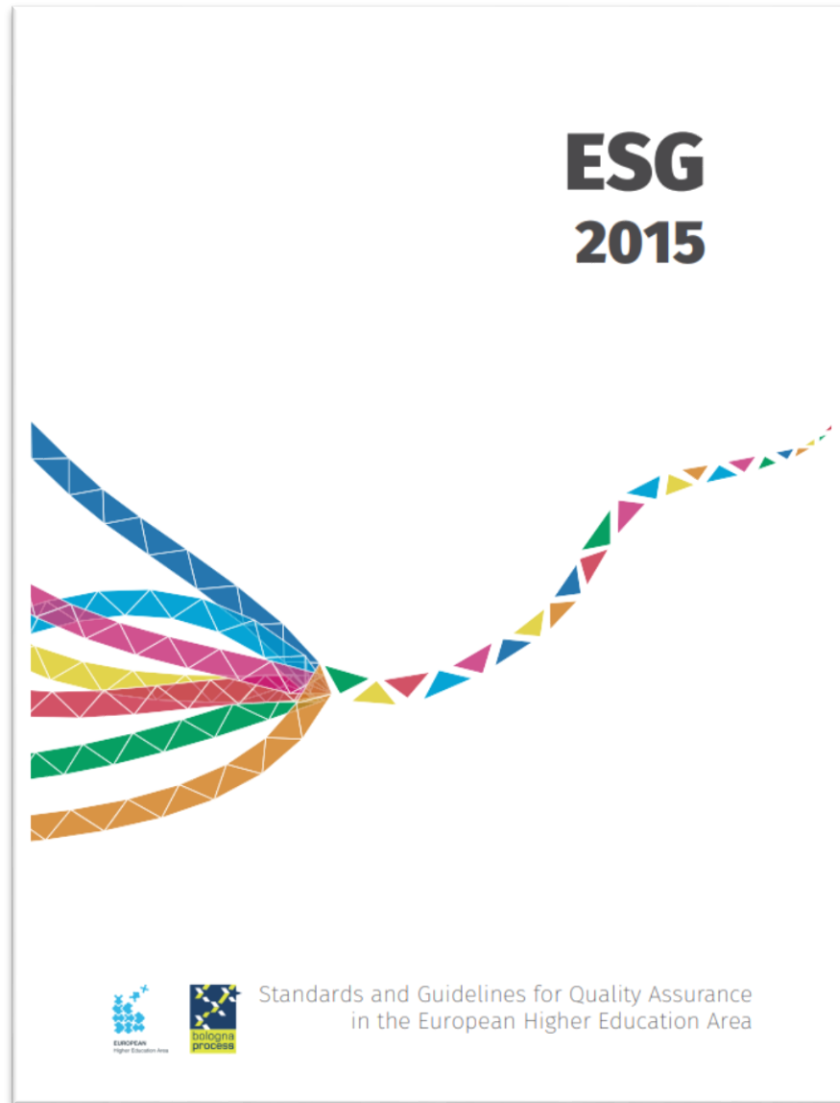


# EXTERNAL EVALUATION REPORT

*Program of study*

# Standards and Guidelines



## Assessment areas of the external evaluation report

ESG 1.1, 1.2, 1.8, 1.9 Study program and study program's design and development

ESG 1.3 Teaching, learning and student assessment

ESG 1.3 Teaching staff

ESG 1.4, 1.6, 1.7 Students

ESG 1.6 Resources

ALL ESG Additional for distance learning programs

ALL ESG Additional for doctoral programs

ALL ESG Additional for joint programs

## In particular

### Study program and study program's design and development

- policy for quality assurance, design, monitor and review of the program, program's purpose, objectives and expected learning outcomes, program's structure, ECTS allocation, international dimension of the program, information made public

### Teaching, learning and student assessment

- teaching and learning methodology, learner-teacher relationship, criteria and methods of student assessment, synergy of research with teaching

### Teaching staff

- recruitment and development, qualifications, teaching staff involvement in research, publications, teaching performance assessment, mobility

### Students

- admission criteria, progression, recognition and certification regulations, mobility, success and drop-out rates, graduates employability

### Resources

- financial resources (funds), physical resources (laboratories, libraries, equipment, study facilities, teaching materials), human resources (student welfare services, mentors/tutors)

### Additional for distance learning programs

- online platforms, student/teacher/material interaction

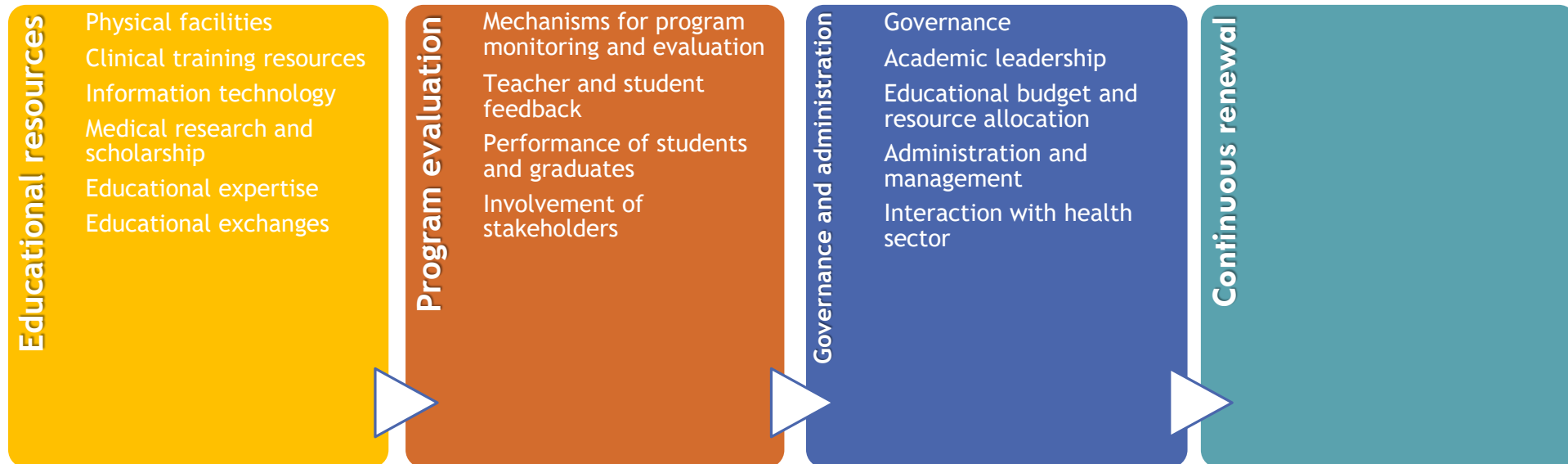
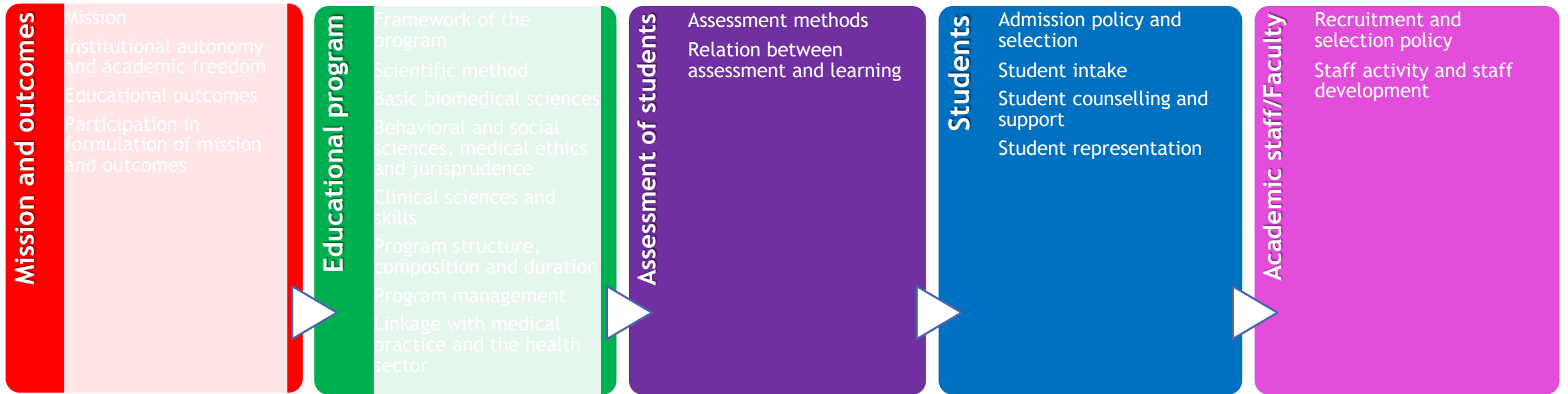
### Additional for doctoral programs

- advisory and examining committee, proposal and dissertation guidelines

### Additional for joint programs

- cooperation agreement

# External evaluation report for basic medical education



# Content of the report

## 5. Resources (ESG 1.6)

### Standards

- Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study program.  
\* Physical resources: premises, libraries, study facilities, IT infrastructure, etc.  
Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff
- 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.
- Teaching staff is involved in the management of financial resources regarding the program of study.

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 program 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?

### Findings

A short description of the situation in the higher education institution (HEI), based on elements from the self-evaluation report 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, following by or linked to the recommendations of how to improve the situation.

Note what is applicable for each quality indicator/criterion

- 1 or 2: Non-compliant
- 3 or 4: Non-compliant
- 5 or 6: Partially compliant
- 7 or 8: Substantially compliant
- 9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources, are available to the students, including the following:	
	5.1.1 facilities	
	5.1.2 library	
	5.1.3 infrastructure	
	5.1.4 student welfare	
	5.1.5 academic mentoring	
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	
5.3	Suitable books and reputable journals support the program of study.	
5.4	An internal communication platform supports the program of study.	
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.	
5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	
5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**D. Conclusions and final remarks**

*Summary of the findings, strengths, areas of improvement and recommendations for each assessment area. Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the program of study under review may be achieved.*

**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>

Date: .....

# Student involvement

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

### Standards

- Policy for quality assurance of the program 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
- The program of study:
  - is designed with overall program 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
  - defines the expected student workload in ECTS
  - includes well-structured placement opportunities where appropriate
  - is subject to a formal institutional approval process
  - results to 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 program 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, the student expectations, needs and satisfaction in relation to the program
  - is reviewed and revised regularly involving students and other stakeholders

- Public information (clear, accurate, objective, up-to date and readily accessible):
  - about the program of study offered
  - the selection criteria
  - the intended learning outcomes
  - the qualification awarded
  - the teaching, learning and assessment procedures
  - the pass rates
  - the learning opportunities available to the students
  - graduate employment information

You may also consider the following questions:

- What is the procedure for quality assurance of the program and who are involved?
- What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?
- Who are involved in study program's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?
- Please evaluate a) whether the study program remains current and consistent with developments in society (labor market, digital technologies, etc.), and b) whether the content and objectives of the study program are in accordance with each other?
- How is coherence of the study program ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff are aware of the content and outputs of their colleagues' work within the same study program?
- How does the study program 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 practical training in the study program (where appropriate)?
- What are the scope and objectives of the foundation courses in the study program (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate?
- How has been the feedback from students, alumni, employers, teaching staff taken into account? Provide some concrete examples.
- Has study program been compared to other similar study programs when designed, including internationally, and to what purpose? Explain.
- 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 program (courses/modules taught in a foreign language)?
- Is information related to the program of study publicly available?



## 2. Teaching, learning and student assessment (ESG 1.3)

### Standards

- The process of teaching and learning supports students' individual and social development and respects their needs.
- 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.
- 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.
- Mutual respect within the learner-teacher relationship is promoted.
- 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.

### 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?
- Are 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 program? 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?
- What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?
- 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)?
- Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?

Quality indicators/criteria		1 - 10
2.1	The number of students in each class allows for constructive teaching and communication.	
2.2	The number of students in each class compares positively to the current international standards and/or practices.	
2.3	A policy for regular and effective communication, between the teaching staff and the students, is applied.	
2.4	The methodology utilized in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	
2.5	Formative assessment and feedback are provided to the students regularly.	
2.6	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.	
2.7	Educational activities which encourage students' active participation in the learning process, are implemented.	
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.	
2.10	It is ensured that teaching and learning have been enlightened by research.	
2.11	Students, teaching and administrative staff participate in research activities and projects.	
2.12	Students are trained in the research process.	
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

### 3. Teaching Staff (ESG 1.5)

#### Standards

- 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 program, and to ensure quality and sustainability of the teaching and learning.
- The teaching staff collaborates 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).
- Recognised visiting teaching staff participates in teaching the study program.
- The teaching staff is regularly engaged in professional and teaching-skills training and development.
- Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.

You may also consider the following questions:

- How are (novice) 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)?

Quality indicators/criteria		1-10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.	
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:	
3.2.1	Subject specialization, preferably with a doctorate, in the discipline	
3.2.2	Publications within the discipline	
3.3	The program attracts visiting professors of recognized academic standing.	
3.4	The specializations of visiting professors adequately support the program of study.	
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.	
3.6	In every program of study the special teaching staff does not exceed 30% of the permanent teaching staff.	
3.7	In the program of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the program of study.	
3.8	The ratio of the number of students to the total number of teaching staff supports and safeguards of the program's quality.	
3.9	The teaching load allows the conduct of research and contribution to society.	
3.10	Future redundancies / retirements, expected recruitment and promotions of teaching staff safeguard the unimpeded implementation of the program of study within a five-year span.	
3.11	The program's coordinator has the qualifications and experience to coordinate the program of study.	
3.12	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	
3.13	The teaching staff are provided with training opportunities in teaching methods, adult education and new technologies.	
3.14	Feedback processes for teaching staff with regards to the evaluation of their teaching work, by the students, are satisfactory.	

#### 4. Students (ESG 1.4, 1.6, 1.7)

##### Standards

- Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.
- Access policies, admission processes and criteria are implemented consistently and in a transparent manner.
- Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available, career paths of graduates, is collected, monitored and analyzed.
- 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.
- 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.
- Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities).
- A formal procedure for student appeals is in place.
- Students are involved in evaluating the teaching staff.
- Students' mobility is encouraged and supported.

You may also consider the following questions:

- What are the admission requirements for the study program? How is the students' prior preparation/education assessed (including the level of international students, for example)?
- What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study program? What indicators are used to assess the fulfilment or degree of achievement of these objectives?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How is student learning within the standard period of study supported (student counselling, flexibility of the study program, etc.)?
- How are students' special needs considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study program and outside of it?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study program on their employment and/or continuation of studies?
- How is student mobility been supported?

- Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?
- How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?

Quality indicators/criteria		1 - 10
4.1	The student admission requirements of the program of study, are based on specific regulations and suitable criteria.	
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with the European and international standards.	
4.3	The program's evaluation mechanism, by the students, is effective.	
4.4	Students participation in exchange programs is compared favorably to similar programs across Europe.	
4.5	There is a student welfare service that supports students with regards to academic, personal problems and difficulties.	
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	
4.7	Control mechanisms for student performance are effective.	
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

## 5. Resources (ESG 1.6)

### Standards

- Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study program.  
\* Physical resources: premises, libraries, study facilities, IT infrastructure, etc.  
Human support resources: tutors/mentors, counselors, other advisers, qualified administrative staff
- 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.
- Teaching staff is involved in the management of financial resources regarding the program of study.

### *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 program 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?

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources, are available to the students, including the following:	
5.1.1	facilities	
5.1.2	library	
5.1.3	infrastructure	
5.1.4	student welfare	
5.1.5	academic mentoring	
5.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	
5.3	Suitable books and reputable journals support the program of study.	
5.4	An internal communication platform supports the program of study.	
5.5	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.	
5.6	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	
5.7	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	



**KEEP  
CALM**

The End of the presentation...

**You May,  
Ask Questions.**