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# External Evaluation Report (Departmental)

- **Higher Education Institution:**

Frederick University

- **Town:** Nicosia

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

- **Department:** Department of Life and Health Sciences

- **Department's Status:** New

- **Programme(s) of study under evaluation:**  
**Name (Duration, ECTS, Cycle)**

**Programme 1**

Exercise Science, Sport and Rehabilitation (3 academic years, 180 ECTS, Doctorate (PhD))

**Programme 2**

Sports and Exercise Medicine (3 academic semesters, 90 ECTS, Master (MSc))

**Programme 3**

Physical Education and Sport Sciences (4 academic years, 240 ECTS, Bachelor (BSc))

**Programme 4**

Physiotherapy (4 academic years, 240 ECTS, Bachelor (BSc))



**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].**

**Department's programmes (to be filled by the CYQAA officer and verified by the EEC):**

DEPARTMENT	PROGRAMMES OF STUDY
Department of Life and Health Sciences	Exercise Science, Sport and Rehabilitation (3 academic years, 180 ECTS, Doctorate (PhD))
	Sports and Exercise Medicine (3 academic semesters, 90 ECTS, Master (MSc))
	Physical Education and Sport Sciences (4 academic years, 240 ECTS, Bachelor (BSc))
	Physiotherapy (4 academic years, 240 ECTS, Bachelor (BSc))



## A. Introduction

The evaluation team engaged in fruitful and healthy discussions with the Frederick University faculty regarding the development of a new department. Tours of all major University facilities were provided both on and off campus to enable the evaluation team to get a clear understanding of the current academic provision including infrastructure, facilities, equipment and staff base, plus their ambitious plans for expansion into new programs in the near future. The primary subject of discussions related directly to the sports and exercise programmes and less so to the physiotherapy program which was approved last year. Our conclusions regarding the plans to develop a department are highlighted below.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikolai B. Nordsborg	Professor, HoD	University of Copenhagen,DK
Ralf Brand	Professor	University of Potsdam
Lee Ingle	Professor	University Hull
Magda Anthousi	Student representative	Cyprus University of Technology
Antonis Tsolakis	Professional body representative	NA

## 1. Department's academic profile and orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Mission and strategic planning (including SWOT analysis)
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
1. Department's academic profile and orientation		
<b>1.1 Mission and strategic planning (including SWOT analysis)</b>		<b>1 - 5</b>
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3

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

→ *The department provided a clear organisational framework including mission statements and SWOT analysis. As the department is new, the effectiveness of designed strategic planning is difficult to evaluate. It was the impression that mission statements and ambitions are very broad in scope.*

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

→ *A strong link can be established between the existing BSc program and the proposed PhD school. Addition of the MSc program will with time strengthen the department. The synergy between the sport and exercise program and the physiotherapy program is convincing.*

Provide suggestions for changes in case of incompatibility.

→ *We suggest that the department provides clear aims for the scientific direction which unfolds elements of the rather general and broad mission statement.*

## 1. Department's academic profile and orientation

### 1.2 Connecting with society

1 - 5

1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	3
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	3

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

→ *The department did demonstrate interaction with society. The stakeholders mentioned were few. The ambition to do more than provide staff for fitness centres is admirable but needs stronger ties to other stakeholders (public and private). The department should develop formal alumni initiatives.*

## 1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	3
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	3
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	2
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	3

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

*→ The department and nested programs are relatively small which challenges critical mass and recruitment of high-level students. Nevertheless, the department demonstrated highly motivated and skilled staff members as well as existing students. It is a specific concern how the department will ensure recruitment of teaching staff who are also excellent in research and bring in expertise from outside the traditional Cypriot / Greek areas.*

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

*→ It was expected to have >75% of students from Cyprus. International students were largely from Greece. It was mentioned that other nationalities from the region are assumed to be attracted to the department when a MSc program is launched.*

### Findings

The department demonstrated well described structures around strategic planning, teaching development and research ambitions. The department also demonstrated the ambition to interact with society.

### Strengths

It was a particular strength that the department is developed within the framework of the existing university which has a clear track record in academic organisation and development.



### Areas of improvement and recommendations

We suggest that strategic planning is supported by more specific research goals which is the main determinant for 'partially compliant' in 1.1. It is further suggested that departmental development plans to a larger extent include considerations about international staff recruitment and interaction which is the primary reason for 'partially compliant'. Finally, it is suggested that engagement with alumni and external stakeholders (employers) is strengthened beyond existing initiatives.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Partially compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Partially compliant

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
2. Quality Assurance		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	3
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	5
2.1.4.2	Research	3
2.1.4.3	The connection with society	3
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4
2.1.6	Students' evaluation and feedback	5

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

→ *Quality assurance related to teaching was in place and adequate. Research quality assurance was far less developed. Quality indicators for societal interaction were unclear.*

## 2. Quality Assurance

### 2.2 Quality assurance for the programmes of study

1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	3
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.10	The Department flexibly uses a variety of teaching methods.	5
2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.12	The Department analyses and publishes graduate employment information.	4

2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	3
2.2.12.2	Library	4
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.12.4	Technological infrastructure	3
2.2.12.5	Academic support	4
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	3
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	4
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	NA
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	3
2.2.20	There is a clear policy on authorship and intellectual property.	2

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

→ Generally, program quality assurance processes were in place. The primary notes of the evaluation committee relates to research infrastructure and development thereof. Specifically related to 2.2.18, the doctoral program has not been initiated but was proposed. Regarding 2.2.20 Vancouver guidelines should be implemented very clearly.

### Findings

It was the general impression that quality assurance related to teaching is well developed. It is noted that the proposed department and some of the underlying programs are new. Therefore it is not surprising that some procedures related to this are less developed.

Strengths

Quality assurance related to teaching was well developed.

Areas of improvement and recommendations

Specific attendance is required to provide infrastructure to develop the research profile (see point 6). Additionally, attendance is required regarding development of strong research environments including doctoral students. The evaluation committee anticipates that a doctoral program will be a natural step to increase research activity and profile. This will foster a sound base for implementing the MSc program in the near future. We advise special attention to authorship guidelines.

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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

### 3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
<b>3. Administration</b>		
3.1	The administrative structure is in line with the legislation and the Department's mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	4
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	4
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	3
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	3

3.10	The Department has appropriate procedures for dealing with students' complaints.	5
3.11	Internationalization of the Department and external collaborations.	3

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

→ *Related to decision processes it was clear that efforts are made to include different stakeholders. However, decisions made by senior university management seemed undisputable by the academic community and students. The situation varies across Europe, but universities are built on strong democratic traditions with mechanisms in place to challenge and overturn key decisions from senior managers.*

### Findings

The administrative framework was well described. It was clear that the University has experience in setting up an efficient administration.

### Strengths

The design of decision processes and councils were largely adequate. The University and department is commended for including democratic elements such as student and staff representation in decision organs.

### Areas of improvement and recommendations

It appears that senior management decisions can impact academic possibilities. We recommend considering mitigating procedures. At the departmental level, it is suggested to host formal panels of students, staff and external stakeholders.

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

#### 4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

##### Sub-areas

- 4.1 Planning the programmes of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	3
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>→ <i>It was not entirely clear how program review and development is influenced actively by students and stakeholders.</i></p>		



## 4. Learning and Teaching

### 4.2 Organisation of teaching

1 - 5

4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	3
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	3
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4

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

→ *Admission criteria were broad and less well laid out.*

### Findings

Organisation of teaching was in general well developed.

### Strengths

Student - teacher interaction in the BSc program of sports and exercise appeared very strong. It was the clear impression that students felt very well taken care of and engaged in all relevant activities.

### Areas of improvement and recommendations

We recommend developing even more clear criteria for admission and credit transfer.



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

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

## 5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
 3: *Partially compliant*  
 4 or 5: *Compliant*

Quality indicators/criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	4
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	3
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	2
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	3
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	3

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

→ *Regarding 5.3, some visiting professors are well-established within their fields. However, it was the perception that their profiles sometimes were outside of the program scope.*

Also, write the following:

- Number of teaching staff working full-time and having exclusive work

→ *Found satisfactory*

- Number of special teaching staff working full-time and having exclusive work  
→ *Found satisfactory*
- Number of visiting Professors  
→ *Found satisfactory (however, expertise areas need attention)*
- Number of special scientists on lease services  
→ *NA*

### Findings

See above.

### Strengths

Teaching staff have qualifications in many different disciplines including psychology, sports nutrition, exercise physiology, biomechanics, physiotherapy and more. However, it must be assured that topic specific experts have expertise in translating their knowledge to the field of sports and exercise.

### Areas of improvement and recommendations

A special concern is the variety of expertise brought together, especially around the MSc program. We recommend that the department develop more specific research goals and priorities accordingly both with respect to staff recruitment, development and affiliation with visiting professors. This is the reason for 'partially compliant'.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Partially compliant
Synergies of teaching and research	Compliant

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Department has a research policy formulated in line with its mission.	3
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	2
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	3
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	2
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	3
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	3
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	2
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

### Findings

The department has established a clear mission and core policies to facilitate research activities. While internal regulations and procedures have been aligned with international standards, they require further refinement and supplementation to fully meet these benchmarks. During our visit, the laboratory provided basic equipment necessary for competitive research. However, to achieve a level of international competitiveness, substantial development and investment are essential. Current equipment, though well-suited for educational purposes, particularly within BSc programs, may require upgrades to support research at the MSc level and beyond.

Some faculty members are actively engaged in publishing their research. However, a closer examination of their publication lists reveals a predominance of articles in less prestigious international journals and highly related to previous embedment in established research environments. This suggests that the current developmental phase is focused more on familiarising faculty with the operational aspects of existing equipment rather than on advancing theoretical and conceptual considerations within defined research programs. Such a focus is crucial for elevating the department's research profile and ensuring its contributions are recognized in more renowned scholarly venues.

### Strengths

A significant strength within the department is the presence of several highly motivated and, according to the evaluation committee, very talented young researchers. It is around these individuals that a more sharply focused research profile should be developed to meet the department's needs. The leadership at Frederick University has demonstrated a strong commitment to supporting the establishment of this new department with a focus on cultivating a robust research culture. The evaluation committee recognizes and appreciates this commitment, viewing it as a crucial factor in the department's potential to achieve its research objectives and enhance its academic standing.

### Areas of improvement and recommendations

To enhance the international visibility and success of the research conducted within the department, it is imperative to secure opportunities for local researchers to collaborate and learn from internationally established scholars. The evaluation committee recommends considering the engagement of experienced or successful young researchers from abroad (from Greece, but certainly also beyond) for short- or long-term research stays at Frederick University, for example by using the ERASMUS+ program. This approach would not only facilitate knowledge transfer but also help integrate the department into broader academic networks. Such collaborations are vital for fostering a dynamic research environment and for the exchange of innovative ideas and methodologies, which are essential for advancing the department's research agenda and international stature. Contracted researchers at the department will quickly and significantly benefit from these collaborations.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
Research mechanisms and regulations	Partially compliant
External and internal funding	Partially compliant
Motives for research	Partially compliant
Publications	Partially compliant

## 7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>7. Resources</b>		<b>1 - 5</b>
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	3
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	2
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p><b>→ Regarding 7.4, the department is rather small and would benefit from even more investments although it is acknowledged that investments in laboratories have been made.</b></p>		

### Findings

Development of a department will secure coherence between teaching, research and societal interaction. It is timely to develop the suggested topic area, i.e. exercise, sports, and rehabilitation.

### Strengths

The existing departmental management framework at the university is a clear strength. The staff suggested to run the department appears highly capable.

### Areas of improvement and recommendations

Development of a department requires substantial investment. While acknowledging employment of a small staff base, allocation of buildings and investment in basic research infrastructure, it is recommended that a transparent business plan for further development is established. From this planned future investments by internal and external sources should be outlined and the resulting staff recruitment and / or infrastructure development must be clear.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Compliant



## C. Conclusions and final remarks

Firstly, we would like to thank the University of Frederick faculty for their friendly and engaging discussions with the evaluation team. The team were very thankful for the hospitality shown and the engaging and friendly interactions. We were impressed with the ambitions and vision for the new proposed department. We were convinced that existing supportive structures around financial / organisational / resourcing / teaching quality assurance processes and mechanisms were already in place to support the development of a new department. There are areas of development required to support increased research activities (as highlighted above), but these would be similar to other departments of a similar age and level of maturity. We remain confident that a new PhD will enhance this area significantly over the next few years. Likewise, the proposed MSc program, once approved, will further enhance the department's scope and ambitions in research and related areas. We were also quite confident that an existing base of students exists to service the department functions over the short and medium term. However, a key consideration to expand ambitions beyond Cyprus and the Greek mainland for undergraduate and postgraduate student recruitment should be developed, as this will help secure the legacy of the proposed new department in the future. This point also remains true for recruiting new academic staff with strong research foundations. Therefore, on balance, the evaluation team is fully supportive of the proposal to develop an independent departmental structure.



**D. Signatures of the EEC**

Name	Signature
Nikolai B. Nordsborg	
Ralf Brand	
Lee Ingle	
Magda Anthousi	
Antonis Tsolakis	

**Date:** 26-04-2024

