

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
Frederick University
- **Town:** Nicosia
- **Programme of study Name (Duration, ECTS, Cycle)**

In Greek:

Προηγμένη Φροντίδα Υγείας (3 Ακαδημαϊκά Εξάμηνα, 90 ECTS, Μάστερ (MSc), Εξ αποστάσεως)

In English:

Advanced Health Care (3 academic Semesters, 90 ECTS, MSc, Distance Learning)

- **Language(s) of instruction:** English and Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Κοινωνική Φροντίδα Υγείας, Επείγουσα Φροντίδα Υγείας

In English: Community Health Care, Emergency Health Care



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. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. Advanced Health Care combines two quite distinct themes: community health care and emergency health care. However, the inclusion criteria are currently similar. This may be a confusing factor for applicants and it would be useful to make separate admission criteria clearer and based on academic background. For example, students with a BSc in Nursing or Allied Health fields could be accepted directly and for applicants with non-clinical backgrounds (e.g., History) introduce a pre-entry assessment or foundational course to ensure all students start with appropriate baseline knowledge.	We appreciate the committee's comment regarding the differentiation of admission criteria for the two pathways of the programme—Community Health Care and Emergency Health Care. In response to this, we have further clarified and strengthened the entry requirements to ensure that admitted students possess the academic and professional foundation necessary for meaningful participation in the programme. While the programme remains interdisciplinary in nature, priority is given to applicants who hold degrees in core health-related fields such as Nursing, Medicine, Public Health, Midwifery, Physiotherapy, Social Work, and Biomedical Sciences. However, in recognition of the evolving needs of health systems and the relevance of broader social and behavioural disciplines to community-based care, applicants from fields such as Psychology or Sociology may also be considered, provided they can demonstrate relevant experience or engagement in health-related practice. For example, professionals working in public health education, mental health, or community support services may qualify under this provision. The selection process is based on multiple criteria—including academic performance, professional background, motivation, digital literacy, and language proficiency—ensuring a holistic evaluation. While the two specialisations within the programme have different learning emphases, the current admissions framework is structured in a way that	Choose level of compliance:

	<p>already accounts for these variations without the need to introduce additional preparatory coursework. Instead, the admissions team ensures alignment between applicants' prior experience and the intended focus of study. All revised criteria are transparently reflected in updated application materials, reinforcing the clarity and selectivity of the admissions process. The admission requirements have been reviewed and updated to reflect these clarifications and to ensure full alignment with the programme's academic expectations. The revised criteria are detailed in Annex I – Revised Admission Requirements.</p>	
<p>2. The use of the term Advanced Health Care suggests that the programme will explore levels of practice and education that are beyond a basic level. This may not be possible so we suggest consideration of an alternative title 'Advances in Health Care.' This is more open and reflects a focus on recent thinking and innovation.</p>	<p>We would like to thank the committee for their thoughtful feedback regarding the programme title. While we fully understand the perspective that an alternative such as "Advances in Health Care" might offer a broader interpretive frame, we are of the view that the existing title, "Advanced Health Care," most accurately reflects the character and intent of the programme. The term "Advanced" is used in its academic sense, referring to the level of depth, analytical engagement, and critical exploration that the curriculum fosters across multiple dimensions of modern health care. The programme's focus is not limited to the technical or clinical aspects of care but extends to the design, evaluation, and implementation of health interventions, policy considerations, and the integration of new technologies. As such, the title signals a comprehensive and progressive approach to health care education—one that aligns with contemporary academic discourse and supports the holistic vision of the programme. Furthermore, to avoid any misinterpretation, we ensure that the programme documentation</p>	<p>Choose level of compliance:</p>

	<p>clearly outlines that the term "Advanced" pertains to the academic orientation of the content and is not intended to imply formal clinical progression or credentialing (see Annex II – Revised Programme’s Purpose and Objectives). In this context, we believe the current title continues to serve its purpose effectively and remains aligned with the programme’s structure and goals. Finally, the programme offers high-level educational content developed and delivered by leading experts and recognised authorities in the field of emergency health care. This ensures academic excellence, clinical relevance, and the integrity of the specialisation.</p>	
<p>3. It is of utmost importance that the progress and workload of the students are monitored in the future. The studies are designed so that they can be taken alongside employment. This places demands on the monitoring of students' well-being and progress and needs to be monitored to help ensure success and promote student satisfaction.</p>	<p>We acknowledge the committee’s important emphasis on monitoring student workload and well-being, particularly given the flexible design of the programme, which accommodates students who are also professionally active. The University takes this responsibility seriously and has in place structured mechanisms to support and monitor student progress throughout the duration of their studies. Academic workload is calculated according to the European Credit Transfer and Accumulation System (ECTS), ensuring that learning expectations remain aligned with the time and effort students can reasonably commit. It is important to mention that we follow the guidelines given by the regulatory authority in regards to students’ workload per semester (up to 30 ECTS). Upon admission, each student is assigned an academic advisor who supports the development of a personalised study plan. During their studies, students have the option to follow either a full-time or part-time path, and adjustments can be made in consultation with their advisor,</p>	<p>Choose level of compliance:</p>

	<p>based on personal circumstances or academic performance. This flexibility is crucial for maintaining balance between study and employment. In addition, instructors and programme staff remain available for progress consultations, and engagement through the online learning platform allows for early identification of students who may require additional support. Where needed, students are also referred to central university services for academic assistance or personal support. These systems are designed to promote student success and satisfaction, not only by ensuring academic monitoring but also by providing the necessary support for students to manage their responsibilities effectively. Additional information regarding the monitoring and supporting of students' progression can be found on Annex III – Students' Support Services.</p>	
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. The EEC is concerned whether the nature of the programme is fully compatible with e-learning delivery, especially in the case of emergency health care specialisation. The problem relates to the lack of effective student assessment on “hands-on” (prerequisite) skills that are essential to emergency care. This problem could be alleviated if admission criteria for this programme were specific to emergency care, and must include a degree in a health-related field whilst excluding non-relevant academic backgrounds.</p>	<p>We acknowledge the committee’s concern regarding the compatibility of the Emergency Health Care specialisation with distance learning, particularly in relation to the assessment of hands-on skills. In response, the admission requirements for this specialisation have been revised to explicitly require a degree in a health-related field and verified clinical experience in emergency care settings. This ensures that students admitted to the programme already possess the foundational practical competencies needed for meaningful engagement with the curriculum. These changes are now part of the formal admissions policy and are reflected in the revised criteria outlined in Annex I.</p> <p>While the program is delivered via distance learning, it includes the integration of simulated learning environments and interactive learning scenarios designed by the University's CIET, ensuring students engage in realistic clinical decision-making exercises. These simulations will: emulate high-pressure emergency care scenarios using advanced virtual tools, offer video-based case studies and branching scenarios for critical thinking and skill application, be accompanied by formative and summative assessments supported by AI tools for adaptive feedback.</p> <p>To ensure the quality and practical relevance of the programme, the following educational strategies are also employed:</p> <ul style="list-style-type: none"> • Instructional videos demonstrating core emergency procedures and clinical scenarios. 	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> • Simulated learning environments and case studies, where students have the opportunity to engage in clinical reasoning. <p>Visual protocols and checklists, aligned with international emergency care standards.</p> <ul style="list-style-type: none"> • Video-based assessments in which students demonstrate protocol application or respond to simulated emergencies. • Discussion forums and feedback sessions guided by expert faculty, supporting reflective practice and peer learning. <p>The University's Center for Innovation and Excellence in Teaching (CIET) has extensive experience in pedagogical innovation and has supported multiple DL programs with rich, interactive, and high-quality learning materials and assessments. CIET designs and develops simulated learning environments in collaboration with the instructors and other specialists, designs and develops multimedia-rich content, gamified activities, and interactive videos to enhance student engagement and performance, and has a dedicated instructional design team and a quality assurance framework to ensure academic rigor and practical relevance across all DL programs.</p>	
2. Currently the program is primarily theoretical and does not provide placement opportunities. However, practical experience with the real world and a sense of community of practice could be strengthened by providing students with the possibility of conducting a small student project together with external stakeholders taking into account their individual needs and interests. The student could, for instance, submit a reflection on skills acquisition after the completion of the project.	<p>We appreciate the committee's suggestion to enhance the connection between the programme and real-world practice, particularly through applied activities that reflect professional realities. Although the programme does not currently include formal placements, we recognise the value of experiential learning and have taken steps to integrate such elements in a flexible and academically rigorous manner.</p> <p>Based on Frederick's University Distance Learning Pedagogical Framework, the development of an online learning community is given a</p>	Choose level of compliance:

	<p>great emphasis. This is achieved through the assignments and online, interactive collaborative activities that are designed and delivered in the distance learning programmes of study. These activities require students to collaborate, discuss, interact and exchange views, practices and experiences with their peers, their instructor(s), as well as external stakeholders. Also, the students are expected to participate in self-assessment activities. These activities include reflection exercises (besides self-assessment quizzes, checklists and other activities).</p> <p>Additionally, Frederick University has in place a pedagogical initiative based on a student-centred learning and teaching approach. This initiative is the University Living Lab (FULL) – a project-based learning in collaboration with the community, co-curricular units and research hubs all of which complement the academic curriculum, play a crucial role in the holistic development of students providing them with opportunities for leadership and soft skills enhancement, academic success, networking and career preparedness, and community engagement.</p> <p>The FULL initiative builds partnerships between Frederick University courses and organisations (industry, corporate, non-profit, government-sector organizations, institutions etc.). It takes the form of a project, or other task, that has to be performed by the students, in actual professional settings, during a semester, in collaboration with the representative(s) from the partner organisations and the course's instructors. The project is determined by the course instructor after considering the course's learning outcomes and the partner organisations' needs. The project can constitute one of the means for</p>	
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	<p>coursework assessment and or final assessment.</p> <p>This initiative represents a paradigm shift from teacher-centred learning to student-centred learning. Students in this model are not considered passive recipients of information but on the contrary, they are given different opportunities to take responsibility for their own learning and to actively participate in the construction of knowledge, and to develop their autonomy as learners through self-reflection and improved learning skills. FULL also enables a change in mind-set for faculty members since it encourages internal collaboration amongst different faculty members as well as external collaboration with different stakeholders.</p> <p>The initiative is integrated within Frederick University existing courses. During the semester, in every FULL course, a three-party relationship develops which involves faculty experts, industry mentors and students.</p>	
<p>3. There is a risk of overuse of static learning materials and lectures, so another recommendation would be to monitor how this progresses by integrating relevant parameters in the Quality Assurance system and set a minimum threshold on the percentage of non-interactive learning materials or activities. This may promote more passive forms of learning.</p>	<p>We appreciate the committee's recommendation regarding the need to maintain an appropriate balance between static and interactive learning materials. The programme already operates within the framework of Frederick University's Distance Learning Pedagogical Framework (DLPF), which is structured around three core pillars: directed online content, dynamic interaction, and continuous assessment. The framework also promotes communication, collaboration and interaction in three levels: among the students, between the students and the instructor and between the students and the content. The weekly activities engage learners in online discussions and collaborations through the use of various digital tools. The online interaction activities are designed in such a way as to provide</p>	<p>Choose level of compliance:</p>

	<p>learners with opportunities to discuss, interact, and exchange views and co-create digital educational material. The interactivity is achieved through: synchronous online sessions (5 per a 13-week course), self-evaluation quizzes, discussion forums, learning scenarios/ case studies followed by discussion forums, interactive presentations and videos where closed-type and reflective questions are included, the use of online collaborative spaces (i.e. wikis, google docs and Microsoft docs, interactive boards, mind mapping platforms), simulations, gamification activities and an announcement/Q&A forum that runs throughout the semester).</p> <p>These are complemented by asynchronous tools and independent learning activities that foster critical thinking and peer exchange. The academic design is further supported by a robust governance structure, including the Distance Learning Committee and Center for Innovation and Excellence in Teaching, which oversee instructional design and provide continuous pedagogical training to the staff.</p> <p>To further strengthen the programme's commitment to active learning, a minimum threshold for interactive content is already part of the the internal quality assurance system. CIET in collaboration with the Distance Learning Committee performs regular quality control checks employing a rubric developed based on the Distance Learning Pedagogical Framework. The quality control checks identify good practices and gaps in for future actions and measures to be taken for further improvement. This will ensure that each course includes a consistent proportion of interactive activities relative to total content, encouraging diverse and engaging learning experiences. Course evaluation reports, student feedback,</p>	
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	<p>academic self-assessments, and data analytics from the learning platform are used to monitor adherence and identify areas for further enrichment. These measures reinforces the programme's commitment to student-centred learning and safeguard against passive instructional formats. CIET's role in maintaining quality assurance procedures, aligned with best practices in DL, guarantees consistency, reliability, and innovation in teaching and learning practices. Finally, faculty development workshops, facilitated by CIET, ensure that instructors are accordingly trained and supported in designing, developing and delivering distance learning programs effectively.</p>	
<p>4. It is currently unclear how students are supported to give good/effective feedback to each other. To make this possible a recommendation from EEC would be to include some targeted pedagogical training during the orientation week (week 0).</p>	<p>We fully agree that equipping students with the necessary skills to provide constructive and meaningful feedback to peers is essential for enhancing collaborative learning, reflective practice, and academic growth—particularly in a distance learning (DL) environment. To address the aforementioned CIET will implement the following measures:</p> <p>1. Inclusion of Targeted Peer Feedback Training During Orientation (Week 0)</p> <p>A dedicated session will be included in the Week 0 Orientation Program focusing on:</p> <ul style="list-style-type: none"> - The purpose and benefits of peer feedback in higher education. - Principles of constructive critique (e.g., being specific, objective, and respectful). - Models and frameworks for effective feedback. - Sample feedback activities and do/don't scenarios using multimedia content (interactive video and examples). 	<p>Choose level of compliance:</p>

	<p>2. Scaffolded Practice Opportunities within Courses. Throughout the program, students will engage in low-stakes peer feedback activities early in each course, guided by rubrics and instructor-facilitated examples.</p> <p>Also, Instructors will be trained (through CIET's regular pedagogical development sessions) to:</p> <ul style="list-style-type: none"> - Monitor and model effective feedback practices. - Intervene when necessary to address unconstructive or vague feedback. - Evaluate and encourage high-quality student engagement in peer review. 	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. There is a need to ensure that visiting academic staff are prepared to support online education. This includes those who provide a small number of sessions. Meetings at the start of semester to share best practice may be helpful.	Frederick University ensures that appropriate training and support is provided for all full-time or part time academic staff and that this training is enhanced in the light of technological and educational developments. The University gives great emphasis on staff training and development. Since the introduction of Distance Learning programs trainings are provided on a regular basis. The Distance Learning Committee (DLC) in collaboration with the Learning Support Unit (LSU) and the Center for Innovation and Excellence in Teaching (CIET) organize and deliver regular training sessions and information days for the academic staff involved in distance teaching. Specifically, the initial basic training for new distance learning instructors it is scheduled and delivered at the beginning of every semester. Follow up training sessions throughout the semesters are also organized based on the needs and demands of the new as well as experienced academic staff in distance teaching and learning. Additionally, various sessions are scheduled in light of any technological and pedagogical developments and advancements. Finally, information and training sessions are organized and delivered within the academic year, when considered necessary and upon request on a personal as well as group/program level basis. In order to better support the academic staff, a DL Instructors Portal, a DL Instructors Induction Course and Sample Distance Learning Courses are developed in LMS. Educational	Choose level of compliance:

	<p>materials, videos, tutorials and guidelines are developed by the, CIET and DLU (Distance Learning Unit) and are provided to instructors (via the aforementioned portals and courses).</p> <p>We systematically offer professional development opportunities throughout the academic year. These include workshops, webinars, and discussion forums focused on emerging trends and best practices in online. The DL Instructors for the current program of study participated at the following trainings:</p> <ul style="list-style-type: none"> – DL Induction Course (Self-paced course in Moodle-LMS) before the beginning of the Fall semester 2025. All successfully completed the course and obtained the certificate. – Distance Learning Good Practices workshop – October 2025. – Workshops (series) on the use of Digital tools in the Distance Learning Courses – Spring 2024. – Workshop on the use of AI tools in Distance Learning Courses – November 2025. <p>The academic staff involved in distance learning programs is also welcomed to attend any other professional development training is provided by the University. The DLC in collaboration with CIET will continue to regularly organize professional development trainings for all DL instructors (newcomers and experienced), as well as to pedagogically and technically support them.</p>	
2. Continue to monitor the numbers of staff required as student recruitment increases.	We agree with the committee's recommendation regarding the importance of aligning staff capacity with student enrolment growth. At Frederick University, staffing needs	Choose level of compliance:

	are regularly monitored as part of the academic planning process conducted prior to the start of each semester. This process considers the programme's structure, the number of registered students, teaching loads, and the need for specialised expertise in each module. The Department Council, in collaboration with the Academic Operations Office, reviews and adjusts teaching assignments accordingly.	
3. Promote staff's engagement in research activity is important to raise the profile of the university and ensure that education is evidence-based.	<p>We share the committee's view that active engagement in research is essential for ensuring that education remains evidence-based and academically robust. At Frederick University, staff research is supported through the following support mechanisms:</p> <ul style="list-style-type: none"> • Reduce faculty teaching load. The University's teaching load reduction scheme is applied in the case of faculty who are engaged in research activities, participate in research projects or supervise PhD students. This scheme will release time for faculty to develop their research agenda and build up their research output. Furthermore, the Department's decision to proceed with the recruitment of visiting faculty to strengthen program development and delivery, contributes to the teaching load reduction of resident faculty and further concentration on their research activities. • Increase research support mechanisms. It has been identified that many colleagues are reluctant to engage in funded research initiatives due to the administrative load this often entails. For this reason, a new research officer has been hired in the Research and Interconnection Service to offer 	Choose level of compliance:

	<p>support in this direction. Administering research projects, editing research proposals, and enhancing/facilitating the development of research networks are some of the duties of the new research officer.</p> <ul style="list-style-type: none"> • Offer opportunities for internal funding to encourage faculty members who require financial assistance to develop their research ideas. Notably, faculty members have benefited from the Senate's decision, taken in Fall 2020, to support competitive research proposals through an internal funding program. For these calls, the University Council allocates a portion of the University's Research Fund to provide seed funding ranging from €5,000 to €15,000 per research project. Since then, several projects have been funded through three calls that have been launched under this scheme, with the first issued in 2021. • Encourage/ fund a greater number of visits from external academics and other collaborators to promote research engagement and identify areas for collaboration with resident faculty. To this end, the research seminar series can provide a platform for faculty members, as well as, invited speakers of international calibre, to present their research work. The use of online technology contributes in limiting the travel costs for invited speakers. • Increase the funding for participation in Scopus indexed conferences that lead to publications. It is noted that the 	
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	<p>University already allocates an annual budget to the Department for such activities.</p> <ul style="list-style-type: none"> • Further encourage the use of national and European funding programs, through dedicated communication of opportunities, as well as support with the application process and networking activities. In particular for the European COST Actions, a number of faculty members already participated and expressed their interest to continue. They have also shared experiences with other faculty members to increase participation in this important European science networking program. • Additionally, units such as the Open and Distance Learning Centre (ODLC) actively engage in research on digital education and pedagogical innovation, offering further opportunities for staff involvement. • Furthermore, a series of other measures are in place to promote and enhance research activities, like scholarships for full-time PhD studies, as well as financial incentives for Scopus indexed publications and for participation in externally funded projects. <p>These initiatives form part of a broader institutional effort to strengthen the University's academic profile and promote a vibrant research culture across all levels of teaching staff.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. It was not clear how final student selection is carried out and we recommend a clearer description of the admission processes. This is especially important in terms of the disciplines that are recruited to these programmes.	<p>We acknowledge the committee's recommendation. The final selection of students is conducted through a structured, transparent process that evaluates both academic background and professional experience. Applicants must hold a degree relevant to the programme's specialisations, with clear eligibility criteria in place for each track. All complete applications are reviewed by the Programme Coordinator, who assesses the academic relevance, completeness of the application file, and alignment with the selected pathway. A standardised scoring system is applied, and shortlisted candidates may be invited to an interview, particularly when academic backgrounds vary or further clarification is needed.</p> <p>The final selection is made on the basis of total score, with tie-breakers including degree grade and interview performance. The list of admitted students is approved by the Programme Committee and ratified by the Department's General Assembly. This process ensures consistency, fairness, and a close match between students' qualifications and the programme's learning objectives. The full selection and evaluation process is now clearly outlined in Annex I, as part of our effort to ensure full transparency and alignment with best practice.</p>	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
1. The moodle learning platform can integrate many built-in plugins which will enhance its accessibility. The DLU could also implement such integrations with the aim of supporting all students including those that may have some learning difficulties or disabilities. This is not a difficult task since moodle is highly customisable.	<p>We appreciate the EEC's insightful observation regarding the accessibility potential of the Moodle learning platform and the importance of supporting students with learning difficulties or disabilities. Ensuring inclusive education and accessibility is a central pillar of our Distance Learning Unit (DLU) and the Center for Innovation and Excellence in Teaching (CIET), in alignment with the University's broader educational values. We fully agreed that Moodle's high level of customization provided a valuable opportunity to support all students, including those with learning difficulties or disabilities. The University is committed to integrating a suite of built-in and third-party Moodle plugins to enhance accessibility and user experience for all students, including those with diverse learning needs. These include: text-to-speech readers and screen reader optimizations, font customization options and color contrast themes (such as "Accessible Moodle" themes), activity completion tracking with progress bars and personalized pathways, multi-modal content delivery, ensuring that video materials are accompanied by captions, transcripts, and audio descriptions.</p> <p>We explored and identified accessibility-focused plugins that align with our institutional needs and technical capacity. These integrations have been considered as part of our ongoing efforts to</p>	Choose level of compliance:

	<p>create a more inclusive and supportive learning environment for all students.</p> <p>The University promotes and already implements Universal Design for Learning (UDL) in course development to ensure that content is usable and accessible by the widest range of learners. This involves multiple means of representation (e.g., visual, auditory, text-based), multiple means of engagement and expression (e.g., interactive quizzes, video reflections, discussion forums) and clear navigation and user-friendly interfaces.</p>	
<p>2. We recommend that the DL students are encouraged to consider Erasmus exchange opportunities.</p>	<p>We agree with the committee's recommendation. All students at Frederick University, including those enrolled in Distance Learning programmes, are eligible to participate in Erasmus+ mobility activities. Distance learners may take part in physical, short-term, or blended mobility schemes, such as Erasmus study placements, traineeships, or Blended Intensive Programmes (BIPs). Going forward, Erasmus+ opportunities are prominently promoted to DL students through orientation sessions and digital announcements. This helps ensure that all students are fully aware of the mobility options available to them and are encouraged to consider international experiences as part of their academic and professional development.</p> <p>To support and coordinate these mobility activities for all students, including those in Distance Learning programmes, Frederick University has in place a dedicated Mobility Office.</p>	<p>Choose level of compliance:</p>

	<p>The Mobility Office runs under the Research & Interconnection Service of the university. It handles all programs related to student and personnel mobility, it manages the Erasmus departmental agreements between the various departments of the university with the academic departments of other universities abroad, as well as it manages the student and personnel exchanges under the Erasmus programs. The office is run by a full time officer who is qualified with BSc degree in Mechanical Engineering and an MSc degree in Sustainable Energy Systems, while mobility operations are monitored and guided by the Erasmus committee of the Senate. Furthermore, each department assigns an academic staff member as the department's Mobility/Erasmus Coordinator who is the department's contact point on issues related to mobility programs, mobility agreements and student and personnel mobility.</p> <p>The office is working with two different ERASMUS+ programs, KA103 and KA107 that are both related to student and academic exchanges in Europe and the third countries respectively. Funding from both programs is obtained on an annual basis as per the program rules and the availability of funding through the Erasmus+ national agency.</p> <p>Furthermore, Frederick University is a member of the EU-CONEXUS European University for Smart Urban Coastal Sustainability. Students of the programme will participate in mobilities within the alliance and possibly attend any joint EU-CONEXUS Bachelor / Master / PhD programs in areas related to Advanced Health Care.</p>	
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>1. Overall, the EEC were content with the aims of the proposed programme. Staff were motivated to make it a success and there appears to be a market for the online offer. The EEC has offered suggestions to strengthen some aspects of the programme. The students that we met were highly satisfied and mentioned that an online offer would have been welcomed.</p>	<p>We sincerely thank the External Evaluation Committee for their constructive and thoughtful review of the MSc in Advanced Health Care. All suggestions made by the EEC have been adopted and implemented as seen by the answers throughout sessions 1-5.</p> <p>We are pleased to note the Committee's positive overall assessment of the programme's aims, the motivation of staff, and the potential of the online format to meet the needs of a broader student population. We also appreciate the recognition of student satisfaction and engagement, and the valuable feedback provided throughout the review process.</p> <p>We remain committed to ensuring the continued improvement and success of the programme and welcome ongoing dialogue to align with best academic and professional standards.</p>	<p>Choose level of compliance:</p>

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof. George Demosthenous	Rector	
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