



Doc. 300.1.2

Date: 10.6.2022

Higher Education Institution's Response

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

In Greek:

“Αθλητική Φυσικοθεραπεία και Άσκηση (18 Μήνες/90 ECTS, Μεταπτυχιακό)”

In English:

“Sports and Exercise Physiotherapy (18 Months/90 ECTS, M.Sc.)”

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

In Greek: Concentrations

In English: Concentrations



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

A. 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 300.1.1/2 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.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

The teaching faculty of the Sports and Exercise Physiotherapy (M.Sc.) program at the European University Cyprus wishes to express their sincere gratitude to the External Evaluation Committee (EEC) for its evaluation.

The collegial spirit created by the members of the EEC during the evaluation processes created an atmosphere of knowledge sharing and synergy, which allowed the members of the Department and the program to support the program to the best of their abilities. Thus, the Department has noted the positive feedback of the EEC, and we appreciate its insightful recommendations, which provided us with the opportunity to improve the quality further and ensure the future implementation of the program.

In the following pages, we respond in detail to all findings and recommendations for improvement suggested by the EEC. We provide all relevant information to explain the actions taken to ensure that the program is of high quality and has considerable impact.

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

The EEC has raised the following issues. The responses for the issues raised are indicated below after EEC Comments.

Comments by the EEC:

1. The program presentations gave an overview of topics taught in the courses. There were no indications about an underlying philosophy connecting the individual subjects.
2. Items are listed but not detailed regarding specific contents. Often these are published in Greek only.
3. The quality indicators are similar in all the programs. Feedback from students showed they at times felt they did not always get the support they would need (for example, students were unaware of the fact that some support for congress visits would be available).
4. Develop a clear line of communication between university and staff/students for where to acquire support for congress visits, etc.
5. Based on the presented material these items seem fulfilled. We cannot estimate whether this also involves compliance with EQF framework.

Response by EUC:

We thank the EEC for these important recommendations, which we have attempted to take into account effectively, as indicated below:

1. The M.Sc. in Sports and Exercise Physiotherapy programme is based on the philosophy of total care for the athlete and the promotion of physical activity in the general population. The programme courses cover a wide range of sport and exercise physiotherapy competencies, as identified by the International Federation of Sports Physical Therapy to include Sport and Exercise Participation, Inter-Disciplinary Management and Injury Prevention. The courses offer the students mastery of advanced concepts and skills in Sports and Exercise Physiotherapy, knowledge and skills to assess sports injuries, design treatment options and understand the physiological and psychological benefits of exercise and its use as a health tool. This M.Sc. in Sports and Exercise Physiotherapy advances students' skills and abilities to independently develop, to challenge and critically evaluate the student's own professional practice and the wider areas of sport physiotherapy, such as service improvement and patient care, carry out research projects to establish the scientific basis for the prevention, assessment and treatment of impairments, functional limitations, and disabilities. The programme also helps inform students to practice safely and effectively and inform sport and exercise physiotherapy healthcare. Therefore, the programme's philosophy is to develop analytical, evaluative, creative and skilled physiotherapists who will demonstrate a high level of research skills and make a significant contribution to the local and international community in Physiotherapy.
2. Despite being accredited in both Greek and English, until now the M.Sc. programme was only offered in Greek language. However, a strategic decision was made for our updated and modernised (based on the EEC recommendations and the re-accreditation procedure) M.Sc. program to be offered in both English and Greek language. The syllabi of the new programme will be uploaded in English and Greek as suggested, including the specific contents as the national committee does not allow us to post any information for programs under evaluation. Instructions will be given to fully update the University website with the new programme courses and context upon finalising the curriculum and syllabi according to the suggestions of the evaluation committee (please refer to Appendices I and II).

3. We agree that M.Sc. students should receive financial support for conference participation. Hence, in the 2023-23 budget, there are funds for enrolled students to present their thesis at national or international conferences. Students are informed that they are entitled to apply for conference funding in their Master Thesis Guide. At the end of each semester, every student has the opportunity to participate in the “Student feedback on Their Learning Experience” evaluation process for each course and provide specific comments and suggestions, which are taken into account for the continuous improvement of the program (please see a more detailed description of the process in the Department Response Report). Further changes to support student needs include focus groups to discuss issues and concerns arising from the programme of study, i.e. teaching methodology, specific learning outcomes and infrastructure adequacy. This initiative has already started, and meetings have been already held for Spring 2022. These meetings aim to identify any weaknesses of the courses and take corrective measures before the end of the semester. The feedback received will be collated into an annual report, and progress will be tracked over time.
4. European University Cyprus degree content corresponds to levels 6 (Bachelor’s), 7 (Master), and 8 (PhD) of the European Qualifications Framework (EQF) as described in <https://europa.eu/europass/en/description-eight-efq-levels>. The learning outcomes for each program/course are directly related to the Knowledge/Skills/Responsibility-Autonomy as detailed in the EQF website. This is evident in program mission and aims and course syllabi.
5. In the School of Sciences budget, there is a yearly allocation of funds for academic faculty to attend conferences and give presentations, specifically 170 € to participate in a local conference and 1.300 € for an international conference presentation. In the 2022-2023 budget, the Department of Health Sciences has allocated also budget to support student registration for conferences to present their research findings at an international conference. As mentioned above, students are informed that they are entitled to apply for conference funding in their Master Thesis Study Guide. Furthermore, an orientation session takes place during the first week, where the Program coordinator informs them of the program design and philosophy, programme information, and the procedure for applying for conference funding.

2. Student – centred learning, teaching and assessment (ESG 1.3)

The EEC has raised the following issues. The responses for the issues raised are indicated below.

Comments by the EEC:

1. Make sure necessary software (SPSS, Mendeley referencing, Endnote, etc.) is available online for staff and students.
2. There was no clear indication about integration of newer (research) findings into the current curricula. Evidence-based PT would expect a program to actively evolve by integrating new knowledge on a regular basis.
3. The students should become critical thinkers. Ways to promote such an attitude should be explicitly developed and mentioned. The challenges of the future in today's complex and highly networked world are uncertain. In order to cope with this uncertainty, university members must be able to critically reflect on the knowledge they have acquired as well as on their own views. This enables a knowledge transfer to society and the economy in a responsible manner and to act responsibly on this basis (see for an example that we partially used <https://ethz.ch/en/the-eth-zurich/education/critical-thinking.html>).
4. Most of the courses are face-to-face teaching. A variety of different teaching methods seems recommendable (problem-based learning, small group exercises, etc.). External support for innovative forms of teaching might come in handy here? Fly in external staff for block courses, summer schools, etc.
5. Students should be directly involved in research. Working should be performed in research groups that would facilitate academic exchange. Teaching should explicitly consider newest research findings. This should make clear for the students that knowledge is an evolving process and "evidence-based physiotherapy" is an active task that takes place on a continuous basis.

Response by EUC:

Some very valuable suggestions have been provided in this section as well, which we have attempted to take into account effectively, as indicated below:

1. SPSS and Mendeley are available on PCs in the library. Faculty can have SPSS installed on their laptops upon request from the IT department. Furthermore, upon request from the course instructor, students can gain access to SPSS software through the University IT department. Students are taught how to use the referencing software, including Mendeley in the Research Methodology & Biostatistics course. Mendeley is a free web and desktop reference management application that students can download for free and use for their written assignments and dissertations.
2. The new M.Sc. in Sports and Exercise Physiotherapy was developed and designed at the master's level according to the Eleven Sports Physical Therapy competencies, including injury prevention, acute intervention, rehabilitation, performance enhancement, promotion of a safe, active lifestyle, life-long learning, professionalism and management, research involvement, dissemination of best practice, extending practice through innovation, promotion of fair play and anti-doping practice (please see syllabi in Appendix I). All courses include, promote, and require the students to become familiar with and apply the newest research evidence. Critical analysis of published research to reach intervention approaches is included in all courses relating to the different competency areas (please see syllabi of courses Exercise Physiology for Sports

Physiotherapists, Principles of Sports Physiotherapy, Advanced Sports Physiotherapy I, Advanced Sports Physiotherapy II and Sports Physiotherapy Seminars, in pages 1-19 of Appendix II), to ensure that evidence-based practice is demonstrated for each professional behaviour. The M.Sc. faculty meet every semester to discuss modifications and updates in the course outline and contexts. During those meetings, we discuss new scientific evidence and student evaluation outcomes. Students are trained in using clinical reasoning and knowledge of current research evidence to diagnose “existing or potential impairments, functional limitations and abilities or disabilities that will direct physiotherapy interventions” (ER-WCPT, 2003, p. 10). The M.Sc. in Sports and Exercise Physiotherapy is empowering the graduate sports physiotherapists to become pioneers in their field, to critically challenge and evaluate practice, to develop new knowledge through research, and to disseminate this understanding to initiate changes in practice. Students are required to complete their assignments incorporating the most updated research evidence. Finally, the Master’s Thesis is a mandatory requirement for the M.Sc. completion.

3. The M.Sc. curriculum involves extensive knowledge and skills that demonstrate critical thinking, clinical reasoning, flexibility, creativity, independence and leadership. Student sports physiotherapists in this program are taught to maintain and improve clinical standards by using critical, reflective and evidence-based practice and through consistent learning and teaching in collaboration with other professionals. Learning is facilitated by identifying individual student learning needs, developing plans to address these needs with critical reflection to acquire new knowledge and techniques, and seeking continuing professional development. Reflective assignments are required in courses “MSP 630 Advanced sports physiotherapy I” (please see pp. 9-11 of Appendix II), and “MSP 640 Advanced sports physiotherapy II” (p. 12-14 of Appendix II). These assignments enable students to put their knowledge into practice, work together to find the best way to express a theory, develop a logical outline, and visualise how these ideas fit together. These assignments challenge students to debate or question the application of these theories and explore complex approaches. This enables a knowledge transfer to society and the economy responsibly and to act responsibly on this basis. Additionally, students learn to appraise evidence and evaluate outcomes through their HLS 600 course in Research methods and biostatistics (please see p. 1-2 of Appendix II).
4. European University Cyprus adopts a wide range of contemporary teaching approaches which apply to higher education. To this end, since 2015, EUC has introduced the Digital Enhanced Learning (D.e.L.) intervention project, which aims to integrate digital teaching and learning approaches into all its campus-based programs of study. As part of this initiative, instructors are trained and coached by a specialised group of staff to introduce innovative pedagogical approaches using the Universities’ Learning Management System (LMS) platforms to organise assignments, project-based work, group work, constant communication between students and instructors, synchronous and asynchronous activities (including chats, forums, wikis, online quizzes, journals, etc.). The D.e.L. Ad-Hoc Committee organises colloquia where instructors meet, discuss, and share experiences on discipline-specific approaches at least once per semester.

Aiming at a broader range of teaching methods and greater emphasis on self-directed and reflective practice, we have already included the element of reflective practice in “Advanced Sports Physiotherapy I” and “Advanced Sports Physiotherapy II” as a reflective assignment; furthermore, we have now revised the syllabi adding portfolios in the Assessment Methods of the programme. Specifically, small group portfolios are being introduced in the Assessment Methods in courses, such as “Exercise physiology for Sports Physiotherapists” (please see

Appendix II) effective from the Fall 2022 Semester, upon reaccreditation of the programme. Portfolios will include a maximum of three (3) tasks of varied assessment types. Portfolio activities demand much higher complexity (including technical, practical, and cognitive challenges) and require much more student effort and time to complete.

Finally, this year EUC and the M.Sc. in Psychotherapy plan to host a group of students from the University of Memphis, Memphis, Tennessee, USA, for their study abroad programs (2 weeks in Summer). The course focuses on Methods and Techniques in Motion Capture (data collection & processing).

5. Indeed, the involvement of students in research is essential for an academic department. In alignment with the EEC's suggestion to increase our students' exposure to research, we have substantially increased the Postgraduate Thesis Topics to minimise the literature review topics and enhance students' field data collection skills and analysis skills. An indicative topic list for the following Academic Year 2022-23 appears in Appendix III (please see Appendix III; Indicative Research Thesis topics for Academic Year 2022-2023). All topics have an empirical/research-related and practice-related perspective; students are expected to conduct research activities and collect data to implement these research themes.

In addition, the Department of Health Sciences has been working on establishing the "Centre for Human Performance, Exercise and Rehabilitation" in Fall 2022. In this action, students can participate in and perform research activities. The Centre aims to organise faculty involvement, showcase research methods and skills application, and attract students to research. Faculty will schedule and announce the days when research activities occur in the research laboratories under their supervision. The faculty will inform the students about the procedures and the purposes of the research, and where possible, students will be able to participate in the experiments of ongoing theses faculty research projects. With this initiative, it would be clear to the students that knowledge is an evolving process and "evidence-based physiotherapy" is an active task that takes place continuously. This will stimulate student interest in conducting original research rather than systematic and literature reviews and enhance students' engagement in research.

3. Teaching staff (ESG 1.5)

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

1. It seems questionable to expect large experience from PhDs that were themselves rather recently graduated.
2. In every programme of study, the special teaching staff should not exceed 30% of the permanent teaching staff. There is no relevant information we have that allows to give a proper assessment on this aspect.
3. We found a very dedicated and motivated teaching staff. Staff was young and do not seem highly experienced in teaching. Senior peers are not appointed so far. The lack of seniority may be responsible that there is no sense of direction about the future further development of the School. In relation to the number of students there is a lack of staff. The part time appointments of staff is problematic when at the same time an expectation is available expecting staff to perform research at high international level.

Availability of support for staff development regarding teaching skills (didactics, pedagogics) remains somewhat blurred

4. Introduce novel teaching techniques to enhance critical thinking skills early in the education.
5. Widen the focus of program content such that not only Sport is in the focus. Epidemiology, Prevention, Health Promotion, Behavior Change Models, Patient Education, ways to improve long-term adherence to exercise, Psychology, and similar subjects (motivational interviewing) also have relevance for the field of Sports PT.

Collaboration with other academic departments (for example Psychology) is highly recommended.

Provide state of the art laboratories with relevant measurement equipment.

Response by EUC:

Some very valuable suggestions have been provided in this section also, which we have attempted to take into account effectively, as indicated below:

1. We consider the University as an incubator of developing newly qualified Ph.D. graduates with skills and qualities, giving them the ability to inspire and motivate students, build their organisational and planning skills, and ability to express themselves clearly in writing as well as orally, to gain confidence in teaching large numbers of students in lecture theatres, patience, tact and tolerance and further develop their research skills into becoming confident lecturers and researchers.

Given the fact that there is lack of Physiotherapy Ph.D. holders in Cyprus combined with the fact that experienced program coordinators retired or found employment elsewhere (Prof. Nicolas Christodoulou-retired, Prof. Apostolos Stergioulas-retired, Dr. Dimitrios Stasinopoulos-employed currently in Greece, who held the rank of Professor and Associate Professor) and the inability to attract experienced applicants from Greece (since the program is taught in Greek), contributed to the scarce of non-Greek speaking Ph.D. holders to apply for faculty positions. Therefore, the

University and the Department strategically decided to promote young aspiring lecturers with fresh ideas and better commitment to the role of coordinators. At the same time, the university has already advertised additional positions for Physiotherapy full-time faculty (at any rank) for the program (https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Engomi/Academic-Position-in-Physiotherapy--Any-Rank- R-09205-1). We expect new full-time Physiotherapy faculty to join our Department from Fall 2022 semester.

2. We would like to inform the EEC that there are no special teaching personnel in the Physiotherapy program.
3. Although most of the M.Sc. program faculty are in the rank of lecturer, they have extensive experience in teaching, from years of working as part-time lecturers at EUC and abroad. For the lack of seniority, we have already advertised the post to recruit full-time experienced Physiotherapists of any rank to lead and support our programs' teaching and learning activities starting at the EUC campus in Fall 2022. Currently, the program is supported by four (4) full-time faculty who are exclusively appointed to teach core courses in the subject areas of the program. Although the part-time faculty contracts are on a semester basis, there is stability and continuity for many staff. Some of them continuously teach with us for more than two years. Based on their speciality, we assign them a relatively steady number of courses per academic year. Finally, the University has announced opening of additional full-time faculty positions in Physiotherapy (https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Engomi/Academic-Position-in-Physiotherapy--Any-Rank- R-09205-1) who will also cover our teaching needs. Both full-time positions will be in effect on the first day of the Fall semester of 2022. Furthermore, the Department will continue to carefully examine the future academic faculty needed to support our programmes of study.

Despite the lack of senior faculty in the program, the colleagues in the Physiotherapy program, in collaboration with the Department and School, have outlined a 5-year strategic plan to further develop the program, which aligns with the overall strategy of the University (Appendix IV). For example, we are developing new strategies and agreements to expand the pool of prospective students from various international countries, mainly European. Our vision is to be a recognised leader in clinical practice, research and education in Cyprus and Greece. Our Vision for the M.Sc. in Sports and Exercise Physiotherapy is to make a recognised speciality producing autonomous graduate-level neuromusculoskeletal healthcare practitioners delivering the highest quality care, where graduate Sports and Exercise Physiotherapists:

- Are recognised both nationally and internationally as highly-valued and capable healthcare practitioners
- Have strong representation and guidance whenever required
- Have the capacity to speak, to be heard and to influence the progression of Sports Rehabilitation and the advancement of NMSK healthcare in Cyprus and internationally
- Have access to an international network of highly-skilled practitioners in the field of NMSK healthcare.

The Digital Enhanced Learning (D.e.L.) intervention project is a pedagogical project aiming to integrate digital teaching and learning approaches into all its campus-based programs of study. As part of this initiative, instructors are trained and coached by a specialised group of faculty to introduce innovative pedagogical approaches using the EUC Learning Management System (LMS) platform (Blackboard Learn Ultra) to organise assignments, project-based work, group work, constant communication between students and instructors, synchronous and

asynchronous activities (including chats, forums, wikis, online quizzes, journals, etc). The D.e.L. Ad-Hoc Committee organises around once per month colloquia where instructors meet, discuss and share experiences on discipline-specific approaches.

4. Formative assessments are designed to measure how well students respond to instruction to indicate if instructional modifications are warranted. Its purpose is to generate data useful for guiding instruction. The focus is the integration of assessment activities into the teaching and learning process. The assessment for learning provides immediate feedback to teachers and students about how much of the recently taught material has been learned. Instructors use the results to inform lesson planning. Formative assessment allows the educators to have a strong understanding of what the learner knows, where the learner is going, and how to get there. The feedback afforded to educators and students through assessment for learning guides the learner through individualised teaching approaches that optimise student learning and enhance critical thinking skills early in the education. It helps students improve as they work to attain higher performance levels to create new knowledge and highlights the vital relationship between classroom assessment practice, learning, and assessment evidence to guide instruction.

There are four critical different teaching styles we use at EUC:

- Traditional/Lecture-based
- Problem-based
- Case-based
- Enquiry-based

In lecture-based teaching students learn the scientific theory first and then move to clinical settings after a few years with this teaching style.

Problem-based learning is patient-centric and means students will be exposed to patients early in their studies. With problem-based learning, students will be given a 'problem' or case study that they need to solve and learn from. There's often a tutor to guide them, and they'll mix group work with self-directed learning. This combination helps students develop their communication, teamwork, critical thinking and problem-solving skills while boosting their responsibility and respect for others.

With case-based learning, instructors use a case to pique students' interest and then focus on the skills and knowledge they'll need to solve it. This teaching style usually means students work in small groups over short periods – but it's backed up with traditional methods like seminars, lectures, etc.

With enquiry-based learning (EBL), students will look at questions, problems and scenarios instead of being given facts. The emphasis is on students identifying and researching issues and asking questions to develop their knowledge. It puts students in charge of their own learning because this teaching style is more about how students learn rather than a lecturer teaching you. In EBL an enquiry begins with a general theme to trigger learning and may take the form of a real-life scenario or stimulus question, for which there is usually no known answer. Students have to identify what resources they need to solve the problem and embark on a journey of constant questioning, problem-solving and seeking evidence-based and relevant solutions.

5. Based on international trends, the World Federation of Sports Physical Therapy guidelines and the collaboration with the Cyprus Sports Physiotherapy Association, the M.Sc. has been redesigned. By adding the word 'Exercise', the new program was redesigned and adapted to support the needs of modern Cypriot society. Thus, in addition to the previous version of the

M.Sc. degree offered to-date in Sports Physiotherapy that provided knowledge in sports rehabilitation, courses have now been added to offer specialisation in sports training and exercise to enhance health, wellbeing and sports or exercise performance in athletes and people of all ages, abilities and cultural contexts.

We therefore appreciate much and endorse the Committee's valuable comments. The new M.Sc. program follows the guidelines of the World Federation of Sports Physical Therapy and we include all the eleven competencies it suggests as indicated here <http://ifspt.org/competencies/>. Namely, Eleven Sports Physical Therapy competencies specifically including: injury prevention, acute intervention, rehabilitation, performance enhancement, promotion of a safe, active lifestyle, lifelong learning, professionalism and management, research involvement, dissemination of best practice, extending practice through innovation, promotion of fair play and anti-doping practice.

Epidemiology is now included in two of our courses, both HLS 600 Research Methods and Biostatistics (please see Appendix II, p. 1-2) and Principles of Sports Physiotherapy where we have revised the syllabus adding in the course content point 11, (see syllabus in Appendix II, p 6-8): "Classification of diseases/sports specific injuries (aetiology, epidemiology) in relation to different population and gender groups in different sporting contexts". Prevention is included in MSP 615 Exercise Physiology for Sports Physiotherapists, MSP 625 Principles of sports physiotherapy and MSP 640 Advanced sports physiotherapy II. In the "Advanced Sports Physiotherapy I" course content point 13. "The contribution of sports psychology to the rehabilitation of sports injuries, psychological assessments of exercise, sport and performance, and athlete mental health". Point 14 was replaced with "Exploration of exercise behaviours, guidelines for optimal participation, influences on participation, and behaviour change strategies." (please see Appendix II; MSc Revised Courses Syllabi).

We have already set up a collaboration with the Sports and Exercise Science program and the Department of Life Sciences where we have the sports psychologist and exercise physiologists of the Department teaching in our courses.

We agree with the EEC's comment to state of the art laboratories with relevant measurement equipment. The Department of Health Sciences has been included in the strategic plans for the new facility to house Medical School and Clinical Research Physiotherapy M.Sc. and Ph.D. students and faculty. This laboratory will be spacious and specially designed to provide all the equipment that will facilitate data collection during the implementation of the research projects. The lab will be equipped with a motion analysis system (Vicon), Cybex isokinetic dynamometer, Delsys EMG system, CED 1410 data acquisition system and Spike2 software, ultrasound, and training equipment.

For the academic year 2022 – 2023 we have already included the purchase of new equipment, including muscle ultrasound imaging (to investigate how the mechanical properties of the musculotendinous unit are affected by physiotherapy interventions in healthy and non-healthy individuals), mad up pro device, dynamometer ankle accessory, SphygmoCor Xcel for non-invasive central blood pressure measurement, and also allocated a specific budget for the upgrade and maintenance of our existing equipment. Finally, according to the recommendation by the EEC, we have divided students into small groups during lab sessions, so everyone has the opportunity to practice with the equipment.

4. Student admission, progression, recognition and certification (ESG 1.4)

Comments by the EEC:

1. This is in comparison to international competition.
2. It seems the Erasmus program is currently not used.
3. We have a good first impression from the School and the students. Students seem to be fully engaged throughout the week. Some were complaining about the fees. The quantity of the machines in the labs was a point of concern expressed by the students. There were not enough to allow all students engage with them.
4. Become an active part of international networks (Erasmus). Organise research seminars.
Set a target for the number of students EUC is willing to receive and send to partner educations.

Response by EUC:

1. All applicants must hold a Bachelor's degree for postgraduate study. Application forms and the most current information about admission requirements can be obtained from the Office of Admissions. The postgraduate minimum admission requirements are as follows:
 - (a) A recognised Bachelor's degree or its equivalent in the science of Physiotherapy is an indispensable criterion for registering graduates with the Cyprus Association of Physiotherapists and the Pancyprian Association of Physiotherapists in view of obtaining a license to exercise the profession. Applicants whose undergraduate degree is not in Physiotherapy but in other Health and Life related Sciences and who nevertheless wish to register in the program must attend the preparatory courses in the field of Physiotherapy to ensure their smooth integration into the program. These courses will be offered by the Program of Physiotherapy of European University Cyprus, and their selection will depend on the courses of the undergraduate degree of the interested person. The foundation courses are determined by the Program's Committee and are based on the candidate's first bachelor degree and on current availability. Foundation courses should provide 30 ECTS at maximum.
 - (b) Proficiency in English based on the EUC charter admission criteria for master level studies.
2. Although we do not currently have students using ERASMUS + at the postgraduate level, it was also used by students of these programs in the past. The primary reason is that students are currently employed professionals, and it is difficult for them to move to another country. Nevertheless, we encourage our students to use the ERASMUS + program in the form of Blended Mobility. The recent addition to the ERASMUS + program of Blended Mobility, which allows participants to combine mobility in another country for a short period with online education, can be an ideal choice for students, especially in postgraduate and doctoral studies.
3. We thank the EEC for this comment. Since we are a private university, we do not have financial support and other resources from the government, so tuition fees are the University's only source of income. The fee amount is decided by the Department of Enrolment and is aligned with the national legislation. It is worth mentioning that tuition fees in all private universities are similar to those of European University Cyprus.
4. Although some students have used the ERASMUS + program in the past, it is not used by postgraduate students today. In collaboration with the ERASMUS office of the University, we

plan to inform students of the options and benefits of the ERASMUS + program. For example, the Blended Mobility program may be ideal for students who work in parallel or have other responsibilities that prevent them from using longer-term mobility programs. Our program has been offered until now in the Greek language: therefore, student mobility is thus limited to Greek-speaking students and Greece. Due to the fact that there is no M.Sc. in Sports Physiotherapy in Greece, severely limits the options. Internationally, there is also a limited number of M.Sc.s in Sports and Exercise Physiotherapy in the United Kingdom, but with Brexit, the Erasmus program would include the UK as a destination only until 2023, limiting our options. Hopefully, as of F2022, the program will also be offered in English, and more countries will develop similar MSc with the corresponding courses. This will significantly increase mobility options.

This year, Ph.D. students of the University will organise a student research conference. All undergraduate and postgraduate students would be eligible to participate. All postgraduate students are expected to attend and contribute to the conference irrespective of their study stage by submitting an abstract in consultation with their supervisors. They would have the option to choose between an oral or poster presentation.

Mobility plans are to send 2-3 students per year and receive approximately the same number based on the new Erasmus agreements we will establish.

5. Learning resources and student support (ESG 1.6)

Comments by the EEC:

1. Practical labs were overcrowded, equipment seemed somewhat outdated and lacking in number, research labs were not well-equipped.
2. Journal article access should be prioritised to ensure students gain a critical understanding of evidence-based practice.
3. Library resources and administrative mechanisms are working well. Drawbacks are identified in teaching and laboratory equipment. The resources are not in accordance with actual (changing) needs and contemporary requirements. This is especially true regarding the integration of modern assessment technology both in practice and research. How the effectiveness of using resources is ensured cannot be judged. It is unclear how well these resources are accessible to students.
4. Give opportunities to students to independently use the practice labs and rehearse there, also outside working hours.

Response by EUC:

1. The practical laboratories associated with physiotherapy courses are where the physiotherapy practical skills are learnt and taught. During these practical sessions, students are introduced to techniques including, but not limited to, soft tissue mobilisations, tapings, sports massage etc. movement analysis, as well as various assessment techniques that will allow them to diagnose a person's functional status. There is always a limit to the number of students per lab session, depending on the laboratory size and equipment availability, to ensure that all learning outcomes are successfully reached. Students will be introduced to manual therapy, movement retraining and exercise prescription interventions. To allow these techniques to be fully taught, understand how the recipient (patient/client) feels and experience the range of normal responses, it is a requirement that students participate fully in the practical laboratories in small groups.

Regarding the equipment in our labs, every year, in the School's budget, there is an allocated amount to purchase new equipment to support the program's needs. Our labs are equipped according to the research developments and specialities of the Physiotherapy faculty. Also, our equipment is serviced regularly and receives the latest updates whenever required.

However, since there is always room for further improvement and investment in laboratories and equipment, we have now included in the 2022-2023 School budget (beginning 01/07/2022) the establishment of a new "Human Performance, Exercise and Rehabilitation" research laboratory (please see Department Response Report for more details). This new research space of approximately 90m² is located on the 2nd floor of the North Building and will host existing research equipment, such as a Vicon motion analysis system, force platforms, Cybex isokinetic dynamometer, Delsys electromyography system and CED 1401 data acquisition system. Moreover, the purchase of additional new research equipment has been budgeted for the fiscal year 2022-2023, including an ultrasound system, ankle accessory for the dynamometer, Mad-up pro equipment for blood flow restriction training and SphygmoCor Xcel system for non-invasive blood flow pressure measurement.

The establishment of this new dedicated research lab and the acquisition of the new equipment are expected to significantly enhance the research potential and output of the Physiotherapy programs and promote interdisciplinary research synergies in the Department of Health Sciences.

We have also set up a booking system for the labs and equipment where students can book the room or equipment using the Microsoft Bookings scheduling tool.

2. The EUC library subscribes to over 40 EBSCO databases and over 15 Proquest databases. In total, the library offers access to over 130 databases. For a more detailed description of all databases, please visit EUC E-Journals and Databases <https://library.euc.ac.cy/euc-e-journals-and-databases/>. Our digital resources (E-Books, E-Journals, Electronic Databases and Packages) are always 24/7 accessible through OpenAthens to students and faculty. Additionally, to this we offer students training sessions with the librarians to learn how to use the information given to them properly, how to be able to research, with faculty guidance with a course on training sessions about Evidence-Based Practice and the process of putting together a clinical question, researching for it, evaluating results etc.
3. Please see our answers above. For the M.Sc. in Sports and Exercise Physiotherapy, the equipment we have and use is sufficient to fulfil all our teaching and practical needs. Every year the course instructor requests from the library the material (books) required for their course to be purchased. These books are in the course outline and are kept in the library's reference section, so every student has access to the them. The library orders these books according to the number of students enrolled in the course. We strive to provide our students with the latest published material (in Greek and English) and peer-reviewed journal articles.
4. Additionally, we have introduced an online booking system where students can book a room using the Microsoft Bookings scheduling tool. Students can access the practice laboratories and practice under the supervision of a Faculty member for safety reasons. Although we have used this practice in the past, due to Covid-19 and the security protocols at the University, this practice in the last two years has been impossible to implement. As the restrictions are lifted, students will have access to the labs again.

B. Conclusions and final remarks

Comments by the EEC:

In the Sports PT education exercise health science principles that may be applied in a wider context than Sport alone should be integrated. Consider adapting the title in the direction of Sport and Exercise Physiotherapy.

Response by EUC:

We thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections, the Sports and Exercise Physiotherapy Program has focused on addressing EEC's recommendations. In addition, to the last final recommendations of the EEC in this section:

The new M.Sc. program was developed according to the International Federation of Sports Physical Therapy (IFSPT) competencies appearing here: <http://ifspt.org/competencies/>. The program's name submitted and under evaluation is "Sports and Exercise Physiotherapy," which is an update from the current program title "Sports Physiotherapy". The addition of the word "exercise" implies that the program's focus is not only on athletes but physically active people from all backgrounds or specific populations, people with chronic diseases, children and adolescents in sport, the female and ageing athletes, the performing athlete and athletes with disabilities. Namely, Eleven Sports Physical Therapy competencies specifically include injury prevention, acute intervention, rehabilitation, performance enhancement, promotion of a safe, active lifestyle, lifelong learning, professionalism and management, research involvement, dissemination of best practice, extending practice through innovation, promotion of fair play and anti-doping practice. To further satisfy this recommendation, we revised the syllabi, adding course content in "Principles of Sports Physiotherapy" and "Advanced Sports Physiotherapy I" (please see specific changes are reported in section 3 and in the appendices).

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. George Pamboris	Program Coordinator	<i>George M. Pamboris</i>
Dr. Chryssoula Thodi	Chairperson, Department of Health Sciences	<i>[Handwritten Signature]</i>
Dr. Panagiotis Papageorgis	Dean, School of Sciences	<i>Panagiotis Papageorgis</i>

Date: 10.6.2022



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Appendix I – List of Courses

A/A	COURSE
1.	HLS 600 Research methods and Biostatistics
2.	MSP 615 Exercise Physiology for Sports Physiotherapists
3.	MSP 625 Principles of sports physiotherapy
4.	MSP 630 Advanced sports physiotherapy I
5.	MSP 640 Advanced sports physiotherapy II
6.	MSP 650 Sports physiotherapy seminars
7.	HLS 650 Master Thesis

Appendix II – Revised Course Descriptions

Course Title	Research methods and biostatistics				
Course Code	HLS 600				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st Year/1 st semester				
Teacher's Name	Dr. Tzanetakou Irene, Dr. Kyprianidou Maria				
ECTS	10	Lectures / week	3 hrs/14 weeks	Laboratories / week	NA
Course Purpose and Objectives	<p>This course aims at introducing and familiarising the student with the basic principles of the research methodology. It aims to make the student able to formulate a research question, search for relevant bibliography in databases, critically read published research articles, conduct research, and present the results to the scientific community. The purpose of the course is to understand the basic concepts of epidemiology and biostatistics. The course will introduce basic descriptive statistics on disease incidence and the importance of correct sampling to avoid accidental and systematic errors during an epidemiological study. Creation of a thesis research protocol.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recall the stages of the research process, • Use the methodology required by the research question, • Recognise the ethical issues that arise when designing and conducting an investigation and appropriately addressing them, • Design the protocol of a research proposal and submit it to funding bodies, • Select the appropriate sampling method and calculate the required sample size • Develops research tools for data collection, • Analyse the data and interpret the results of the survey, • Critically review published articles, know how scientific journals operate with reviewers and submit manuscripts to them, • Submit summaries of papers at local and international conferences (oral and poster presentations), • Conduct qualitative and systematic literature reviews using international databases. • Create a thesis research protocol. 				
Prerequisites	None		Co-requisites	None	
Course Content	<ul style="list-style-type: none"> • Introduction to research and description of the types of research (qualitative, quantitative, clinical trials, observational studies) • Bioethics issues: respect the rights of individuals involved in the survey, protect their personal data • Research protocol, sampling methods and sample size 				

	<ul style="list-style-type: none"> • Data collection tools (questionnaires, interviews, measuring instruments): tool development, reliability and validity of measurements • Data analysis (quantitative and qualitative research) and interpretation of findings • Introduction to Epidemiology and basic epidemiological concepts, • Simple descriptive statistics, • The concept of random and systematic error, • Frequency outcome measures, relationship measures, • The concepts of the determinant, cofounder, intermediate and modifier • Stratification and statistical adaptation, • Internal and external validity, • Preparation a research proposal: The students, under the guidance of their supervisor, prepare a research proposal on the topic they have undertaken and are going to negotiate. The topic is finalised after the student adequately supports his / her research proposal / protocol in writing. <p>Types of research: Synchronous studies, "Index-control" studies, Cohort studies, Clinical trials</p>												
Teaching Methodology	Face-to-face												
Bibliography	<ul style="list-style-type: none"> • Thomas, J., Silverman, S. and Nelson, J. 2015. <i>Research methods in physical activity (Seventh edition)</i>. Human Kinetics, Inc., USA. • Galanis, P. 2007. <i>Research methods in health sciences</i>. Kritiki publications, Athens. • Galanis, P. 2017. <i>Writing and publication papers in health sciences</i>. Kritiki publications, Athens. 												
Assessment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Examinations</td> <td style="width: 20%; text-align: center;">50%</td> <td style="width: 20%;"></td> </tr> <tr> <td>Assignments</td> <td style="text-align: center;">40%</td> <td></td> </tr> <tr> <td>Class participation and attendance</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> <td></td> </tr> </table>	Examinations	50%		Assignments	40%		Class participation and attendance	10%			100%	
Examinations	50%												
Assignments	40%												
Class participation and attendance	10%												
	100%												
Language	Greek and English												

Course Title	Exercise Physiology for Sports Physiotherapists				
Course Code	MSP 615				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st Year / 2 nd semester				
Teacher's Name	Dr. Panayiotou George				
ECTS	10	Lectures / week	2 hrs/14 weeks	Laboratories / week	1 week/14 weeks
Course Purpose and Objectives	<p>The purpose of this course is to:</p> <p>i. Develop a critical appreciation of physiological responses and adaptations to exercise and training.</p> <p>ii. Introduce the principles of physiological assessment of exercise.</p> <p>iii. Deepens the knowledge of the function and synergy of the various physiological systems (nervous, muscular, cardiovascular, respiratory, endocrine, immune), during exercise and the long-term and short-term adjustments caused in the body.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Critically analyse and evaluate physiological evidence relating to exercise; • Design evidence-based training programmes for general and athlete populations for rehabilitation and to optimise health, including methods to maintain or develop function in unaffected areas of the body; • Discuss the importance of optimal training loads, recovery and potential maladaptations to exercise; • Advise on appropriate nutritional practices and interventions for exercise and performance; • Discuss the effects of environmental factors on exercise and performance; • Justify methods of exercise testing within general and athlete populations • Accurately categorise the effects of exercise and physical activity on the individual in different populations. • Acquire and interpret information on the effects of inactivity and physical activity, including exercise, on health, wellbeing and sport performance for people with chronic disease or co-morbidities and people of all ages, cultures and abilities who participate in sport and exercise for health and wellbeing, in diverse environments. • Design, synthesise, and structure in detail the contents of exercise and physical activity programs performance for people of all ages, cultures, abilities and health status across diverse environments. 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>The course content is divided into the following sections:</p> <p>1. The Musculoskeletal System - the structure and function of the musculoskeletal system and the associated physiology;</p>				

	<ol style="list-style-type: none"> 2. Energetics - the production of energy during exercise and associated metabolic processes, including mechanisms for fatigue at all ages and abilities, metabolic diseases and infections in athletes; 3. Acute Responses to Exercise - the central and peripheral responses to discrete bouts of sub-maximal and maximal exercise at all ages and abilities.; 4. Chronic Adaptations to Exercise - the central and peripheral adaptations to training interventions, including maladaptations and recovery at all ages and abilities; 5. Well-being, including physical activity, inactivity and sedentary behaviour: benefits, risks, guidelines, prescribing and motivating, enhancing self-management strategies for optimising health and psychological considerations. 6. Chronic diseases and conditions (chronic pain, mental health, cancer, diabetes, obesity, cardiovascular / cardiorespiratory, neurological, orthopedic, rheumatic, osteoporosis and osteoarthritis) prevention and management; 7. Nutrition - principles of a balanced diet in relation to athletic needs, the importance of hydration and effectiveness of nutritional supplements and ergogenic aids used to prevent injuries and for return to play; 8. Doping - determination of applicable laws and regulations (World Anti-Doping Agency (WADA), prohibited substances, exemption procedure for therapeutic use in sports 9. Environmental Physiology - the physiological requirements and adaptations related to exercise and performance in extreme environmental conditions; 10. Exercise Testing and Programme Design - assessment of physical capacity and capability, comparing and interpreting field and laboratory-based data, techniques for monitoring progress and applying physiological principles to training programme design; 11. Rehabilitation and optimising health, performance and wellbeing 12. Periodicity of training - applications for injured athletes in the advanced stage of rehabilitation.
Teaching Methodology	Face-to face
Bibliography	<ul style="list-style-type: none"> • Armstrong, L.E .(2011). Απόδοση σε αντίξοες περιβαλλοντικές συνθήκες. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα. • ACSM. (2011). Advanced exercise physiology, 2nd Ed. Lippincott Williams & Wilkins, Baltimore, USA. • Beam, W.C. & Adams, G.M. (2011). Exercise physiology laboratory manual 6th Ed. McGraw-Hill, Columbus, OH, USA. • Coombes, J., and Skinner, T. (2021). ESSA's Student Manual for Health, Exercise and Sport Assessment (2nd edition). Elsevier Australia.

	<ul style="list-style-type: none"> • Corbin, C. (2001). Άσκηση, υγεία & ευρωστία. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα. • Eston, R., & Reilly, T. (Eds.). (2019). Kinanthropometry and Exercise Physiology Laboratory Manual: Tests, Procedures and Data: Volume One: Anthropometry and Volume Two: Exercise Physiology. Routledge, New York, USA. • Gore, C. (2000). Physiological Tests for Elite Athletes. Illinois: Human Kinetics. • Heyward, V. (2010). Advanced fitness assessment and exercise prescription, 6th Ed. Human Kinetics Publishers, Champaign, Illinois, USA. • Kenny, W. L., Costill, D. L., & Wilmore, J. H. (2011). Physiology of Sport and Exercise 5th. USA. • Κλεισούρας, Β. (2011). Εργοφυσιολογία. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα. • McArdle, W.D., Katch, F.I. & Katch, V.L. (2005). Φυσιολογία της άσκησης. Τόμος Α. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα. • McArdle, W.D., Katch, F.I. & Katch, V.L. (2005). Φυσιολογία της άσκησης. Τόμος Β. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα. • McArdle, W.D., Katch, F.I. & Katch, V.L. (2009). Exercise physiology: nutrition, energy and human performance, 7th Ed. Lippincott Williams & Wilkins, Baltimore, USA. • Morrow, J., Jackson, A., Disch, J. & Mood, D. (2010). Measurement and Evaluation in Human Performance, 4th Ed. Human Kinetics Publishers, Champaign, Illinois, USA. • Nieman, D.C. (2010). Exercise testing and prescription. A health-related approach, 7th Ed. McGraw-Hill, Columbus, OH, USA, (2010). ISBN: 978-007-337-659-2. • Seifter, J.L., Walsh, E., and Sloane, D.E. (2021). Integrated Physiology and Pathophysiology (1st edition). Elsevier Ltd. • Tomkins, Z., (2021). Integrating Systems: Clinical Cases in Anatomy and Physiology (1st edition). Elsevier Australia. • Winter, E.M., Jones, A.M., Davison, R.C., Bromley, P.D., & Mercer, T.H. (2007). Sport and Exercise Physiology Testing Guidelines (BASES) Volume One: Sport Testing. Oxon: Routledge. 							
Assessment	Examinations Assignments Class Participation and attendance Portfolio Total:	<table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 50%;">40%</td></tr> <tr><td>20%</td></tr> <tr><td>10%</td></tr> <tr><td>20%</td></tr> <tr><td>100%</td></tr> </table>	40%	20%	10%	20%	100%	
40%								
20%								
10%								
20%								
100%								
Language	Greek and English							

Course Title	Principles of Sports Physiotherapy				
Course Code	MSP 625				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st Year/1 st semester				
Teacher's Name	Dr. Savva Christos, Dr Karayiannis Christos				
ECTS	10	Lectures / week	2 hrs/14 weeks	Laboratories / week	1 week/14 weeks
Course Purpose and Objectives	<p>The purpose of this course is to educate students on the basic principles of sports physiotherapy. Advanced clinical reasoning will be developed to inform and interpret appropriate imaging, pharmacology, biopsychosocial approach, physiotherapy assessment, treatment of sports conditions, injury prevention and structured return to activity, sport and optimal performance using a person-centred approach and incorporating cultural, ethical and legal frameworks.</p> <p>In addition, they will further develop their knowledge and skills in the functional anatomy of the extremities and the spine, but also the basic biomechanics of the musculoskeletal system and athletic movements. Also, the healing process of biological structures and the adaptation of biological materials to injury, immobilisation and surgery. In addition to the principles of physiotherapy assessment, also the principles of exercise science, training and motor learning in the rehabilitation of sports injuries.</p>				
Learning Outcomes	<p>It is expected that upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Apply advanced knowledge and skills to critically analyse, synthesise and justify the design of evidence-based physiotherapy for the management of complex sports injuries or other health conditions in athletes and individuals of all ages, abilities and cultural backgrounds. • Apply advanced clinical reasoning skills in the application and evaluation of evidence-based physiotherapy, person-centered management of complex sports and injuries and exercise-related conditions, to improve health, wellbeing and athletic performance, or exercise in athletes and individuals in cultural, moral and legal contexts. • Describe the functional anatomy of the shoulder, elbow, forearm and fingers. • Define functional anatomy of the hip, knee and ankle. • Recognise the functional anatomy of the spine and the pelvis. • Explain the basic biomechanics of the musculoskeletal system and athletic movements. • Record the adaptations of biological materials to injury, immobilisation and surgery. • Classify diseases / injuries. 				

	<ul style="list-style-type: none"> Analyse the healing mechanisms of injured tissues and the physiotherapy intervention to improve them. Identify physiotherapy intervention in the treatment of pain. Explain the principles of physiotherapy evaluation of sports injuries. Define the principles of physiotherapy rehabilitation of sports injuries. Discuss the training principles based on the biomechanical evaluation of athletes. Describe the contribution of functional rehabilitation on the return to training or competitions in athletes. 		
Prerequisites	None	Co-requisites	None
Course Content	<ol style="list-style-type: none"> Principles of sports physiotherapy: clinical reasoning in the evaluation of complex sports and injuries and exercise-related situations: (clinical reasoning models, person-centered management approach, biopsychosocial approach, Patient / Client / athlete interview, clinical reasoning form, selection of physical examination) Clinical reasoning for the management of injuries and conditions related to sports, orthopedics and exercise Legal, ethical and cultural contexts (Cultural and population specific awareness, ethical requirements) Use of medical imaging, research and pharmacology in the management of injuries and conditions related to sport and exercise Functional anatomy of the upper, lower limb and spine. Biological tissues, healing process / physiotherapy intervention. Physiotherapy intervention in the treatment of pain. Basic biomechanics of the musculoskeletal system and sports movements. Adaptations of biological materials to injury, immobilisation and surgery. Effects of exercise and immobilisation on the biomechanical properties of biological tissues. Classification of diseases /sports specific injuries (etiology, epidemiology) in relation to different gender groups in different sporting contexts. Principles of physiotherapy assessment and rehabilitation in sports injuries. Principles of training based on the biomechanical evaluation of athletes. The contribution of functional rehabilitation to the return to training or competitions of athletes. 		
Teaching Methodology	Face-to-Face		
Bibliography	<ul style="list-style-type: none"> Bruckner, P and Khan, K. (2017). Clinical sports medicine (5th ed.). Volume 1: Injuries. Sydney: McGraw-Hill. Bruckner, P. and Khan, K. (2019). Clinical sports medicine (5th ed.): Volume 2: The medicine of exercise. Sydney: McGraw-Hill. 		

	<ul style="list-style-type: none"> • Cleland, J., Koppenhaver, S., Su, J. (2015). Netter's Orthopaedic Clinical Examination An Evidence-Based Approach 3ed. Elsevier • Hamill, J., Knutzen, K.M., 2005. Βασική βιομηχανική της ανθρώπινης κίνησης. Εκδόσεις Πασχαλίδης. • Hoogenboom, B., Voight, M and Prentice, W. (2016). Φυσικοθεραπευτικές παρεμβάσεις στο μυοσκελετικό σύστημα. Τεχνικές για θεραπευτικές ασκήσεις. Ιατρικές εκδόσεις Κωνσταντάρας. • Magee, D., and Manske, R. (2021). Orthopaedic Physical Assessment (7th edition). Elsevier Ltd • McKinnis, L. (2013). Fundamentals of Musculoskeletal Imaging 4e Hardcover. F.A. Davis Company. • Nordin, M., Frankel, V.H., 2012. Βασική Εμβιομηχανική του Μυοσκελετικού Συστήματος 4η Έκδοση. Ιατρικές Εκδόσεις Λαγός Δημήτριος. • Prentice, W. (2007). Τεχνικές αποκατάστασης αθλητικών κακώσεων. Επιστημονικές Εκδόσεις Παρισιάνου, Αθήνα. • Reznik, J., Keren, O., Morris, J., Biran, I. (2016). Pharmacology Handbook for Physiotherapists, 1st Edition. Elsevier. • Φουσέκης, Κ. (2017). Εφαρμοσμένη αθλητική φυσικοθεραπεία. Εκδόσεις Broken Hill, Αθήνα. 		
Assessment	Examinations Assignments Class Participation and attendance Practical assessment Total:	40% 20% 10% 30% 100%	
Language	Greek and English		

Course Title	Advanced Sports Physiotherapy I				
Course Code	MSP 630				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st Year/ 1 st Semester				
Teacher's Name	Dr Panayiotis Rentzias				
ECTS	10	Lectures / week	2 hrs /14 weeks	Laboratories / week	1/14
Course Purpose and Objectives	<p>The aim of this course is to educate students in the functional rehabilitation of injured athletes as well as the contribution of sports psychology to injured athletes. Emphasis is placed on maintaining as high a level of muscular functional capacity as possible, as well as regaining its basic functional capabilities, through various techniques, modalities and methods.</p> <p>Through the integration of 2 days per week of supervised practice (total of 80 hours) and guidance, students will apply the knowledge and skills acquired in this course to real-life scenarios. The student will also have to submit a written assignment which will help him/her identify and develop continuous learning needs. This will be achieved using reflective practice and continuing education experiences, as required by professional bodies.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recognise how they will regain neuromuscular and motor control. • Determine how they will achieve the recovery of the joints range of motion as well as the static and dynamic flexibility of the various body parts. • Record how they will achieve and maximise muscle strength, endurance and power. • Explain how to achieve balance and stability in upright position. • Recognise the effect of sports psychology on injury recovery. • Predict that they will achieve stabilisation with exercise programs of the central part of the body. • Choose how they will achieve the functional progress and the functional tests in the rehabilitation of their athletes. • Design and implement evidence-based conditioning, strengthening and, specifically related to a specific individual, injury, and sporting role. • Analyse the pre-existing and coexisting pathologies of the athlete, as well as the effects of over training on health and sports activity. <p>After completing the Practical placement the student should be able to:</p> <ul style="list-style-type: none"> • Plan and manage independent learning and develop sustainable strategies for lifelong learning and future professional development. • Critically evaluate the legal, ethical and social roles, responsibilities and expectations of physiotherapy practice within the sports professional network. 				

	<ul style="list-style-type: none"> • Demonstrate an understanding of the role and responsibilities of the sports physiotherapist within a multi-disciplinary team to athletes in the sport environment. • Critically evaluate and synthesise information from a variety of sources in the provision of physiotherapy services to athletes of all ages and abilities in different sporting contexts. • Develop and implement evidence-based physical activity and exercise programs for health, wellbeing and sports performance for people of all ages, cultures, abilities and health status, across diverse environments. 		
Prerequisites	None	Co-requisites	None
Course Content	<ol style="list-style-type: none"> 1. Restore the range of motion after injury and improve flexibility. 2. Maintenance and regaining muscle function after injury (strength, power). 3. Painful sports syndromes with skeletal malalignments. 4. Recovery of neuromuscular control following injury. 5. Plyometric training and functional tests. 6. Restoring balance and proprioception following injury. 7. Core stability. 8. Limiting factors in maintaining and regaining muscular function in injured athletes. 9. Functional exercise progression and functional testing in rehabilitation. 10. Preventing injuries from participating in competitive / recreational sports. 11. Basic principles of progressive loading on the functional status of sports injuries. 12. Restrictive factors in maintaining and gaining muscle functional abilities of Injured athletes. 13. The contribution of sports psychology to the rehabilitation of sports injuries and return to sport. 14. Exploration of health promotion principles including psychological assessments of exercise, sport and performance, athlete mental health. 		
Teaching Methodology	Face-to-face		
Bibliography	<ul style="list-style-type: none"> • Buckup, K. (2016). Clinical trials of the musculoskeletal system. examination - points - evaluation. Constantaras Medical Editions. • Cook, C. (2015). Orthopedic chiropractic. A documented approach. Medical Publications Lagos, Dimitrios. • Hoogenboom, B., Voight, M. and Prentice, W. (2015). Physiotherapeutic interventions in the musculoskeletal system. Techniques for therapeutic exercises. Constantara Medical Editions. • Prentice, W. (2007). Techniques for rehabilitation of sports injuries. Parisianian Publications, Athens 2007 		

	<ul style="list-style-type: none"> • Shultz, S., Houglum, P. and Perrin, D. (2016). Examination of musculoskeletal injuries. Parisian editions. • Stergioulas, A. (1992). Sports injuries. Symmetry Publications, Athens. • Stergioulas, A. (2005). Exercise biology. Symmetry Publications, Athens. • Fousekis, K. (2017). Applied sports physiotherapy. Broken Hill Publications, Athens. 		
Assessment	Examinations	30%	
	Completion of 80 hours of practical placement, written work, book submission as proof of completion of the required hours	60%	
	Class Participation and attendance	10%	
	Total:	100%	
Language	Greek and English		

Course Title	Advanced Sports Physiotherapy II				
Course Code	MSP 640				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1st Year / 2 nd semester				
Teacher's Name	Dr Constantinou Antonis				
ECTS	10	Lectures / week	2 hrs / 14 weeks	Laboratories / week	1/14
Course Purpose and Objectives	<p>The aim of this course is to educate students in the assessment and management of sports injuries in the anatomical regions of the body, and structured return to activity, sport and optimal performance using a person-centred approach. Detailed knowledge of etiology, mechanisms, risk factors and injury prevention strategies is required. In addition, the goal is to develop students' understanding of the injuries seen in high-performance sports and to promote the ability to create injury prevention programs.</p> <p>Through the integration of 2 days per week of supervised practice (total of 80 hours) and guidance, students will apply the knowledge and skills acquired in this course to real-life scenarios. The student will also have to submit a written assignment which he will help him/her identify and develop continuous learning needs. This will be achieved using reflective practice and continuing education experiences, as required by professional bodies.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe how they will evaluate the joints of the body. • Determine how they will rehabilitate the sports injuries of each joint of the body. • Plan and present interventions for athletes, directed at prevention of injury • Explain the pathology of sports injuries, and determine the process of recovery these pathologies in athletes. • Analyse the structure of an injury. • Describe and document the responses to rehabilitation. • Demonstrate knowledge of evidence-based practices in injury prevention relevant to the multidisciplinary/interdisciplinary environment of high performance sport. • Appraise established theories, contemporary concepts and evidence-based practices relevant to injury aetiology, mechanisms, risk factors and prevention. <p>After completing the sports placement the student should be able to:</p> <ul style="list-style-type: none"> • Plan and manage independent learning and develop sustainable strategies for lifelong learning and future professional development. 				

	<ul style="list-style-type: none"> • Critically evaluate the legal, ethical and social roles, responsibilities and expectations of physiotherapy practice within the sports professional network. • Demonstrate an understanding of the role and responsibilities of the sports physiotherapist within a multi-disciplinary team to athletes in the sport environment. • Attain qualification to meet health and safety requirements, emergency care and advanced trauma management of those engaged in sport or exercise. • Critically evaluate and synthesise information from a variety of sources in the provision of physiotherapy services to athletes of all ages and abilities in different sporting contexts. 		
Prerequisites	MSP 630 Advanced Sports Physiotherapy I	Co-requisites	None
Course Content	<p>Assessment and rehabilitation approach for sports and exercise related injuries and neuromusculoskeletal conditions (region and site specific) including: patient reported outcomes, sports specific outcomes or screening, active and passive movements, palpation, orthopaedic special tests, joint and manual assessment techniques, tendon function and nerve and neurodynamic testing:</p> <ol style="list-style-type: none"> 1. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the shoulder. 2. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the elbow. 3. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the wrist and hand. 4. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the hip. 5. Assessment and rehabilitation of acute sports, exercise related injuries and neuromusculoskeletal conditions for knee and thigh. 6. Assessment and management of chronic sports, exercise related injuries and neuromusculoskeletal conditions for knee and thigh. 7. Assessment and management of sports, exercise related injuries and neuromusculoskeletal conditions for the shin and ankle. 8. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the tibia and ankle area. 9. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the lower leg. 10. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the cervical spine. 11. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the lumbar spine. 12. Assessment and rehabilitation of sports, exercise related injuries and neuromusculoskeletal conditions for the thoracic region and sacroiliac joints. 		

	<p>13. Aetiology, mechanisms, risk factors, preventative strategies for: hamstring strain injuries, anterior cruciate ligament injury, chronic groin pain, tendinopathy, shoulder injury, ankle injury.</p> <p>14. Post injury return to training, sport and performance guidelines.</p>		
Teaching Methodology	Face-to-face		
Bibliography	<ul style="list-style-type: none"> • Buckup, K. 2017. <i>Clinical test for musculoskeletal system. Assessment and evaluation.</i> Kostantaras Publ. • Constantinou, M and Brown, M. 2006. <i>Therapeutic bandage for musculoskeletal injury.</i> Health action, Publishing dep. • Cook, C. 2015. <i>Orthopedic hand therapy. An evidence approach.</i> Lagos Publ. • Hoogenboom, B., Voight, M. and Prentice, W. <i>Musculoskeletal physiotherapy. Techniques and therapeutic exercises.</i> Kostantaras Publ. • Fousekis, K. 2017. <i>Sports physiotherapy.</i> Broken Hill Publ. • Shultz, S., Houglum, P. and Perrin. D. 2016. <i>Musculoskeletal injuries evaluation.</i> Parisianos Publ. • Watson, T., 2011. <i>Electrotherapy. Evidence for practice.</i> Paschalidis Publications, Athens. 		
Assessment	Examinations	30%	
	Class Participation and attendance	10%	
	Completion of 80 hours of practical placement, written work, book submission as proof of completion of the required hours	60%	
	Total:	100%	
Language	Greek and English		

Course Title	Sports Physiotherapy Seminars				
Course Code	MSP 650				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1st Year/2 nd semester				
Teacher's Name	Dr Pamboris George				
ECTS	10	Lectures / week	2/14	Laboratories / week	1/14
Course Purpose and Objectives	<p>The aim of this course is to provide students working as physiotherapists in sport, with the tools for rapid decision making and effective management of injuries on the field-of-play and sideline, to familiarise the students with the basic principles of strapping and taping in the various joints for the prevention and management of sports injuries. Application of first aid in acute and chronic injuries soft tissues injuries, in emergency situations (loss of breathing and circulation), cardiopulmonary resuscitation and the use of defibrillator. Also introduce the techniques of sports massage, stretching and the application of electrotherapy (thermal agents) in the treatment of sports injuries, know how to apply joint mobilisation techniques to the upper extremities, lower extremities joints and spine. Finally, to equip students with knowledge and skills to lead and manage a team or service within a sports or clinical setting and to advocate for and implement best practice approaches.</p>				
Learning Outcomes	<p>It is expected that upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Evaluate, select and use rapid decision making for the application of optimal management of medical emergencies (loss of breath and circulation), conditions and injuries in sport. • Meet health and safety requirements, emergency care (loss of breath and circulation).and advanced trauma management of those engaged in sport or exercise • Organise and apply first aid in acute and chronic soft tissues injuries. • Application of cardiopulmonary resuscitation. • Describe the theory of action of therapeutic and sports taping, • Application of elastic and rigid sports taping to the upper and lower limb joints. • Apply a therapeutic taping to muscles and other inflammatory areas. • Identify the theory of sports massage. • Demonstrate the application massage techniques. • Apply electrotherapy in the rehabilitation of athletes' injuries. • Explain the application joint mobilisation/manipulation to the upper extremities, lower extremities and the spine. • Acquire, select and interpret information related to the principles of leadership, management and advocacy relevant for physiotherapists in the context of sports, high performance, active community and clinical environments. • Critically analyse and synthesise knowledge and skills of leadership, management and advocacy, to design and develop a business case 				

	<p>for a project to lead and manage a team or service within a sports, high performance, active community or clinical setting including to advocate for best practice approaches.</p> <ul style="list-style-type: none"> Apply knowledge and skills in leadership, management, and advocacy to present a business case for a project to lead and manage a team or service within a sports, high performance, active community or clinical setting including to advocate for best practice approaches. 		
Prerequisites	None	Co-requisites	None
Course Content	<ol style="list-style-type: none"> Description the theoretical background of action of therapeutic and sports taping, Description the process of applying the sports taping to the upper and lower limb joints. Application of therapeutic taping to the muscles and other inflammatory areas. Application first aid in emergency situations (loss of breath and circulation), application of cardiopulmonary resuscitation. Application of first aid in acute and chronic soft tissues. Evaluation and management of athletes with serious injuries - e.g. head injuries/concussion, spinal injuries, dental and eye injuries, fractures, dislocations, bleeding and wounds, including rapid decision making for return to play and or referral. Identify the theoretical background of action of sports massage. Demonstration of sports massage techniques. Application of thermal agents in the treatment of sports injuries. Application of joint mobilisation techniques to the upper extremities, lower extremities and spine. Legal considerations (e.g. registration, documentation, scope of practice, negligence, indemnity insurance). Leadership principles (including): leadership, theories, models and styles, communication for leadership, including cultural awareness and conflict resolution and negotiation, ethics, responsibility and codes of conduct, professionalism and governance in sport, leading change of practice and or initiatives, cultural awareness, time management and productivity. Management principles (including): operations management (Business planning and project development (e.g. business plan templates), tendering for services, responsible utilisation of resources, workplace, health and safety, risk management and audit, continuous quality improvement), human resource management (including): organisational culture in high performance sport, work environment and the multidisciplinary team, contracts and enterprise agreements, management of faculty with respect to prevention of burnout, self-management. 		
Teaching Methodology	Face-to-face		

Bibliography	<ul style="list-style-type: none"> • Brukner P et al. (2017). Brukner and Khan's clinical sports medicine: injuries, volume 1, 5e. McGraw-Hill. • Buckup, K. (2017). <i>Clinical test for musculoskeletal system. Assessment and evaluation.</i> Kostantaras Publ. • Constantinou, M. and Brown, M. (2006). <i>Therapeutic taping for musculoskeletal conditions.</i> Health action, Publishing dep. • Cook, C. (2015). <i>Orthopedic hand therapy. An evidence approach.</i> Lagos Publ. • Forrester, K., Griffiths, D. (2020). <i>Essentials of Law for Medical Practitioners.</i> Elsevier. • Gratto, J.L., McConnell, C.R. (2020). <i>Management principles for health professionals.</i> • Hoogenboom, B., Voight, M. and Prentice, W. (2015). <i>Musculoskeletal physiotherapy. Techniques and therapeutic exercises.</i> • McDonagh, D. O. S., and Zideman, D. A. (2015). <i>The IOC manual of emergency sports medicine.</i> John Wiley & Sons. • Prentice, W. (2007). <i>Techniques for rehabilitation of sports injuries.</i> Parisianian Publications, Athens. • Shultz, S., Houglum, P. and Perrin, D. (2015). <i>Examination of musculoskeletal injuries.</i> Parisian editions. • Φουσέκης, Κ. (2017). <i>Εφαρμοσμένη αθλητική φυσικοθεραπεία.</i> Εκδόσεις Broken Hill, Αθήνα. • Watson, T. (Ed.). (2008). <i>Electrotherapy E-Book: evidence-based practice.</i> Elsevier Health Sciences. 							
Assessment	Examinations Assignments Class Participation and attendance Practical assessment Total:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">100%</td> </tr> </table>	40%	20%	10%	30%	100%	
40%								
20%								
10%								
30%								
100%								
Language	Greek and English							

Course Title	Master Thesis				
Course Code	HLS 650				
Course Type	Compulsory				
Level	Master (2nd cycle)				
Year / Semester	2 nd year / 3 rd semester				
Teacher's Name	Dr Savva Christos				
ECTS	30	Lectures / week	2 Hours/6 weeks	Laboratories / week	None
Course Purpose and Objectives	<p>The master's thesis aims to help students to understand in depth and clearly the required steps of identification, demarcation, organisation, execution, documentation and presentation of their study. It also aims to help postgraduate students recognise the different methodological approaches to their research questions and at the same time be able to explain the various quantitative and qualitative data and data they collect. Finally, it aims to provide the knowledge and skills of understanding, evaluating and critically approaching research studies so that students are now able to contribute to the production and dissemination of new knowledge.</p>				
Learning Outcomes	<p>Upon completion of the course the student is expected to be able to:</p> <ul style="list-style-type: none"> • Recognise, identify, delimit and present a specific and innovative research problem related to health sciences, • Discuss and analyse systematically and critically the related literature, • Compile the appropriate research methodology to approach the problem, • Organise the appropriate protocol for the elaboration of the research, • Collect, analyse and present the necessary, • Evaluate and document the findings of his research, • Discuss and compare its conclusions in relation to existing knowledge. 				
Prerequisites	<ul style="list-style-type: none"> • HLS 600 • Before enrolling in the course students must have obtained a GPA of 2.5 and have completed the core courses. 			Co-requisites	None
Course Content	<p>Course attendance: The student participates in pre-defined lectures for the thesis course in which special topics are presented and analysed related to the acquaintance with the different types of scientific work, in the design and implementation of research as well as in the writing and presentation of research protocols. Special issues are also presented and analysed, which mainly concern the documentation of scientific information and the ability to summarise and present the content of the</p>				

	<p>work in accordance with the conditions set by the Master's Thesis guide. The courses also include various exercises that help to understand issues related to the organisation of work.</p> <p>Supervision and guidance: On a regular weekly basis, meetings are held between the student and the supervisor in order to provide guidance, organise the progress of the work and receive feedback on the progress of the work.</p> <p>Thesis presentation: After the scientific search is completed, the student writes his / her thesis according to the instructions provided in the Master's Thesis Guide. Upon acceptance of the final text by a Tripartite Committee, the student receives a date for the presentation of his / her work before the Committee. After the acceptance of the thesis and the grading by the Three-member Committee, the student submits the final text to the Secretariat of the Department in order to receive a grade in the course.</p> <p>A detailed description of the content and conditions of the course are provided in the Master Thesis Guide.</p>		
Teaching Methodology	Face-to-face		
Bibliography	<p>Master Thesis Preparation Guide. of the European University Cyprus Library, Nicosia.</p> <p>Panagiotakos, D. (2006). Methodology of Research and Data Analysis for the Health Sciences, Athens, V.G. Publications. Kostaki.</p>		
Assessment	Written Assignment	60%	
	Presentation of Research	40%	
	Total	100%	
Language	Greek and English		

**APPENDIX III - Postgraduate Thesis topics for Academic Year 2022-2023
"Sports and Exercise Physiotherapy" M.Sc.**

Dr Irene Tzanetakou

- Movement analysis by accelerometry of premature infants for the early detection of movement disorders
- Biofeedback and Behavioural Treatment of chronic pain in the elderly

Dr Maria Kyprianidou

- Evaluation of eating habits and lifestyle among Cypriot physiotherapy students: A contemporary study.
- Evaluation of the impact on the Mediterranean Diet and determination of the eating habits of health science students during and after the Covid-19 restrictive measures in Cyprus: A contemporary study (MedScore Questionnaire).

Dr Christos Savva

- Assessment of Interrater and Intrarater Reliability of Cervical Range of Motion (CROM) Goniometer
- An investigation of exposure therapy in patients with chronic neck pain.

Dr Panayiotis Rentzias

- The effectiveness of Tecar therapy on low back pain in recreational athletes.
- Short term efficacy of Tecar therapy in patients with low back pain: a randomised controlled trial.

Dr Christos Karayiannis

- The energy expenditure of non-weight bearing crutch walking on the level ground.
- Effects of proprioceptive neuromuscular facilitation-based muscle strength training on ankle injuries.

Dr George Panayiotou

- Validity of internal and external workload measures in sports.
- Compliance of competitive athletes' medical screening in Cyprus with international standards and practices.
- Compliance of pre-exercise screening of recreational athletes and physical activity participants in Cyprus with international standards and practices.
- Effects of a comprehensive workplace exercise intervention in mental and physical health.

Dr George Pamboris

- Acute effects of proprioceptive neuromuscular facilitation (PNF) on sensorimotor and neuromechanical performance of knee flexors.
- Effect of knee joint mobilisation on joint stiffness and joint space.

Dr Antonis Constantinou

- The use of BFR training in patella tendinopathy.
- The use of BFR training after knee arthroscopy.

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)
THE SCHOOL OF SCIENCES

1. Mission – Vision – Values

Mission:

- Provide high quality education using student-centered teaching methods and utilizing state-of-the-art equipment and facilities to enhance students' learning outcomes and create an environment of continuous personal and professional development.
- Prepare graduates for successful employment opportunities and further post-graduate and/or doctoral studies.
- Aspire to become a leading research institution. Invest in research to advance knowledge in a variety of scientific fields and promote interdisciplinary cooperation under the school's umbrella.
- Become a pillar of community and social responsibility. Engage in community participation to promote knowledge, ethics and science and change people's lives.
- Lead by example and inspire continuous improvement in educational, clinical, research and social participation.

1. Mission – Vision – Values

Vision:

Attain and maintain leadership, locally and regionally, in top-quality education with remarkable research output and community outreach activities beneficial to the society.

1. Mission – Vision – Values

Values:

Strive for Excellence in Education and Research

Cultivate professionalism

Innovate in Science

Experiment with ethos and open mind

Novelty in teaching and research

Care for people

Educate with integrity and passion

Social and Environmental responsibility

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

1.1. Priorities

1.1.1. Immediate Priorities

- 1.1.1.1. Finalize Departmental and Programmatic Accreditations by CYQAA
- 1.1.1.2. Introduction of new programs of study e.g. in Speech and Language Pathology, Blockchain, Occupational Therapy etc.
- 1.1.1.3. Targeted faculty additions to deepen academic expertise and to allow sustainable growth
- 1.1.1.4. Enrich and strengthen student recruitment Policies – Reinforce current Marketing approaches
- 1.1.1.5. Development of student management plans (academic engagement, monitoring, and tutoring activities, from the 1st year of study, implementation of low GPA policy)
- 1.1.1.6. Strategic engagement of programs with industry and society to promote School's brand name
- 1.1.1.7. Further enhance student employability
- 1.1.1.8. Support initiatives to create Research Centers in specific research areas to further enhance research collaboration, funding and publication output.

1.1. Priorities

1.1.2. Short-Term Priorities

- 1.1.2.1. Completion of Institutional, Departmental and programmatic accreditation process by CYQAA
- 1.1.2.2. Development and improvement of short and long-term Marketing plans per Program of Study and maintain communication with the Department of Marketing
- 1.1.2.3. Strengthening of capacity for the accommodation of enrollment growth and external accreditation activities (faculty hiring / infrastructure development)
- 1.1.2.4. Introduce a postgraduate scholarship scheme as well as endowed scholarships for our students, especially women and minorities in collaboration with the Department of Enrolment
- 1.1.2.5. Review and improve the current part-time instructor scheme of cooperation
- 1.1.2.6. Development of additional English-speaking programs for attracting international audience
- 1.1.2.7. Offer more programs in flexible format (distance learning)
- 1.1.2.8. Creation of additional research centers i.e. Basic and Translational Cancer Research Center and/or Exercise and Nutrition Center, for promoting interdisciplinary research and attract funding
- 1.1.2.9. Complete the submission of new MSc and PhD Programs of study for accreditation

1.1. Priorities

1.1.3. Long-Term Priorities

- 1.1.3.1. Become one of the best and most comprehensive School of Sciences in Cyprus and the region
- 1.1.3.2. Strengthening of Research Capacity and Output (establishment of new research centers, merging / collaboration of existing research centers to establish Centers of Excellence, talented faculty hiring with research potential, research infrastructure development, development of new PhD Programs, scholarships for PhD students, mentoring PhD students for a successful career)
- 1.1.3.3. Increase significantly the number of students, faculty and staff
- 1.1.3.4. Maintain and improve the engagement and working environment for full-time faculty
- 1.1.3.5. Assign and Monitor Quality Indicators within the Functions and Activities of the School
- 1.1.3.6 Strengthen relationship with the large numbers of part-time staff working for the School (teaching / research / administration) through a more “permanent” and hence a more engaging contract.
- 1.1.3.7. Development of a joint multidisciplinary independent applied research unit
- 1.1.3.8. Offer joint degrees with other universities in Greece, Europe and internationally.
- 1.1.3.9 Become a key player in interventions aiming to solve societal weaknesses and problems
- 1.1.3.9 Establish a better communication with graduates
- 1.1.3.10 Enrich and strengthen engagement with industry and society

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

2. Research and Creative Activities

2.1. Goal: Establish new laboratory facilities for research

Commitment:

2.1.1. EUC to provide basic equipment and space

2.1.2. Additional equipment will be obtained via research proposal / sponsorship

Indicators and success: Establishment of 1-2 new research laboratories.

Supporting Actions: Proposals / seek external funding

2.2. Goal: Increased Engagement of Students in Research Activities

Commitment:

2.2.1. Offering student-focused research opportunities established by Research Labs and Centers

Indicators and success: Number of completed research Thesis projects and publications by under- or post-graduate students

Supporting Actions: Small budget or stipend available for students to support their research activities. This scheme could also be linked to the provision of scholarships and to internship courses.

2. Research and Creative Activities

2.3. Goal: All faculty to participate in research activity.

Commitment:

2.3.1. Support and invest in faculty in their efforts to increase research activities

Indicators and success: 1) Submission of research proposals and participation in funded research projects 2) Publication in peer-review conferences and journals

Supporting Actions: 1) Implementation of research policy for teaching hour reduction

2) Provide financial support to faculty in order to attend/participate in international scientific events, such as conferences, networking events, trainings, visits to other collaborators in order to increase their knowledge capacity and promote scientific collaboration

2.4. Goal: (creative activity) Computerize administrative processes

Commitment:

2.4.1. Reduce administrative load of academic and administrative personnel by introducing computerized processes

Indicators and success: Implementation of automated grade submission and validation procedures
Generation of annual monitoring report for students and programs

Supporting Actions: The HR Department to exploit online platforms (e.g. Workday) to manage online and automated application process
Introduction through the new DoE software system

2. Research and Creative Activities

2.5. Goal: Improved Research output

Commitment:

2.5.1. Increase Scopus peer-reviewed publications per faculty per year

2.5.2. Increase presentations in national/global conferences per faculty per year

2.5.3. Establishment of new multidisciplinary Research Centers in School

Indicators and success: Research funding income,, publications and citations per faculty, increment of international visibility, University rankings and ratings

Supporting Actions: 1) Increase funding for research

2) Increase School's budget for journal publication fees

3) Further support Research Centers in terms of infrastructure, internal funding, research staff and scholarships.

4) Hiring of new research-oriented full-time faculty

2.6. Goal: Establish additional dedicated Research Laboratories

Commitment:

2.6.1. Preparation and submission of a complete plan for the establishment of additional research laboratories

2.6.2. Monitor and supervise the process to ensure timely completion of the project

Indicators and success: Completion of additional research laboratories

Supporting Actions: Submission of grant proposals and acquisition of external funding for research equipment/consumables/salaries

Approval of allocated budget for the establishment of new research labs

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

3. Education / Teaching

3.1. Goal: Achieve Educational Excellence

Commitment:

3.1.1. Implementation of Digital Enhanced Learning methodologies

3.1.2. Promote experiential student learning

Indicators and success: Success defined as increase in Faculty performance evaluation by students, increase in class attendance, retention and graduation rates

Supporting Actions: 1) Improvement of the platform for increased student feedback participation
2) Train faculty in digital enhanced learning technologies
3) Accordingly adjust course content and learning activities

3.2. Goal: Improve Student Satisfaction

Commitment:

3.2.1. Promote students' class involvement and interaction with peers and instructor.

3.2.2. Motivate students to participate in course evaluation

3.2.3. Encourage students to resolve daily issues with instructors

Indicators and success: Success defined as increase in Faculty performance evaluation by students and reduce number of grievance committees indicating poor performance/misconduct, Student Satisfaction Index and rating/ranking of organizations

Supporting Actions: 1) Improvement of the platform and procedures for increased student feedback participation
2) Encourage student teamwork peer-teaching activities

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

3. Education / Teaching

3.3. Goal: Increase retention rates of 1st-year (freshmen) students

Commitment:

3.3.1 (One) 1 faculty meeting with all freshmen per program of study per year

3.3.2. Appropriate actions and monitoring for students with low GPAs (Low GPA Policy)

Indicators and success: Decrease drop-out (attrition) rates

Supporting Actions: Detailed information about freshmen performance provided by the Enrolment Dept
Communication of student advisors with faculty

3.4. Goal: Introduce peer-student supporting activities with the aid of high-ranking students

Commitment:

3.4.1. Hire final-year or post-graduate students as teaching assistants.

Indicators and success: Higher student grades, fewer student failures

Supporting Actions: Allocation of budget to support teaching assistants

3. Education / Teaching

3.5. Goal: Improve teaching skills of faculty

Commitment:

3.5.1. Support and motivate the attendance in faculty development seminars/trainings in order to enrich their teaching material, methodology and tools.

Indicators and success:

- 1) Increase of students' GPA and grades at the courses they attend
- 2) Increase of students learning experience and satisfaction

Supporting Actions:

- 1) Financial support of faculty to attend seminars/trainings in order to enrich the teaching material, methodology and tools utilized in the courses they teach
- 2) Provide interesting and up-to-date faculty development seminars by the university

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

4. Widening Engagement and Reputation

4.1. Goal: Increased participation of students in local and international competitions in the corresponding thematic areas per Program of Study

Commitment:

4.1.1. Students participation in events, competitions, widening activities etc.

Indicators and success: At least 5 students per year in corresponding thematic areas, participating in local and international events

Supporting Actions: Budget available for the participation of students in these events

4. Widening Engagement and Reputation

4.2. Goal: Faculty actively involved in scientific, outreach and other activities promoting science, locally and worldwide

Commitment:

4.2.1. Faculty participation in scientific, outreach and other activities, such as conferences/workshops and summer school organizations

4.2.2. Synergy with the Marketing Department to promote outreach activities

Indicators and success:

- 1) Organization of at least one international conference every 2-3 years per department
- 2) Organization of at least one big outreach activity per year per department
- 3) Organization of at least one summer school every 2-3 years per department (where applicable)

Supporting Actions: Financial and time support of the faculty to participate in these kind of activities

4. Widening Engagement and Reputation

4.3. Goal: Developing a profile of Sustainable Corporate Social Responsibility

Commitment:

4.3.1. Enhance School's brand name

4.3.2. Build trust between faculty, students and society

Indicators and success: Success defined as increase in public interest and interaction with social bodies.

Supporting Actions: 1) A minimum of one high-impact event for society/general public per program per year

2) A minimum of one open day/promotional event per thematic area per year

3) Approval of pertinent budget

4.4. Goal: Engagement with Industry and Society

Commitment:

4.4.1. Establishment of MoUs and agreements with Social bodies, organizations of public benefit, local Industry and professional bodies

4.4.2. Implementation of outreach activities and improve community awareness, health and well-being

Indicators and success: Success defined as increase in established MoUs and collaborations. Number of outreach activities. Improvement of social recognition.

Supporting Actions: 1) Maintain and strengthen communication current Industrial Advisory Board members.

2) Develop contact network within Industry and Society

3) Approval of pertinent budget for outreach activities

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

5. Academic Personnel (Faculty, Staff etc.)

5.1. Goal: Continuous and sustainable faculty development

Commitment:

5.1.1. Promote participation of full-time and part-time faculty in faculty development programs

5.1.2. Encourage faculty to participate in international conferences, seminars and workshops

5.1.3. Encourage faculty to register and participate in internationally-recognized professional organizations

Indicators and success: Success defined as increased percentage of faculty within goal

Supporting actions: 1) Allocate increased budget for individual faculty development schemes and memberships
2) Organization of new faculty development programs, such as in digital enhanced learning teaching methodologies

5.2. Goal: Increase employee satisfaction

Commitment:

5.2.1. Improve working conditions and environment within School and introduce faculty recognition schemes and practices

5.2.2. Enhance team spirit and synergy between colleagues

Indicators and success: Self-evaluation reports showing increased average employee satisfaction

Supporting actions: 1) Decrease administrative workload of faculty
2) Implement more efficient working practices in collaboration with HR Department
2) Organize off-work activities to enhance bonding between employees

5. Academic Personnel (Faculty, Staff etc.)

5.3. Goal: Recruitment of Additional Faculty Members

Commitment:

5.3.1. Hire new full-time faculty to support current and future programs of study and to deepen academic expertise

Indicators and success: Increase in permanent faculty to student ratio as well as full-time to part-time faculty ratio

Supporting actions: 1) Approval of pertinent budget in Human Resource department

2) Permanent faculty to student ratio as well as full-time to part-time faculty ratio should be assigned as quality indicators

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

6. Growth / Development

6.1. Goal: Continuous development in response to changing societal needs and competition

Commitment:

6.1.1. Developing / reviewing / updating programs on a continuous basis and based on needs assessments

6.1.2. Increase hirings to retain and optimal ratio of administrators:full time faculty:students

Indicators and success: Success defined as increased percentage of sustainable and successful programs

Supporting Actions: 1) Approval of relevant actions by Senate / HR Department
2) Allocation of pertinent hiring budget from Human Resource department

6.2. Goal: Departmental/School Growth

Commitment:

6.2.1. Increase in number of full time academic and administrative staff

6.2.2. Establishment of new programs of study in cutting-edge fields

6.2.3. Increase in total number of enrolled students, international students, talented students, and minorities

Indicators and success: Success defined as increase in in full-time personnel, students and launching of new programs

Supporting Actions: 1) Promote differential growth strategies
2) Strategic recruitment of high-level new faculty and talented students
3) Establish new programs which are unique in Cyprus and wider region

6. Growth / Development

6.3. Goal: Increase student enrollment

Commitment:

6.3.1. Increase in total number of enrolled students

6.3.2. Encourage faculty to attend, along with marketing personnel, at National/International promotional events for School's programs of study.

6.3.3. Reinforce current marketing approaches by strengthening collaboration of academic with marketing personnel.

Indicators and success: Success defined as yearly increase in student enrollment

Supporting Actions: 1) Approval of pertinent financial support for faculty
2) Promote competitive advantages of our programs as well as programs (preferably in English) which are unique in Cyprus and wider region

6.4. Goal: Increase engagement of faculty with students

Commitment:

6.4.1. Encourage faculty and staff interaction

6.4.2. Enhance coupling of teaching with research activities under the supervision of academic instructors

6.4.3. Encourage students to meet faculty during office hours

Indicators and success: Success defined as improved engagement of faculty with students.

Supporting Actions: 1) Faculty availability and willingness to meet students
2) Development of faculty-student synergies in teaching and research
3) Organize bonding events between faculty and students where we will engage students and enhance their sense of belonging to both the department and the university

STRATEGIC OBJECTIVE ENGAGEMENT
The School Academic Plan Strategy (SAPS)

7. Student Success and Academic Excellence

7.1. Goal: Pursuing individualized student success and satisfaction

Commitment:

7.1.1. Limitation of student withdrawals / drop-outs per course per year

7.1.2. Limitation of student failure per course from semester 2 and onwards

7.1.3. Further support performance of exceptional students

Indicators and success: Success defined as yearly decrease in student drop-out/failure rates and further improvement in top student performance

Supporting Actions:

- 1) Closely monitor progress of students with low GPA and implement specific actions during semesters to improve their performance
- 2) Engage exceptional students in peer-teaching activities
- 3) Use of MSc and PhD students as teaching assistants for undergraduates
- 4) Involve MSc and PhD students in ongoing research projects

7. Student Success and Academic Excellence

7.2. Goal: Increase graduate student employability success by familiarizing them with the currently used technologies.

Commitment:

- 7.2.1. Further improve student practical placement schemes by establishing additional agreements with industrial partners
- 7.2.2. Digital enhanced learning teaching methodologies to be incorporated in conventional courses
- 7.2.3. Faculty to become aware of more practical aspects of digital enhanced learning methodologies

Indicators and success: Increase in percentage of graduates' employability

Supporting Actions: 1) Training of faculty in digital enhanced learning technological tools and industrial applications in order to incorporate them in their courses.
2) Targeted internships in industry and job market for students giving practical knowledge, experience and creating market network.