

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: Frederick University

**Program of Study: Physical Education and Sports
Sciences**

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INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof. Vasilios Baltzopoulos	Head of Research Institute for Sport and Exercise Sciences	Liverpool John Moores University, UK
Prof. Dr. Andreas Mierau	Academic Director, Head of Department of Exercise & Sport Science	LUNEX International University of Health, Exercise and Sports, Luxembourg
Dr. Emmanouil Georgiadis	Senior Lecturer in Sport and Exercise Psychology	University of Suffolk, UK
Ms Amalia Evangelou	Student at the Department of Biology	University of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the on site visit to the infrastructures.

The visit of the External Evaluation Committee (EEC) to Frederick University took place on Wednesday 14th March 2018. The Committee was evaluating the BSc program entitled: “Physical Education and Sports Sciences”. The Committee met first with the Rector of the University, and then with the members of the Internal Evaluation Committee, the Director of Administration and Finance, the Dean of the School of Education and Social Sciences and the Head of the Department of Education. The EEC then met with three members of the administrative staff in the Nicosia Campus including the Director of Administrative Services, the Vice-President of the Council and the Head of the Student Welfare Services. Following this meeting, the EEC then travelled to the Limassol campus where they met with the majority of the proposed members of the teaching staff who presented information about academic qualifications, research interests and research activity. In addition, the Program Director presented an outline of the curriculum, which was also submitted in detailed paper format and the allocation of modules per semester together with the admissions criteria for future students of the BSc degree program. Then, the EEC met with two existing students of the Department of Education who were studying on current programs to become Primary school teachers. Finally, a tour to the institution's premises and facilities took place, providing the opportunity to the External Evaluation Committee to visit the computer labs and research facilities. The programme concluded with a visit and a tour of the external facilities, and specifically the Spyros Kyprianou Athletic Center, also known as Palais des sports that will be used for the practical sports modules of the proposed program of studies.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The External Evaluation Committee received all the necessary documentation electronically before the arrival in Cyprus, so there was adequate time to review the material. The documentation was complete and included the details of the program of study and the internal evaluation of the documentation although some parts included generic text probably from templates used in other evaluations that were not relevant to this program (e.g. Engineering entry qualifications). These were pointed out for correction to the University team. During the visit, the institution team and everyone involved collaborated fully and the EEC received paper copies of the documentation and additional material that included copies of the presentations delivered during the visit by staff, and samples of module evaluation forms, University advertising material, study guides, student handbook, and other student information leaflets about the various services and learning resources of the University.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

The student admission requirements to the program of study at Frederick University (FU) are as follows:

- High school GPA 16/20 (80%)
- Health card by Cyprus Sports Organization (CSO)
- Greek language

The electronic version of the application received by the committee contains irrelevant information with regard to the admission requirements (see page 11). ***This needs correction.***

The expected number of students in each class is 20-30 (10-15 in labs). Given the existing facilities, infrastructure and personal resources of the institution this will allow for constructive teaching and communication. The Academic Operations Office is responsible for the timetabling of the university and the report on academic operations. The academic calendar will be published annually before the beginning of the academic year. The curriculum will also be published online. Program content, course content and descriptions are posted and communicated to students. Student feedback contributes to the evaluation, review and improvement of the program. Course web-pages are currently being developed. FU provides internship guidelines as well as guidelines for thesis writing. Despite these helpful guidelines, FU should also develop a transparent and effective ***procedure for the allocation of internship placements in primary and secondary schools***. The facilities and the infrastructure including library and access to online databases are considered adequate for the purpose of the study program. Student services and academic mentoring are also adequate. Academic advisors meet with the students assigned to them in the beginning of the semester, midterm, and whenever required by the student or advisor. In addition to that, a peer tutoring system has been established at FU which has been proven quite successful according to the reports of staff and students. FU has implemented a number of control mechanisms for student performance as well as a support system for students with problematic academic performance. Plagiarism is not tolerated. FU subscribes to and provides unlimited access to an anti-plagiarism software (Turn-it-in) to faculty staff members and students.

Teaching

Academic staff members will be encouraged to employ a number of teaching methods to achieve each module's purpose and objectives (e.g., lectures, reading and pre- and/or post-lecture tasks, workshops involving small group discussions and activities, an online space for academic discussion, unsupervised group work and independent study). Both formative and summative assessment will be used. Course outlines will be published prior to the beginning of the semester. In many cases, it is not clear how the ***assessment tasks described in the course outlines are related to the desired learning outcomes***. These parts of the course outlines should be revised carefully.

Educational activities which encourage students' active participation in the learning process, will be implemented (see teaching methods and assessments in the course outline of PESS111 Didactic of Pedagogy Teaching for details). Consistent with international standards, education software, e-learning material including Moodle, videos, online applications, synchronous and asynchronous communication tools, are planned to be used in teaching. FU needs to ensure that all necessary teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses and are updated regularly. Specifically, the number of **hard copy exemplars for books highly relevant for the individual modules must be adjusted to class size** (e.g typically 1 text book /5 students). Apart from that, the **student laboratories are equipped with the minimal basic instrumentation required**.

Teaching personnel

Frederick University has proposed the following academic staff model to support the program of study:

- **Full Time:** 2 Professors, 4 Assistant Professors, 5 Lecturers
- **Part Time:** 2 Professors, 2 Associate Professors, 3 Assistant Professors, 3 Lecturers, 16 Special Teaching Staff

The academic team presented by the FU convinced the EEC. There is a good mix of experts in the field with different specializations and levels of experience and seniority. The CVs of the presented academic staff members indicate that most of them have adequate teaching and research experience. However, given that one major focus of the program is **recreational sports and tourism, more experts** in this field should be involved to support the program of study. FU must ensure that the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel, and that the teaching personnel, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches (current range of qualifications: PhD: 20, MSc: 5, BSc: 10). A number of qualified visiting professors, primarily from a single University School in Greece, support the program of study. In the program of study, the ratio of the number of courses to be taught by full-time personnel, working exclusively at the institution, to the number of courses to be taught by part-time personnel, ensures the quality of the program of study. Assuming 20-30 students per cohort per year, the ratio of staff to students should not exceed the 1/15 staff/student ratio.

The academic personnel's teaching load will vary from 8-12 hours/week (full-time academics). This does not limit the conduct of research, writing, and contribution to the society. Given the presented facilities, infrastructure and personnel resources, the presented program of study is not at risk for a five-year period. The program's academic coordinator has important qualifications and experience to efficiently coordinate the program of study overall. However, based on his exceptional expertise in the field of Sports Sciences, the ECC recommends a **stronger involvement of Dr. George Nassis** as Scientific and Research Coordinator for the planning and management of the necessary research activities.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and learning outcomes of the Program of Study

The program was created with the current societal needs in mind trying to tackle Physical Education (PE), sport, recreation and health related requirements of various population segments. However, in its current form it is emphasizing a large mix of disciplines without providing the needed space required for specialization in either physical education (PE), sport or exercise/health and tourism related expertise. This fact creates the need for a more concise and focused program of studies reflecting specialism and professional adequacy aiming particularly at employability skills for its graduates.

Structure and Content of the Program of studies

The program provides a large variety of sporting disciplines (i.e. Judo, Taekwondo, Archery, Shooting) as Core Modules. Such an increased number of sport related Modules overloads the Program of studies and does not allow time and space for an elaborated study of PE, sport, health/tourism or related areas. Such a module map creates also a heavy workload for the students. For this reason the EEC feels strongly that a shorter-simplified curriculum can create a more focused and adequate program of studies providing a better balance between the number of modules and areas of specialization reflecting appropriately current societal needs.

Similarly, this change can create room for meeting students' expectations on PE and/or recreational sports/exercise related activities via the addition of hours of practice (i.e. industry internships) in certain areas (i.e. "Didactic of Physical Education in Preprimary and Primary Education"). Such an amendment will also likely to create room for students to study helping their academic progress but also to become more engaged in core modules (i.e. Adapted Physical Education, Kinesiology, Sport Psychology) rather than sport specific related Modules (i.e. Artistic Gymnastics, Rowing).

Providing the Module of Research Methods earlier in the curriculum (i.e. during the third semester and earlier than the 7th Semester that is proposed by the academic team) will likely support important learning, enquiry and research skills for the enrolled students providing them with the ability to create well-informed and evidence based literature analysis and critical evaluation. Such a skill is deemed necessary to facilitate a good and unhindered academic progress leading to a successful graduation. Similarly, the addition of an introductory Module on Basic Research Skills (i.e. literature search, academic writing, introduction to research and statistical terms, introduction to ethics, etc.) at the first or second semester can pave the way towards that end.

Quality Assurance (QA) of the Program of studies

Existing QA mechanisms are well informed and actively operated based on the practice of Academic Degrees at the Frederick University(FU). The head of the QA services at FU provided information on the existing quality control mechanisms that

normally support an optimal student experience and a continuous development of academic programs.

Management of the Program of Study

The management of the program of study is adequate and appropriate including particular feedback mechanisms from students (Lecturer and Course evaluations), Lecturers (Module, Course Resources evaluations) and Committees (i.e. Program Evaluation Committee). Similarly, academic tutors are responsible to update the syllabus in module contents to reflect contemporary research findings and own research practices.

The Committee was also reassured that all relevant course information such as its description, structure, admission requirements, module credits and types of students' assessments will be available (i.e. on the Internet) and accessible by the general public. Students will be able to register in the program with a minimum of 16/20 Certificate of Graduation from a private or public Secondary Education and a CSO Health Card Requirements (based on a Medical Test).

International Dimension of the Program of Study

Students at the Frederick University enjoy several international links with other Institutions through the Erasmus programme having the opportunity to support novel learning experiences, international collaborations and cross-cultural experiences. Based on the information presented to the Committee FU programs offer collaborations with various universities with the aim to establish an Erasmus network, towards the development of projects and condensed seminar sessions or learning programs of study.

A strong commendation for the Course is the large number of external collaborators and Visiting Professors having a remarkable research portfolio. The Committee is delighted to see such a level of academic expertise available and willing to offer its experience and knowledge as the academic team of the Course.

Connection with the labour market and the society

Based on the presented information the program has the potential to be viable and successful as it is based in one of the most populated and financially developed areas of Cyprus with a long tradition and history of sporting achievement and participation. Additionally, the existing resources of the city and its increasing international community provide extra opportunities for student recruitment and employability prospects.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

Unit outlines in the course document include references to recent studies and teaching and learning is generally informed by research given the research expertise and experience of most members of the academic staff who have designed and written the module outlines, some of whom are accomplished scientists and renowned experts in their fields. The proposed teaching includes opportunities to direct students towards scientific inquiry and research is embodied in the content of the program since the teaching is research informed and module outlines include recent research and staff publications.

There are some basic and adequate facilities and equipment to support research in the two research labs that include some state of the art equipment and software for research in social and biological sciences, and are available and accessible to personnel and students. There are also plans to purchase additional state of the art equipment when the program starts that are needed and will definitely enhance the teaching and research quality potential.

Staff research activity is regularly published in international journals and some of the proposed members of staff are involved in research projects funded by Cypriot and international grants (e.g., Nassis, Papacosta, Tzorbatzoudis, Barkoukis) and there are clear policies for internal funding (See <http://www.frederick.ac.cy/research-at-frederick>).

The Research and Interconnection Service supports and promotes research activity and enhances the interconnection of FU with external national and international entities. Student training in the research process is sufficient and the proposed course content and teaching invites inquiry and discussion of research questions (e.g., ergophysiology, biochemistry, sport psychology, sports management). Research methodology and dissertation courses train students in the research process but these need to be introduced earlier in the curriculum.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

Administrative Mechanisms

There is a Studies and Student Welfare Service that supports students with regards to academic and personal problems and difficulties. Statutory administrative mechanisms for monitoring and supporting students are sufficient. The efficiency of these mechanisms is assessed on the basis of specific criteria.

Infrastructures / Support

The Frederick University Library contains a rich collection of PE and Sports Sciences books, updated regularly (3000 + titles) and electronic databases and journals such

as EBSCO, INFOTRAC, GALEGROUP, Pubmed, Cambridge University Press, Springer ebooks, Springer journals, Wiley, Oxford University – Grove and Art, ProQuest Central, ProQuest dissertation and theses, and Leginet. The supportive internal communication platform is based on the e-learning platform (Moodle). There are computer labs with state-of-the-art software (SPSS, MPLUS, EQS etc.) & online education applications and software (e.g., blogger, wikispaces, weebly, wix, padlet, timetoast timeline, flickr, bubbl.us, voki). The facilities at the University premises include sport facilities and two FU Limassol campus laboratories: a) Humanitarian and Social Sciences Lab and b) Exercise, Wellbeing and Sports Performance Lab. The equipment in these laboratories include various basic instruments (cycle ergometer, treadmill, rowing ergometer, portable gas analyser, portable lactate analyzer, BIA, skinfold caliper, 2 polar heart rate monitors) and software for social sciences. There is also possibility for collaborations with labs from the dept. of pharmacy, nursing, and education. Teaching materials are adequate and accessible, they have just been updated, and will be reviewed at the end of courses and/or annually. Staff training opportunities are provided through training sessions on various teaching and learning topics once or twice a year.

Financial Resources

The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel. The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments. The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus. Finally, student tuition and fees are consistent to the tuition and fees of other respective institutions in this subject area.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The Course attracts significant effort in terms of human and infrastructure resources making it viable and robust for its future implementation. However, in order to reassure its viability and position in the national/international higher education industry the Committee feels strongly that it needs to meet certain conditions. These are:

- Reducing the number of modules to permit students to put more emphasis on the minor specialization of either physical education (PE) or sport and recreational/health related activities.
- Provide Research Methods related Modules earlier in the curriculum (i.e. during third semester) of the Course improving the ability of the students to provide evidence based literature analysis and independent learning, enquiry and research skills.
- Add an introductory module on Basic Research Skills (i.e. literature search, academic writing, basic research and statistical terms, introduction to ethics, etc.) that can prepare the way towards the students' ever-needed higher education literacy.
- Amend the assessment methods of the modules in a way that reflects the expected academic/employability skills of the graduates. This simply means reducing the number of written exams and replacing them with other means of assessment (i.e. presentations, assignments, oral assessments) especially in the 3rd and 4th year of studies. Similarly, students need to start preparing for alternative appraisal methods through formative assessment opportunities that can support academic skills and progression.
- Add modules related to health and clinical needs of the whole population spectrum permitting students and future graduates to realise current societal needs pertaining to PE, exercise and health. Those modules can also prepare students for meeting particular exercise related clinical needs as they can develop early enough specialized and highly esteemed vocational skills.
- Reduce the variety of sport related activities that represent a limited audience in the real world and current society. The EEC would like to see in the Curriculum an increased number of opportunities for students to learn through

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

additional hours of practice (i.e. through School placements) and added modules improving students' expertise in complementary applied settings (i.e. Exercise and Mental Health).

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Frederick University

Program of Study: Physical Education and Sports Sciences

Duration of the Program of Study: 4 Years

Evaluation Date: 14/3/2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Prof. Vasilios Baltzopoulos	Head of Research Institute for Sport and Exercise Sciences	Liverpool John Moores University, UK
Prof. Dr. Andreas Mierau	Academic Director, Head of Department of Exercise & Sport Science	LUNEX International University of Health, Exercise and Sports, Luxembourg
Dr. Emmanouil Georgiadis	Senior Lecturer in Sport and Exercise Psychology	University of Suffolk, UK
Ms Amalia Evangelou	Student at the Department of Biology	University of Cyprus

Date and Time of the On-Site Visit: 14 March 2018, 9:00-17:30

Duration of the On-Site Visit: 8.5 hours

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.				✓	
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				✓	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				✓	
	1.1.3.1 The implementation of a specific academic calendar and its timely publication.					✓

	1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					✓
	1.1.3.3	The course web-pages, updated with the relevant supplementary material					✓
	1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training		✓			
	1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				✓	
	1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.				✓	
1.1.4	Adequate and modern learning resources, are available to the students, including the following:						
	1.1.4.1	facilities				✓	
	1.1.4.2	library				✓	
	1.1.4.3	infrastructure				✓	
	1.1.4.4	student welfare					✓
	1.1.4.5	academic mentoring					✓
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.					✓	
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					✓	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					✓	
1.1.8	Control mechanisms for student performance are effective.					✓	
1.1.9	Support mechanisms for students with problematic academic performance are effective.						✓
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs					✓	

	and are taken into consideration for the calculation of academic work load.					
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					✓
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				✓	
<p>1.1.3.4: procedures for the fulfillment of undergraduate and postgraduate assignments / practical training need to be defined</p> <p>Note, additionally:</p> <p>a) the expected number of Cypriot and International Students in the program of study.</p> <ul style="list-style-type: none"> • 25-30 students <p>b) the countries of origin of the majority of students.</p> <ul style="list-style-type: none"> • Cyprus, Greece, Russia <p>c) the maximum planned number of students per class-section.</p> <ul style="list-style-type: none"> • 30 students 						
1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				✓	
1.2.2	The methodology of each course is suitable for adults.				✓	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				✓	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				✓	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				✓	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				✓	

1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			✓		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.7: Student labs are basically equipped and the planned purchases of state of the art equipment (strength dynamometer, metabolic analysers, biomechanical analysis equipment etc.) should proceed once the program is up and running.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				✓	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:				✓	
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.				✓	
1.3.2.2	Publications within the discipline.				✓	
1.3.3	The specializations of Visiting Professors adequately support the program of study.				✓	
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.				✓	
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.				✓	
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				✓	
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied				✓	

	exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.				✓	
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				✓	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				✓	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				✓	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				✓	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.				✓	
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			✓		

2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				✓	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			✓		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				✓	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.1.4 & 2.1.6

- The program needs to meet particular changes in the course to reflect a more accurate representation of the current societal needs related to PE, sport/recreation and health. These are associated to;

- A reduced number of modules (not more than 5) per semester. This will allow less number of modules being taught providing more room for students to study for their course during their non-contact time. An example of modules per semester is the following;

5 modules per Semester (with each one having 6 ECTS credits providing the needed 30 ECTS Credits per Semester) which are:

3 Theoretical Modules including 2 hours of teaching (6 hours per week theoretical subject teaching hours)

2 Practical Modules including 3 hours of teaching (6 hours per week practical sport teaching hours) (pl. see ECTS User's Guide, 2015) .

- The need to provide Research Methods related modules earlier in the curriculum (i.e. during third semester) of the course improving the ability of the students to create evidence based literature synthesis and independent learning skills. Similarly, there is a need for an introductory Module on Basic Research Skills (i.e. literature search, academic writing, basic research and statistical terms, introduction to ethics, etc.) that can prepare students to handle academic assignments successfully.
- Reduce the number of written exams and replace them with other means of assessments (i.e. presentations, assignments, oral assessments) especially in the 3rd and 4th year of studies. Similarly, students need to start preparing for alternative assessment methods prior to implementation, supporting academic skills and progression.
- Add a number of modules related to the health and clinical needs of the whole population permitting future graduates to realise current societal needs pertaining to the improvement of quality of life and health.
- Reduce the number of sport related activities (i.e. Artistic Gymnastics) that represent a limited audience with increased hours of practice (i.e. through School placements) and

more Modules that can provide students' expertise in complementary applied settings (i.e. Exercise and Mental Health).						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			✓		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.			✓		
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.			✓		
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.			✓		
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			✓		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			✓		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			✓		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.				✓	
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.2.1; 2.2.4</p> <p>Assessment types need to reflect adequately needed vocational skills and professional abilities (i.e. ability to present ideas, rather than relying consistently on written exams throughout the</p>						

duration of the course). In the same way, assessment types need to clearly state and reflect particular learning outcomes being assessed for each module. This is deemed important for the information of the students and their ability to prepare for their assignments adequately.

2.2.2

- The program needs to meet particular changes in the course to reflect a more accurate representation of the current societal needs related to PE, sport/recreation and health. These are associated to;

- A reduced number of modules (not more than 5) per semester. This will allow less number of modules being taught providing more space for students to study for their course during their free time. An example of modules per semester is the following;

5 Modules per Semester (with each one having 6 ECTS credits providing the needed 30 ECTS Credits per Semester) which are:

3 Theoretical Modules including 2 hours of teaching (6 hours per week teaching hours)

2 Practical Modules including 3 hours of teaching (6 hours per week teaching hours).

2.2.3; 2.2.5; 2.2.6; 2.2.7

- The Course team needs to make sure modules related to the health and clinical needs of the population are available permitting future graduates to realise current societal needs pertaining to the improvement of quality of life and health.
- Similarly, a reduced number of sport related activities (i.e. Artistic Gymnastics) that represent a limited audience need to be replaced with modules including either increased hours of vocational skills practice (i.e. through School placements) or with modules supporting one of the two proposed minor specializations the Committee proposes (i.e. Recreational activities in Clinical Populations)

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

The program expects to include approximately 25 registered students in each of the academic years of studies.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					✓
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1	the members of the academic personnel				✓
	2.3.2.2	the members of the administrative personnel				✓

	2.3.2.3	the students.							✓
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.								✓
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.								✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>									
2.4	Management of the Program of Study		1	2	3	4	5		
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					✓			
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					✓			
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					✓			
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					✓			
2.4.5	Information relating to the program of study are posted publicly and include:								
	2.4.5.1	The provisions regarding unit credits							✓
	2.4.5.2	The expected learning outcomes							✓
	2.4.5.3	The methodology							✓
	2.4.5.4	Course descriptions							✓
	2.4.5.5	The program's structure							✓
	2.4.5.6	The admission requirements							✓
	2.4.5.7	The format and the procedures for student assessment							✓

2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.				✓	
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.				✓	
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.				✓	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training
- In which semester does practical training takes place?
- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

No further comments

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.				✓	
2.5.2	The program attracts Visiting professors of recognized academic standing.				✓	
2.5.3	Students participate in exchange programs.				✓	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			✓		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.4

The Committee feels strongly that the academic program of study can be compatible to international standards providing the academic team undertakes the proposed conditions included in the current report.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

Providing the suggested changes take place the current program of studies corresponds to international academic standards.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				✓	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				✓	
2.6.3	Benefits, for the society, deriving from the program are significant.				✓	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

No further comments

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					✓
3.1.2	New research results are embodied in the content of the program of study.					✓
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				✓	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.					✓
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				✓	

3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				✓	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				✓	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				✓	
3.1.9	Student training in the research process is sufficient.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					✓
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					✓
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				✓	
4.2.2	There is a supportive internal communication platform.					✓

4.2.3	The facilities are adequate in number and size.				✓	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					✓
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				✓	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				✓	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				✓	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					✓
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					✓
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					✓
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					✓
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>No further comments</p>						

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The proposed BSc program has the potential to offer a very successful degree in a part of Cyprus with a long sporting tradition where there is strong local support for such a development by the University. The EEC wishes to commend that the proposed undergraduate study program is benefiting from a large number of external collaborators and Visiting Professors that have a remarkable research portfolio. The Committee is delighted to see such a level of academic expertise available and willing to offer its experience and knowledge as the academic team of the course.

Although the program of study can benefit significantly from the proposed amendments included in the current report the EEC members are delighted to witness the large caliber of the academic team working towards the success of the academic program under consideration.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Prof. Vasilios Baltzopoulos	V. Baltzopoulos
Prof. Andreas Mierau	A. Mierau
Dr. Emmanouil Georgiadis	E. Georgiadis
Ms Amalia Evangelou	A. Evangelou

Date: 17 March 2018