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External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Frederick University
- **Town:** Limassol
- **School/Faculty (if applicable):** Health Sciences
- **Department/ Sector:** Health Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Programme Name

In English:

BSc Physiotherapy

- **Language(s) of instruction:** Language(s) Greek and English

- **Programme's status:** Choose status

- **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. Introduction

This part includes basic information regarding the onsite visit.

On behalf of the evaluation committee we would like to thank the Frederick University physiotherapy team for their welcome and hospitality. We were impressed with their enthusiasm for the proposed new BSc Physiotherapy programme. Please read the accompanying documentation for our thoughts and recommendations about the new programme.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof Lee Ingle	Professor	University of Hull
Prof Eling de Bruin	Professor	ETH Zurich
Prof Mieke Wasner	Professor and Dean	SRH Heidelberg
Stephanos Hilides	Student rep	University of Cyprus
Stalo Leonidou	Professional Body Representative	
Name	Position	

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*



- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- *The report may also address other issues which the EEC finds relevant.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1. Policy for quality assurance
2. Design, approval, on-going monitoring and review
3. Public information
4. Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

2. Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
 - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*

- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

3. Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

4. Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*



- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Clearly this is a brand new programme so it is difficult to comment on some of these aspects compared to an established programme where quality assurance processes would be more defined and embedded.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Students were able to elect to study specific modules which allows them to follow areas of personal interest.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Once the programme has been approved please make sure that programme related information and quality assurance processes are published on the Frederick University website.

Consider appointing an external examiner to allow fresh ideas to be introduced into the programme. This would also allow objective external scrutiny to maintain academic standards.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant



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

Sub-areas

1. Process of teaching and learning and student-centred teaching methodology
2. Practical training
3. Student assessment

1. Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2. Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

3. Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***

- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

2.1 The department and teaching staff showed at the visit of the committee that they are planning to teach and support students in their individual, social and educational development like they do already with the pharmacy and nursing students. Teaching and learning are planned to be flexible. The teaching staff is considering different teaching modalities which are outlined in the course descriptions. The teaching situation is planned in considering the students' needs to be active in the learning process. The teaching staff seems to be up to date in modern educational technologies and methods. In addition, new staff is supported by the university to update teaching methods.

2.2 There is very detailed information about the procedures of the courses "clinical placement I-III" and the "clinical practice" during last semester. There is information regarding the contracts with the cooperating clinical stakeholders and some of the future collaborations there are still working on. During the visit the committee was able to visit one of the collaborating partners and experienced a started cooperation.

2.3 The presented documents give a good overview about methods of student assessment. The definition of grades is open to student access in the student handbook. The course descriptions give a variety of assessment methods for each course. There is no information about the overall exam's regulation of the university (e.g. number of examinations, times to overtake the exams).

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

2.1 The institution and the teaching staff have already invested intensive work in developing a student-centered physiotherapy bachelor program. The program will be located at the campus of Limassol parallel to the sport science bachelor program. The location makes it possible to apply interdisciplinary teaching, collaboration, and research. The undergraduate program will be the further development of the department of life and health science and there is a

vision to implement an academic career path developing a master and a doctoral program. The university is providing a variety of support for special needs of the students to fulfill the aims of the program.

2.2 Even though the program has not started there is a long list of co-operations presented. The department is aware about the difficulties to reach the standards of the professional body and showed emphasis to reach these standards until the program starts.

2.3 The course descriptions open the possibility to the teaching staff to choose the assessment of the students. The sports science students stated that they were always very well informed about the assessment methods and criteria in each course. New teaching staff is supported by the university to learn about assessment methods and grading criteria during their onboarding period. Students stated that they are actively involved in ongoing research projects e.g. during the development of their thesis.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

2.1 –

- The committee proposes considering developing a vision for an innovative physiotherapy program. The vision should reach out to the clinical partners in developing physiotherapy in a way that will help to overcome the challenges of the needs of society concerning physiotherapy and health.

- The committee proposes implementing the “International classification of functioning” (ICF, defined by the WHO) as a basic model of thinking and goal setting for the clients into program and in each course. In addition, it is considered to work with the “CanMEDS” role model to offer the students an overview about the different perspectives of work in the profession of physiotherapy.
- The committee proposes considering implementing interdisciplinarity for example with occupational and speech therapy in the study program especially in neurology, geriatrics, and pediatrics.
- The committee proposes recommending implementing digital competencies in the course descriptions.

2.2

The recommendation from the committee is to work closer with the professional body throughout the phase of implementing the new program of physiotherapy.

The committee proposes assigning the students during the clinical placement for a period of time to one clinical setting that they will be able to follow a patient’s progress.

The committee is not sure how the compulsory course “clinical practice” with 26 weeks will fit in the time frame of the semester dates and leave enough workload for the students to finish their thesis (3 ECTS).

The committee recommends developing a training procedure for the clinical educators to transfer competencies from university to the clinical setting. To support this transfer of competencies the committee strongly recommends developing student oriented assignments during the clinical placements to work on the critical thinking and evidence orientated practice competencies.

The committee proposes utilizing the Erasmus+ options for the students and the staff to support the recommendations above.

2.3

- The committee proposes specializing the assignments for each course so that the constructive alignment can be shown and the development of the competencies of the student through each course will be transparent to all teaching staff.

The committee proposes implementing group assignments to support the development of collaborating skills.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Compliant



3. Teaching staff (ESG 1.5)

Sub-areas

1. Teaching staff recruitment and development
2. Teaching staff number and status
3. Synergies of teaching and research

4.

1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*

- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Based on the CV's provided the teaching staff seems to be highly educated and, hence, qualified for their foreseen tasks. Most possess a PhD qualification or are on their way to acquire this degree. In the personal tasks the presentations and discussions with the staff confirmed this first impression. The staff seem highly motivated and dedicated and keen on further (personal and institutional) development. Staff also appeared to work well as a team and there was a great sense of camaraderie and team spirit shown by staff members. The staff student ratio appeared to be healthy for the BSc Physiotherapy program.

The infrastructure at the university is brand new and up to date for the PT teaching program. This will facilitate smooth course instruction based on available infrastructure. There has been an apparent willingness to invest in this study course. Unclear was whether there is laboratory support staff (lab technicians) appointed to supervise and manage laboratory spaces and, thus, relieving academic staff of these responsibilities and to have focusing on research.

The allocation of teaching hours compared to the time for research activity seems appropriate. All staff have the obligation of teaching 12 hours per week during the semester. However, in case research grants are available time for teaching can be deducted and replaced for research time.

Determining whether there are “Synergies of teaching and research” we cannot state Compliance. This is because there is no information, besides intentions, of actual synergies taking place. Time will tell after the program starts whether such synergies will be achieved.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Modern and brand-new teaching facilities,

Staff were familiar with the criteria which were required for academic promotion. Staff were also open minded for new technological advancements in the discipline, however, did so far not express considerations of integrating this into the curriculum.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

It became not completely clear whether there was a common goal and vision for the staff. For example, although there was mention of “evidence-based practice” as a point of departure for teaching the staff was not aware of putting a strong teaching focus on the International Classification of Functioning (ICF)-Framework. The ICF is extremely useful in clinical practice because of its comprehensive and holistic nature and has as its primary purpose to establish a common language for defining health and health-related states between providers. The ICF is a biopsychosocial model of functioning, health, and disability. Using standard language to define and measure disability, the ICF helps to explain how a person's body problems and social circumstances affect their functioning. It is our feeling that the program can greatly improve by facilitating the ICF Framework as a central focus that repeatedly comes back in various teachings.

Clinical reasoning is a core skill needed for solving clinical problems and establishing rapport with patients. It allows healthcare providers, including physiotherapists, to integrate the patient's needs and experiences with their reasoning and decision-making in practice. The Physical Therapy Clinical Reasoning and Reflection Tool (PTCRT: https://www.physio-pedia.com/Clinical_Reasoning) uses the ICF framework to guide a physical therapist's practice and facilitate clinical reflection. For this reason, it seems important to teach the background of the ICF Framework to future physical therapists.

(See for further details https://www.physio-pedia.com/ICF_and_Application_in_Clinical_Practice).



The area of cardiorespiratory physiotherapy expertise seemed to be missing. Hence, this should be given attention and efforts should be made to add this competency to the educational staff. Furthermore, there seems to be large innovative potential at the university to consider and develop new technological advancements in the discipline, to be integrated both into the curriculum and the research of the staff.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant



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

Sub-areas

1. Student admission, processes and criteria
2. Student progression
3. Student recognition
4. Student certification

5.

1. Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

2. Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

3. Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4. Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

It was not clear what the admissions and progression processes were for students on the proposed BSc Physiotherapy programme. As the programme is brand new and yet to be approved we assume these changes will be made.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.



Please publish entry and progression requirements on the Frederick University website once the programme has been approved. Policies should be transparent and publically available.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Partially compliant
4.4	Student certification	Partially compliant



5. Learning resources and student support (ESG 1.6)

Sub-areas

1. Teaching and Learning resources
2. Physical resources
3. Human support resources
4. Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

We were very impressed with the brand new learning and teaching resources.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The brand new library was a very wise investment - we believe this will be an excellent learning environment for the new BSc Physiotherapy students. The library will be well resourced with both physical and electronic learning materials.

Laboratory spaces are brand new and well equipped.

Lab spaces can be shared with aligned programmes including BSc Sport & Exercise Science.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Once the programme becomes more established, for example, into its third and fourth years - consider laboratory space utilisation, and whether extra laboratory space is required as student numbers increase.

As the programme becomes more established, consider appointing a laboratory technician/manager to set up the labs. This will free up academic time to focus more on research.

Consider out of hours access to labs for students for independent study. A lone working policy should be developed.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant



5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant



6. Additional for doctoral programmes (*ALL ESG*)

Sub-areas

- 1. Selection criteria and requirements**
- 2. Proposal and dissertation**
- 3. Supervision and committees**

7.

1. Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

2. Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

3. Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Not applicable. BSc programme only.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

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



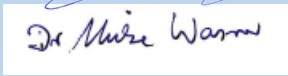
Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The evaluation committee was fully supportive of the new proposed BSc Physiotherapy programme at Frederick University. We believe there will be a demand for the programme based in Limassol as there are no competing programmes (the nearest programmes are in Nicosia). We feel that the team should consider a more radical vision and philosophy for the programme which provides innovation and novelty. The programme could reflect the changing face of the physiotherapy profession as we encounter new and evolving societal challenges. The teaching team should consider what is novel about the programme and why a student would choose to study physiotherapy at Frederick University (compared to other universities). The teaching team should carefully consider how to regulate and manage student placement opportunities as this is regularly a limiting factor for physiotherapy programmes. Overall, we were very impressed with the positivity and enthusiasm of the teaching team. Equally, we were impressed with the new laboratories, library and learning spaces. We feel confident that the proposed BSc Physiotherapy programme at Frederick University will be a success and we wish the team all the best for the future.

A. Signatures of the EEC

Name	Signature
Lee Ingle	
Eling de Bruin	
Mieke Wasner	
<i>Stephanos Hilides</i>	<i>Stephanos Hilides</i>
Stalo Leonidu	
Click to enter Name	

Date: 30-06-23