

Doc. 300.1.1

Date: 20th Jan 2022

External Evaluation Report

(Conventional-face-to-face programme of study)

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

In Greek:

Ακτινολογία και Ακτινοθεραπεία

In English:

Radiology and Radiotherapy

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):** None

In Greek: NA

In English: NA



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 the 19th of January 2022 the site visit happened at the EUC, Nicosia. Present were Professor Demetrios Kardamakis, Photis Kollas, Ioanna Papaioannou. Online was Professor Cláudia I. Sá dos Reis.

The schedule was according to the programme that was mailed to the team (ref 07.14.327.050) set by the Cyprus agency of quality assurance and accreditation in higher education.

The visit began with a briefing in the hotel at 9:20, followed by the introduction of the EEC at 10:00 at the campus of EUC in Nicosia. It finished at 18:00 that same evening.

The EEC were very satisfied with the information provided in advanced and during the visit. The team engaged with the EEC openly and in honest discourse. The team are to be commend on their student centred approach and on their willingness to improve the syllabus. The resources and the facilities in the EUC are in general very impressive and student centred. In general, this programme compares well to other programmes internationally. However, the scope of the course is broader than many others where Radiology and Radiation Therapy are separate courses. Nuclear medicine may be underrepresented on the course. The quality of teaching and assessment are generally high. The EEC have identified many strengths and some areas for improvement.

The title of the course was discussed. Some suggestions were forwarded. The conclusion was that there is no need to change the title, the title remains aligned with the national registration with PSETTA.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Mark McEntee	Chair of Medical Imaging and Radiation Therapy	University College Cork
Cláudia I. Sá dos Reis	Dean of Radiography	Haute école de Santé Vaude
Professor Demetrios Kardamakis	Head of Radiation Oncology	University of Patras, Greece
Photis Kollas	Member of the Cyprus Society of Registered Radiologic Technologists and Radiation Therapists	None
Ioanna Papaioannou	Student in MSc in Midwifery	Cyprus University of Technology
Name	Position	University

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

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 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*

1.2 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*

1.3 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*

1.4 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.

The EEC found that there was a Policy for quality assurance of the programme of study. This was provided by the team in documentation in advance of the visit, the quality of the programme is managed internally by EUC in alignment with European Standards and local legislation. The team were able to describe the operation of Quality procedures.

The EEC also found that the Design, approval, on-going monitoring, and review of the programme of study is in accordance with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes. These were provided in the documentation on p. 25, p. 37, and p331.

The EEC also found the public information 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. These were all provided in advance in the documentation in Annex 8, 200.1 and also expanded upon by the programme team on the day of the site visit.

The EEC were given explanation of Information management. The team were satisfied Information for the effective management of the programme of study is collected, monitored and analysed. These included key performance indicators, such as publication and exchange programmes, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, and career paths of graduates. Students and staff are involved in providing and analysing information and planning follow-up activities.

Strengths

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

1. The policy for quality assurance is accessible. The EEC were provided with evidence of the policy being implemented. The students are involved in providing feedback.
2. Systems to guarantee integrity of assessment were presented.
3. There is a team approach to design, approval, on-going monitoring and review of the programme. The department supports the programme in this regard, the department is supported by the school and university and senate.
4. There is a well-developed public facing website with lots of information for candidates and for current students.
5. There are excellent social media accounts.
6. The administrators are professional and motivated; there is limited employee turnover. They have adapted to digital workflow.
7. There are excellent information systems for submission of course work, recording of marks, evaluation of enrolments and student satisfaction.

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.

1. There needs to be a cross programme evaluation of student feedback.
2. There needs to be more evidence of alumni and employers involvement in programme design, assessment, and ongoing improvement.
3. The format of receiving feedback from students is currently very repetitive for students. The team should consider other methods of feedback such as focus groups, and shorter more specific questionnaire. These need to be collated into an annual report and progress tracked over time.

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

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 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.*

2.2 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.*

2.3 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.

The EEC evaluated the process of teaching and learning and student-centred teaching methodology and found that the process of teaching and learning is flexible, considers different modes of delivery (lectures, practicals and clinical training sessions). Flexibility was shown through hybrid delivery of the programme. Teaching methods, tools and material used in teaching are modern (web streaming, appropriate equipment), and are regularly updated (Moodle to Blackboard, and web streaming). The implementation of student-centred learning (frequent ongoing feedback) and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths (2 free electives). Procedures for dealing with students' complaints regarding the process of teaching and learning were presented.

Regarding the practical training, the EEC were presented with a strong programme that is integrated with the clinical departments. They go both to public and private institutions (with whom there are teaching agreements), this provides an opportunity for learning and future employment. Staff from hospitals teach into the programme and students' progress to clinical positions directly after graduation. Practical and theoretical studies are interconnected. The organisation and the content of practical training, supports achievement of planned learning outcomes and meets the needs of the stakeholders.

The EEC had the opportunity to discuss the assessment procedures with the team and with the students. The EEC found that assessment is fairly applied and carried out in alignment with the assessment policy of the Institution. It was difficult to tell if assessment is appropriate, objective, and supports the development of the learner. The criteria for the method of assessment were not presented, it was clarified that there is only single marking of assessments. It was very clear that students are given feedback, but this was on request only. Assessment was not carried out by more than one examiner, unless there was a dispute. A formal procedure for student appeals is in place. The EEC did not see evidence as to whether assessors receive support in developing their own skills in this field. The regulations for assessment take into account mitigating circumstances.

Strengths

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

1. The team have a strong student-centred approach, as evidenced by student feedback.
2. There is a clear progressive approach to pedagogy from theory, to practical labs (in small groups) and on to practise in the clinical environment.
3. There is excellent alignment with the clinical providers.

4. Teachers on the programme continue to engage with the profession of Radiology and Radiation Therapy technology.
5. The possibility of each student receiving feedback on each assessment is excellent.
6. Some theses are published in the form of a peer-review paper.

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.

1. The alignment of the assessment to the learning outcomes needs to be mapped, and the assessment plan for the entire course made available.
2. Assessment needs to be double marked in some way, for example, double marked top middle and bottom; double check all fails, all tops; etc.
3. Marking criteria or marking rubrics should be available to the student before the assessments.
4. If feedback is available, it should be given to the students without the student having to ask.
5. The team should reconsider whether all theses should be individually written.

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	Compliant
2.3	Student assessment	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 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.*

3.2 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.*

3.3 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.

The EEC assessed the teaching staff recruitment and development. There was evidence of the Institution ensuring the competence of their teaching staff. They do this through professional development of staff, annual awards for excellence, and promotion.

The process of recruitment for radiology and radiation therapy technologists was unclear. The programme has only one radiology and radiation therapy technologist as full-time academic faculty. Others are part-time specialists. There was no clear strategy for the recruitment and development of radiology and radiation therapy technologist teaching staff. The one radiology and radiation therapy technologist teaches, or is responsible for, approximately 80-90 ECTS. Sustainability of the programme and future radiology and radiation therapy technologist academic development are jeopardised by this.

However, teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality of the teaching and learning. The teaching staff seem 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 participate in teaching the study programme.

The EEC met the majority of the teaching staff and assessed the number and status. The number of the teaching staff is adequate to support the programme of study. However, the teaching staff status and speciality may be a risk to the quality of the programme. This may also jeopardise staff progression and promotion, and may reduce the attractiveness of the role to radiology and radiation therapy technologists. Visiting staff number does not exceed the number of the permanent staff.

The EEC assessed synergies of teaching and research. The teaching staff collaborate mainly with the clinical department and with departments in the university. Scholarly activity to strengthen the link between education and research is encouraged. Teaching staff publications are not always aligned with the discipline of radiology and radiation therapy technology. Teaching staff studies and publications are related to medical imaging and radiation oncology but not necessarily in radiology and radiation therapy technology. For example, the majority of publications are in Oncology or Medical Physics. The allocation of teaching hours compared to the time for research activity may not be appropriate for some staff.

Strengths

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

1. There is a good skill mix and synergy between professions.
2. There are contributions from outside the department, from nursing, speech therapy, and physiotherapy.
3. There is excellent cross pollination from the clinical environment.
4. Excellent leadership is demonstrated in the programme and department.

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.

1. Future recruitment strategy should target Radiology and Radiation Therapy technologists as full-time academic staff.
2. Professional development strategy should provide opportunities for future leaders among the Radiology and Radiation Therapy technologists, for example to become deputy head then head of programme.
3. The status of all the Radiology and Radiation Therapy technologists is “special scientist” of “special teaching personnel”; there needs to be a strategy to develop these roles even part-timers to lecturer level and beyond.

4. The titles of “special scientist” of “special teaching personnel” do not correspond with international norms, and should be reviewed to facilitate appropriate recognition of their academic role.
5. A strategy is needed to further develop Radiology and Radiation Therapy technology research and publications.

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	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 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.*

4.2 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.*

4.3 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*

4.4 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.

The EEC were presented with information on student admission, processes and criteria. There are pre-defined and published regulations regarding student admission in place, these were provided to the EEC in advance of the visit p.9 of document 200.1. Access policies, admission processes and criteria are implemented consistently and in a transparent manner. The EEC did not see information on the pre-defined and published regulations regarding student progression. There are pre-requisites in some courses, for example the clinical training, clinical practice and the thesis but not Radiography 2, 3 and 4 etc. There is a student advisory process, but the EEC were not presented with the processes and tools to collect, monitor and act on information on student progression. For example, how many ECTS are required from each semester or year to progress? How many ECTS can a student carry forward?

The EEC considered student recognition. There was evidence of pre-defined and published regulations regarding student recognition. The EEC heard that the institutional practice for recognition is in line with the principles of

the Lisbon Recognition Convention. The EEC was presented with the transfer credit evaluation policy, on page 10. Parallel credit and elective options are available.

On Assessing Student certification, the EEC found that there were pre-defined and published regulations regarding student certification. 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.

Strengths

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

1. The student advisory process means that individuals can have their situation assessed and gain advice.
2. The recognition is aligned with the Bologna process.

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.

1. The team should consider strengthening the minimum entry level requirement to the programme.
2. The team should consider their rules on student progression specific to the programme.

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	Compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 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.

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

The physical resources were assessed by the EEC; there was a tour of the premises, an online video of the libraries, and study facilities, there was discussion of the IT infrastructure. The facilities are adequate for changing circumstances (change in student numbers, etc.).

There are plenty of human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, adequate to support the study programme.

There is student support in place covering the needs of a diverse student population, such as mature, employed and international students. There are some concerns regarding provision for 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.

Strengths

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

1. There are excellent spaces for teaching and learning specific to Radiology and Radiation Therapy technology.
2. There is a laboratory in place that facilitates practical in x-ray, mammo, DEXA, dental, processing of film and digital, with appropriate phantoms and QC.
3. There is an excellent provision for hybrid and online learning with each room equipped with a webcam, mic and speaker.
4. There was excellent feedback from students and alumni about the quality of the teaching and the staff.
5. Students report a high-quality experience on clinical placement.

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.

1. Fire exits for the Radiology lab are not in place. The location or the emergency exit will need proper institutional assessment.
2. The laboratory is not wheelchair accessible.
3. The wet processing area might be better used for digital diagnostic monitors for image evaluation, or other purposes.
4. There is a need for investment in Radiation Therapy laboratory equipment, for example consider VERT <https://www.vertual.co.uk/products/vert/>, immobilisation devices, fusion software, processing software etc.
5. The team should consider a strategy for replacement and update of the x-ray facilities in the future.

6. The team should consider having access to a PACS system to evaluate images and create an e-portfolio of student experience and learning.

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	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Partially compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 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*

6.2 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.*

6.3 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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable

6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

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.

FINAL REMARKS

The External Examination Committee was fairly satisfied with the information provided both in advanced and during the visit and realized that the Staff of the Department follows a “student centered” approach and showed their willingness to improve the syllabus. The facilities in the EUC are in general very impressive and the students have access to all basic resources related to their studies.

The Members of the Committee discussed the title of the course (Radiology – Radiotherapy) but the conclusion made was that there is no need to change the title, the title remains aligned with the national policy as it is stated by the professional body of Radiology-Radiotherapy Technologists.

PROGRAMME

STRENGTHS

The EEC were provided with evidence of the policy for maintaining quality assurance being implemented at a teaching and administrative level.

The students are involved in providing feedback regarding teaching approaches.

There is a team approach to design, approval, on-going monitoring, and review of the programme.

There is a well-developed public facing website with many clear information for candidates and for current students.

IMPROVEMENTS

The cross programme evaluation of student feedback is weak. The Department should consider other methods of feedback such as focus groups, and shorter more specific questionnaire. These need to be collated into an annual report and progress tracked over time.

There needs to be more evidence of alumni and employers’ involvement in programme design, assessment, and ongoing improvement.

LEARNING and TEACHING ASSESSEMENT

The EEC evaluated the process of teaching and learning and student-centred teaching methodology and found that the process of teaching and learning is flexible, considers different modes of delivery (lectures, practicals and clinical training sessions). Flexibility was shown through hybrid delivery of the programme. Teaching methods, tools and material used in teaching are modern (web streaming, appropriate equipment), and are regularly updated (Moodle to Blackboard, and web streaming). The implementation of student-centred learning (frequent ongoing feedback) and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths (2 free electives). Procedures for dealing with students’ complaints regarding the process of teaching and learning were presented.

Regarding the practical training, the EEC were presented with a strong programme that is integrated with the clinical departments. They go both to public and private institutions (with whom there are teaching agreements), this provides an

opportunity for learning and future employment. Staff from hospitals teach into the programme and students progress to clinical positions directly after graduation. Practical and theoretical studies are interconnected. The organisation and the content of practical training, supports achievement of planned learning outcomes and meets the needs of the stakeholders.

The EEC had the opportunity to discuss the assessment procedures with the team and with the students. The EEC found that assessment is fairly applied and carried out in alignment with the assessment policy of the Institution. It was difficult to tell if assessment is appropriate, objective, and supports the development of the learner. The criteria for the method of assessment were not presented, it was clarified that there is only single marking of assessments. It was very clear that students are given feedback, but this was on request only. Assessment was not carried out by more than one examiner, unless there was a dispute. A formal procedure for student appeals is in place. The EEC did not see evidence as to whether assessors receive support in developing their own skills in this field. The regulations for assessment take into account mitigating circumstances.

STRENGTH

The team have a strong student-centered approach, with a clear progressive approach to pedagogy from theory, to practical labs (in small groups) and on to practise in the clinical environment as evidenced by student feedback.

Teachers on the programme continue to engage with the profession of Radiology and Radiation Therapy technology.

Some theses are eventually published in the form of a peer-review paper.

IMPROVEMENT The alignment of the assessment to the learning outcomes needs to be mapped, and the assessment plan for the entire course made available.

Assessment needs to be double marked in some way, for example, double marked top middle and bottom; double check all fails, all tops; etc.

Marking criteria or marking rubrics should be available to the student before the assessments.

The practice that some theses are written by two students should be abandoned.

STAFF

STRENGTH

There is a good skill mix and synergy between professions.

There are contributions from outside the department, from nursing, speech therapy, and physiotherapy.

There is excellent cross pollination from the clinical environment.

Excellent leadership is demonstrated in the programme and department.

IMPROVEMENT

Future recruitment strategy should target Radiology and Radiation Therapy technologists as full-time academic staff.

Professional development strategy should provide opportunities for future leaders among the Radiology and Radiation Therapy technologists, for example to become deputy head then head of programme.

The titles of “special scientist” of “special teaching personnel” do not correspond with international norms, and should be reviewed to facilitate appropriate recognition of their academic role.

A strategy is needed to further develop Radiology and Radiation Therapy technology research and publications.

ADMISSION and CERTIFICATION OF STUDENTS

STRENGTH

The student advisory process means that individuals can have their situation assessed and gain advice.

The recognition is aligned with the Bologna process.

IMPROVEMENTS

The team should consider strengthening the minimum entry level requirement to the programme.

The team should consider their rules on student progression specific to the programme.

RESOURCES and STUDENT SUPPORT

STRENGTH

There are excellent spaces for teaching and learning specific to Radiology and Radiation Therapy technology.

There is a laboratory in place that facilitates practical in x-ray, mammo, DEXA, dental, processing of film and digital, with appropriate phantoms and QC.

There is an excellent provision for hybrid and online learning with each room equipped with a webcam, mic and speaker.

Students report a high-quality experience on clinical placement.

IMPROVEMENTS

The wet processing area might be better used for digital diagnostic monitors for image evaluation, or other purposes. The team should consider having access to a PACS system to evaluate images and create an e-portfolio of student experience and learning.

There is a need for investment in Radiation Therapy laboratory equipment, for example consider VERT <https://www.vertual.co.uk/products/vert/>, immobilisation devices, fusion software, processing software etc.

GENERAL COMMENTS – CONCLUSIONS

It is the only available programme on this subject available in Cyprus and also in the local language.

The staff student ratio is good

The connection with the clinical practice is excellent throughout the programme.

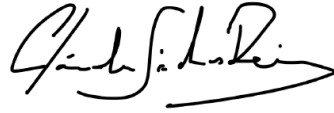

The students feedback on the programme excellent

The External Examination Committee was fairly satisfied with the information provided both in advanced and during the visit and realized that the Staff of the Department follows a “student centered” approach and showed their willingness to



improve the syllabus. The facilities in the EUC are in general very impressive and the students have access to all basic resources related to their studies.

E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Mark McEntee	
Professor Cláudia I. Sá dos Reis	
Professor Demetrios Kardamakís	
Mr Photis Kollas	
Ms Ioanna Papaioannou	

Date: 20th Jan 2022