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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.1.1

Date: Dec.1. & 2., 2020

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

- **Higher Education Institution: European University Cyprus**

- **Town: Nicosia**

- **School/Faculty (if applicable): School of Sciences**

- **Department/ Sector: Departement of Health Sciences**

- **Programme of study-** Occupational Therapy, 4 years, 240 ECTS, Cycle)

   In Greek:

   Programme Name

   In English:

   Bachelor Degree in Occupational Therapy

- **Language(s) of instruction:** Language(s) English
- **Programme's status:** Currently OperatingCurrently Operating

A. Introduction

Due to the worldwide COVID 19 pandemic the accreditation of the Bachelor of Science programme in Occupational Therapy at the European University Cyprus could not take place onsite. Instead, it was decided (after initially postponing the process) to proceed online.

The external evaluation committee included three international experts chosen by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education. These are senior occupational therapy (OT) faculty at three European universities. In addition, a local occupational therapist plus a local Bachelor of Science student from an external programme took part.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof. Dr. Borell, Lena	Professor at Department of Neurobiology, Care Sciences and Society	Karolinska Institutet, Stockholm, Sweden
Prof. Dr. van Hartingsveldt, Margo	Associate Professor and Director School of Occupational Therapy	Amsterdam University of Applied Sciences, the Netherlands
Prof. Mentrup, Christiane (chair) (chair)	Director Institute of Occupational Therapy,	Zurich University of Applied Sciences, Switzerland
Argyridi, Anna	Licensed Occupational Therapist, Therapeutic Center, Larnaka, Cyprus	--
Kolokoudia, Evridiki	Student, BSc Psychology	University of Cyprus

C. Guidelines on content and structure of the report

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*

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- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

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

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

Findings

The external evaluation committee members found that the quality assurance policy of the degree program has a formal status, supports the organization of the quality assurance system through appropriate structures, arrangements and processes, and supports education, administrative staff and students in assuming their responsibility in the field of quality assurance. Quality assurance is co-ordinated by the administration of the School of Sciences. Students receive evaluations twice a year at the end of each semester. The outcome of the evaluations is shared with the teachers. A teacher reported that the students'

feedback has helped her a lot in reflecting her teaching methods and as a consequence she has it adapted and is now receiving more positive results from the semester evaluations. A student confirmed this observation. This example indicates that there is a quality control circle in place.

The curriculum's general programme objectives are consistent with the institutional strategy and explicitly targeted learning outcomes. The programme reflects the four goals of higher education of the Council of Europe and intends to enable smooth study progress. It is designed so that the content of the exams and assignments corresponds to the level of the study programme and the number of ECTS and it defines the expected study load in ECTS.

The students are very positive about the programme and recommend it to others. The drop-out rate with 2-3 students out of a cohort of 30 is rather low. The students experience a somewhat high workload, particularly in the fourth year of study. This is caused by the fact that they have to cope with module education and assignments in addition to the internship and thesis. It seems that high demands are placed on the thesis (i.e. meta-analysis) while the amount of six credits granted seems rather low.

The Bachelor Occupational Therapy programme includes five well-structured internship options, with students having the possibility to choose based on their interests. This programme was subject to a formal institutional approval process and resulted in a positive qualification in April 2020. It has been developed six years ago, and the content of the modules appear to be suitable and current.

Regarding the curriculum, clear, up-to-date information was published in the Guide to Requesting Evaluation on the selections "Criteria", "Learning Outcomes Target", "Learning and Assessment Procedures" and "Learning Opportunities for the Students".

There was no insight granted into administrative/ managerial information during the online audit visit.

Strengths
- Students receive evaluations twice a year at the end of each semester
- The student drop-out rate is rather low: about 2 – 3 students per cohort
- Students are very positive on the content of the study program and recommend it to their peers

Areas of improvement and recommendations

- Some modules lack the explicit reference to occupational therapy
- Meta-analysis seems too a high level for a BSc thesis, especially given that the theses includes 6 ECTS only
- Many thesis projects are literature reviews. It would be worthwhile to stimulate more practice-oriented research based on needs from the field using small data collections (qualitative or quantitative) and analysis skills

Sub-area		Non-compliant/ Partially Compliant/Compliant
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	Not applicable

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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.*

Findings

Process of teaching and learning and student-centred methodology

The external evaluation committee members found that this four-year Occupational Therapy Bachelor programme at the European University Cyprus shows an overall high level of academic quality. Faculty and students report that different modes of pedagogical methods, onsite and modern online tools are being used in an inspiring physical setting to deliver a versatile and stimulating education. The university took the opportunity of the COVID crisis to successfully implement extended online learning possibilities for (temporary) remote teaching. The OT BSc adapted their programme to a hybrid version according to the COVID-rules: distance education is combined with physical skills training in the university labs.

The intellectual level of the OT BSc is challenging for the students. Nevertheless, students and faculty alike recognise this as a quality. The external experts wonder, if teaching is too much focussed on quantitative research methods with a natural science focus.

Some of the modules (i.e. clinical exercise physiology, research methodology) seem to follow a medical model paradigm rather than an occupation based paradigm. The focus on OT relevance could be enhanced in such modules through team teaching.

The students feel recognised and respected as individuals. They prove to be very (self) reflective. There seem to be a strong professional relationship between students, teaching staff and administrative staff. Students with specific challenges (such as dyslexia) receive sufficient support from the university. Resources and processes for diversity issues are in place. To a certain degree, students have the opportunity to influence the teaching style and content through the biannual evaluation. Here seems to be space for further involvement such as implementing a student board and student representatives in different programme and university panels.

Practical Training

Taking into consideration that the profession of occupational therapy was just recently promoted to an academic level, there is a limited number of OT practitioners in the country. Given this, there are not as many fieldwork options as one would hope for. The campus clinic lab is a great solution to complement the practical experiences for students in the field and offer free OT for the citizens of Nicosia. Lab based fieldwork provides many opportunities for faculty to integrate theoretical and practical learning experience and to use videos as case based learning.

The students can influence their study programme in a limited manner by choosing their preferred fieldwork placement among a limited number of possibilities (so far). They are being encouraged to acquire the cooperation with new practice fieldwork sites. Students are satisfied with the fieldwork choices that they have, especially in the fourth and fifth fieldwork placements.

Student Assessment

It seems that the assessments are consistent and fairly applied. The external evaluation committee members are not aware if there is an assessment plan in place that assures equal contribution of assessments throughout the four years of study. The students appreciate the assessments but wish to have more formative (portfolios, group projects, class discussions) and less summative high-stake (i.e. tests) assessments.

The students appreciate the time they got for writing their thesis. But they would prefer to have fewer other commitments during this period of time to intensify this experience of diving into the chosen subject. The external experts feel that 6 ECTS for a thesis is rather a small volume given that the BSc consists of 240 credits in total.

As a result of the above-mentioned factors the students appear to be highly committed to their study programme. They are happy about the programme and the profession they have chosen.

Strengths
- High level of academic quality: different modes of pedagogical methods, onsite as well as online in an inspiring physical setting to deliver a versatile and stimulating education.
- Strong commitment and identification with the education offered (student perspective)

Areas of improvement and recommendations
- Rather high level of workload during the final year. The focus on the thesis could be heightened with more credits and less accompanying tasks during that phase
- The choice of paradigm in selected modules should be reconsidered. The OT focus could be strengthened through a certain degree of team collaboration and team teaching

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

Findings

Teaching staff recruitment and development

The external evaluation committee members observed that the teaching staff at the European University Cyprus Occupational Therapy Bachelor Degree Programme appears to be very competent. They are strongly driven by the purpose of providing excellent professional education and research.

The OT programme has acquired a range of OT fieldwork placements where students are supervised by licenced occupational therapists.

Teaching staff number and status

The ratio of occupational therapy faculty in relation to the student number is too low. The rector and the management team are aware of the problem and have taken several initiatives to solve it. So far, there are still two positions vacant. The programme coordinator and the faculty seem to feel supported by the rector and the management team at the EUC.

The difficulties in recruiting faculty members with a PhD, (and/or a master's degree) with a background in Occupational Therapy, makes teaching in the main subject (occupational therapy in theory, practice, and research) become a burden on a few persons and a long-term threat to the sustainability of the programme.

The limited number of occupational therapy staff has the effect that there is not enough broadness of expertise reflecting the usual range of clients, populations and topics in the field. In addition, a programme which mainly lasts on one person's shoulders (program coordinator) risks to be volatile.

Synergies of teaching and research

Most of the teachers are also involved in some research. This is highly relevant for a strong interrelationship between education and practice, for capacity building and the general future of the profession in the country.

Strengths
- A committed staff and faculty that are willing to do good work even on extra hours.
- The staff and faculty are expected to do research, and when external funding is provided, the load of teaching is reduced in order to spend more time on research.
- Staff development plans are in place, as well as plans for a new master programme in Occupational Therapy.
- The OT program collaborates with the OT field of practice in many domains all over Cyprus, and have access to important areas for occupational therapy students to gain experience from

Of special importance is, for example, the student/faculty engagement for refugees and asylum seekers, which is an innovative initiative that should be further supported by the university, and also be introduced as a unique selling preposition to attract new faculty and students to the university.

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Areas of improvement and recommendations

- The current situation with just one faculty member with a PhD in occupational therapy, is critical from the perspective of programme sustainability. This situation makes it very hard to combine research and teaching in a longer perspective and will be contra-productive for the individual staff members.

- The goal to initiate a master program in Occupational Therapy, is on the agenda for the future, but will rely on recruitment of several new faculty members with the right competence and experience from research. The experts recommend a concept for a new master program that should attract not just persons from Cyprus and Greece but young professionals from all over the globe to become students in the European University Cyprus. For this reason, it needs to build on the unique and strong initiatives that have been taken and are under development in research. A strong research base is a prerequisite for a masters' program.

- The experts recommend building capacity with the goal to create a "critical mass" in occupational therapy for a stronger sustainable educational program and research program. The university will need to recruit 2-3 new faculty, who are occupational therapists with a PhD, or a masters' degree with a strong interest in both teaching and research. This can be design as a "joint venture" in collaboration with other European universities, or by recruiting internationally.

- The experts recommend offering BSc and MSc modules in English language. It will provide opportunities for visiting professors in OT and will serve the purpose to prepare the students for a global market.

- Recruitment of new faculty will build capacity in occupational therapy research and serve as a platform/base to more active engagement in (international) research as started already in areas (like occupational challenges for marginalised populations like refugees and asylum seekers).

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

Student admission, progression, recognition and certification *(ESG 1.4)*

Sub-areas

    3.4 Student admission, processes and criteria
    3.5 Student progression
    3.6 Student recognition
    3.7 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.*

Findings

The external committee members noted that predefined and published rules regarding student admission exist and that access policies, admission processes and criteria are consistently and transparently implemented. There is an annual intake of a maximum of 30 students. Every year there are more students applying for the OT bachelor's program. The admission requirements are appropriate and well formulated. Due to the programme being based on the Greek language, there are no international students involved. If students meet the admission conditions, they are registered on a 'first come - first serve' basis and the first 30 students can start the course. When more than 30 students meet the admission requirements, they are placed on a waiting list. At the day of accreditation there was no information available about the waiting list statistics. There seem to be good student support offered by the department of enrolment.

There are predefined and published rules regarding student recognition. The university uses appropriate recognition procedures based on institutional recognition practice in accordance with the principles of the Lisbon Recognition Convention and cooperation with other institutions, quality assurance agencies and the national ENIC / NARIC centre to ensure coherent recognition across the country.

Predefined and published regulations regarding student certification are in place. Students receive a certificate explaining the qualification obtained, including the learning outcomes achieved and the context, level, content and status of the studies taken and successfully completed.

Strengths
- The admission requirements are appropriate and well formulated.
- There is good student support from the department of enrolment.
- The University uses appropriate recognition procedures.
- Predefined and published regulations regarding student certification are in place.

Areas of improvement and recommendations
- The writing guidelines for the thesis appear to be rather detailed, not very student-centered and seem to leave little room for individual creativity.

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

Learning resources and student support *(ESG 1.6)*

<u>**Sub-areas**</u>
   3.8 Teaching and Learning resources
   3.9 Physical resources
   3.10   Human support resources
   3.11   Student support

5.1 Teaching and Learning resources

<u>Standards</u>

- *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

<u>Standards</u>
- *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.*

Findings

The panel of experts recognise that overall the resources offered for the students in the OT Bachelor programme appear to be very good to even outstanding. This applies to all four areas mentioned above. Students interviewed, speak highly of all the resources and services available to them in the university.

Strengths

- State of the art learning technology, in labs and classrooms. Including use of online learning environments as "blackboard".
- Successful adaptation to on-line learning, during the Corona-pandemic situation.
- A well-equipped library with free access for students to access databases and download scientific papers and books. Helpful support from staff
- Staff support for a student-centred learning approach, example for making individual study plans.
- Strong support for students with special needs, for example, students with dyslexia.
- Good facilities for health promotion (gym).

Areas of improvement and recommendations

The external evaluation committee members have not identified any improvement areas related to learning resources and student support.

Keep up the good work for the benefit of the students learning!

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

D. Conclusions and final remarks

The external evaluation committee members, three international experts supported by a local occupational therapist in the field and a local BSc psychology student, agree that this accreditation has been a very fruitful and inspiring experience. Despite of the fact that due to Corona the visit could only be performed virtually, all five assessors got a good insight into the Occupational Therapy programme under consideration.

The committee members agree that the OT programme after six years is still "young". Given this the multiple strengths found within the program are very convincing. Given the ambition observed, it seems promising that the strengths will be kept and might even be expanded.

In contrast the areas where improvement might be beneficial for the quality of the programme under study are typical for such a "young" programme. The international experts know from their own experiences plus from the international programmes they visited, that these are common challenges during the first 10 to 15 years.
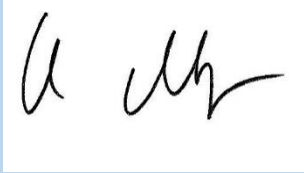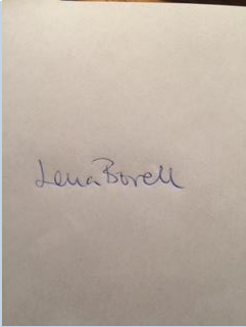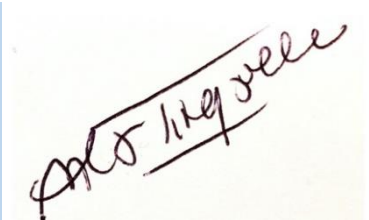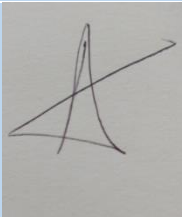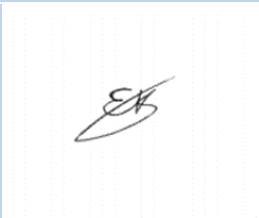
The expert panel recommends the following foci, which partially overlap:

1. **Capacity building** including
- Support of individual faculty to complete a Master of Science and a PhD Degree with focus on occupational therapy (initially at universities abroad).
- Release BSc leadership faculty from their current responsibilities in order to set up an MSc with the support of international colleagues. Build up junior staff with MSc degrees to take over leadership roles in the BSc.
- Establish a rather generic EUC Occupational Therapy Master of Science Programme (with the possibility to deepen the individual focus through the assignments and thesis) with a USP related to research projects and the potential to attract international students and faculty. Search for collaboration with existing international/European MSc programmes.
- Building up on existing networks (i.e. Utrecht Network, European University Network) including cooperation with strong research universities abroad to support OT PhD students from Cyprus studying abroad while being employed at EUC.

2. **Research focus** including
- Strengthen the area of OT research (qualitative as well as quantitative methods) potentially involving already existing partnerships with international industries (i.e. Microsoft) and universities abroad.
- Including the campus clinic lab facilities to collect data relevant for occupational therapy research.
- Supporting interprofessional research with EUC schools/departements like medicine, social work, architecture, computer & engineer sciences and business.
- Collaborating with the local community on social welfare research projects related to OT (i.e. exiting refugees projects).

3. **Internationalisation** including
- Using existing networks (i.e. Utrecht Network, European University) for concrete OT programme related projects.
- Exposing students to international programmes through internationalisation at home, international weeks abroad, international semesters, international fieldwork experiences and international visiting professors.
- Continue/establish membership in European OT networks like ENOTHE and interprofessional networks like COHERE to exchange students, staff and best practice examples.

4. **Programme development**

- Ensure a stronger focus in each module on occupation, the core subject in the profession of occupational therapy, by using modes like team teaching and involving OT practitioners into the teaching and a stronger integration of occupational sciences throughout the curriculum.
- Involve the students into the further development of the programme by establishing a student participation opportunities like a student board.
- Search for opportunities to develop more interprofessional education with students from other programmes within the School of Science (nursing, allied health professions and from the department of Computer Science and engineering) and in practice related learning including settings in primary care clinics, rehabilitation centers, interprofessional student wards.

E. Signatures of the EEC

Name	Signature
Mentrup, Christiane (chair)	
Borell, Lena	
van Hartingsveldt, Margo	
Argyridi, Anna	
Kolokoudia, Evridiki	

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