Doc. 300.1.1/2

Date: Date.

External Evaluation Report
(E-learning programme of study)

- **Higher Education Institution:**

  European University Cyprus

- **Town:** Nicosia

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

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

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Programme Name

  In English:

  "Neurorehabilitation (18 Months/90 ECTS, Master of Science)" E-Learning

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

- **Programme's status:** New
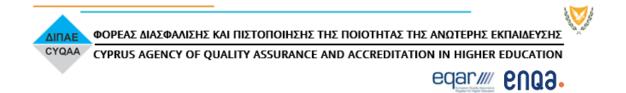
- **Concentrations (if any):**

In Greek: Concentrations
In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The external evaluations committee visited EUC on May 14, 2024 for a full day. Before that the committee had taken notice of the material outlining the course program as well as the institute, as provided by EUC. The committee first met with the head of the institution and the vice rector of Academic affairs. Thereafter, the committee had a number of meetings with the head of the Health Science department, the programme coordinator, members of the E-learning unit, external stakeholders, and members of the teaching staff, respectively. An online interaction took place with four students (from other elearning programmes), followed by a meeting with the administrative staff. The committee also watched an on-line lecture, visited some of the premises of the institute, inspected the electronic teaching infrastructure and a few exams (from other programmes) and had an exit discussion in which the committee's observations were shared with the program management.

B. External Evaluation Committee (EEC)

Name	Position	University
Eling D. de Bruin	Professor	ETH Zurich
Pieter Medendorp	Professor	Radboud University
Magda Anthousi	Student	CUT
Maria Aristeidou	Professor	The Open University
Name	Position	University
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.
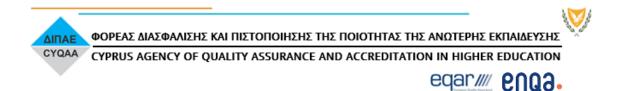
Strengths

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.***

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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*
  - *is a part of the strategic management of the programme*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
  - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
  - *integrates employer surveys to adapt to evolving workplace demands.*
  - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
  - *is published and implemented by all stakeholders.*

1.2 **Design, approval, on-going monitoring and review**
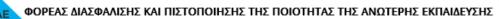
Standards

- *The programme of study:*

- *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy*
- *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*

  - *collaborates with industry experts for curriculum development.*

  - *conducts joint reviews with external academic specialists to maintain academic rigor.*

  - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*

  - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*

  - *conducts regular feedback sessions with local community leaders for societal relevance.*

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

o *Professional bodies validate program descriptions and outcomes.*

o *Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.*

o *External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.*

o *Industry-specific & societal information is regularly updated with expert inputs.*

o *Alumni testimonials are included for a realistic portrayal of program outcomes.*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - 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*
  - o *industry trend analysis.*
  - o *feedback mechanisms from external partners/stakeholders*
  - o *data exchanges with professional networks*
  - o *employer insights concerning career readiness*

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

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 program finds it important that students become knowledgeable about the use and application of technology and rehabilitation devices. However, this goes without a clear vision behind the where and when of using/integrating technology. The proposed program gives a bit of a scattered impression on the technology components. The levels at which technology can be integrated should be worked out more clearly, e.g., technology used for assessment, technology used for service delivery, technology used for patient outcome assessments, etc.

The balance between relying on textbook information and newer developments in the field (as reported by recent research articles, etc.) seems not optimal. The program could Integrate more recent research findings and developments into the program. The program should also be regularly monitored in the light of the latest research in the discipline to ensure the program remains up-to-date.

The program lacks electives, e.g. statistics for those students with identified deficits in this area.

The vision underlying the teaching could be made more explicit in the description and in the study material content.

Informal student interactions are relevant to prepare students for life as active citizens. The programme could put an effort in boosting these interactions by means of programme induction, face-to-face interaction, etc.

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

The team of teachers is multidisciplinary.

The program clearly addresses the need for future health care (as evidenced by their market research and expressions by the stakeholders).

The program is realistic regarding the amount of students (max 30) it can process.

Students have access to multiple libraries on the island based on a cross-university collaboration agreement. Their diploma is an internationally recognized diploma.

There is very good accessibility of staff for students when they need this; staff is also open to new ideas and opinions.

The program is organized with a clear weekly structure with very organized steps. Students indicated that they liked this clarity as well. There is clear alignment between teaching objectives/activities and the exercises and assignments.

There are many external resources students can tap into (multimodal simulations, videos, databases, etc.). Online material is adjoined by teleconferences.

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.

Try to keep a healthy student-staff ratio.

Integrate ICT (information & communication technology) people into the program, clarify where and how technology becomes integrated into the program.

Develop a vision on assessment/examination. Consider the way students are assessed and what students should be able to produce, e.g.,. is it about reproduction of knowledge or development of critical thinking skills (consider Bloom's taxonomy; https://en.wikipedia.org/wiki/Bloom%27s_taxonomy)?

The time allocation per task should be revisited. Assignments should be rather not fulfilled by 100%. Offer students the opportunity to fulfill 8 of 10 possible assignments to pass the course. This adds flexibility to the program and "allows" students to miss assessments because of illness, etc

For a full time program running three courses per semester (within 13 weeks!) for a period of 18 months (three semesters) created a too high load on students (about 60 hours per week!). Please consider carefully what students can manage in terms of ECTS per week of study and keep a healthy study-life balance,

Teachers in this new programme seem to have a high workload already because of other programmes to which they contribute.

Teachers should have more time and resources for research. This could also benefit the students' research projects and how these should/could be organized.

The shared vision about the program should be further developed (common vision), teachers should also consider their vision in relation to how and what is tested in the exams. There should be a connection in place between the tests/exams and the learning objectives.

Develop a vision on how to deal with generative AI and derive a policy from that vision.

Connections to the current research and clinical landscape of Neurorehabilitation should be further developed, for example use of portable technologies (gait analysis) in a clinical setting.

Add rubrics to course learning outcomes (through students' assessments). This ensures objectives are met.

In relation to the four purposes of higher education of the Council of Europe, the aspect of preparation of active citizens in democratic societies could be worked out in more detail by the University. Also by facilitating own research in this area and by building up an alumni network, the development and maintenance of a new knowledge base in relation to the study topic may be facilitated through teaching and research.

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

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

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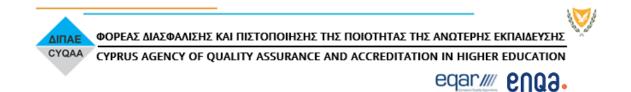## 2. Student – centred learning, teaching and assessment *(ESG 1.3)*

> ### Sub-areas
>
> **2.2 Process of teaching and learning and student-centred teaching methodology**
> **2.3 Practical training**
> **2.4 Student assessment**
> **2.5 Study guides structure, content and interactive activities**

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

Standards

- *The e-learning methodology is appropriate for the particular programme of study.*

- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*

- *Training, guidance and support are provided to the students focusing on interaction and the specificities of e-learning.*

- *The process of teaching and learning supports students' individual and social development.*

- *The process of teaching and learning is flexible, considers different modes of e-learning 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 e-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.*

- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*

- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *A complete assessment framework is designed, focusing on e-learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *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 e-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.*

- *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*

- *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

2.4 Study guides structure, content and interactive activities

Standards

- *A study guide for each course, fully aligned with e-learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - ***Weekly schedule of interactive activities and exercises (i.e. simulations, problem solving, scenarios, argumentation)***
  - *Clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

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 modules' structure on the Blackboard VLE includes summary for each week, introduction, notes and resources, supplementary material and self-assessment and/or formative assessment. Accessing another program on the VLE we can see there are overall instructions for e-learning

and space for student introductions. There are forums for student interaction and learning analytics tools for observing student progress. The study guide also features at the start of the module, allowing students access to an overview of the module. The guide adheres to the 'standard' structure and content.

Each module has six teleconferences, mainly for content revision and Q&A. These are organized one at the beginning and one at the end and they are recorded. The remaining four are scattered across the module duration but not scheduled in advance - using polls to ask students when they're available. Formative assessment deadlines and weights are scheduled from the beginning and students have access to the entire semester's module content in advance. There is a set hours of study given for each week but this does not always reflect the actual study time.

Interactions between students are encouraged via group activities and the use of forums. Teaching staff can be approached via the teleconferences or messages in the VLE platform. The ratio between tutor and student is approximately 1 to 30. Students are briefed about e-learning at the beginning of the module, but they can also reach the IT support when they have technical issues - these can be forgetting credentials, not being able to connect to the teleconferences, or facing issues when uploading their assignments.

The resources are multimodal, internal and external. These are first introduced, then presented; a follow up activity ensures absorbing the content - this approach ensures alignment between the week's learning objectives and student activities. The resources are mainly delivered to students within the VLE - without having to click external links - and these are checked by the library to ensure copyrights, licenses, and accessibility when needed.

The pedagogical model used allows for flexibility to some extent - mainly regarding study time - but students still have to complete the (sometimes group) assignments in a particular period of time within the week. Most of the content is set with clear instructions - which allows little autonomy or space for co-creation with students. There is no set sequence for the different modules.

An adequate number of educational technologies are used to support student learning, including forums, personal messages and teleconferences for interaction, the assessment platform for online delivery of assignments, learning analytics and student preview for the tutors. There's also use of external collaboration tools like padlet and more field-specific applications.

The e-learning team has reported that they support students with special needs on a one-to-one basis by collaborating with external organizations (e.g., blind) and provide alternative resources.

An end-of-module evaluation assesses the instruction and university services. The feedback is used at the micro level to make minor changes to the module and a macro level to the programme course. There is no clear evaluation for the instructor, but the coordinator reported that in case a student has a complaint this is followed up and addressed.

An assessment framework, which is similar across the programme courses, has been presented in advance, including different formats - e.g., Formative & summative, self-assessment, interactive

assessment, group activities, graded and non-graded assignments. Teaching staff tend to pair students from different backgrounds for the group activities.

There is a balanced assessment weighting strategy and the final exam takes up 50% of the module score. The formative assignment has been observed to meet the learning objectives but there were no assessment rubrics presenting how assessors mark each element. The final exam - or a bank of questions forming that - was not present or available. The final exam from another programme seems quite rich and contextualized (e.g., examples from the population in Cyprus). Something similar would be welcome, but taking into account contextualisation in an international setting, as this programme targets international students. There was no further discussion on feedback or student appeals.

The software Proctorio facilitates the final exam. Proctorio allows tutors to monitor students via camera and screen recording to prevent them from cheating. Students watch webinars on the use of Proctorio and sign an agreement before using the software; alternative arrangements can be made (i.e., face-to-face exam) if the student for privacy reasons does not want to use Proctorio. There have not been policies in place yet for tackling the use of Gen AI in assessment.

There is no clear information as to how students will engage in (individual and institutional) research during their programme or the thesis development stage. There is a need for better interconnection between theory and practice.

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

Clear structure with content separated in weeks.
Alignment between learning objectives and activities.
Free and monitored access to external resources via the library.
Flexibility in studying alongside work and family commitments.
Multimodal activities.
Clear assignment instructions, weights and deadlines.
Teleconferences and VLE communication for Q&A.
Learning analytics for identifying students at risk.

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.

Students from another programme mentioned that they would welcome some more interaction with other students. Further, the forums on a module that is currently on VLE do not seem to be very active. The programme could possibly create more opportunities for interaction and bonding. For example, an induction online or face-to-face event for the entire programme or an end of semester conference with some student presentations. Other ideas can include (a) a residential weekend (with students visiting the campus) and having a tour or even some hands-on experience

(b) the creation of a more intuitive space for free discussion (e.g. slack?) and sharing of programme-related resources, for example relevant events or job opportunities.

The description of the programme on the VLE can be a bit dry and impersonal with students clicking on links and reading PDFs. A way to improve this would be to adopt a more conversational style, speaking to the student in the second person and connecting things with every-day life.

The ratio between tutor and students (1 to 30) may not be ideal with the number of assignments and possible one-to-one support requests.

Each activity should have an estimated completion time alongside to allow students for better time management - and also to ensure the time allocation per task is thoroughly considered by the content authors. At the moment some of the activities exceed the total weekly time allocation.

Creating polls for teleconferences can be useful for student availability, but the teaching staff should be careful that this coincides with preparing for the next assignment to ensure students are supported and any questions are answered. Scheduling teleconferences in advance could further improve student availability and suitability of time.

It should be worked out how students will be actively involved in research. This would preferably be based on research initiated by the educational staff themselves because this facilitates student involvement in relevant research projects.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
2	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Partially compliant
2.3	Student assessment	Partially compliant
2.4	Study guides structure, content and interactive activities	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.*

- *Training, guidance and support are provided to the teaching staff focusing on interaction and the specificities of e-learning.*

- *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
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 core staff was rather low in quantity, there is a large commitment needed of external staff resources. There were many visiting staff in relation to permanent staff. The programme should strive for a healthy ratio.

Staff should receive research time for an MScprogram that aims to prepare students for a PhD in the long run. This would require staff being able to act as PIs, however, it was unclear how many of the staff actually qualify as PI.
The teaching staff, that seems well-qualified, receives opportunities to further develop their teaching skills. How teacher performance is assessed remains largely unclear.
The teachers could work towards a shared ownership and passion of the program,
Teaching staff do not have their own offices.

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

Qualified and dedicated staff appointed to the program.

There is encouragement and training possibilities for staff to further develop their teaching.

The program makes use of external staff as visiting scientists.

There are existing external collaborations.

There is a student evaluation after every module, which we find is positive.

<u>*Areas of improvement and recommendations*</u>
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Try to develop a synergy between teaching and (staff) research.

Make sure that students can also be integrated in existing research at EUC.

Formalize the commitment(s) of the visiting staff for a longer term to enhance the sustainability of the program and build up a wider research network.
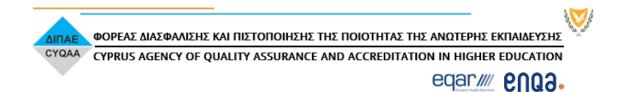
Please select what is appropriate for each of the following sub-areas:

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

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

<u>**Sub-areas**</u>
   3.1 **Student admission, processes and criteria**
   3.2 **Student progression**
   3.3 **Student recognition**
   3.4 **Student certification**

4.1 Student admission, processes and criteria

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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

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 administrative part related to student admission, etc. seem all to be in place and in order.

There is dedicated and qualified administrative staff and they are aware of the necessary procedures and how to implement these. There are clearly allocated competences for the staff. Staff knows what to do in their area of competence.

There is no personal and professional development plan in place for students within the programme. Students have to seek their own advice from university services; the programme could play a more active role. This issue also relates to developing a common vision for the program itself. Where does the university see the future healthcare system developing towards and how can the new education support and guide their students in this development?

Strengths

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

All necessary administrative procedures seem to be in place at the university.

Staff is knowledgeable and dedicated.

For student progression monitoring there are analytical tools in place.

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 is important the program only allows students to enter the program with sufficient qualifications. We advise negatively to admit students from a background other than OT or PT in the first years of running the programme.

GDPR (general data protection rules) issues could be anticipated more readily. For example, not every student likes to be tracked in all weeks of the programme. Building awareness of possible future issues and how to deal with GDPR should be developed (e.g., webinars with further info). For example, students that refuse to use or adhere to certain procedures. How will the university respond to this? Will there be alternative solutions or will studying be impossible?

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

Sub-area	Non-compliant/ Partially Compliant/Compliant

4	udent admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	udent recognition	Compliant
4.4	udent certification	Compliant

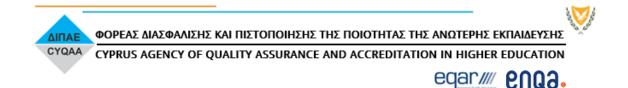**4. Learning resources and student support** *(ESG 1.6)*

Sub-areas

4.1 **Teaching and Learning resources**
4.2 **Physical resources**
4.3 **Human support resources**
4.4 **Student support**

5.1 Teaching and Learning resources

Standards

- *Weekly interactive activities per each course are set.*

- *The e-learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*

- *A pedagogical planning unit for e-learning, which is responsible for the support of the e-learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

- *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 e-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.*

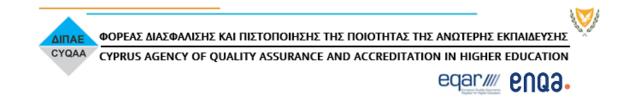## 5.3 Human support resources

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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

There are student advisors beyond the academic instructors, supporting students in non-academic matters. This is a good point.

Services are readily available to students and students are aware of these resources.

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

The program provides flexibility to some extent and caters for students with work and family obligations.

Students can receive support beyond their academic instructors and on matters not related to the module content.

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.

Think of ways to provide face-to-face meetings with staff and other students to improve their learning experience and, in the longer run, build a sense of "community". This will help in the sense that students and alumni will continue to identify with the university.

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

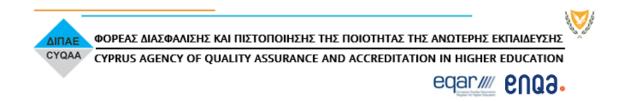| Sub-area	*Non-compliant/ Partially Compliant/Compliant*

5	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

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 proposal on a new MSc of Neurorehabilitation contains many interesting components that could serve the further development of students in OT or PT. There are a number of points that may be addressed in more detail and/or improved, including the workload of students and teachers, the development of a shared vision on teaching and assessment, the integration of field-based technology and latest developments in the program, the establishment of research time for teachers, more electives, commitment of external teachers, and improvement of student interactions.

E. Signatures of the EEC

Name	Signature
Eling de Bruin	
Pieter Medendorp	
Magda Anthousi	
Maria Aristeidou	
Click to enter Name	
Click to enter Name	

Date: 15.05.2024