

Doc. Number: 300.1.1

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report Program of Study

Institution: University of Nicosia

Program of Study:

Master of Science in Physiotherapy and Rehabilitation

- Musculoskeletal Physiotherapy Direction**
- Neurological Physiotherapy Direction**

TABLE OF CONTENTS

Instructions.....	3
External Evaluation Committee (EEC).....	4
Introduction.....	5
Findings.....	6
Conclusions and Suggestions of the External Evaluation Committee.....	12
Document Number: 300.1.....	13

INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

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

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Eliezer Carmeli	Associate Professor	University of Haifa
Amalia Evangelou	MSc Student	University of Cyprus
Jennifer Freeman	Professor	University of Plymouth
Shea Palmer	Professor	University of the West of England

INTRODUCTION:

I. The External Evaluation procedure

This Masters of Science in Physiotherapy and Rehabilitation programme (Musculoskeletal Physiotherapy Direction and Neurological Physiotherapy Direction) sits within the Department of Life and Health Sciences, within the School of Science and Engineering. The University of Nicosia (UNIC) is a private organization and student registration will cost 9000 euro. The EEC studied the Application for Evaluation-Accreditation for this programme which was received well in advance. The EEC also conducted a site visit on 3rd May 2018. A series of presentations were made, led by the Rector, Philippos Pouyioutas (who gave an overview of issues such as the University structure, quality assurance processes, and vision) and the acting programme coordinator, Dr Sofia Lampropoulou (who concentrated on programme-specific issues). Dr Manos Stefanakis who is the substantive programme coordinator made a significant contribution throughout the visit. The EEC also had the opportunity to discuss the programme with members of the teaching team, Head of Department (Dr Kyriacos Felekkis), Dean (Dr George Gregoriou) and quality assurance lead. They were given a tour of some of the teaching facilities (including patient simulation facilities and biology laboratories) at the main UNIC campus, along with the main physiotherapy teaching facilities and human analysis laboratory which is based at another site within a modern building. The EEC had the opportunity to speak with one student who is currently studying on a related MSc programme within the Department. The visit was clearly supported at a very senior level within the University, conducted very professionally and well organized. It was extremely enlightening and helped to clarify queries that EEC members had on their prior interpretation of the documentation.

II. The Internal Evaluation procedure

The EEC received an electronic copy of the application in advance. The application was generally very well completed although there was some lack of detail on the individual course descriptions, particularly in relation to the assessment strategies and content delivery. However the EEC was able to see examples of much more detailed course descriptions used by the teaching team to guide delivery. These were very reassuring and contained a more appropriate level of detail. During the visit, the EEC found that the team was very engaging and were very happy to discuss relevant issues in an open and honest manner. They were very receptive to suggestions discussed as part of the process. Management, faculty members and the student gave very useful insights from each of their perspectives. The EEC was assured that this was a dedicated, cohesive and supportive team with relevant expertise to deliver a successful programme of study at MSc level. They were clearly passionate about the proposed MSc programme and supporting the development of quality of health care in Cyprus.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

The University of Nicosia is very experienced at delivering Masters programmes and is committed to the Bologna Process. They are clearly active in European Higher Education reforms and quality assurance. There are 33 existing Masters Degrees, comprising 59% of all students. The majority of these are distance learning and more than half of these are joint degrees with other universities. Masters students who have their courses delivered face-to-face at the University, such as the proposed MSc programme, comprise 6% of all students. A further 1% of students are undertaking face-to-face Masters courses jointly with other universities. The School of Sciences and Engineering comprises 17% of all students at the University. The Department of Health & Life Sciences, where the proposed programme will be delivered, currently has seven MSc programmes, all of which are delivered face-to-face. There are 127 MSc students in the School and 20 doctorate students, three of whom are PhD students in physiotherapy.

The programme information will be made available online. The teaching team reported that students on comparable programmes receive a detailed outline at the beginning of each course, including full schedule and details of assessment, at the beginning of the course. The student on the panel reported that this process was easily accessible and transparent.

The current intention is that the programme will mostly be accessed on a full-time basis. However the programme team were very happy to consider students extending the timeline of the programme for the research thesis, for example where this facilitates them to conduct clinical research. This flexibility might be very useful where there are additional time demands in terms of securing ethical approval and to facilitate the complexities of collecting clinical data over extended periods of treatment or clinical observations. Classes will be delivered at weekends to facilitate the enrolment of students, the majority of whom are likely to be working. This is anticipated as having the additional benefit of widening potential recruitment to international students, particularly from Greece, where we were told it is not uncommon for students to travel to Cyprus for their studies. The courses will be delivered in a mixture of English and Greek.

Teaching

The intention is that the programme will recruit a maximum of 30 students (20 from Cyprus and 10 international), with a target of 20 students per year. For the elective courses there is a minimum of 5 students. The aspiration is to recruit students mainly from the physiotherapy profession, although there is provision to also recruit chiropractors and osteopaths. The minimum standard entry requirements for students is a Bachelor Degree in a relevant profession and a very good knowledge of English language, at IELTS 6.5 (out of 9) or equivalent.

The programme will be delivered at the main UNIC campus (which has biology labs, patient simulation facilities, and traditional classrooms (for teaching, group work and seminars) and a satellite campus (which houses the main physiotherapy laboratories and Human Performance Laboratory). We were told that the latter is approximately 10 minutes' walk from the main campus; we were driven there on our site visit. It is a very modern facility which has teaching rooms for both theoretical and practical learning, staff offices and social spaces. The physiotherapy laboratories are very well equipped, including plinths, anatomical models, exercise equipment and electrotherapy modalities. The Human Performance Laboratory includes an 8-camera Vicon 3-D motion analysis system and kinetic force-plate embedded in a raised walkway; 12 channel electromyography with accelerometry; isokinetic and hand dynamometry; and ergophysiology equipment. The technologies were modern and well-maintained and provide excellent resources to support teaching and research activities. The buildings at both campuses were modern and spacious and appeared to be fully accessible for those with a range of disabilities.

A learner-centred model is utilised, along with diverse teaching methods to engage students at masters level study. For example students are able to bring in their own complex case scenarios to discuss and occasionally their patients. This is particularly pertinent to the objectives of this proposed degree and was commented on very favourably by the student that we met. The evaluation process and feedback forms are thoughtfully considered with the intention to make them as valid as possible in terms of linking theory with practice. The students have the opportunity to gain immediate feedback from faculty in terms of these evaluations, which the EEC felt was a positive feature in providing additional opportunities for student learning.

Teaching personnel

The teaching team has excellent expertise and qualifications appropriate to delivery of the proposed programme. All faculty listed in the application have doctoral qualifications across a range of specialisms relevant to the programme, including anatomy and spinal biomechanics, ergophysiology, neurophysiology, paediatric neurorehabilitation, pathology, physiotherapy, professional studies and rehabilitation. The CVs available with the application indicate that many faculty undertook their postgraduate degrees overseas, including in Australia, Greece, the UK and USA. The team reported that most are already teaching in Higher Education. New and existing faculty are supported through peer evaluation of teaching. There is also an established system of annual class observation for new and established faculty members. Student evaluation questionnaires are another important aspect of feedback on performance. Staff appraisal includes a formal reflection every two years when faculty are assessed in relation to three criteria: teaching, research and contribution to the university. Decisions on whether to offer a tenured position are made after four years so feedback on teaching performance forms an important part of this decision.

There is an established programme of teacher training, including three seminars for Moodle (basic, intermediate and advanced) and other training for learning technologies. The team reported that they are developing an in-house training requirement which will become compulsory. Some staff have a Certificate in Education

secured as part of their postgraduate training and academic experience overseas. The acting programme coordinator, Dr Sofia Lampropoulou, has a Masters in teaching in higher education

Most faculty also maintain an active clinical caseload as this is required for maintenance of their professional registration. Mostly they work in private practice. This was considered by the EEC to be important to maintain currency and credibility with students. The staff that the EEC met were very accomplished in the English language.

The faculty identified in the application documentation comprises one Professor, three Visiting Professors, one Associate Professor, three Assistant Professors, two Lecturers and one Specialist Scientist.

Most faculty are active researchers, whom are involved in writing grant applications, attending and presenting at conferences, publishing their outputs in international peer-reviewed journals and supervising post-graduate research students. Their research is collaborative at local, national and international levels and spans both basic and clinical science.

It was clear that the staff acknowledged the experience that MSc students bring to the learning environment and encouraged them to translate this into their current clinical practice. This was encouraged through, for example, in-depth discussion of case scenarios and exploration of clinical decision-making. This appears to be core to their approach, which is particularly pertinent to this programme because a key aim is to upskill the Cypriot physiotherapy workforce in neurological rehabilitation, and physiotherapists, osteopaths and chiropractors in musculoskeletal rehabilitation.

Overall, the EEC were confident that the teaching personnel were appropriately qualified to deliver an exciting MSc programme. It was clearly apparent that they were hard working and dedicated to supporting their students.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and Learning Outcomes of the Program of Study

All course content is consistent with the mission of the programme to prepare students to be scientifically and professionally qualified as advanced and specialised practitioners in the domains of Musculoskeletal Physiotherapy and Neurological Physiotherapy. They aim to combine advanced theoretical, clinical and practical training to enhance assessment and treatment skills. Currently there is a successful undergraduate programme at UNIC in physiotherapy, with approximately 45 graduates qualifying each year. Alongside this they offer a range of other health related degrees, including nursing, sports sciences, nutrition and pharmacy. The programme co-ordinator (Dr Manos Stefanakis) articulated a clear objective to develop a research hierarchy from BSc to Masters, PhD, and Faculty. In doing so research capacity within the Department would be developed.

Structure and Content of the Program of studies

The programme will typically be delivered full-time across 1.5 years and three semesters (each semester 13 weeks), although there is the capacity for students to extend the timeline of the programme for the research thesis, for example where this facilitates them to conduct clinical research, which is likely to require ethical approval. There are 30 ECTS in each semester. Each of the first two semesters has four courses. In the second semester there are more specialist courses dependent upon the direction taken. In the third semester the student has the option of either taking three from a possible four courses; or a research thesis and one elective module.

It is apparent to the EEC that the structure of the programme has been carefully considered with core (compulsory) Biostatistics and Research methodology courses in the first semester which introduce principles and fundamental knowledge required for later progression. This MSc enables the students to choose a direction in either Musculoskeletal or Neurological Physiotherapy. The EEC had a discussion with the panel about the point at which students need to confirm their choice of direction, and a suggestion was that students could finalise their decision by the end of semester one. The EEC recommend that a clear process should be developed to facilitate students in making the right choice of direction. A further discussion was held with regards to the naming of the Degree. It was a shared opinion of both the UNIC team and the EEC that students would likely appreciate a clear differentiation between the two specialties being reflected in the title of the degree awarded. The EEC therefore recommend that there is further discussion about adding “Musculoskeletal” or “Neurological” to the title of the degree, according to the direction taken. A further consideration might be removing “Physiotherapy” from the title given the intention to recruit chiropractors and osteopaths. A suggestion would be MSc in Rehabilitation (“Musculoskeletal” or “Neurological”). This could also improve the attractiveness to other professions (examples might include occupational therapists and sports therapists). Further, this may act to enhance the marketability of the programme to potential students who aspire to be specialist and advanced practitioners.

The application document provided programme learning outcomes and course specific learning outcomes. The EEC observed that both the programme and course content and learning outcomes could be further developed to reflect the progression from undergraduate to post graduate study. It was clear from the discussion that staff do make this distinction in their teaching content, approach, and assessment and readily acknowledged that these could be further refined. The EEC were fully reassured that the overall level of the programme was appropriate to Masters level, as evidenced by the much more detailed course descriptions, which included week-by-week content, teaching methods and assessment mechanism shared with the EEC at the site visit. These better reflect the course content and provide a good template for development of the revised course descriptors. The EEC recommend that the learning outcomes and content description across all courses should be revised to better reflect the level and content of what will be delivered.

The elective courses build on knowledge and skills which are relevant to either the musculoskeletal or neurological direction. There is a sufficient range of elective courses, providing students with more options to tailor the degree to their personal preference. A positive feature of the programme is some flexibility to respond to students' clinical interests such as through discussion of case scenarios, and "real-life" patient assessments and treatments which helps to elicit, challenge and develop their clinical insights.

The team highlighted that they had financial resources to support the contribution of expert, well respected, external speakers to the programme schedule. The EEC feel that a seminar programme, given by such persona, would have many benefits, which include: development of the student's higher level of critical thinking; the attractiveness of the programme to new recruits; and raising the profile and reputation of the Department. It is the recommendation of the EEC that the team develops clear plans to use available resources to support such seminar activities.

Quality Assurance of the Program of studies

It was apparent from the presentations by the panel members that quality assurance is taken very seriously by the University and that a variety of mechanisms are in place to support this. The University has an internal Quality Assurance Committee which comprises representatives from each school and two students and this represents the main function for QA. There are a range of subcommittees at School and Department level who gather information gathered from a wide range of sources. This includes anonymous electronic student feedback which is compulsory for all students before they receive their grades. Individual module leaders also use questionnaires specific to their courses to receive student feedback. Regular meetings, such as Programme team meetings and the 6-weekly Department Council meeting, are additional mechanisms for discussion related to teaching quality and student experience. Peer observation of teaching feeds into annual appraisal for staff. Grade distributions on courses are also looked at by the Head of Department and form the basis for discussion with individual course leaders if there are any outliers identified. The student reported that faculty are very responsive to students' feedback. Mechanisms are in place to monitor individual academic performance, providing staff with the ability to identify those students who require additional support.

The programme will be approved on a 5-year rolling basis, ensuring appropriate QA oversight. In addition there is a two year internal evaluation process for all programmes. We discussed standard setting in relation to assessment. The teaching team is obviously very experienced and use model answers and detailed associated marking schemes to guide assessment. In assessments where no such model answer exists, for example where assessment of the strength of academic argument is sought (such as in an individual research thesis), a more general marking scheme is available to guide decisions on the award of grades. This was very reassuring to the EEC. Appropriate software (e.g. Turnitin) is used to ensure the authenticity of students' work.

In general, the EEC was very satisfied that the regulation of QA was appropriate and was informed by a wide range of sources and perspectives.

Management of the Program of Study

The management of the programme, as presented by the programme co-ordinators (Dr Sofia Lampropoulou and Dr Manos Stefanakis) was robust, and they had a shared vision and were clearly passionate about the development of this programme. The content of the programme will be made available on a VPN (Moodle) and will be a key resource in supporting students' learning. The student who we spoke to commented very favourably about the approachability and accessibility of staff and this was reassuring to the EEC who consider that this is invaluable at masters level. The EEC observed that this was a cohesive team, with a shared vision, who were clearly very supportive and mutually respectful of each other. It was obvious that they felt confident to have a constructive debate within the team even in the presence of the EEC. As described previously, staff development courses are available on a range of topics such as most effective use of Moodle. Staff specifically talked about covering for each other in the event of illness or other absenteeism to ensure that courses are not cancelled. This is further evidence of a collaborative and supportive programme team.

International Dimension of the Program of Study

The presentation by the Rector strongly emphasised the international dimension of the University as a whole. Some specific strategies to achieve this are through distance learning and joint degrees with international universities. One illustration is the joint medical school, the first in Cyprus, which is a collaboration with St George's University of London. As noted earlier, many members of the team have undertaken postgraduate study abroad and it is apparent that they bring a range of experiences to their teaching and research. The courses on the programme will be taught in a mixture of English and Greek which enhances its international dimension, whilst also ensuring it is accessible to students from Cyprus and Greece who are the key recruitment pool.

Connection with the labor market and the society

The programme team described the strong culture and appetite for additional post graduate studies in Cyprus, based on their discussion with stakeholders. This MSc programme will be the first to provide options for directions in both musculoskeletal and neurological specialisms. The programme team reported that there are approximately 1000 registered physiotherapists in Cyprus, of whom only 100-150 have a post-graduate degree. There are approximately 45 physiotherapy graduates per year from UNIC and approximately 100 nationally. This would represent a core market for recruits to this programme. In the first three years of the MSc Orthopaedic Science and Rehabilitation there were between 10–13 recruits each year; if such recruitment is repeated for the neurological direction then the overall numbers will be in the region of those predicted by the team. There is no current provision for postgraduate study in the area of neurological rehabilitation, thereby identifying a gap in the market.

The team talked about links with a number of community projects, including teaching in prisons, supporting students from low socioeconomic groups, working with addicts, raising money for refugees, working with UNESCO and placements within industry. They also provide physiotherapy support for sporting events such as the Nicosia half marathon. The variety of these connections are illustrative of a University and Department who take their civic responsibilities seriously.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

A stated specific goal in the application is to create a research centre which will engage in the domains of musculoskeletal and neurological physiotherapy. This is a very broad ambition and the EEC would suggest that the team clearly considers specific strands of research that they might develop. More of an emphasis could then be placed on integrating the research interests and activity of academic staff with the course content and with the research conducted by postgraduate students. Most staff are research active to some level, as evidenced by them applying for and attracting research funds (e.g. grants associated with basketball injury prevention, support for athletes at the end of their athletic careers, and prevention of osteoarthritis), publishing their work in international peer-reviewed journals, attending and presenting at scientific conferences, and supervising post-graduate research students. As described earlier, a recommendation is that the learning outcomes of the MSc programme and individual courses should more explicitly link research and clinical practice and be aligned with the staff's areas of research and expertise. The students would benefit from active involvement in research projects that were aligned in this way. Faculty emphasised their aim to equip students with the necessary skill to progress to PhD studies and enhance overall research capacity. It was apparent to the EEC that the University and Department highly value research, as reflected by the promotions process and the provision of facilities to undertake research. This commitment was also evidenced by the production of their e-journal www.panr.com.cy.

A discussion took place between the EEC and the programme team concerning the focus of the research theses that students undertake. Students were encouraged to undertake clinical research, often with their own clinical practice. There was flexibility in extending the timeline required to allow students to secure ethical approval. The EEC considered this student-centred approach to be a very positive aspect of the programme.

As described earlier, the facilities are modern and equipped with a range of appropriate equipment and software which would facilitate research.

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

Administrative Mechanisms

The EEC was reassured that Student Welfare Support was in place. Each student is allocated an Academic Advisor who provides individual support and signposts to relevant further support where necessary, e.g. counselling services, which are free of charge. The EEC noted that, from a student perspective, the delivery of teaching in weekend blocks might present additional logistical challenges (for example financial, travel and accommodation). However the EEC recognizes that this is not alien to the culture of learning in Cyprus and Greece. It has an advantage of allowing those in work to be able to pursue postgraduate study. The student that we spoke with, commented that he was very comfortable with highlighting with faculty any problems that he might have, and was also aware of direct access to services such as counselling and other student support. The student also commented very positively on the support and guidance received in weighing up which specialism to pursue in terms of programme direction and whether or not to take up the research thesis option in the third semester.

Infrastructures / Support

The EEC did not have the opportunity to visit the library or speak with the librarian or with administrative or finance staff. However, the Rector provided a detailed and comprehensive formal presentation outlining the facilities and support available to students and faculty. This was further evidenced by the student who commented that, for example, the electronic access to library facilities was excellent. On our tour of the physiotherapy satellite campus we were shown modern computer suites that are fully accessible to students on site. A VPN (Moodle) is available to support all courses.

Financial Resources

There seems to be adequate financial resources to support the research and teaching activities of the programme.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

All EEC members strongly support the recommendation for accreditation of this MSc programme.

The programme has been designed and will be delivered by specialist staff, with commendable strengths particularly in advanced and specialist clinical practice. Whilst understandably the bias is towards physiotherapy, the team also includes a range of other relevant disciplines, as detailed earlier. The team is very passionate and enthusiastic and share a vision of training the next generation of specialist and advanced clinicians. The programme co-ordinators (Dr Sofia Lampropoulou and Dr Manos Stefanakis) together provide a strong vision for the type of skills and characteristics of their masters graduates, and dedication in developing and leading the programme. This approach sits within the context of a university which has a strong focus on quality assurance mechanisms, an international vision and societal affinity.

The design, structure and content of the programme focuses on developing advanced and specialist knowledge and skills in the areas of musculoskeletal and neurological physiotherapy. This is achieved through facilitating good learning in a comfortable and supportive environment which encourages a critical approach to clinical assessment and decision making. Whilst it was apparent in discussion with staff that the content and learning outcomes would clearly be delivered at masters level (evidenced by specific examples of the more detailed and updated course descriptions provided at the site visit) this was not always explicit in the course descriptions provided in the application. It is apparent that the programme will be delivered in an engaging and interactive manner. The graduates will be well-qualified to function as advanced and specialist practitioners.

Some specific recommendations for the programme are:

- 1) The programme and individual course learning outcomes should continue to be revised to better reflect Masters level (for example greater emphasis on critical analysis, synthesis, discussion and debate).
- 2) The learning outcomes of the MSc programme and individual courses should more explicitly link research and clinical practice and, where possible, be aligned with the staff's areas of research and expertise.
- 3) The title of the programme should reflect the specific direction of study (for example 'MSc in Rehabilitation (Musculoskeletal)' or 'MSc in Rehabilitation (Neurological)').
- 4) The advertised student qualifications for entry are appropriate, but the EEC would recommend that the programme could potentially be widened to include

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

relevant health professionals with a Bachelor Degree such as occupational therapists or sports therapists.

- 5) A clear process should be developed to facilitate students in making the right choice of direction (Musculoskeletal or Neurological).
- 6) A seminar programme with contributions from expert, well respected, external speakers should be considered to help development of the student's higher level of critical thinking; the attractiveness of the programme to new recruits; and raise the profile and reputation of the Department.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia.....

Program of Study:MSc in Physiotherapy and Rehabilitation –
Musculoskeletal Physiotherapy Direction/Neurological Physiotherapy Direction

Duration of the Program of Study:1.5 years.....

Evaluation Date:.....03/05/2018.....

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

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

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

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

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

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Eliezer Carmeli	Associate Professor	University of Haifa
Amalia Evangelou	MSc Student	University of Cyprus
Jennifer Freeman	Professor	University of Plymouth
Shea Palmer	Professor	University of the West of England

Date and Time of the On-Site Visit:03/05/2018.....

Duration of the On-Site Visit:8.5 hours.....

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					X
	1.1.3.1 The implementation of a specific academic calendar and its timely publication.					X
	1.1.3.2 The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
	1.1.3.3 The course web-pages, updated with the relevant supplementary material					X
	1.1.3.4 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					x
	1.1.3.5 The procedures for the conduct and the format of the examinations and for student assessment					X
	1.1.3.6 The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					X
	1.1.4.1 facilities					X
	1.1.4.2 Library					X
	1.1.4.3 Infrastructure					X
	1.1.4.4 student welfare					X

	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.							X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.							X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.							X
1.1.8	Control mechanisms for student performance are effective.							X
1.1.9	Support mechanisms for students with problematic academic performance are effective.							X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.							X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.							X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>All the above criteria have been met to a high level and we have commented on relevant sections in the accompanying report.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. The target number is 20, with a maximum of 30 students.</p> <p>β) the countries of origin of the majority of students. The majority of students will be from Cyprus plus up to 10 students (mainly from Greece).</p> <p>γ) the maximum planned number of students per class-section. That would be 30.</p>								
1.2	Teaching		1	2	3	4	5	

1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Teaching methods used are engaging, innovative and are student-focussed.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.					X
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					X
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.					X
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X

1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>All the above criteria have been met to a high level and we have commented on relevant sections in the accompanying report.</p>						

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.				X	
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.				X	
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.				X	
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				X	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The EEC was satisfied that the programme objectives and learning outcomes would be delivered at an appropriate masters level. As outlined in the main body of the report and in the final conclusions and recommendations, there is scope for the learning outcomes to be refined to more clearly reflect the critical level of thinking required at masters level study.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.				X	
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific					X

	program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.				X	
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.				X	
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The EEC was satisfied that the programme objectives and learning outcomes would be delivered at an appropriate masters level. As outlined in the main body of the report and in the final conclusions and recommendations, there is scope for the learning outcomes to be refined to more clearly reflect the critical level of thinking required at masters level study.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p> <p>To our knowledge students will not be studying simultaneously at another academic institution.</p>						
2.3	Quality Assurance of the Program of Study	1	2	3	4	5

2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator. This is a particular strength of the programme and institution.						
2.4	Management of the Program of Study	1	2	3	4	5
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.					X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.					X
2.4.5	Information relating to the program of study are posted publicly and include:					X
	2.4.5.1 The provisions regarding unit credits					X
	2.4.5.2 The expected learning outcomes					X
	2.4.5.3 The methodology					X
	2.4.5.4 Course descriptions					X

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

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

This is a particular strength of the programme and institution.

In the case of practical training, note:

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

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

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

Currently the students can participate in Erasmus plus.

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

This is a unique programme in Cyprus, and is the first to offer a specialism in neurological rehabilitation. It is also the first programme to combine Musculoskeletal and Neurological rehabilitation directions within the same overall master programme.

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

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

This is again a particular strength of the programme and institution, demonstrating in particular strong societal affinity.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.				X	
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-				X	

	reviewing system, in international conferences, conference minutes, publications etc.					
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>All the above criteria have been met to a good level and we have commented on relevant sections in the accompanying report.</p>						
4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK						
4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>All the above criteria have been met to a very high level and we have commented on relevant sections in the accompanying report.</p>						

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.					X
4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.					X
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>All the above criteria have been met to a high level and we have commented on relevant sections in the accompanying report.</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					X
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					X

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

All the above criteria have been met to a high level and we have commented on relevant sections in the accompanying report.

The following criterion applies additionally for distance learning programs of study.

N/A

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					

5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.									
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.									
5.10	The supporting infrastructures are easily accessible.									
5.11	Students are informed and trained with regards to the available educational infrastructure.									
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.									
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.									
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.									
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.									
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.									
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:</p> <table border="1"> <tr> <td>The maximum number of students per class-section, should not exceed 30 students.</td> <td></td> </tr> <tr> <td>The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.</td> <td></td> </tr> </table>							The maximum number of students per class-section, should not exceed 30 students.		The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
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The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.										

The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	
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N/A

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

FINAL REMARKS – SUGGESTIONS

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

Please see accompanying report.

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

Name:	Signature:
Eliezer Carmeli	
Amalia Evangelou	
Jennifer Freeman	
Shea Palmer	

Date:06/05/2018.....