



Doc. 300.1.1

Date: 18-05-2023.

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

- **Higher Education Institution:**
UCLan Cyprus
- **Town:** Larnaca
- **School/Faculty (if applicable):** N/A
- **Department/ Sector:** Dept of Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

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In English:

Sports and Exercise Sciences (1 year/90 ECTS/MSc)

- **Language(s) of instruction:** English
- **Programme's status:**
- **Concentrations (if any):**

In Greek:

In English:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

9:30 – 10:00

- A meeting with the Head of the Institution and the Head or/and members of the Internal Evaluation Committee.

10:00 – 11:00

- A meeting with the Head of the relevant department and the programme(s) Coordinator(s).

Short presentations of:

- o The School's / Department's structure
- o The feasibility study of the programme(s)
- o The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)

11:10 – 12:10

- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- SWOT analysis and degree of compliance with the CYQAA standards
- Discussion on the content of each course

12:10 – 12:50

- On site visit to the premises of the institution (i.e. library, computer labs, research facilities).
- Virtual tour of the University: <https://virtualtour.uclancyprus.ac.cy/>

13:50 – 14:40

- A meeting only with students or/and their representatives.

14:40 – 15:30

- A meeting only with members of the teaching staff on each course for all the years of study.
 - o Self-presentation
 - o Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity), on any other duties in the institution and teaching obligations in other programmes

15:40 – 16:10

- A meeting only with members of the administrative staff.

16:10 – 16:30

- Conferring of the EEC.
- Live Lecture Recording: **The basis of human movement**

16:30 – 16:50

- A meeting with the Head of the relevant department and the Coordinators of the programme - **Exit Discussion** (questions, clarifications).

B. External Evaluation Committee (EEC)

| <i>Name</i> | <i>Position</i> | <i>University</i> |
|--------------------------------------|--|--------------------------|
| Professor Nikolai Baastrup Nordsborg | Head of Department of Nutrition, Exercise and Sports | University of Copenhagen |
| Professor Lee Ingle | Formerly Head of School for Life Sciences, and formerly Head of Sport, Health & Exercise Science | University of Hull, UK |
| Professor Ralf Brand | Head of Sport and Exercise Psychology | University of Potsdam |
| Student Maria Christoforou | Student representative | University of Cyprus |

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*

- *students' satisfaction with their programmes*
- *learning resources and student support available*
- *career paths of graduates*

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

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

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

The organization is well outlined and was convincingly presented.

Strengths

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

The quality assurance system supports the program through appropriate structures, regulations and processes. Especially the extensive use of external evaluators for various exams are appreciated. However, this may also pose a risk for the scientific staff's workload if the program grows (see section 2.3).

A strong relationship with relevant organizations and entities in society was clearly presented.

The organization and support of learning activities was convincing.

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 course program is publicly available. However, parts of the quality assurance procedures are not publicly available but available to students and staff. All procedures should be made publicly available. Therefore 1.3 is deemed partially compliant.

Actual student workload may be on the low side according to ECTS workload expectations. See section 2.1.

International students can readily participate in the program. It should be noted that international students are limited in their possibilities to obtain work in Cyprus while studying and also after graduation. See section 4.

The response rate on student satisfaction surveys are low (<20%) and should be increased.

A general note is that the program is hosted by the department of sciences. If the possibility arises in the future, it should be considered to host the programme in a health or biological science department.

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

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

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**

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

You may also consider the following questions:

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

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

Findings

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

The style of teaching and the teaching methods are well developed.

Strengths

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

It looks like the UCLAN (Cyprus) has found an exemplary positive way of student-centered learning. Teachers seem to be making the best of the situation that there is currently only a small number of students enrolled in the program (7 students). The focus of the program is seen as an advantage by students and academics, and may-be the “unique selling point” of the program. We agree.

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.

a.) The moderation of student assessments certainly increases objectivity and reliability in marking student work. Given the very small number of students currently enrolled, there are good reasons to continue this practice. Once there are a number more students enrolled in the program, however, this is likely to put a strain on teachers, possibly even beyond their means (which could be at the expense of the quality of teaching and research performance). We recommend timely reconsideration of this process in general or that teachers (then) be given additional resources (time or support staff) for this time-consuming practice. b.) We see that the program could benefit from additional emphasis on the field of biomechanics. c.) Some students wished for more opportunities to be introduced to research fields not focused by the program (elective courses); others wished for more theoretical depth in the course content. d) The amount of onsite face to face teaching was 2 times per week. This seems to be on the low side compared with international practice. We recommend that onsite interaction is planned 3-4 times weekly. This is the reason for ‘partially compliant’ in 2.1



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

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

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1 Teaching staff recruitment and development

Standards

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

3.2 Teaching staff number and status

Standards

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

3.2 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

The overall staff to student ratio was 1:20 which is perfectly acceptable overall. However, student numbers on the MSc programme are currently low which means that the SSR is even lower. Staffing increases should be considered when/if MSc student numbers grow.

Strengths

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

Cohesive team of academics who clearly work well together and have complementary strengths. A clear passion for education was evident from the team. Staff are accredited for their teaching by the Higher Education Academy in the UK (FHEA) which provides an international level of recognition for their teaching practice. Strong teaching principles

and good quality assurance processes were evident including clear moderation processes and the appointment of an external examiner. Staff felt very happy and supported in their roles. When students had concerns, staff dealt with them positively to improve their overall experience. There are potential research opportunities with the computer science staff around AI/machine learning. An example being risk prediction of ACL injuries in female soccer players. These collaborations should be encouraged and supported. The University should consider looking at how any intellectual property which emanates from this type of research could be commercialised (e.g. supporting the development of patent applications).

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.

In theory, staff have 40% of their time devoted to research. It was not clear whether a shared research vision/strategy for the future existed. We propose the development of a shared research vision over the next 5 years. This should be developed by the team along with individual aims and objectives which will allow a strategy to be developed. The appointment of visiting professors to the department (senior researchers) who align with the newly formed research strategy will allow the team to grow research confidence and support the long-term vision. This will lead to more publications and grant submissions in the future and allow the department to develop a reputation in their chosen area of specialism. Once staff become more research active these experiences can be reflected more in their teaching, providing students with a unique learning experience. This would also create a spill-over effect to teaching and thereby ensure up-to-date knowledge is included in the curriculum.

It was noted that staff were primarily Cypriot nationalities. While this is not a problem per se, it is encouraged to develop a strategy for even more pronounced scientific interaction on the international level also evident in future recruitment. Important aspects in this regard are the scientific environment, physical resources, access to support staff as well as internationally competitive salaries.

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

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

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

Sub-areas

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

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

Criteria for admission were presented together with strategies for development of students who did not meet the criteria initially. Student progression initiatives were presented. Certification processes accord with international standards.

Strengths

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

Occasionally, students do not successfully graduate. We consider this a sign that there is a focus on quality in the program. We see two particularly strong 'unique selling points' of the program: First, double certification (UCLAN Cyprus and UCLAN UK), which has been pointed out, especially by the foreign students, as the main reason for choosing UCLAN Cyprus. Second, there seems to be an established very strong link (partnership working) between (especially elite football) clubs and sports federations, which has extremely great potential for advancing both the academic goals of researchers and further specification of the study program.

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 was apparent that the program workload leaves room for other activities. For local students, this would be other important tasks such as work or family obligations. However, for international students, the available time can be seen as an unexploited possibility for learning and/or societal interaction. As mentioned in section 1, establishing models for international students to connect with society seems a priority. This may be accomplished through partnerships. It may be a model to develop commercial partnerships, where students complete agreed tasks in an enterprise or organisation such as a professional football club. The partnership revenue could possibly allow the tuition fee for the international students that are engaged in this program to be reduced? This is an important point and the reason for 'partially compliant' in 4.3.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

- 5.1 **Teaching and Learning resources**
- 5.2 **Physical resources**
- 5.3 **Human support resources**
- 5.4 **Student support**

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

5.4 Student support

Standards

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

You may also consider the following questions:

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

- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

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

The resources provided for the program was impressive.

Strengths

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

The campus building is new and impressive. Well developed student facilities were apparent including a café, cantina and library.

All possible learning environments were readily available. This included lecture halls, problem based learning rooms, student group work possibilities, possibilities for individual study processes, for example at the library.

The exercise laboratory was to the expected standard and well equipped with exercise research facilities.

The program appeared well supported by administrative staff, including student focused services regarding progression and other practical or personal issues that may arise.

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.

Laboratory facilities must be planned to expand when student numbers are increased. An additional similar lab or another specialized facility (ie. biomechanics lab) would be a natural development including force platform and camera tracking system. The consideration of a potential appointment of a laboratory technician to help support lab set up, athlete testing, and supervise student lab projects. This would free up academic staff to focus on other aspects (e.g. developing grants, academic paper writing). The technician could complete a PhD on a part-time basis.

The marketing team should help identify the programmes unique selling points (e.g. strong partnerships with professional sports teams, dual award including UCLAN UK degree certificate) which should be used in a campaign to show potential students what differentiates the UCLAN MSC programme from other MSc programmes in Cyprus - this is clearly a very competitive marketplace.



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

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

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

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

Findings

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

We have not been introduced to a PhD program. However, it was mentioned that there is the opportunity for students to enroll in such a program at UCLAN UK. We think that this situation is good, and that it corresponds well to the current potential of UCLAN Cyprus.

Strengths

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

n.a.

Areas of improvement and recommendations

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

n.a.

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

| Sub-area | | <i>Non-compliant/ Partially Compliant/Compliant</i> |
|----------|-------------------------------------|---|
| 6.1 | Selection criteria and requirements | n.a. |
| 6.2 | Proposal and dissertation | n.a. |
| 6.3 | Supervision and committees | n.a. |

D. Conclusions and final remarks

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

We would like to thank the UCLAN Cyprus team for a very warm welcome and for the hospitable treatment we received. Overall, we were very impressed with the development of the MSc programme over the past 5 years, and can see some real strengths which provide it with unique elements which are not offered by other MSc programmes on the island. We were particularly struck by the strong affinity and rapport between the academic staff - this is a real strength and will provide the basis for a successful department moving forward. There are of course areas for improvement (which we have highlighted above) but our overall impression of the programme and supporting team is a very positive one, and we wish them all the best for the future.



E. Signatures of the EEC

| <i>Name</i> | <i>Signature</i> |
|--------------------------------------|------------------|
| Professor Nikolai Baastrup Nordsborg | |
| Professor Ralf Brand | |
| Professor Lee Ingle | |
| Maria Christoforou | |
| | |
| | |

Date: 19-05-23